

The JOURNAL of TRUE Education

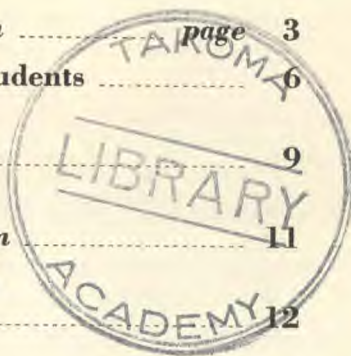
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ISSUED FIVE TIMES A YEAR—FEBRUARY, APRIL, JUNE, OCTOBER, AND DECEMBER—BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON, D.C. SUBSCRIPTION PRICE, \$1 A YEAR. ENTERED AS SECOND-CLASS MATTER AT THE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

I AM an American. A little of every race and every nation went into the melting pot that poured me. Europe is there, and a fragment of Africa, and some of Asia. I am all races and all tongues, all colors and all creeds. But I am an American because I have dreamt the dream of the founders of this democracy, and because I have a share in every act of faith that made their dream come true. Lincoln at Gettysburg spoke for me. Valley Forge was my winter too. I knew Tom Paine and the Raleigh Tavern and the village green at Lexington. Old Hickory talked my language. Ethan Allen thundered in my name. Jefferson, writing his statute for religious liberty, wanted me to have a chance to worship God in my own way. The Pilgrim Fathers gave me a stubborn hope. Appomattox taught me charity. Boone showed me the western trails. The pioneers who climbed the hills and crossed the great valleys found a country broad enough for men of every race to live in self-respect and friendship with their neighbors. It is not race or creed or color that makes an American. It is a decent regard for the rights of man and a healthy love of freedom.

I am an American. My home is a continent between two seas. On this continent I have helped to build the only way of life which I believe to be worth living. It is a friendly way of life, with room for the opinions of the man across the street. It is an honorable way of life, asking no compromise with convictions. It is an eager way of life, forever pressing on to new experiments, new trials, new errors, another start, and fresh achievement. It is a successful way of life, with the highest standard of material well-being and the broadest basis of popular education that the world has ever known. It is an alert way of life, on guard day and night against impairment of the rights that a free people cherish: the right to think for themselves and to vote as they please, to choose their own church, to read a free press, to name their own leaders in a free election; the right to discuss, to disagree, to try new roads, to make mistakes, and to correct them; the right to be secure against the exercise of arbitrary power; the right to live their lives in their own way.—*New York Times*, May 17, 1942.

The JOURNAL of TRUE
Education

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Education in Time of War

Harvey A. Morrison

SECRETARY, DEPARTMENT OF EDUCATION

THE influence of war creeps into every phase of life. The home is different; dress is different; food is different; plans for recreation are different; conversation is different. Today war is touching the life of almost every individual in the world.

The influence that war has on the rising generation will come largely through the changes that war makes in education. Almost all Seventh-day Adventist educational groups and institutions recognize their obligation to their Government and country in an hour of tension such as this. Many meetings of the leading educators of America have been held, and discussion of the question of adjusting education to present and particular needs has taken place.

It is recognized that education has a twofold responsibility in this critical hour. One is to prepare youth for the experience that is immediately before them so that they may contribute the most possible to the success of the Government in this hour of strife.

The other responsibility is to prepare youth for its larger field of service during peacetime—service that will bring the greatest contribution to the welfare of the people. It means not only to pre-

pare youth to carry their share of the economic load and make their contribution to the security of society as far as temporal things are concerned, but much more it means the development of a spiritual understanding and a spiritual experience that will carry one through the turmoil and strife of these last days. To direct the thinking and planning of youth in such a time as this is indeed a delicate task.

It must be recognized that any tendency to lay aside the best and the grandest part of education—even when regarded only as a temporary laying aside—will produce tremendous losses and somewhat permanent results. The institutions of society that have survived the test of years, and the principles and practices that make Christian education what it is, must stand undaunted and unchanged during the crisis hour.

In such times as these it is easy for those who enjoy promoting something new to get a hearing. There are those who would like to take advantage of this opportunity to revamp the entire system of education. It is not the time, under confused conditions, to lose one's calmness in thinking, one's ability to make wise decisions, and to cater to changes

for which there is not a clearly demonstrated need. The storm is on, and the great pressure existing in the world brings about many changes in human living. In fact, some of this stress has revealed the weakness in the secondary schools of recent omissions of mathematics and physics, as well as of other subjects spoken of as outmoded.

It would seem that the immediate problem is to consider the youth, especially those who may expect to be called into the service of their country within the next two years. If first consideration is given to full understanding of and provision for their need, the church can be assured that it is training them to fill to the fullest extent their place and their obligation to their country, and is also preparing them to carry forward the great principles found in the teachings of the Master.

The fact is that moral strength and power is the greatest contribution that can be made to the military forces of any country. Therefore, anything that can be done to bring the youth into this experience will fulfill the need expressed above in the twofold responsibility. It must be recognized that Adventists are somewhat limited in the ways in which they can serve their country; nevertheless, they also have something to contribute that may be forgotten or overlooked by some others.

The hour is so critical that a special council was recently called by the General Conference Committee. This meeting included the union conference presidents, the college presidents, the union educational secretaries, and representatives of the medical college, as well as the local members of the General Conference Committee.

After many hours of discussion and prayerful consideration, actions were taken which, it is believed, will give the youth their best opportunity, will be of greatest service to the Government, and

will do as much as possible to prepare the youth for a real service if and when this great cataclysm comes to its end. The actions aim to bring to the youth as much in Christian education as possible before they are called into the armed forces. It also attempts to keep on training the youth in theological and health courses in reasonable numbers and in accordance with the plans of the Government. The actions follow.

"Accelerated Academy Program

"WHEREAS, It is desirable to accelerate as much as possible the training in our own schools of our youth, so that they will be prepared when the time comes to serve their country or the church, as the case may be, in the fullest possible manner;

"We recommend, 1. That for the time of the present war emergency, colleges accept students who present fifteen units of standard work, including one year of Bible for every year's attendance in our academies.

"2. That all our college-attached academies and any other academies, upon recommendation of the union conference committee and the approval of the boards of such institutions, accelerate their programs in every way practicable.

"3. That these schools offer enough work in special summer sessions to provide opportunity for the student to earn two full units of credit each summer.

"4. That in harmony with wide practice, the schools permit students maintaining a B average in their entire programs to take five units of work during the regular school year.

"Secondary Health and Physical Education

"WHEREAS, Health is one of the major objectives of Christian education; and,

"WHEREAS, Our secondary curriculum does not now include a required course

in health and physical education; and,
“WHEREAS, Present conditions have greatly accentuated the need for such training,

“*We recommend*, 1. That the Department of Education include such a course in the secondary curriculum as one of the requirements for graduation.

“2. That the General Conference Department of Education, in collaboration with the Medical Department, prepare a syllabus for this course.

“Medical Cadet Corps Training

“*We recommend*, 1. That all our academies take steps to make the Medical Cadet Corps training immediately available for the young men who are facing military induction, who thus far have had no access to this training, and that during the present emergency the requirements of Medical Cadet Corps training be provided for in the Health Education program in our academies.

“2. That the conferences be reminded of the urgent necessity of immediately providing Medical Cadet Corps training for the large number of our young men of and approaching draft age who are not in our academies or colleges.

“Medical Cadet Corps Leadership

“WHEREAS, There is a great need for trained leadership of our Medical Cadet Corps;

“*We recommend*, That as is now being done in some institutions, all our colleges take immediate steps to offer leadership courses which will qualify men to become officers in our Medical Cadet Corps, it being understood that these courses will be arranged so that they will be available also to men in the field as well as to those who happen to be students in the colleges.

“Service in Army Medical Department

“*We recommend*, That the colleges study the possibilities of putting a course

into the curriculum the second semester of this year which will prepare our young men to assume places of responsibility in the Medical Department of the military services. It is recommended that such a course include not only the regular Medical Cadet training but, in addition to it, laboratory procedure and commercial work, such as typing, bookkeeping, and the handling of such records as the military Medical Department of the Army uses.

“Lectures on Relationship to Civil Government

“*We recommend*, That the plan provided for in the action taken on October 27, 1942, and recorded on page 653 of the General Conference Minutes, be revised as follows:

“‘WHEREAS, The present draft age limits will prevent many young men from entering our colleges, thus making it imperative for the academies to provide our youth with the spiritual as well as the intellectual training they need to fit them for meeting the responsibilities and problems of military service;

“‘*We recommend*, 1. That arrangements be made by the General Conference Committee for a special course of lectures to be given at Takoma Park during the summer of 1943, dealing with the relationship of Seventh-day Adventists to civil government, and the spiritual problems connected with military service in the light of our historic non-combatant position.

“‘2. That the employing organizations be urgently requested to plan for the academy Bible teachers and as many as possible of the academy principals, while they are taking other studies at the Theological Seminary, to attend the special lectures, in order that they may be better prepared to give the necessary guidance and instruction to our young people.’”

Undoubtedly the schools will do their

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Documents Affecting College Students

JOINT STATEMENT OF THE SECRETARY OF
WAR AND THE SECRETARY OF THE NAVY
ON UTILIZATION OF COLLEGE FACILI-
TIES IN SPECIALIZED TRAINING FOR
THE ARMY AND NAVY
(Dec. 12, 1942.)

*g. Special Provisions for Selection for
Training and for the Termination of
the Enlisted Reserve Corps*

(1) Medical students (including dentist and veterinary) in the Enlisted Reserves will be called to active duty at the end of the first full semester, or substantially corresponding academic period, that begins in 1943, and will be detailed to continue courses of medical instruction under contracts to be made by the War Department with the medical schools for facilities and instruction. Medical students who have been commissioned in the Medical Administrative Corps may, at the same time, resign such commissions, enlist as privates, and be detailed in the same manner as medical students in the Enlisted Reserve.

(2) Premedical students in the Enlisted Reserve Corps, taking approved courses, will continue in an inactive status until the end of the first full semester, or substantially corresponding academic period that begins in 1943, and will then be called to active duty. Those selected at induction or at the completion of their basic military training for further medical or premedical training will be detailed for such instruction under the Army Specialized Training Program.

(3) Medical and premedical students not in the Enlisted Reserve Corps, taking approved course, if inducted under Selective Service prior to the end of the first full semester, or substantially corresponding academic period, that begins in 1943, will be placed on inactive duty to continue such course until the end of that semester or

period. They will then be called to active duty, at which time they may be detailed for further medical or premedical training under the Army Specialized Training Program or assigned to other military duty. . . .

(6) Junior (third year) students who are pursuing approved technical engineering courses and are not members of the Enlisted Reserve Corps will, if inducted prior to the end of the first full semester, or substantially corresponding academic period, that begins in 1943, be placed on inactive duty while continuing such technical engineering course until the end of that semester or period. They will then be called to active duty. Those selected at the completion of their basic military training for further technical training will be detailed for such instruction under the Army Specialized Training Program.

(7) All other Enlisted Reserve Corps students will be called to active duty at the end of the current semester, or substantially corresponding academic period, and, upon completion of basic training, will be eligible for selection for training under this program or for other military duty.

(8) In the event that there appears to be occasion for selecting enlisted men for the Army Specialized Training Program other than in the foregoing manner, requests for approval with reasons for the same will be submitted to the Chief of Staff.

OCCUPATIONAL BULLETIN NO. 10, NATIONAL
HEADQUARTERS, SELECTIVE SERVICE SYSTEM
(Amended December 14, 1942).

*4. Deferment of students in training and
preparation*

A registrant who is in training and preparation for one of these scientific and specialized fields may be considered for occupational classification as follows:

(a) A registrant in training and preparation in one of the Engineering Fields

may be considered for occupational classification after completion of his first academic year in a recognized university or college, and thereafter, if he is a full-time student in good standing, if he continues to maintain good standing in such course of study, and if it is certified by the institution that he is competent and that he gives promise of successful completion of such course of study and acquiring the necessary degree of training, qualification, or skill.

(b) A registrant in training and preparation in one of the Other Specialized Fields may be considered for occupational classification after he has reached the point in such course of study in a recognized university or college, and thereafter, where there remain not more than two academic years for him to complete such course of scientific and specialized study, if he is a full-time student in good standing, if he continues to maintain good standing in such course of study, and if it is certified by the institution that he is competent and that he gives promise of successful completion of such course of study and acquiring the necessary degree of training, qualification, or skill.

5. Graduate students

A graduate or postgraduate student undertaking further studies in these scientific and specialized fields following completion of his normal undergraduate course of study, may be considered for occupational classification if, in addition to pursuing further studies, he is also acting as a graduate assistant in a recognized university or college. A graduate assistant is a student who in addition to pursuing such further studies is engaged in one of the following:

(a) In scientific research certified by a recognized Federal agency as related to the war effort; or

(b) In classroom or laboratory instruction for not less than twelve hours per week.

6. Opportunity to engage in profession

When a registrant has completed his training and preparation in a recognized

college or university and has acquired a high degree of training, qualification, or skill in one of these scientific and specialized fields, such registrant should then be given the opportunity to become engaged in the practice of his profession in an activity necessary to war production or essential to the support of the war effort. In many instances following graduation from a recognized college or university, a certain period of time will be required in the placing of trained, qualified, or skilled personnel in an essential activity. When a registrant has been deferred as a necessary man in order to complete his training and preparation, it is only logical that his deferment should continue until he has an opportunity to use his scientific and specialized training to the best interest of the nation.

OCCUPATIONAL BULLETIN No. 41, NATIONAL
HEADQUARTERS, SELECTIVE SERVICE SYSTEM,
DECEMBER 14, 1942.

4. Students in preprofessional training

A registrant who is in training and preparation as a premedical, pre-dental, pre-veterinarian, or preosteopathic student, pursuing courses in liberal arts or sciences in a recognized university or college, may be considered for occupational deferment after completion of his first academic year in such preprofessional course, and thereafter, if he is a full-time student in good standing, if he continues to maintain good standing in such course of study, and if it is certified by the institution that he is competent and that he gives promise of successful completion of such course of study and acquiring the necessary degree of training, qualification, or skill.

5. Students in professional schools

A registrant who is in training and preparation as a medical, dental, veterinary, or osteopathic student, in a recognized medical school, dental school, school of veterinary medicine, or school of osteopathy, shall be considered for occupational classification during the period of such professional course, provided he is a full-time student in good standing, he continues to maintain good standing in such course of study, and if it is certified by the institution that he is

competent and that he gives promise of the successful completion of such course of study and acquiring the necessary degree of training, qualification, or skill to become a recognized medical doctor, dentist, doctor of veterinary medicine, or osteopath.

6. *Interns*

A registrant who has completed his pre-professional and professional training and preparation as a medical doctor, dentist, or osteopath, and who is undertaking further studies in a hospital, institution, or dental clinic, giving a recognized internship, shall be considered for occupational classification so long as he continues the internship, but for a period not to exceed one complete year.

7. *Opportunity to engage in profession*

When a registrant has completed his training and preparation in a recognized college or university, or in a recognized hospital, institution, or dental clinic, and has acquired the high degree of training, qualification, or skill in one of these professional fields, such registrant should then be given the opportunity to become engaged in the practice of his profession in the armed forces, or in a civilian activity necessary to the public health, safety, or welfare, necessary to war production, or essential to the support of the war effort. In many instances following graduation from a recognized college or university, or the completion of an internship, a certain period of time will be required in the placing of such persons in an essential activity. . . .

8. *Deferment permitted whether or not commission is pending*

The official statement of any recognized premedical, predental, preveterinary, or preosteopathic college or university, the official statement of any recognized medical, dental, veterinary, or osteopathic college or university, or the official statement of any hospital, institution, or dental clinic, giving a recognized internship, showing that a registrant satisfied the requirements of this bulletin, shall be sufficient for the consideration of such registrant for occupational

classification on occupational grounds solely. Registrants will be considered for occupational classification as prescribed in this bulletin without regard for the fact that a commission in the armed forces may be granted to him or is pending.

EMERGENCY SUPPLEMENT NO. 5
BULLETIN HIGHER EDUCATION AND
NATIONAL DEFENSE
AMERICAN COUNCIL ON EDUCATION
DECEMBER 19, 1942

3. The War Manpower Commission on December 18 approved occupational deferment through Selective Service of students not in the Army or Navy Reserve Corps and faculty. Students who will be deferred until the end of the academic term which is in progress on March 1, 1943, include:

(1) All medical students (including hospital interns and residents), dental students, and veterinary students enrolled in approved institutions and subject to Selective Service; and all premedical, predental, and preveterinary students who have completed one year of study in approved institutions.

(2) All graduate students enrolled in approved engineering curricula; and all undergraduate students who have completed one year of study in approved engineering curricula.

(3) All undergraduate and graduate students in approved colleges and universities who are specializing in chemistry, physics, or bacteriology and are within two years of the completion of the specialized curricula.

(4) All full-time instructors and all part-time instructors also devoting the balance of their time to study in any of the curricula above shall be deferred until July 1, 1943, or until otherwise directed by the War Manpower Commission.

In announcing the plans for deferment, Chairman McNutt urged all male university and college students to remain in school until called for military service. Students, including those in the 18-19-year-old group, should not hesitate to enroll to begin their college training at this time.

For God and Country

Everett N. Dick

DIRECTOR OF CADET TRAINING
FOR THE GENERAL CONFERENCE

THE present Adventist medical military training program had its beginnings in the senior colleges. In an effort to avoid the chaotic situation which existed during World War I, faculty members worked out the underlying principles of the present-day training.

At the outbreak of World War I, the church—parents and young men of military age alike—hardly knew what stand to take with regard to bearing arms and Sabbath duties. As a result, inconsistency arose, and some refused to do the most reasonable Sabbath duties. Others went to the other extreme and timidly did any work they were asked to do without even seeking relief from Sabbath work. Some accepted arms and used them. Others refused in such a tactless way that they created trouble for themselves. As a result of this situation, courts-martial began sending the boys to prison. Before the war was over, a number were serving long sentences for their faith. Others had lost their hold upon God entirely.

In World War I, when a conscientious Adventist refused to bear arms, he was frequently misunderstood. He was thought to be a coward, an obstructionist, and a disloyal citizen. He refused to bear arms and yet was not proficient in any other line of work which would make him useful to the Government. This often brought ridicule, official punishment, and in some instances mob violence to the boys.

Probably no educational venture by the church has paid such quick and rich dividends as the medical training work. On the campus of one college alone,

nearly a thousand have been given the rudiments of the recruit training; and between eight and ten thousand throughout the denomination have received, or at present are receiving, military medical instruction. Countless letters have poured in from boys who have taken the course, expressing appreciation to the church for its vision in anticipating the problem now faced and in taking steps to help its young men.

One young man enthusiastically wrote the instructor in his college: "I felt I must write you to commend you on the M. C. C.'s and what the course means to me, a Seventh-day Adventist. All the maneuvers are entirely familiar to me, so that they nearly come second nature. I am proud, and consider myself very fortunate, to have had the opportunity of being one of the M. C. C. members. The Medical Cadet Corps means a lot to those for whom the program was intended. Keep up the good work. God bless men like you. You surely will be abundantly repaid."

Another writes: "My Medical Cadet course has been of inestimable value in that they [the Army] recognize my ability and state that it is too bad my religion prevents me from going right ahead with what they have here [bearing arms and becoming an officer]. My training and experience make me somewhat of an optimist. Right at present I am in the thick of it. [He was under threat of court-martial.] I wouldn't know just what my reaction to this all would have been had I not had Medical Cadet training."

Still another writes: "All in all, I cannot help feeling the importance it

[Medical Cadet training] has been in getting me properly classified and giving me the knowledge necessary to solve the problems that relate to us as Adventists during the first few weeks in the Army. How thankful I have been many times that I had this training."

Not only has the Medical Cadet Corps training given the boys courage and assurance that they could faithfully serve both their country and their God, but it has won for Seventh-day Adventists the favor of Army officials and is giving the church a favorable reputation throughout the Army. When the name Seventh-day Adventist is mentioned, Army men think of Medical Department personnel.

Some little time ago when a Medical Cadet unit was finishing its work at one of the junior colleges, the chairman of the union conference Medical Cadet Corps Council invited a lieutenant colonel who was in charge of the Reserve Officers' Training at a near-by medical college to inspect the corps at the time of graduation. When he rendered his report to his commanding general, he mailed a carbon copy to the union conference chairman.

"I reported to the above camp . . . and had full opportunity to see the trainees in action on a cold, rainy day. They put on foot and litter drill, and I must say that they are really doing a fine work in training their men for active field service. . . . The men are hard workers and seem never to tire on foot and litter drill and were much more efficient than the usual medical unit of the regular Army after six months' service. [For a regular Army man engaged in training medical officers himself, this is indeed saying a great deal.] They have an excellent leader who is rendering most commendable service in medical defense preparation. In my opinion this religious organization should be given every encouragement and help by the Army in carrying out its program."

Such reports circulate among the Army officers, build a reputation for the church, and prepare the way for its young men. All Adventist boys will profit by this reputation, and many who have not been forethoughtful enough to take the training will be assigned to the Medical Department because of this reputation.

Not only has the name of the Adventist denomination been enhanced among men, but the public in general has learned that the men of the church do not shrink from doing their duty for their country, and it applauds their stand. Numerous newspaper articles on the training program have appeared. In one case a syndicated article with pictures appeared in the Sunday editions of the leading papers of the nation. This possibly reached twenty million readers and called forth most favorable comment. This article was occasioned by the visit of a Milwaukee newspaperman to a camp that was held on the Wisconsin campground at Portage, and read in part:

"For eighteen days these Wisconsin men, all of draft age, have tramped, trotted, and crawled through frigid woods, brush-choked hollows, and snowy fields; studied textbooks; and submitted to a rigid military discipline that they may become skilled in salvaging the human wreckage from America's next battlefield.

"But the men of the Seventh-day Adventist Medical Cadet Corps are not waiting to be told by the Government how they can serve their country without breaking their covenant with God. They have deliberately chosen for themselves a vital and most dangerous type of noncombatant work—bringing aid to the wounded and carrying them out of the flaming hell of battle to the increasing safety of dressing station, ambulance, and hospital. It is work that rivals that

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Helpful Supervision

Mrs. Raymond Beem

PUBLIC SCHOOL TEACHER,
LITTLE ROCK, ARKANSAS

TO oversee and govern work of a certain type, a supervisor is chosen whose aptitudes, training, and experience made him recognized as an authority in that particular field. To such a one the exposing of abilities in his chosen profession is disciplinary. Think how a teacher will raise her standard of teaching, of room management, of progressive methods, if she knows every effort put forth will be rewarded by corresponding understanding and appreciation. Even a young, inexperienced teacher can become a valuable worker with the help that comes from definite instruction in what to teach, practical suggestions and aids on how to teach, and constant supervision to see that these plans are put into practice.

One group of schools has such a plan, and a more successful, unified, progressive school system would be hard to find. Teachers are given a minimum working plan and are expected to use their own initiative and ingenuity in getting the best results from it. Modern methods, subject correlation, working from unit of interest, and free expression are encouraged; and all practical, usable ideas are relayed from school to school by the supervisor. With what pride a teacher presents to the supervisor the outline of some new plan that she has found workable, and with what appreciation she receives from him fresh ideas that she may employ.

It cannot be said that a teacher always looks forward with pleasure to the visits of the supervisor, but regardless of how she anticipates them, she may still know they are coming. The degree of pleasure with which she faces the day of his

regular monthly visit depends entirely on the results she has obtained through the month.

The supervisor enters a room to help the teacher. He goes over her problems with her, offering practical suggestions for their solution. He observes recitation after recitation, noting methods of presentation. He considers the progress of different grades as compared with like groups in other schools. He discusses with her any new or additional requirements that might have been added to her outlined course because of emergency conditions. Last, he offers definite criticism where he sees it is warranted.

The teacher knows exactly what will be the supervisor's reaction during his visit. She has her definite outlines for every subject of every group so arranged that brief weekly outlines show her at a glance the minimum requirements. By adhering to a well-planned program, she can cover the necessary material. The supervisor carefully notes the progress of the class and compares its attainment with its possibilities.

In observing methods that the teacher employs, he expects to find her "teaching the child" rather than the book. "Hearing" lessons may be acceptable in elementary grades, but in primary grades the teacher must present new material and ascertain that every child understands the meaning of what he is about to study.

A careful supervisor does not leave his teachers in doubt regarding what he expects of them. At annual institutes, committees of teachers work out helpful suggestions to be used in connection

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Sabbathkeeping in the Schools

Peter C. Jarnes

INSTRUCTOR IN BIBLE,
SOUTH LANCASTER ACADEMY

SINCE "the Sabbath is ever the sign that distinguishes the obedient from the disobedient," needful emphasis on its proper observance is apparent. This seems especially true in academies and colleges where students are away from the restraining influence of parents or where the careless attitude of the few, untrained in principles of reverence, bears quick fruit among other well-meaning but thoughtless youth.

To observe the Sabbath properly, one must keep it in mind and plan for it throughout the entire week. All secular matters can then be arranged so that they are either finished or laid aside with a good margin of time before the sun sets on Friday evening. Thus Sabbath consciousness among those who fear God and keep His commandments is ever kept alive—a most essential phase of Christian training.

This planning for the Sabbath includes the arranging and preparing of suitable clothing so that all is in readiness before the Sabbath approaches. Care, even in the matter of dress, awakens the mind to the sacredness of the Sabbath. To be an example of neatness and attractiveness, free from display and gaudiness, is the privilege of each teacher, and often proves an inspiration to the students.

Planning for appropriate Sabbath reading is also a part of the weekly program. Here again the teacher may impart right attitudes by fostering wide reading habits as indicative of cultural, mental, and spiritual growth. He may recommend inspirational books suggested by classroom questions or discussions. Lists of suitable reading material

posted in prominent places on Friday, as well as library shelf displays, are helpful reminders to interested students.

The time at which one begins the observance of the Sabbath may be an outward form, but in most cases it is indicative of the inward spirit of the observer. Friday morning chapel announcements of the sunset time give the school administrator an excellent opportunity to foster Sabbath consciousness by urging students and teachers alike to prepare for its observance in spirit and in truth. The closing of all school industries long enough before sundown to provide ample time for everything to be in readiness when the Sabbath approaches is an object lesson not to be neglected. The ringing of a bell an hour before sunset is a helpful reminder of the nearness of sacred hours; and a gentle tolling as the sun sinks in the west adds to the feeling of reverence and nearness to God.

The Lord's admonition through His messenger is that the Friday evening worship should begin some minutes before the entrance of the Sabbath, while worship the following evening should commence as the sun sets. With careful preparation these occasions may be made so effective that conscious realization of genuine loss will be felt by students who absent themselves.

The most appealing of all the Sabbath services may be the Friday night vespers if they are short and carefully planned so that each part is accomplished without irregularities or unnecessary announcements. Many of those who attend are weary from a week of strenuous activities. These should be refreshed by an

atmosphere of reverential quietness made beautiful by Sabbath music and congregational singing unaccompanied at times by instruments; they should be interested through mutual participation in a responsive Scripture reading, with personal testimonies later in the program if desired; they should be inspired by a brief message of high spiritual import to practical Christian living.

As the students return to the dormitories, special effort is needed to maintain the attitude of worship. In some school homes a plan proving effective is to play recorded sacred music from some strategic point just as the lights go out. One college dean successfully uses the speaking system from her office. Several of her girls have testified that they never feel nearer heaven than during these periods.

A factor not to be overlooked in Sabbath observance is a proper understanding of the fourth commandment, which declares that the Sabbath is to be kept holy. Holiness, however, does not result from a number of negations. The individual desiring to keep the Sabbath holy must himself be actually engaged in the privileges of the day. Christ's own example was that of positive Sabbathkeeping. He practiced that which He spoke. Thus the Sabbath became a demonstration of the benevolent character of its Maker, a holy link of life from the divine to the human, a sacred assurance of the restoration of all things.

"This raises the Sabbath question from being merely the observance of a day to the living of a life." It is not strange, then, that the Spirit of prophecy admonishes against wasting precious hours of the Sabbath in bed. This indicates that Sabbath morning worship should not be entirely omitted if the day is to begin well. One experienced dean has this worship soon after eight o'clock. She plans a special story of real value, which the girls soon learn to an-

ticipate, and then she excuses none but the ill from attendance. Such a program gives the students an opportunity for a Sabbath morning walk, or for a review of the Sabbath school lesson, or for the preparation of Sabbath-day exercises. Moreover, it assures all students' rising in sufficient time for prompt attendance at Sabbath school.

The eleven o'clock service on Sabbath morning is reserved for a special feeding of the flock. To the extent that promotion work or campaigns are permitted to enter this appointment with God, reverence and the spirit of proper Sabbath observance will suffer. Here again the entire service is to be planned with the object of producing an attitude of worship and respect. "From the playing of the opening prelude, the entrance of the ministers, and special numbers by the choir, on to the closing response by the choir, the benediction, and the postlude, the entire service is one unit, carefully planned to produce a definite effect." To eliminate the confusion, visiting, and disorder following meetings, some pastors have found it an excellent practice to have "the deacons dismiss the congregation, beginning at the rear, row by row."

In this, as well as in all other Sabbath services, unnecessary talking and commotion are not to be permitted. The boarding school becomes the home of the young people with varied backgrounds and widely different standards of conduct. It is the responsibility of the school faculty to compensate in the best possible way for any lack of home training among those under their care. The pen of inspiration, testifying to the remnant church, urges that reverence in the house of God, as well as proper Sabbath observance in other respects, be commanded. An equal distribution of faculty members throughout the church auditorium has helped make some youth

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Exasperation or Inspiration

Elva Zachrison

RELIGIOUS education is different from other forms of education. It takes converted hearts and sanctified lives to teach the love of God. One may look up a forgotten history date a few minutes before class, but not so with a Bible truth. One should not even quote, "God so loved the world, that He gave His only-begotten Son," unless he knows by personal experience the joy of full salvation. Perhaps the greatest sin of teachers in religious institutions is thus taking the name of the Lord in vain.

Other educational processes may produce neutral adaptation, in which the student learns nothing. But this subject is too powerful a force to be thus easily disposed of. Religious education produces either positive adaptation, in which the pupil learns what he should, or negative adaptation, in which he learns what he should not (often an aversion to the thing he was exposed to). This is what makes "trafficking in unfelt truth" such a tragedy.

Washington Irving's warped spiritual development was due to wrong early environment. This is what he says: "When I was a child, religion was forced upon me before I could understand it or appreciate it. I was made to swallow it whether I would or not, and that, too, in its most ungracious forms. I was tasked with it; thwarted with it; wearied with it in a thousand harsh and disagreeable ways; until I was disgusted with all its forms and observances."

That in his last years he re-entered the church and enjoyed in a limited degree its worship does not atone for what he might have become had he early learned to love the Saviour. With his

inherent love of the beautiful and his affectionate and gracious personality, what a Christian he might have been! And beyond all that, what a contribution he might have made to the world's religious thought and Christian literature. As one of his contemporaries once wrote: "O Washington Irving, if thy writings had been conceived in the spirit of thy soul's Master, they might have ministered not merely to men's amusement and intellectual profit, but also to the world's growth of righteousness."

Let teachers and leaders of young people beware lest they turn potential contributors to the "world's growth in righteousness" in the wrong direction.

Too many folk who attempt to give religious training do not know how. Perhaps the saddest part of it is that they do not know that they do not know how. No doubt, Washington Irving's parents were conscientious, hard-working people who wished to instill the love of God in the hearts of their children. Perhaps they believed that what tortured the body must of necessity edify the soul. Perhaps they made the small boy go to church every time there was a service. Perhaps they forced him to sit quietly while someone occupied the hour (or the two hours). Perhaps they told him that God did not love people who were wicked and that he would not be saved if he was not good.

A woman once said that when she was a child, her orthodox grandmother came to visit the family once in a while. On one of these occasions she took the little girl out of doors one evening, and pointing to an unusually bright star said, "That is the eye of God looking

down upon you. He knows everything you do, and if you are not good, He will punish you." The little pupil was impressed but not inspired. Later on that evening she went out and made faces at the star.

If only all Christian teachers and parents had the method and message of the dear elderly lady who started a successful minister on the right road! No doubt it could have been said of her that she "had not been to Oxford, but she had been to Calvary." On the wall of her humble cottage was the motto, "Thou, God, seest me." Once when the boy who later became the minister was visiting at her house, she called his attention to the motto. Then laying her hand on his head, she said, "Never forget, my boy, that no matter where you are, God loves you so much He cannot keep His eyes off you." This attitude colored his thinking and ministry for the rest of his life and made him a great soul winner for God.

Which of these methods are teachers using? Have they failed to teach the right combination? If ever there was a time when it was a crime to befuddle and fumble religious education, it is now. In these bewildering times, can young people "take it"? Can they "cash in" on the rich and adequate promises of God in a sudden moment of intense need? Can they still maintain their connection with heaven when the earth beneath them is reeling and the sky above

is filled with death? Can they still pursue sane and balanced thinking in the direction of truth and righteousness when false propaganda and unrighteousness are everywhere?

As faith without works is dead, so attendance without worship is also dead, regular and prompt though it be. And so is study without interest. Many Sabbath school members glibly say "Seven" when their name is called for daily study, yet know not the lesson as they should. To have a fine-looking chart all filled in is good for the goal, but to know and understand and love the study of the lesson is better for the soul. To make every service radiant with the love of God is a worthier goal than checking on attendance or on study.

"Whosoever will, let him take." The "willing" comes first; the "taking" afterward. To reverse the order borders on the kind of state legislation against which petitions are sometimes signed.

Does the church allow mere things to eclipse the beauty of holiness in the worship hour? Does it place greater emphasis on generous giving than it does on victorious living? May God truly help teachers in this hour of great crisis so to interpret His love to young people that they may be turned away from the world's engulfing hate and greed and ambition, and be led to know and serve and love Him who is altogether lovely and in whose presence there is fullness of joy.

A TIME OF HEROES

A LIGHT CRUISER, screened by destroyers, is sent ahead of the battle fleet to head off an enemy landing force. Over the ship's telephone the captain speaks to the spotter in No. 1 position. "How many ships have you spotted?" "I have five in sight, sir." "Pick out the biggest one and fire," is the laconic command, and in a fight of less than half an hour, in which six ships of the enemy are sent to the bottom, the name of another American fighting machine, the U. S. S. "Boise," is added to a short list of immortals.

For a time the other ships of the line feared she was lost, but after two hours of crippling she resumed her place in the column. She had lost over a hundred men; the magazine had exploded; the tall mast was scorched by flame; the paint stood out in great blisters; and large gaping holes, now stuffed with bedding, showed the effects of the enemy inferno into which she had bravely entered and from which she triumphantly emerged. Little wonder that New York harbor recently gave to this cruiser, her captain, and crew, a welcome commensurate with their heroism.

In this month the nation, honoring the birthdays of two of its great men, will recount their deeds of foresight and fortitude. The talents of one were thrown into the struggle for independence. The other led the fight for unity and freedom. Both stood above the average man in physical stature when the frontier produced stalwarts, and above their contemporaries in statesmanship. Both represented great causes and had qualities of leadership in which the people of their times had confidence. Their worth has been confirmed by the decades that have passed.

George Washington set the pattern

for things to come. Institutions, particularly the national government, were influenced by his character, deeds, and decisions. The foundation stones he laid have provided support and solidarity to the national structure. His thought patterns of order and method deeply impressed the American people in a formative period. He counted the personal cost and did not ignore the sacrifices, but allied himself with the great cause of independence and won. Under his skillful leadership the essentials of national government took enduring form.

Abraham Lincoln is a classic illustration of how in democratic America the way lies open from places of obscurity to the greatest heights of honor and trust. He lived, worked, and died in the great cause of freedom for all and their right to share equal opportunities. The common man observed him and took courage. The Union was preserved.

Some individual may choose to take an independent, resolute position today as dangerous as that of the cruiser "Boise" or of Daniel at forbidden worship. He may know the terror of the withering fire of the enemy. He may feel the torrid breath of the lions of inertia, reaction, and ingratitude, with others of their breed, and have them snarl at his choice bits of sincerity, individuality, and unselfishness. Not content with that, they gnaw at the very gristle and calcium of courage and devotion that give the backbone its stiffness and support. The lions in the way may sniff at the modern hero but, finding him largely of backbone and courage, will slink away into the darkness as did the lions of Daniel's day. In this time of heroes, it is well to possess the qualities of which heroes are made.

A ROYAL LINE

"On the record of those who through self-abnegation have entered into the fellowship of Christ's sufferings, stand—one in the Old Testament and one in the New—the names of Jonathan and of John the Baptist."—*Education, 156, 157.*

"Strength of character consists of two things,—power of will, and power of self-control. . . . The strongest man is he, who, while sensitive to abuse, will yet restrain passion and forgive his enemies. Such men are true heroes."—*Testimonies, IV, 656.*

"Although without wealth, though counted by the world as mere ignorant fishermen, they were made, by the Holy Spirit, witnesses for Christ. Without earthly honor or recognition, they were the heroes of faith."—*Testimonies to Ministers, 67.*

"In all ages Satan has persecuted the people of God. He has tortured them and put them to death, but in dying they became conquerors. . . . Through trial and persecution the glory—the character—of God is revealed in His chosen ones."—*Acts of the Apostles, 576.*

"Daniel in the lions' den was the same Daniel who stood before the king as chief among the ministers of state and as a prophet of the Most High. A man whose heart is stayed upon God will be the same in the hour of his greatest trial as he is in prosperity, when the light and favor of God and of man beam upon him."—*Prophets and Kings, 545.*

"There are few who realize the influence of the little things of life upon the development of character. . . . By adherence to principle in the transactions of ordinary life, the mind becomes accustomed to hold the claims of duty above those of pleasure and inclination. . . . By faithfulness in that which is least, they acquire strength to be faithful in greater matters."—*Patriarchs and Prophets, 222, 223.*

"How often those who trusted the word of God, though in themselves utterly helpless, have withstood the power of the whole world. . . . Such examples are not found in the Bible only. They abound in every record of human progress. . . . These are the world's true nobility. This is its royal line. In this line the youth of today are called to take their places."—*Education, 254, 255.*

"One of the noblest testimonies ever uttered for the Reformation, was the Protest offered by the Christian princes of Germany at the Diet of Spires in 1529. The courage, faith, and firmness of those men of God, gained for succeeding ages liberty of thought and of conscience."—*The Great Controversy, 197.*

"Heroes of faith have the promise of an inheritance of greater value than any earthly riches,—an inheritance that will satisfy the longings of the soul. They may be unknown and unacknowledged of the world, but they are enrolled as citizens in the record books of Heaven."—*Testimonies, IV, 526.*

"From the rack, the stake, the dungeon, from dens and caves of the earth, there falls upon His ear the martyr's shout of triumph. . . . These, yielding up their lives for the faith, declare to the world that He in whom they have trusted is able to save to the uttermost."—*Acts of the Apostles, 512.*

"The cruelties heaped upon the follower of Jesus are instigated by Satan and his hosts because they cannot force him to submit to their control. It is the rage of a vanquished foe. Every martyr of Jesus has died a conqueror."—*Patriarchs and Prophets, 77.*

"For him [Stephen] the fear of death was gone. . . . The scene before him faded from his vision. To him, the gates of heaven were ajar, and looking in, he saw the glory of the courts of God."—*Acts of the Apostles, 100, 101.*

The Pastor and the Teacher in the Church

By a pastor:

The entire educational future of the church depends upon strong church schools. They make for stronger academies and colleges, while weak elementary schools endanger the entire educational structure. It is pleasing to see the day approaching when more attention and help will be extended to the teachers, equipment, and curriculum of the elementary grades.

The elementary teacher occupies an enviable position. It may not be the best-paid position, but it is a position which molds the youth of this denomination. By her life and influence the church school teacher may kindle in some young breast the spark that will result in a Luther, a Wesley, a James White, or an Ellen G. White. She may also extinguish that spark and forever blast from that young heart all desire for goodness and Christian service.

A pastor should exercise great care in selecting a church school teacher. There are certain things expected of her:

1. She must be thoroughly converted to the doctrines, belief, and practices of the Seventh-day Adventist Church.

2. While she should not be burdened with heavy church responsibilities, she should be present at Sabbath school, church service, and the young people's meeting.

3. She should attend the Home and School Association meetings and any function which promotes the church school.

4. She should make it her business to become acquainted with the church people and not wait for them to search her out.

5. She should avoid church cliques. She should visit the parents of all children and avoid any partiality.

6. Her dress must be modest. She will be neither a prude nor a walking exhibition of the latest fads. She must always keep in mind that her conduct and dress advertise the church school for weal or for woe.

7. In her social relationship she will be

circumspect at all times. As her work brings her into close relationship with church officers and members of the church, she must always avoid any appearance of evil.

8. Since it will be necessary for the teacher to counsel frequently with the pastor on school problems, it is expected that such counsel be held in strict confidence and that it never be betrayed.

9. If the teacher feels she is underpaid, it would be better to have the matter made known to the pastor or some member of the school board, than to have her express dissatisfaction to members of the church.

10. Since the educational superintendent of the conference is as interested in the church school as is the pastor, the church school teacher should co-operate with him in all the plans and appointments fostered by the conference.

THEODORE CARGICH, *President,*
Southern New England Conference.

By a teacher:

"Ideals are like stars; you will not succeed in touching them with your hands, but like the seafaring man on the desert of waters, you choose them as your guides, and, following them, you reach your destiny."

Pastors, superintendents, church boards, and various other educational groups often are called upon to select a teacher for a school. The one finally agreed upon, after much deliberation, must have various and sundry qualifications—spiritual, intellectual, social, and physical. Is it not fair, then, that she in turn should have some way of indicating to her pastor some of the qualifications that she would like him to possess in order that the work of both might be more effective?

The Southern New England teachers in session have the following suggestions to make:

1. The pastor must himself be absolutely

convinced of the intrinsic value of Christian education as set forth so clearly by the pen of inspiration. His own children should attend the school.

2. Now and then in his sermons these principles should be made familiar to his flock.

3. The pastor should be co-operative. Teacher and pastor must work together for the best interests of the school and church.

4. As he expects the support of the teacher by her very presence in the church service, so his presence would also add to the importance of the school. Some pastors make a practice of visiting frequently, and their help is much appreciated. Members for his baptismal class should be recruited from the school as well as from those outside the church.

5. In all his school appointments he should be punctual. The school day is a busy one, and in its program each minute must count.

6. When visiting the school, he could and should take notice of the need of any equipment which would add to the effectiveness of the physical plant.

7. The Home and School Association meeting is one of the services of the church at which the pastor should not be conspicuous by his absence.

8. He should make the teacher acquainted with the church's attitude toward

her. This will give opportunity for all concerned to see themselves as they appear to others. Often a teacher does not know in what manner her work has been received.

9. A few words of commendation now and then are appreciated by all. Let the teacher know that the efforts she puts forth are appreciated, and more will be likely to follow.

10. The pastor should realize the teacher's load and keep it in mind when planning with nominating committees for the teacher's church obligations. Some service can rightfully be expected, but the heavy load which is already carried by the teacher should be taken into consideration.

11. Part of the pastor's duty should be to see that the teacher's wages are ready when due, but please do not embarrass the teacher by raising the amount during the church hour. Lack of financial security does not build for a contented, efficient teacher.

12. In short, both teacher and pastor should realize that they help themselves heavenward only as they help others. All are better able to help those about them when they see others' points of view. It was with a desire that both pastor and teacher see each other's viewpoints that these suggestions were made by the teacher.

DORIS BROWN LAMONT,

*Critic Teacher,
Atlantic Union College.*

Have You Read?

EDUCATION as usual, like business as usual, is out for the duration." In an effort to develop the unusual education, one adequate and equal to the needs of the time, school leaders are beginning to talk with greater respect of the physical education program. "A person who is physically fit must be capable of maintaining sustained effort with a maximum of speed and skill. This means that one must have strength, stamina, endurance, and co-ordination."—*"Summaries of Institute Discussions on Physical Fitness," Education for Victory (Official biweekly of the United States Office of Education), Dec. 15, 1942.*

"A new era of education is being ushered in," announces J. C. Wright, United States Assistant Commissioner for Vocational Education. With an emphasis familiar to Seventh-day Adventists, he continues, "Future educational programs will concentrate to a greater extent than formerly on teaching men and women to work with their hands as well as with their heads. . . . The job of vocational education is to make citizens capable of earning their livelihood."

His view is shared by the chief of the Preinduction Training Section of the War Department, Merwin M. Peake. Speaking for the Army, the latter says that eighty-six out of every one hundred men in the Army must be specialists. The Army in 1943 will need the work of 3,443,000 men trained in shopwork and 1,313,000 trained in electricity, to cite but two of the specialties.

Perhaps the war will place vocational education on a plane of practice as well as theory, and of respect commensurate with its real worth.—*"War Work Conference Sets Vocational Education Goals," Education for Victory, Jan. 1, 1943.*

A writer who contends that "journalism is English at its best" lists the four fundamental language arts as "reading, writing, speaking, and listening." He gives the objectives of journalism today as "(1) to un-

derstand, appreciate, analyze, and evaluate modern mediums of communication intelligently; (2) to gather, evaluate, interpret, and present significant information objectively; (3) to communicate simply, clearly, and effectively with others in oral and written English; (4) to write imaginatively insofar as individual capacities permit; (5) to learn the fundamentals of journalistic technique essential to the successful production of student publications; (6) to explore opportunities in journalistic vocations; (7) to develop qualities of character and personality desirable in citizens of our American democracy."

Journalism is considered as making English functional. It places the student on the productive, creative end of the task.—*Laurence R. Campbell, "Scholastic Journalism Is English at Its Best," The School Review, December, 1942.*

John E. Wade, superintendent of schools for New York City, reports an adjustment of the entire school program in that great city to war aims. Every grade in the school is affected. The curriculum has been revised, and stress is placed upon the importance of democratic tradition and heritage. Greater emphasis is also being placed on aviation and vocational training. "The largest single endeavor will be to make all the children air-minded." "Problems in mathematics, physics, chemistry, and other sciences have been related to aviation, navigation, mechanized warfare, chemical warfare, and production in the war industries." Geography has been reorganized and taught in the global sense. The courses for girls include nursing, first aid, nutrition, sewing, and home economics.

Teachers are asked to practice democracy in the school and classroom and are instructed to respect the integrity of the individual and give equal treatment to every individual.—*Frances H. Kohan, "Schools' Program Here Adjusted to War Aims," New York Times, Dec. 20, 1942.*

Mathematics is probably the most discussed subject in the secondary school curriculum today. There are several reasons why this subject has not been popular in these schools. One is that there is a large number of pupils of rather low scholastic ability in some. In addition to that, the technological demands based on mathematics have risen perceptibly.

A teacher of mathematics offers the following arrangement to strengthen the work in that field. With a firm foundation laid in the grades, he would have algebra and plane geometry offered in the ninth year. They would be studied together by all students who desire to take mathematics. On three days there would be algebra; on the other two days, plane geometry. In the second semester, the emphasis would be on geometry, with some algebra added. The second year would be devoted to algebra and plane trigonometry, with algebra taught three days and trigonometry two, the time allotment again being changed in the second semester. In the third year, algebra would be taught for two days and solid geometry for three, with spherical trigonometry in the second semester.—George E. Davis, "Revitalizing High School Mathematics," *California Journal of Secondary Education*, November, 1942.

Schools are now expected not only to teach the formal school subjects but also to act as parents, minister, personal adviser, and community leader, according to George E. Carrothers of the University of Michigan. The quality of work done in the secondary schools is the subject of his article in the December number of the *Bulletin*.

Although persuaded that the schools are doing a good quality of work, this educator is impressed that pupils are not developing the habits, skills, and attitudes of which they are capable. There is some risk in this, for one dares not do less than his best today, or he is weakened for tomorrow. Upon the teachers of the youth today who are to be the teachers of other teachers later, rests a heavy responsibility.

The lack in secondary school work is engendered by the following circumstances: "(1) The Santa Claus notion among adults

which is now settling down upon teen-age youth; (2) the recommending to teacher-training institutions of 'good' pupils who would not be recommended to colleges of engineering or to liberal arts colleges; (3) the less exacting quality of college work sometimes expected of students who are planning to become teachers; (4) the over-emphasis during the past decade or two on teaching instead of pupil learning; (5) the 'constant tutorial presence of the teacher' idea; and (6) the 'letdown' in the senior year of the secondary school." This last is due to the students' having taken all the prescribed courses during the first three years, allowing them to relax in the last and do very superficial work.

Too frequently the schools have made adjustments to the situation rather than attempts to solve the problems of the youth and bring instructional work onto a higher plane.—George E. Carrothers, "The Quality of Work Done in Secondary Schools," *Bulletin of the National Association of Secondary School Principals*, December, 1942.

Four reasons are offered as a basis for considering the spelling habits of junior-high-school pupils. First, poor spelling is considered a mark of illiteracy. Second, mistakes in spelling may stand in the way of one's promotion, in life as well as in school. Third, many children of these grades are seriously retarded in spelling. Fourth, pupil maturity is an important factor in learning to spell.

Two educational technicians come to the conclusions that:

1. "Significant improvement in ability to spell may be expected from a systematic program which first discovers words that are difficult for the class and for individuals and then identifies the hard spots in the difficult words."

2. "Pupils of all levels of spelling ability may be expected to benefit from a remedial program based on individual needs."

3. A marked relation is to be expected between intelligence and achievement in spelling.—W. S. Guiler and Gilbert A. Lease, "An Experimental Study of Methods of Instruction in Spelling," *Elementary School Journal*, December, 1942.

John W. Studebaker, United States Commissioner of Education, has recently considered the educational problems of the country under two general aims as guides for the schools in 1943. They are, first, to win the war; second, to win the peace.

The liberal arts colleges can contribute generously to the second aim. First, they may fit many civilian and industrial workers, such as teachers, who will not have an active part in the war. Second, they may set up intensive preinduction courses for the boys in college. These courses would include physical training, mathematics, physics, chemistry, and foreign languages. Third, they could provide training for laboratory technicians, nurses' aides, secretaries, draftsmen, and recreation leaders. And finally, they may serve in a strong adult education program.

In the "winning of the peace" program, the schools must face a technical revolution that is taking place in the nation and must help to adjust the children and youth of today to the new air age of geopolitics and train them in genuine democracy.—*John W. Studebaker, "Two Aims for 1943 to Guide Schools," New York Times, Jan. 3, 1943.*

Adults are not usually fully aware of the reaction and responses of children to many of the stimuli of modern life, particularly of those which are present in wartime. This was strikingly illustrated recently in a primary-grade room of a city in the Rocky Mountain area.

This particular morning during the opening exercises, the children were having prayer bands, meeting in small groups in different parts of the room. A visitor joined one of the groups kneeling in a little circle of prayer. As one child after another offered a simple prayer, this expression was heard: "Jesus, keep the bombs from falling on us, on Mother and Daddy, teacher, and the school." Think of it! These children had not seen any bombs falling nor been near any. They were not even near one of the coasts. But their minds and hearts were responding to the conditions of war in the world, some of which have not reached America yet.

This condition suggests to teachers the

importance of bringing courage, hope, and happiness to the children. Anxiety, disappointment, and sorrow will come soon enough to these little ones, but teachers should put as much sunshine and gladness into these young lives now as they can.

Home conditions have changed considerably, owing to economic practices. Helen's mother works in a near-by defense plant. She makes good money, but her hours, from 7 A. M. to 3 P. M., and the father's hours, from 3 P. M. to 11 P. M., leave the family without proper leadership. Instead of a hot lunch at home, Helen brings her dinner to school for a long day. Mother used to help her with her arithmetic, spelling, or perhaps an especially hard reading lesson. Now mother and dad are both too busy for that. Her little troubles, which are big for her, must be solved in some way without parental assistance. This calls for the help of a wise teacher. The whole problem is well stated by Carolyn Towle in this article.—*Carolyn Towle, "The Effect of This War Upon Our Little Children," The National Elementary Principal, December, 1942.*

The date of the crucifixion of Christ seems to have been very definitely set as of April 27, 31 A. D., in an article by Miss Grace Amadon in the December number of the *Journal of Biblical Literature*. Miss Amadon is a member of a special research committee appointed several years ago by the General Conference Committee. Her own personal studies led to contacts with university scholars in the field, and finally to an invitation from the *Journal of Biblical Literature* for a manuscript under the title "Ancient Jewish Calendation." The approach is scholarly; the evidence is abundant and convincing; the conclusions are worth thorough examination.—*Grace Amadon, "Ancient Jewish Calendation," Journal of Biblical Literature, December, 1942.*

The president of the University of Minnesota raises some wise precautions against too rapid changes in school curriculums today just in order to meet the war situation. "What one needs is a poised mind capable of making wise decisions when a real need is clearly demonstrated," he says,

and cautions against accepting plans under an emergency which failed to gain support when carefully studied under less confused conditions. He argues cogently that "society can ill afford to tear down for the duration all the tested disciplines upon which has been built the strength of our democracy and to substitute therefor a narrowly practical curriculum stressing only military measures to meet the present emergency." From his viewpoint, the immediate adjustment and the war are of much less importance than the postwar period.—*Walter C. Coffey, "Manpower and the Curriculum," School and Society, Dec. 5, 1942.*

In contrast to the older emphasis in vocational guidance, wherein stress was placed on choosing a vocation or occupation, leaders are now talking about *growing* into an occupation. The youth makes a tentative choice, tries out his abilities, learns his limitations, accepts several positions perhaps, then gets settled into one, and grows into his eventual place in life.

Earl W. Seibert suggests ways in which leaders may help youth in the process of growth by: (1) making a general survey of occupational possibilities; (2) providing a check list of occupational preferences to find the pupil's area of interest; (3) classifying pupils into ability levels on the basis of all available data; (4) helping the pupil decide which courses and subjects he will take in the secondary school; (5) helping him secure a beginning job that fits best into his ultimate goal; and (6) helping him develop personality characteristics to be combined with training and experience for ultimate success.

The check list of occupational preferences includes one hundred occupations of varying interest to the youth.—*Earl W. Seibert, "Growing Into an Occupation," School Review, November, 1942.*

Related to this treatment of the vocational problem is the dissertation written by Thomas W. Steen a few years ago at the

University of Chicago. In it are listed the various occupations of parents of Seventh-day Adventist students. Agriculture stands highest in percentage with 27.18; then come, in order, skilled trades, 21.74; professions, 18.86; business, 13.91; miscellaneous, 10.95; personal service, 4.59; clerical work, 2.77.

Of 3,612 students in Seventh-day Adventist colleges who expressed their vocational plans, 824 showed preference to serve as teachers, 543 as ministers, 538 as physicians, 531 as nurses, 377 as secretaries, 128 as businessmen, 121 as Bible instructors, 96 as accountants, 79 as dietitians, 52 as dentists, 47 as musicians, 42 as scientists, 37 as laboratory technicians, 35 as journalists, 32 as engineers, 12 as lawyers, 10 as artists, 5 as librarians, 39 in miscellaneous professions, and 88 in trades and agriculture.

Some children have trouble in recognizing words and pronouncing them correctly. There is an art in teaching phonics, and several articles have appeared in recent school journals which will aid the elementary teachers in understanding this problem and helping to correct it.

"A Study of Phonetic Difficulties in Reading," by Kathleen B. Hester, as found in the November, 1942, number of *The Elementary School Journal*, will help you to understand at what grade level this difficulty is the greatest. Research work has also been done showing which letters and blends, or combinations, of letters are the most difficult, as well as which ones are recognized most readily.

The October and November, 1942, numbers of *The Grade Teacher* give some very practical lessons in the teaching of phonics by Helen R. Gumlick under the titles, "Steps in Teaching Phonics" and "More About Phonics." It will be well worth while to give special study to these last two articles mentioned and then put some of the ideas to use with primary children, and even with others if they have not previously had sufficient foundation in reading.

BOOK REVIEWS

20TH CENTURY WORKBOOK IN HEALTH FOR HIGH SCHOOL. *By Carl Burt and Frank Stephens.* Chicago: Follett Publishing Company.

The purpose of this workbook is to encourage the students in secondary schools to avail themselves of source material other than the textbook which is being used, and to serve as a device to stimulate the student to put in practice the health knowledge which is being gained. It is pointed out "the thing to keep in mind, constantly, is that knowledge of health without establishing the practice of the health rule will never be of much value." "If you have everything else in the world and do not have health, you are poor," as "health is fundamental to success in your home, to success in your vocation, and to your happiness and joy in life."

The material in the workbook is organized in units, consisting of textbook references, an outline of the unit, and study exercises, which are set up in the form of good testing technique.

It is believed that the teacher, in using such a workbook, needs to keep in mind that unless the proper direction is given in the use of the workbook, it can easily become a rather meaningless activity to the student and consist only of filling in answers from the suggested references, rather than taking on the meaning which is intended. The topics of the units are comprehensive. Each unit has some activity connected with an actual life situation.

It is believed that this workbook can become a valuable teaching device in the hands of one who is a competent teacher of health.

MANUAL OF PHYSICAL AND HEALTH EDUCATION. St. Paul, Minnesota: State Department of Education. 60 cents.

This manual deals primarily with physical education for both elementary and secondary schools. Only a small section is devoted directly to hygiene and health control. The teaching of physical education is developed from the point of view that

proper development of the body is essential to health.

It is pointed out that children are not interested in health for health's sake and that they do not have the same concept of health as an adult has. "Therefore, the teaching of health, to be highly successful, should be linked so far as possible with the most absorbing interest of child life, play." It is pointed out that "from the fourth grade up through high school the child should be considered in training and his play life should be organized on a competitive basis. Even in the lower grades children are interested in getting the right amount of sleep in order to run fast and in drinking milk to grow strong."

There is a definite relationship between achievement in physical activities and in health education. There are many opportunities for teaching health during the child's physical activity. One of the philosophies of this manual is that health is an end to be gained rather than a subject to be taught. Successful outcomes in the field of hygiene are tested by how well the pupil practices the laws of health. Hygienic school surroundings are considered essential, for "it is almost useless to teach children the laws of health if their school surroundings are not hygienic."

Some activities for health teaching are suggested. Among the objectives listed are the promotion of mental hygiene and abstinence from tobacco, alcohol, and narcotics.

Emphasis seems to be placed on the 10 per cent underweight and overweight child. However, the physical condition of the child is also stressed. Mention is not made of the importance of a gradual gain in weight over a long period of time.

The larger portion of the manual is devoted to suggestions for the organization and administration of the physical education program, and methods to use in developing this area of instruction for the children of the elementary schools.

D. LOIS BURNETT, *Associate Secretary, Medical Department.*

NEWS from the SCHOOLS

PACIFIC UNION COLLEGE students and faculty brought in almost two thousand dollars as their share of the Week of Sacrifice Offering.

TWENTY-SIX STUDENTS are attending Union College this year with the scholarships they earned from the sale of religious literature. The amount sold was approximately \$8,000.

WASHINGTON MISSIONARY COLLEGE has been fully accredited as a senior college by the Middle States and Maryland Association. The announcement was made at a special chapel service December 2. J. L. McElhany delivered the principal address.

MARTHA ELIZABETH BORG, for more than twenty years director of the White Memorial School of Nursing, died at the Franklin Hospital, San Francisco, California, on November 9, following a cerebral hemorrhage. The memorial service was in David Paulson Hall, Los Angeles.

FIFTY YEARS a training center for missionaries and evangelists for Africa, Helderberg College (and its predecessors, Union College and Spion Kop) celebrated the anniversary with a Golden Jubilee on September 13. From a small institution, the college has grown to a well-equipped training school with an enrollment this year of 240, the highest in its history.

IN 1941 there were 2,871 elementary church and mission schools in the world field, with an enrollment of 99,740 pupils. These figures represent a growth in numbers over the previous year of 245 schools and 8,146 pupils. There were 3,799 teachers employed, and the cost of maintaining and operating the elementary schools was \$856,244.50. There were 192 elementary and mission pupils for every 1,000 church members for the entire world. In North America alone the proportion was 99 elementary pupils for each 1,000 church members. Students above the elementary grades numbered 20,220, of which 15,039 were in the colleges and academies of North America, and 5,181 in other divisions.

ENROLLMENT STATISTICS vary considerably. Those officially given for colleges in the United States indicate for the year 1942, compared with 1941, a decrease of 13.7 per cent. Enrollment of women dropped 11.1 per cent, and of men, 15.5 per cent. The sharpest cut of all is among the junior colleges. Here the decrease was 24.3 per cent. The degree-granting universities, colleges, and professional schools suffered a loss of 10.7 per cent, and all teachers' colleges and normal schools, 21.4 per cent.

TEN COUPLES are enrolled in the Arabic-language project now under way at the Theological Seminary. The young people have been placed under definite appointment to Moslem fields and are devoting full time to the study of Arabic and related subjects. Sixteen are college graduates, and all have had experience in denominational work. The courses are being taught by Khalil Ibrahim, a native Iraqi, and George Keough, veteran worker and leader in the Arabic Union.

GEORGE M. MATHEWS, educational superintendent of the Michigan Conference for five and one-half years, has joined the staff of Emmanuel Missionary College as assistant to the president. He is taking over many of the duties laid down by A. N. Nelson, who has been called into service by the United States Government.

CHRISTMAS VACATIONS were scheduled at unusual times in at least two of the colleges. Acting on requests from the Government for co-operation in the traffic problems during the holidays, Pacific Union College had its annual vacation January 14-24, while Union College recessed February 3-15.

FRANK H. YOST, professor of church history at the Theological Seminary, recently completed his work in history at the University of Nebraska. In January the degree of doctor of philosophy was conferred upon him.

PACIFIC UNION COLLEGE enrollment at midyear was 565, with 177 in the preparatory school, making a total of 742.

UNION COLLEGE, with 442 students, has its largest enrollment in many years. Ten of her young men have been called to the armed forces.

MR. AND MRS. NICHOLAS ILCHUCK have joined the faculty of Laurelwood Academy, Mr. Ilchuck to teach Bible, and Mrs. Ilchuck to teach typing and shorthand.

PACIFIC UNION COLLEGE was represented by a total of 36 colporteurs during the past summer. One student colporteur delivered \$1,015.50 worth of books, entitling him to two scholarships.

GUY D. HAGSTOTZ, associate professor of history and political science at Union College, recently visited Maplewood, Plainview, and Campion Academies, presenting a lyceum number of readings.

THE CALIFORNIA COLLEGE OF MEDICAL TECHNICIANS graduated the largest class in its history at recent exercises held in the Alhambra Seventh-day Adventist church. Fifty-three young men and young women finished courses in the institution.

A SECONDARY TEACHERS' INSTITUTE for the Atlantic Union was held at Atlantic Union College, November 22-24. R. L. Hubbs, educational secretary of the union, was chairman of the sessions. Assistance was given by W. H. Teesdale, H. A. Morrison, and members of the college faculty.

THE ESCUELA INDUSTRIAL AGRICOLA MEXICANA, recently established school at Montemorelos, Mexico, reports an opening enrollment of 85. The girls' dormitory is full, and the boys have overflowed their building. Some are being housed in a portion of an old building which is to be torn down.

ELEMENTARY TEACHERS of the East Pennsylvania Conference gathered at the Philadelphia Academy for the annual teachers' institute, November 8-10. H. R. Nelson, educational superintendent for the conference, was assisted by J. E. Weaver, J. P. Neff, C. P. Sorensen, and members of the Washington Missionary College faculty. A total of 316 children and youth of the East Pennsylvania Conference are in Christian schools.

A STUDY just completed by Walter C. Eells, executive secretary of the American Association of Junior Colleges, shows 244 junior colleges in the country conferring the Associate's degree upon graduates. Results of the study are published in a book entitled *Associate's Degree and Graduation Practices in Junior Colleges*.

THE ATTENDANCE at the Hawaiian Mission Academy is holding up well in spite of calls for students to leave school, owing to the labor shortage in Hawaii. The enrollment is 440, and attendance is close to 430. Many calls are received from students who would like to enroll but who must be turned away for lack of room.

LODI ACADEMY recently purchased for \$600 a pipe organ which cost \$20,000 when new. Installation fees will amount to another \$600. More than 250 students are enrolled for instruction in piano and voice under Vera Hoopes Watts and Melvin Davis.

THE NORTH PACIFIC UNION CONFERENCE schools report an enrollment of 4,542. Of this number, 584 are in college, 1,223 in the academies, 198 are taking secondary work in intermediate schools, and 2,537 are in grades one to eight.

A TWO-DAY INSTITUTE FOR TEACHERS was conducted recently at Missoula, Montana, for the Montana Conference. H. C. Klement, the union secretary, and Miss Alice Neilsen of Walla Walla College gave valuable instruction.

THE MEN OF UNION COLLEGE are sending a year's subscription to the *Clock Tower*, Union's student weekly, to all the men now in Army service who have attended Union during the past two years.

O. S. HERSHBERGER, for the past several years educational superintendent of the Ohio Conference, is connecting with the East Pennsylvania Conference in the same capacity.

YAKIMA VALLEY ACADEMY reports a record enrollment of 154. The chapel is so full that benches have had to be placed along the back wall.

SIXTEEN STUDENTS are enrolled in the course in Chinese at Walla Walla College. The class is taught by S. H. Lindt.

COMPARING THE ENROLLMENT for 59 secondary schools which reported both this year and last, the total for 1941-42 was 6,511, while that of 1942-43 is 6,885.

HOWARD E. METCALFE is assuming the duties of educational superintendent for the Chesapeake Conference during a six-month leave of absence granted to F. W. Baldwin.

K. F. AMBS, business manager at La Sierra College, returned to his duties at the beginning of the second semester, after a semester's leave of absence in the interest of health.

THE FIFTIETH ANNIVERSARY of the founding of Walla Walla College was observed on December 7, concurrently with the first anniversary of Pearl Harbor. At the chapel period Percy W. Christian traced briefly the college history.

ONE HUNDRED AND THREE faculty members and students of Pacific Union College recently took the final examination in the civilian-defense training course given by H. W. Clark. The group is now engaged in the study of first aid.

WEST AUSTRALIAN MISSIONARY COLLEGE, with a lower attendance than in former years, has a larger graduating class than last year. The factory has been increasingly busy and has not been able to secure all the labor needed. The fruit crops are also unusually bountiful.

THE NEBRASKA CONFERENCE held its elementary teachers' institute on the Union College campus, October 25 and 26. The most important topic considered was the newly prepared course of study, prepared by the large group of teachers who attended Union's summer session of 1942.

A FARM SUPERINTENDENTS AND MATRONS' INSTITUTE for the Central, Lake, Northern, and Southwestern Union Conferences was held at Emmanuel Missionary College, November 2-5. The institute was under the direction of V. P. Lovell, educational secretary of the Lake Union Conference, assisted by K. L. Gant and G. R. Fattic.

THE UNION COLLEGE RECREATION HALL was opened on Saturday night, December 5, at which time the first lyceum course number of the year was held. The construction of the building was begun early last spring, and an average crew of twenty men, mostly college students, have worked continuously since the foundation was laid. The gymnasium provides a floor space 87 by 122 ft. for skating, basketball, and other recreations. The building has a seating capacity of 2,000 people. The total cost was \$36,000.

ADELPHIAN MILL, operated by the Adelpian Academy, has been in operation fourteen years. Last year its sales amounted to about \$75,000. Three additions have been made to the building during the last few years, making the present floor space about 14,000 feet. Twenty-five boys and eight girls earn part or all their school expenses in the mill.

MORE THAN 1,600 PEOPLE witnessed the sixth annual "Our Amateur Hour" at Walla Walla College on the evening of November 21. All attendance records for this traditional program were broken as every available seat in Columbia auditorium was taken.

BUNKS FOR THE UNITED STATES NAVY are being manufactured by the Union College furniture factory. Before war curtailed this industry, the plant was manufacturing eighty different items of furniture. Sixty-five boys and five girls are employed.

THE CHILLAN TRAINING SCHOOL (in Chile) has this year had the best beginning in its history. According to the opening report, there are 76 boys and 73 girls registered, a total of 149. This is more than the capacity of the school homes.

A \$500 ADDITIONAL APPROPRIATION for the library budget was voted by the Walla Walla College board. Owing to rising costs, the amount was voted as an increase in the present \$3,000 fund.

FOREST LAKE ACADEMY students, with an Ingathering goal of \$750, raised \$900 in three weeks' time. On their field day, October 7, they brought in \$150.

Student Editorials

"It's a Privilege—"

INVENTORY is something we don't usually think about until the end of something. But in this "going to school" business, don't you think it might save us endless regret if we were to haul out all the happenings of these first two weeks of school and give them a thorough and critical "once-over"?

First there was registration! That was agonizing enough in itself, but when you had pilgrimaged through that exceedingly long line and finally arrived almost at the door of the business office, only to have several students (it seemed like hundreds) with low numbers swarm casually in front of you while you stood on your bunions—well, you probably let everyone know what you thought about the "stupid way they run things around here."

That was the first day! The second wasn't so bad. Your feet felt better and the classes were short. The parlor looked inviting, so you slumped into an easy chair and began busying yourself at the radio. It wasn't long perhaps until someone ventured, "Can't you find some better music?" You spent the rest of the evening in your room—pouting and expounding to your patient roommate on the "narrow-mindedness of some people."

Other days passed. Days when the rising bell rang in what seemed the middle of the night, and you had to climb out and go to worship when you could have slept until that 10:15 class; days when the dean asked you not to take your car out; days when the monitor had to ask you to quit wrestling during study periods.

And what does all this add up to? Just this—there are things here on our Hill-top that you may not like—maybe things you will never like, and perhaps that is why you are here. Think what an unpromising group of individuals we would be if we all liked everything about every place.

But what are we going to do about these things that irk us so? Try this. Sit down and have it out with yourself. Match the

assets against the liabilities and let them go all fourteen rounds. I'm pretty sure that the assets will come out far ahead if you make sure the fight is clean. When the decision has been made, then stick to it. The liabilities have lost—from now on, it's the assets that count—it's up to you how much.

Then you will begin to feel that illusive something that comes to loyal students—school spirit. No one has ever seen or touched it, but without it, a school becomes a mere institution. Let's knock the "institution" clear out of our school! Make this school year a new high in school spirit!—*Dorothy Bergin, The Campus Chronicle.*

Grains and Steel . . .

SMALL and submicroscopic particles termed "grains" are wholly responsible for the usefulness of steel. These tiny grains determine the resistance of steel to corrosion, to tearing, cracking, or to sudden blows and shocks.

Steel cannot, must not, fail in the vital role it plays on the stage of the scientific world. Industry demands steel of quality. From gigantic steel structures to the minutest airplane bolt or rivet, steel of durability is required.

Every effort is made by steel manufacturers to eliminate foreign substances and nonmetallic grains which tend to destroy the strength of the steel. A complex "purging" process produces the necessary unadulterated metal.

Character, like steel, is composed of "grains." Grains of truth, grains of error—grains of faith, grains of distrust—grains of love, grains of hate—seemingly insignificant grains of thought or motive can make or break a character.

Times like these demand characters of "steel" quality.

Be sure that the "alien grains" are being sifted out, and only the pure grains allowed in the mold of your character.—*Lorraine Davis, The Clock Tower.*

Helpful Supervision

Continued from page 11

with the minimum requirements in every subject. In addition to these printed aids, the supervisor outlines definite items that will surely receive his attention on his visits. He tells them how he will first note the physical aspects of their rooms—light, heat, and ventilation, as well as comfort and seating arrangement of the children. He says he will look for and appreciate efforts toward beauty as well as order; handwork and art displayed on mats, worktables, and bulletin boards; sand tables and blackboard borders arranged according to seasonal interests. He tells them that he hopes to be shown tablets and workbooks that have been so supervised that they are a real source of pride to the child. He will enjoy hearing songs of the child world. Appreciation of poetry and art of the masters is a child's right, and he hopes to see evidence of this on his visits. He expresses his interest in extracurricular activities and asks that the teacher call his attention to any project she may have instituted for creating interest in participation in the war effort and in activities teaching practical citizenship.

All in all, the supervisor is to the teacher much what the teacher is to the child—the one who understands her problems and offers sympathy and understanding; the one who ever holds before her the beauty and possibilities of service for mankind; the one who encourages constant striving toward higher ideals; and the one who gives practical guidance in her teaching practices.

Sabbathkeeping

Continued from page 13

more conscious of their conduct. It is not to be forgotten that the purpose of Adventist schools indicates that no ordinary excuse is to be accepted for absences at religious meetings.

As far as possible it is an advantage to encourage an attitude of learning rather than criticism on the part of all who attend church. Regardless of any lack in the speaker, the Lord has blessings to impart to ready listeners. When the English teacher

permits himself to dissect the grammar of a sermon, or the Bible teacher the theology, or the speech teacher the manner of address, attitudes of criticism for God's ministers are fostered, and the barriers of respect due the workers of the Lord are broken down.

On Sabbath afternoon various band activities are usually undertaken; but before these are in full swing, it may be well to evaluate their nature, determining whether their spirit harmonizes with true Sabbath observance. Missionary activities aid right Sabbathkeeping if carried out under proper supervision and with the right purpose in view.

No afternoon activities need interfere with the practice now common to several school homes of having a quiet period following the noon hour. During this time loud talking, laughing, and playing of instruments are prohibited. This helps carry over into the afternoon hours the spirit of reverence fostered during the morning exercises.

Let no one suppose that proper Sabbath observance can be perfected in one or two or even five years. It can be improved immediately and progressively, but the ideal, from a human viewpoint, can be realized only in the process of generations; hence Sabbath reformation must begin with the potential parents. A consciousness of the need for better Sabbath observance is not to be produced through some new and ingenious method, but rather by putting into practice the wonderful instructions that have been given so generously to God's people in the Holy Scriptures and in the writings of the Spirit of prophecy.

In Time of War

Continued from page 5

full part in contributing to their country's immediate need. However, their greater contribution will come in preparing the youth to meet all the exigencies of life in these crisis days, as well as preparing them to be teachers and preachers of the coming of the Prince of Peace. It will take much wisdom and divine leadership for the fulfillment of this greater responsibility in such hours of world confusion.

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For God and Country

Continued from page 10

of a front-line soldier in peril and may demand more moral courage, for the medical men go into battle armed only with bandages, stretchers, and medicine. . . .

"There is no fooling about the way these men are trained. As they staged their final sham battle Wednesday, the thoroughness of their training was evident. The 'battle victims' deployed through the woods and stormed up a hill held by the 'enemy.' As they charged up the slope, 'enemy' fire had its effect and the blue-green-uniformed troops sprawled and tumbled to the ground, each man assigned to simulate a certain type of wound. Then closely following the attack came the advance wave of the medical men, creeping to take advantage of

cover and well deployed against shell and machine-gun fire. . . .

"They have faced their problem and solved it to the best of their ability, and when they march to Armageddon, they will be armed with the strongest of all weapons—the courage of their convictions."

Medical corps training was first offered in the colleges, was later extended to the boys in the local churches, and still later was offered in three-week camps. More recently the academies have placed it in their curricula. Finally some of the colleges once more took the lead in offering a modified course to the girls.

No doubt, the schools this year have the last chance to help many of the boys. Considering this serious thought, each school leader faces the responsibility of sending them to their supreme test prepared that they may stand firm and come back nobler, purer, stronger men for having been tested and tried in the furnace of military service.

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H. M. TIPPETT,
*Professor of English and Literature,
Emmanuel Missionary College.*

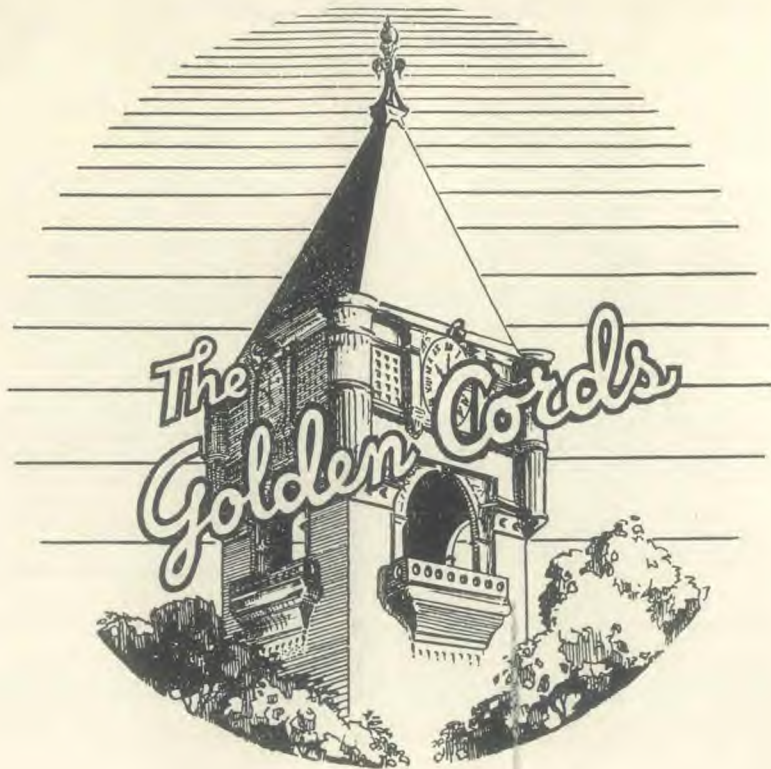
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