

The JOURNAL of TRUE  
Education

VOL. 5, NO. 4

OCTOBER, 1943



**CONTENTS**

Observations and Impressions of Inter-America <i>By John E. Weaver</i> .....	page 3
When Adventist Schools Disappear <i>By Rufus J. Roy</i> .....	5
French Class Activities <i>By Frances S. Woods</i> .....	6
Improving Instruction in the Academy <i>By Francis R. Millard</i> .....	8
The Trained Teacher's Reward <i>By Vernon P. Lovell</i> .....	11
Tonettes for Tunes <i>By Evelyn Grimstad</i> .....	12
The Academy Faculty and the Library <i>By Anna L. Blackney</i> .....	14
The Personality of a Language Teacher <i>By Margarete Ambbs</i> .....	18
Projects, Workshops, and Seminars <i>By Axel C. Nelson</i> .....	21
" . . . As Ithers See Us" .....	23
News From the Schools .....	25



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.

# There Was a Boy Went Forth

(Apologies to Walt Whitman)

CHARLES E. WENIGER

There was a boy went forth to a college "where nature and revelation unite  
in education,"  
And the things he saw there—and the men and women—those things and  
those people he became,  
And the influences that pressed upon him, those influences shaped his days  
And molded his life throughout the years.

The low hills covered with chaparral, dotted with spreading oaks, and stud-  
ded with lofty pine and fir,  
The purple lupine, golden poppy, yellow lantern carpeting the meadow land,  
The fragile fern, lush-dripping moss, trickling streams cooling the dark  
ravine,  
Sunrise at Overhanging Rock and sunset at Three Peaks with the great val-  
ley an ocean of wind-tossed fog—  
All became part of him and brought refreshment down the years.

The talk with friends on grassy slope, about the fire, on campus bench, with  
him who shared his room when lights were out,  
The comradeship with man and maid at social hour, in dining hall, at  
picnic play, in counsel sweet,  
The Sabbath vesper hour, with solemn organ tone and hush of prayer, with  
pledge of faith and consecration new,  
The walk alone down wooded aisle, the questionings of life, the bent knee  
and the bowed head, the answer sent from God, the firm resolve—  
These, too, became part of the boy who went forth to college, and steadied  
his step for future days.

The master who forged great thoughts with significant words, out of whose  
mouth tumbled galaxies of heart-stretching ideas,  
The humble little woman who, preferring to teach students rather than sub-  
jects, drew from the Word life sustenance and daily power,  
The keen-eyed astronomer, kingly erect, whose eager gaze penetrated far  
into the abode of suns and stars,  
The sage historian, whose understanding of antiquity inspired reverent be-  
lief in the inspiration of God's Book,  
The skillful musician, whose sure fingers drew from his violin rollicking  
caprice, tender melody, and soothing hymn,  
The kindly-stern president, "with faith in his heart and a pickax in his hand  
carving a college out of a mountain," spurring the boy to dream and  
to achieve—  
These, his teachers, gave the boy more than themselves, they also became  
a part of him.

And all these—the sweet influences of nature, and of God, and of human  
kind—become a part of every boy who goes forth to a Christian col-  
lege and will go forth till boys turn men and enter the higher school  
where "they shall be all taught of God."

The JOURNAL of TRUE  
Education

---

---

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

---

---

**Observations and Impressions of  
Inter-America**

*John E. Weaver*

ASSOCIATE SECRETARY, DEPARTMENT OF EDUCATION

THE Inter-American Division is that great, neighborly mission area to the south of the United States, extending from the Pacific Ocean and Southern California on the west to Trinidad and Barbados on the east and from Miami and the Bahamas and Brownsville on the north to a point south of the equator in Colombia in South America on the south. This large field embraces twenty-three different countries and island groups with a population of 55,000,000 people, 45,000 church members, and about 727 churches. It was my privilege to spend some four months, from May to August, 1943, visiting missions, churches, and schools in four of the union missions of this division.

Practically all travel in this field during the war is by air, which is a great timesaver even though the cost is greater and one misses the delightful boat trips with the periods of relaxation, study, and reflection. Pan American Airways, with its nationalized subsidiaries in the different countries, pretty well blankets

the air over this field. The more one travels by air, the more relaxed and comfortable he feels when traveling, except when in bumpy air or in a storm—then nothing will take the place of good old terra firma under one's feet.

The educational and Missionary Volunteer secretary of the division, Arthur H. Roth, and I made the trip together from Mexico to Cuba. The new Mexican school is not much more than a year old, but there are one hundred students enrolled and housed in the two dormitories, where many of the boys are living six in a room and some of the girls three in one room.

This school is located near Montemorelos and not far from Monterrey in northern Mexico on a wonderful 265-acre farm having fertile soil, plenty of water, an attractive building site, and all the other essential characteristics that constitute an ideal school location. Principal I. M. Angell with his staff of teachers is carrying forward a well-balanced program of Christian education, using

the agricultural base together with industries and an intellectual, spiritual, and social program that is character-building and soul-saving.

The Mexican government has shown a great deal of interest in this new Mexican school, particularly in view of the emphasis on agricultural and industrial education. This interest was strikingly illustrated in April of this year when President Camacho of Mexico with some of his secretaries and the two governors of the states nearest the school came to the academy for its dedication.

Spanish is the language spoken in all the countries of the Inter-American Division with the exception of Panama, which is bilingual, using English as well as Spanish, the British colonies of Jamaica, Trinidad, Barbados, and the Bahamas, and Haiti, where French is spoken. Upon leaving Guatemala by plane, we made short airport stops in Salvador, Honduras, and Nicaragua before coming to the beautiful little country of Costa Rica, where we had a very interesting teacher's institute at the Academia Adventista Hispanoamericana. Educational Superintendent H. M. Larrabee had arranged an attractive ten-day institute program for some primary teachers from the Costa Rica Mission, as well as teachers at the academy and a number of students in the academy, who are preparing to be teachers.

Principal C. G. Gordon with his capable faculty is carrying on a good, strong school, and the student body is a fine group of earnest young men and women who are preparing for some place of service in God's cause. The panoramic view from the front porch of the administration building and from the large and beautiful grass-covered campus is incomparable in its striking beauty and inspiration. This enchanting vista of distant, green-covered mountains and the interlacing fertile, verdure-covered valleys is a scene that will not soon pass from the

gallery of one's mind. The school has a dairy, woodwork shop, and a garden, and part of the time the school makes its own electricity through a water-power turbine and generator.

In Panama earnest study was being given to the problem of establishing a training school for their young people. Only elementary schools have been in operation in that field up to the present time, but there is urgent need for a boarding academy where the young men and women from the Panama Conference may receive their training for Christian service. Some of these young people have gone to other training schools in Colombia, Jamaica, and Costa Rica, but upon the completion of their school-work readmittance to Panama has been denied to a number of them because of certain citizenship regulations. These conditions and others seem to make it imperative to establish soon a suitable, modest boarding academy in Panama.

In the Colombia-Venezuela Mission a fine school is being operated near Medellin, Colombia, with Principal W. H. Wineland in charge. This school has an excellent group of students and a capable and loyal faculty who are carrying forward an effective training program. A small bakery is being conducted as an industry at the school, and the whole-wheat bread and cupcakes are sold in the near-by city of Medellin. The bread is wrapped—a sanitary feature which attracted the attention of the people of Medellin at the market where this bread was sold. People soon began asking for that "wrapped bread," and it was not long before other bakeries began wrapping theirs.

A new administration building and an elementary school with teacher-training facilities are greatly needed at this school. The school farm is scarcely large enough to meet the needs, but it is hoped that additional land may be secured.

*Please turn to page 28*

---

## When Adventist Schools Disappear

---

*Rufus J. Roy*

EDUCATIONAL SECRETARY, SOUTHWESTERN UNION

**T**HERE is a desperate shortage of teachers. The teaching of church schools is not attractive to young people. There actually exist churches which have pleaded for months for church schools and have not been able to secure teachers. They have had to see their own church school buildings remain locked, dust and cobwebs bearing silent witness to the absence of the children, while the children have found themselves in the strange atmosphere of the public school. This is not a lone case; right now there are several such cases in the churches of this union.

Workers, as well as the parents among the lay members, have been known to advise their daughters who are in school not to study to be teachers. In fact, even among the educational workers, there are those who have definitely turned their children away from teaching. What is the cause of such a condition? What will come of it?

When Adventist children no longer can find Adventist schools, when Adventist parents plead in vain for months for Adventist teachers, when the educational superintendents wearily search everywhere for even half-prepared teachers, and end up by seeing fine bright-eyed boys and girls of Adventist parents fed the husks of worldly education and influence, it will be a sad day for this denomination.

When teacher-training departments of the colleges are abandoned, when denominational leaders advise their own children not to take the normal course, when teaching a church school calls forth

expressions of pity and grief, when the leadership of this movement fails to make provision for the proper training of the children of the church, for training future leaders of the church, no matter what reason may be given, there can be only one result—the end, for this work.

Some have even seen in the present difficulties the fulfillment of the statements in the writings of the Spirit of prophecy in which it is said that the time will come when the church schools will no longer be permitted to continue their work. What a sad interpretation of those statements and what a great need of broader vision. The day will no doubt come when the schools will not be permitted to continue their work, because of persecution. But to bring about the very thing Satan would wish, by perpetuating conditions that are causing such difficulties to the schools, is not doing God's will, but the will of Satan. What a fearful account will be faced in the judgment day by those who become a party to such conditions or who fail to correct them when encountered. It is one thing to see the church schools closed because of persecution from the outside; it is another thing to see them closed—beacons of light extinguished—because of a lack of vision on the part of their leaders.

Pray most earnestly that the eyes of all may be opened to the strategic importance of the work of the church schools and of good consecrated teachers, and that altogether all may press forward to the completion of the great missionary task assigned to the church.

---

---

## French Class Activities

---

---

*Frances S. Woods*

INSTRUCTOR IN FRENCH, CEDAR LAKE ACADEMY

**D**URING the two weeks when all but one of the boys in the French II class were taking Medical Cadet training last autumn, it was decided to let the girls do something very different. These students were to have French class at the teacher's home, if first they would learn the names of a few common household articles. They divided into groups of two in order to facilitate the matter of making up their new vocabulary lists. Two girls prepared a list in French of different foods, two prepared a list of articles in kitchen equipment, two prepared a list limited to names of cleaning equipment, two to bedroom furniture, two to linens, etc., two to living room furnishings, two to the dining room, and the one boy chose to give names of things in the basement, including a few tools. One group insisted on learning the French names for "campus" and things outside the buildings.

The interest was exceptional. Each student even purchased his own French dictionary so that he could look up words whenever and wherever he thought of them. It is gratifying to observe that a great majority are sticking to the habit formed during those few days.

In class they wrote their words on the board so that the other members of the class could copy them. Then all drilled one another on the use of every word. The third day each girl was to bring to class ten sentences in which she would employ several of her new words. Then they used their own sentences in an oral discussion. During private conferences, grammatical errors in the written work were corrected. No corrections were

given in the class. In order to get over their fear of speaking French, they were to talk even though they knew they were making mistakes. Their business was to make themselves understood in a foreign language. Of course they were urged to do their best, but no one remained silent for fear his grammar would not be right.

Then one day after all were thoroughly prepared, it was announced that all should go to the teacher's house for the next period. The girls were thrilled.

The teacher met them at the door and gave directions in French. They were to be her maids for the morning, and the one boy was the butler. They made beds, swept, dusted, vacuumed, picked up magazines, washed dishes, and even prepared dinner. They were jabbering in French and doing their best to ask questions about things they did not understand. Of course it was not perfect French, but they made themselves understood and they enjoyed doing it.

For the next day the students wrote sentences telling what they had done at the house. These were turned in for correction. During the following class period each told the others in French about what she had done the day before. All were interested, for they had worked in different rooms and thus did not observe all that was done. Again they were urged to speak French, even though it was not perfect. The results were better than had been hoped. When the boys returned from camp, they asked if they might learn the new vocabulary and did so, though this was not required.

At Christmas a French party was held at the teacher's home. Students made

all preparations and conducted most of the activities. Prince of Paris Lost His Hat is one of their favorite games. They enjoy playing the same games played in English as well as those meant just to teach certain French vocabularies.

The method of letting students form their own vocabulary lists was so successful that it was carried further. Often pupils choose some subject of interest and find words to be used in talking about it. The last discussion was about work. Since members of the class work in nearly every department of the school, there were interesting conversations, and they learned many words. Again their private dictionaries proved valuable.

Describing clothing of different classmates is always fun. Sometimes it turns into a guessing game. One goes out of the room while others select someone. "It" returns to guess the choice by asking questions about clothes or appearance. All questions and answers are in French. Other times one will stand up and describe another until the class guesses about whom he is talking.

Often it is almost impossible to get some students to try to express themselves in French. They remain silent unless called upon directly, and then only half try. When the topic of discussion is something of everyday interest and students have had a chance to get acquainted with and practice basic words beforehand, there is no trouble in getting them all to talk. Somehow it helps to make them feel that they are learning something they could actually use if cast among French-speaking people. Lessons become a reality, not just a classroom procedure.

It is clearer now what Joseph F. Privitera meant when he wrote: "Let us teach faultless pronunciation through phonetics; let us stress conversation, not the stilted and utterly useless kind that comes at the end of each chapter in our readers in the form of stultifying ques-

tions but spontaneous conversation which arises from a piece of reading. Let us make our students feel the exhilaration that comes from shaping one's thoughts in a foreign tongue. Let us prove to them, by teaching them to speak that language, that a new world will swim into their ken. Let us do all this and we shall have lighted the spark from which new life will come to our profession."<sup>1</sup>

During the first semester each student chose his own project topic, one of interest to himself. There was some duplication, and two were allowed to work together if they chose the same field of study. The assignment happened to be made just after Dr. Luther Gable had given his lecture on radium at the school. He had created such an interest that several wanted to study about Madame Curie. This in turn led to a study of other French scientists. One of the most interesting papers was prepared by an American history student. Collecting all his material from *Time*, he wrote graphically of the fall of France. Some told of the lives and contributions to civilization of musicians, painters, writers, and explorers. Most of their source material was in English, but it showed the students that French people have helped to make the present world.

Frank R. Arnold says: "All French teachers should constantly emphasize the fact that France, the most highly civilized nation the world has seen since Greece, touches every corner of American life and what the French have said and done in every corner of knowledge is an integral part of all education. Whether it be French grammar, French literature, or French conversation, French civilization can never be wholly disregarded in our French classes. That is if they are to be alive forever."<sup>2</sup>

Students who are widely read in either French or English usually rate high in

*Please turn to page 30*

---

## Improving Instruction in the Academy

---

*Francis R. Millard*

ACCORDING to a number of surveys, the average secondary-school principal does not devote more than one per cent of his time to the improving of instruction in his school. Academy principals, with their greater administrative, managerial, and teaching loads, would probably report a similar situation. The general practice, apparently, is to think of improving instruction in terms of getting the best teachers available and letting them do the job. If they do it well, they are retained; if not, the principal starts looking for someone else to recommend to his board.

This weeding out process may gradually raise the level of the work done in the school, but it is a costly way to go about improving instruction. In the first place, it is costly to the student. His academy years make up one of the most important periods of his life, and a year of poor teaching deprives him of something he can ill afford to lose. It is expensive to the school, too, not only from a financial standpoint but also from the effect it has on the general morale. When changes in the staff are frequent, a feeling of insecurity results, and the work of all the teachers is affected. Finally, it works a hardship on the teacher who finds himself without a job after a year or two of service and obliged to move to a new location.

The schools of the church are based on very comprehensive principles of education, principles which apply not only to students but to teachers as well. If those principles are really carried out, there will be growth and development on the part of both teachers and students. Why, then, should not the school provide a

program that would aid and encourage the teachers in such growth and development? How much better it would be than the negative process of merely weeding out poor workers.

A mistake is made, however, in thinking only of the unqualified teacher when considering the question of improving instruction. The concept of true education must consider the student's education as an integrated whole. All that concerns his educational needs and learning processes must be considered from his standpoint. Such an education is far too complex to be divided among a number of individual teachers with the hope that their basic and professional training will somehow or other cover all the student's needs. The principal, as head of the school, is responsible to each student to see that all the teaching organization is making the maximum contribution to that student's growth and development. Furthermore, each individual teacher must also share a certain degree of responsibility for the whole teaching and learning process.

This concept of principal and teachers' carrying a mutual responsibility for meeting the ever-changing needs of the student forms the basis for a successful program of improving instruction. It is in keeping with democratic principles of government and education, for it unites individual resources and abilities in the solution of common problems. It is educationally sound, too, for it requires that every teacher, regardless of training and experience, must practice the same principles of growth and development which he imparts to his students.

The traditional method of improving



instruction through supervision is almost nonexistent in the small high school and academy. In fact the principals on whom such responsibility falls hardly spend enough time at it to make a showing in the statistics on supervision. Coupled with this is a universal tendency for teachers to resent, or at least to fear, supervision. Such a situation is probably due to a wrong conception of supervision. All too often supervision tends to be negative in its approach, placing emphasis on weak points and poor work. It is only natural that the teacher whose work and personality are the object of such scrutiny should become uncomfortable. Real supervision, however, is not negative; its object is to build up, not tear down. It has to do with the adequate direction of all the resources, both human and material, in the learning and teaching situation for the maximum benefit of all concerned. It is on this conception that the present suggestions for improving instruction are based.

Before undertaking any program for the improving of instruction the principal must enlist the co-operation of the teachers and make sure that they understand the plan and feel themselves a part of it. Along with this he must familiarize himself with all the factors involved in carrying out the program.

It is particularly important that the principal become acquainted with the problems which his teachers meet every day in their classrooms. The best way to do this is to visit the classrooms and study those problems at first hand. In this way the principal not only will discover the teaching problems but will become better acquainted with both pupils and teachers. If the principal has reached the right understanding with his teachers beforehand, these visits will not embarrass nor unduly disturb them.

When the principal visits the classroom it should not be to tell the teacher

how to do his job or to seek for things to criticize. He goes there to learn all he can about that particular learning situation in order to prepare himself for rendering the most effective service to the whole school. The time may come when criticism must be given, but the principal should first provide his teachers with an opportunity to discover and correct their own shortcomings as a result of the co-operative program carried on by the whole staff for their mutual benefit. The principal's counsel and criticism will be appreciated more, and will produce greater results, when it is voluntarily sought by the teachers.

The most important part of the principal's organization for improving instruction is a well-conducted teachers' meeting. This is to the teachers what a good class is to the students—a real learning situation. As such it requires of the principal, its leader, a careful preparation and a wise application of the laws of learning. This will result in a beneficial study of teaching problems and also serve as a demonstration of good methods and effective teaching.

For a group of teachers working on school problems, the project method of study is very effective. As Dewey points out, all thinking must begin with a problem, and the quickest way to start the teachers thinking constructively is to put them to work on an actual school problem. To avoid making this a purely academic study, the project should preferably concern their own students. The most common shortcomings of teachers concern their failure to understand student needs and reactions. Well-known educators point out that adults tend to forget what the problems and aspirations of youth are, and therefore experience difficulty in getting a sympathetic understanding of them. Surveys have shown that teachers are notorious for their failure to detect worry and unhappiness on the part of students. A study of the stu-

dents and their environment, their home backgrounds, problems, ambitions, religious experience, difficulties in school, etc., would help the teachers to find a natural approach to the study of teaching techniques, teacher-student relations, guidance, and the host of things wrapped up in the learning situation.

Teachers' meetings have a tendency to degenerate quickly, and the principal must be continually on his guard. He must make them *teachers'* meetings, not the *principal's* meetings. Teachers have a good sense of values, and they will be quick to discover whether or not the teachers' meeting is making any real contribution to the solution of their problems. The principal should see to it that out of every meeting the teachers get something that they can use immediately. Trivial items and announcements should be given through some other means.

The teachers' bulletin can play an important part in carrying out a program of improving instruction, even though it be but a single typewritten or mimeographed sheet. First of all, it should carry a comprehensive summary of the projects covered in the teachers' meeting. It can also serve to report work being done by committees on special lines of study such as school health, safety, grades, etc. The principal can use the bulletin for announcing new books and materials and for emphasizing certain points concerned with the general plan for improving instruction. These bulletins should be prepared for permanent reference by punching them to fit binders supplied the teachers. Everything about them should suggest that they are worth keeping.

In connection with the program for improving instruction the principal should arrange for a teachers' bookshelf, either in the teachers' room, if one is available, or in the library. Three or four of the best educational magazines

and half a dozen good books will make a start, and other books can be added from time to time as funds permit. Suggestions for such magazines or for books covering special topics under study can always be obtained from the department of education.

As a means for co-ordinating the various lines of activity and for promoting a sympathetic understanding of each other's work, the teachers should be given opportunities to present the objectives, problems, methods, and special interests of their departments to the other teachers. This can be done in the teachers' meetings and may be supplemented by intervisitation.

In addition to the general studies in the teachers' meetings the principal should also arrange time for individual conferences with his teachers. These conferences will usually be held at the teacher's request, but the principal can do much to encourage and arrange them. Someone has called these individual conferences the flower and fruit of supervision. If they are carried out in the spirit we have emphasized in this discussion, these visits can mean much to both teacher and principal, for in addition to giving the desired counsel and encouragement, the principal has an opportunity to learn more of the teachers' problems and to discover how he can make his program for the teachers more beneficial.

While most of the help for improving instruction must come from within the school itself, there are possibilities for getting more than the school has to offer. Some teachers can be sent to summer schools for extra training. Teachers' institutes also contribute to the general progress. Another possibility for supervisory aid should be found in the teaching staffs of the senior colleges. Most academies are close enough to arrange for an occasional visit by some college

*Please turn to page 29*

---

## The Trained Teacher's Reward

---

Vernon P. Lovell

EDUCATIONAL SECRETARY, LAKE UNION

SUCCESSFUL teaching is a real art, and when properly done it is not only a liberal but an applied art as well. In other words, teaching is not only theorizing but setting forces to work in the lives of individuals, so that certain desirable behavior patterns are tangibly and effectively realized. Consequently, the desired objective on the part of the responsible teacher is to create not merely constructive thinking, but consistent living.

In reality, teaching is a process of guiding people to make choices which will lead them to the understanding and realization of the higher values of life. To see such objectives being realized constitutes the true teacher's highest reward for service to others. Daniel says, "They that be teachers shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars forever and ever." Daniel 12:3, margin.

Many unknown, humble teachers who are in love with their work and with the members of their classes are not only shining today for God with the brightness of a gorgeous sunset, but in that beautiful beyond, many unexpected jewels in their crowns will be the glittering tokens of reward for faithfulness.

But to be wise and efficient teachers, and finally reap the greatest of all rewards, will require constant effort and much prayer with continuous study and preparation. "God does not want us to be content with lazy, undisciplined minds, dull thoughts, and loose memories. He wants every teacher to feel dissatisfied with simply a measure of success, and to realize his need of constant

diligence in acquiring knowledge."\*

One teacher, in telling of his experience as he grew to manhood, seeing different individuals at work and at the same time admiring them for the rewards they had earned, first decided he wanted to be a farmer, then perhaps an architect, still later a preacher, and again later, when visiting a doctor uncle, he just must be a doctor. He also wanted to be a lawyer and to write a book. But as he was thinking it all over one day as to just what he wanted to do, it seemed that a voice said to him, "Wouldn't you like to do them all?" He replied, "I surely would." The answer came, "Just be a teacher. Some boy will write your book that will be better than any you ever thought of. Some girl will paint your picture and another will give it veracity. Somebody else will be the doctor and somebody else will be the preacher. Just be a teacher."

Thus the teacher is rewarded with a great harvest of talent, inspired and set in motion by his life and teaching, which far surpasses all that he might have done individually. The faithful London mother of eleven children, who taught and trained those little ones for God, was in her lifetime unknown; yet from among her children came two of the greatest men the world has ever known—John and Charles Wesley.

Surely there is a reward for faithfulness in teaching, whether in the home, the church, or the school. Let us ever sing the praises of the unknown teacher. "Great generals win campaigns, but it is the unknown soldier who wins the war."

\*Ellen G. White, *Counsels to Teachers*, p. 506.

---

## Tonettes for Tunes

---

Evelyn Grimstad

PERHAPS one of the most profitable projects undertaken at the Union College elementary school last year was a Tonette band sponsored in grades four, five, and six.

The Tonette is a small musical instrument about seven inches long and may be compared with the clarinet in its general plan. The cost is usually a dollar, but most music houses will give a discount to schools, making the net price from eighty to ninety cents.

The children were not asked to buy their own instruments. The money was raised by a public benefit program featuring two blind girls who gave a music and speech performance.

There are several Tonette books which may be obtained for twenty-five cents a copy. *Tonette Tunes and Technique*, by Henry W. Davis, published by Rubank, Inc., Chicago, is the book used at the start. It is very simple, explaining clearly just how to finger and care for the Tonette, also how to play all the pieces in the book. No teacher should feel handicapped in undertaking a Tonette band because of her deficiency in musical ability, for anyone with very little practice can learn to play this instrument. Some of the values in such training are that it teaches one the notes in the treble clef, gives the player the "feel" of rhythm and harmony, and gives practice in muscular co-ordination.

After the first few lessons simple, familiar tunes are introduced, and the children become very enthusiastic when they discover that they are playing real songs for which the piano accompaniment is given in their books.

It was found that most of these tunes

could be made more interesting and expressive by the use of cymbals, sticks, and a drum. The children were encouraged to express the rhythm they felt by tapping their feet lightly on each accented beat. This helped them to sense where the rhythm instruments would best work in. At first anyone who wished was allowed to change off with the cymbals and sticks, but later certain individuals who showed marked rhythmic ability were selected by the class to continue with them. This was done only after everyone in the class had learned the treble part.

Two-part music is introduced even in the first book, and it is surprising how quickly the children respond to it. Of course, they had already sung two-part songs in their sight reading, which no doubt helped them to appreciate the problem involved. However, it is much easier for them to play alto and soprano parts than it is for them to sing them, because once they have learned the notes, they need not be concerned about the placement of the pitch, as is true in singing.

Two fifty-minute music periods each week were given in the intermediate grades room. The period was divided somewhat as follows:

Drill on theory, scales, blank space drill, etc., 5 minutes.

Sight reading, 15 minutes.

Songs for enjoyment, review, etc., 5 minutes.

Tonettes or music appreciation (phonograph), 25 minutes.

After the class has learned the basic principles of Tonette playing, the drill part of the period need not be so long.

Flats and sharps are introduced in the second book, entitled *Play Time*, by Max Thomas, published by Neil A. Kjos. It is a fascinating book and not difficult for one who has thoroughly mastered the previous techniques.

The first public performance seems almost humorous in its simplicity, viewed in the light of what the children could do at the end of the school year. On the first occasion they played for the parents at a Home and School Association meeting, and the audience really seemed to enjoy hearing the exercises, which were merely practice in tone clarity, note reading, and group action.

The second time they appeared in public was about five months later; at that time they played on the auditorium stage at the close-of-school program. A fifth-grade girl directed with a baton, and the group wore paper hats and simple bands of red, white, and blue crepe paper over one shoulder and under the opposite arm. Uniforms or capes would be attractive, but these substitutes added spirit and color to the occasion.

One of the best ways to develop school spirit is through good music, and it was felt that the Tonette band helped in a marked way to foster this feeling among the pupils, as well as in the community.

The Tonette band is definitely an aid to the child who has musical ability, and it helps those who have had no interest in music to feel that it is fun to be a part of a music organization. It naturally

leads some to an interest in more advanced band and orchestra music.

All the children were taught the basic patterns used for directing 4/4, 3/4, 2/4, and 6/8 time. It was not expected that all would be adept at this, but they have all become conscious at least of what a song leader or music director is doing, no matter what the occasion may be, and it helps them to appreciate another one of the techniques involved in both music appreciation and participation.

The children were allowed to take their Tonettes home to practice after they had been taught the lesson at school, but no one was required to practice outside of music period. It is not necessary in most cases. Measurements were given for a bag to be made at home, in which each kept his instrument. These bags were required before any child was allowed to take his Tonette home. Names were typed on small slips of paper and fastened to the Tonettes with Scotch tape.

The simple piano accompaniments were usually played by one of the sixth-grade girls. The piano part can be dispensed with if necessary, but it does add enjoyment to the Tonette period.

If you have not tried Tonette work in your school and want to make a real success of a worth-while and unique project, get an instrument and an instruction book and become enthusiastic yourself. You will have no trouble in interesting your pupils from grade three on up.

---

---

# The Academy Faculty and the Library

---

---

*Anna L. Blackney*

LIBRARIAN, EMMANUEL MISSIONARY COLLEGE

IT is the business of the college administrator to make certain, first, that sufficient funds are provided from the college budget for the purchase of books. Second, it is his responsibility to ensure the appointment of a librarian competent to direct the varied activities of the library. . . . Third, . . . he must insist that the members of his teaching staff make themselves actively responsible for the selection of materials in their respective fields and that they direct their teaching in such a way as to bring about the use of these materials by students."<sup>1</sup>

What has been said above about the college president applies to the academy principal. It is the duty of the academy principal to employ a competent librarian, to provide an adequate library budget, and to employ a book-minded faculty who know how to use books and libraries.

The principal should hire a competent librarian, but that alone is not enough. He should see that this librarian is not overloaded with other duties. When the librarian is asked to teach three or four classes besides acting as librarian, the library work is going to suffer. It is a responsibility of the principal to see that the librarian has time to function as a librarian.

The principal should see that an adequate budget is provided. The needs of the library and accepted library standards are factors to be used to determine the amount of money necessary. If the library has been neglected and the book collection lacks good reference materials and other useful books, a larger sum of money will be needed than if the library has been kept up to date. The principal

may learn what the approved library standards for secondary schools are from the accrediting agency of his region. He will do well to find out how his library measures up with these various standards. When it is apparent that an academy library lacks the approved facilities, it is the principal's responsibility to interpret the needs of his library to his board of trustees in such a way that adequate support is granted.

The principal should provide for a book-minded faculty who understand how to use books and libraries, and he should encourage the faculty members to use the library as one of their chief teaching tools.

The day of the textbook method is past. To be sure, it was easy and simple for both students and teachers, but it has certain limitations. First, no provision was made for individual differences of students. Everyone was served the same fare, and variations and additions were not considered. Second, only a one-sided view was presented. If the author had a bias, the student imbibed that bias with no other reading matter to inform him of other viewpoints. Third, the limitations of the instructor were emphasized. Extensive reading might have supplemented the limitations of the instructor, but under the textbook method no extensive reading was done.

There were other limitations of the textbook method which need not be mentioned here. It is sufficient to say that it is decidedly out of date. Textbooks are still being published and used, but now it is an almost universal practice of textbook writers to supplement their material by references to libraries

and library materials. Examine the books and there is found at the ends of chapters the following: reading lists; research questions; topics for investigation; names of people of whom the pupil is directed to secure biographical sketches; statistical questions. These references require the student to consult other books and libraries. For a skillful interpretation of these new texts, a classroom teacher must have a knowledge of various library procedures and materials. It is the responsibility of the principal to employ intelligent teachers who know how to use the library and who realize the advantages of supplementing their textbooks with library work.

Before proceeding to the library responsibilities of the faculty, it might be well to define the school library. It is a service agency, a teaching agency. Apart from the school it has no independent existence. It exists to help the academy attain its objectives. Principal, faculty, and librarian should review the objectives of their academy and ask themselves, "How can our library further the objectives of the academy?"

To encourage and promote Christian living and to instruct along religious, scientific, literary, and practical lines are the common objectives of Seventh-day Adventist academies. The library is to assist in furthering these objectives. The faculty should use the library as one means to the end for which the academy was founded.

In the work of book selection it is necessary to consider the objectives of the school. Obviously, books that might break down the religious faith of the students must be excluded. But book selection for the academy is more than censorship. A library that furthers the objectives of its school will contain books that are positive influences for good—books that will broaden the reader's mental and spiritual horizons and

enliven and illuminate every subject in the curriculum.

Who is to select these books? Book selection for the academy library is a positive duty of the faculty members. Each faculty member has presumably majored in one field; he is something of a specialist in one subject. He is expected to know more about his subject than the librarian, and he should know what books are best in his field. The librarian may guide him to book lists and may check the holdings of the library and indicate weaknesses, but the faculty member should be sufficiently book-minded and library conscious to recommend the purchase of authentic, readable, useful library books for his pupils to read. The special and important responsibility of the faculty members in book selection is the selection of curricular materials in their respective fields.

After they have selected useful curricular materials, the faculty members must use teaching techniques that will bring about the use of these materials. When the books in a library are well used, it is a credit to the teaching staff. To be sure, the librarian has a part to play in making the books accessible, but it is the teacher who has the privilege of requiring that a book be read.

A third responsibility of the faculty members is to teach their pupils the tools of learning found in the library. "For too long, school administrators and teachers have assumed that the librarian is the one individual who should teach the pupils how to use the library. . . . Teachers on all levels are responsible for teaching their pupils to use the tools of learning."<sup>2</sup>

Because the schools have got away from the textbook method and because of the new emphasis on the use of varied materials, pupils must be taught how to use books and libraries. Library instruction is more effective when given by

*Please turn to page 29*

## A HIGHER PRICE—An Editorial

---

**M**ANY people estimate the value of an article or a service, or the certainty of victory, by the amount of money it costs. This is generally found to be an incomplete measure. Some pay a higher price than others for the things they want. Life purposes of stalwart sons, security of property values, a little home with a few peaceful, fruitful acres around it, relaxation in later years, or life itself, may be sacrificed for victory. Material costs might easily be forgotten, but cherished hopes, cultivated ambitions, and deep-laid plans yield slowly to forcing circumstances.

In the church some members may give money and materials that schools may live and teach the doctrines and ideals of the body. They look upon such gifts as help for a worthy institution. Their generosity provides the building and equipment so necessary. Others in the church will have sons and daughters in the school, giving some treasure but investing more hopes and plans and prayers. These may suffer that their children can have the inspiration and guidance of Christian teachers, and in their tender years bulwarks of protection against blighting influences. Both church and parents may well consider a higher price for world evangelization than they have been able or willing to pay. For the postwar missionary effort the schools should fit more youth to give their all in life that the gospel of peace might prevail.

A third personal factor in the school is the teachers. They often subordinate other laudable purposes to that of serving the children and youth, of helping parents' hopes toward fruition, of developing workers for the greatest of causes. They decline more attractive monetary rewards for the sheer joy of being with

children as they grow in mind and spirit and body. To see children come trustingly and leave again with strengthened confidence in God and in the church gives lasting satisfaction. To place in the mind of a child a great purpose, to nurture it and to see it unfold into a life of far-reaching good influence and inspiring achievement is compensating.

But the teacher must be intelligent and progressive as well as earnest. He must know improved plans and read books and journals to make learning easier for the children. His heart must be sensitive to detect wrong direction or harmful influence. He must think large plans for his pupils and pray that they become effectual helpers in God's cause.

A nation might impoverish its people, exhaust their material resources, lead them to death in battle, and then lose the war. A teacher might give years of preparation, days of anxious thought, and late hours of planning, and yet fail to fit the youth with love and purpose for service. But, happily, right will triumph, cherished hopes materialize, anxious thoughts yield to progress, earnest prayers receive their answers, and boys and girls become men and women possessed of high purposes and thorough consecration.

The needs, the opportunities; the lateness of the hour call for a willingness to pay a higher price for the success of the Christian school. It will be higher in substantial support; in facilities; in intellectual effort; in improvement of plans, of teaching, and spiritual leadership; in confidence-winning effort; in Christian guidance and counsel; in love for children and youth; and in consecration to the task. Once the higher price is paid, the greater success will be certain.



## A LARGER WORK

---

"Higher than the highest human thought can reach is God's ideal for His children." *Education, 18.*

"The responsibility resting upon parents, teachers, and church members, to do their part in co-operation with God, is greater than words can express." *Counsels to Teachers, 166.*

"When once the gaze is fixed upon Him, the life finds its center. . . . Duty becomes a delight, and sacrifice a pleasure. To honor Christ, to become like Him, to work for Him, is the life's highest ambition and its greatest joy." *Education, 297.*

"His whole life was a sacrifice of Himself for the saving of the world. Whether fasting in the wilderness of temptation or eating with the publicans at Matthew's feast, He was giving His life for the redemption of the lost." *The Desire of Ages, 278.*

"He who loves Christ the most, will do the greatest amount of good. There is no limit to the usefulness of one who, by putting self aside, makes room for the working of the Holy Spirit upon his heart, and lives a life wholly consecrated to God." *The Desire of Ages, 250.*

"The life of selfish ease and freedom from responsibility is the idol of others. But these slavish bands must be broken. We cannot be half the Lord's and half the world's. We are not God's children unless we are such entirely." *Steps to Christ, 48, 49.*

"Christ gave no stinted service. He did not measure His work by hours. His time, His heart, His soul and strength, were given to labor for the benefit of humanity. Through weary days He toiled, and through long nights He bent in prayer for grace and endurance that He might do a larger work. . . . To His workers He says, 'I have given you an example, that ye should do as I have done.'" *Ministry of Healing, 500.*

"The true teacher is not content with dull thoughts, an indolent mind, or a loose memory. He constantly seeks higher attainments and better methods. His life is one of continual growth. In the work of such a teacher there is a freshness, a quickening power, that awakens and inspires his pupils." *Education, 278.*

"In the life of Christ, everything was made subordinate to His work, the great work of redemption which He came to accomplish. And the same devotion, the same self-denial and sacrifice, the same subjection to the claims of the word of God, is to be manifest in His disciples." *Ministry of Healing, 502.*

"The teacher . . . is not merely to accomplish the daily tasks, to please his employers, to maintain the standing of the school; he must consider the highest good of his pupils as individuals, the duties that life will lay upon them, the service it requires, and the preparation demanded." *Education, 281.*

"The Son of God was given to redeem the race. At infinite suffering, the sinless for the sinful, the price was paid that was to redeem the human family from the power of the destroyer, and restore them again to the image of God." *Testimonies, IX, 283, 284.*

"Every man is to stand in his lot and place, thinking, speaking, and acting in harmony with the Spirit of God. Then, and not till then, will the work be a complete, symmetrical whole." *Testimonies, VI, 293.*

"Every sacrifice made for Christ enriches the giver, and every suffering and privation endured for His dear sake increases the overcomer's final joy in heaven." *Testimonies, IV, 219.*

"Here is the reward for those who sacrifice for God. They receive a hundredfold in this life, and shall inherit everlasting life." *Testimonies, I, 173.*

---

## The Personality of a Language Teacher

**P**ERSONALITY, like electricity, is hard to handle and to understand, because we see how it works and what it does, but we cannot know its real nature.<sup>1</sup> Although often indefinite, personality is the dynamic part of mental life. Consciously or unconsciously, people develop personality daily. They may possess a host of enviable traits, and may have one or two unfortunate ones which outweigh all the positive ones.

A psychologist at Purdue University recently made a survey which shows that the mastery of the details of a profession is not enough to succeed in that calling. With an intelligence test the psychologist gave a personality test to graduate engineers who had been employed for five years. Those rating highest in the personality test were earning an average income of \$3,000 a year, while those rating lowest were earning \$2,058. The engineers rating highest in intelligence earned \$2,628 a year, as compared with the earning of the lower-intelligence group, which was being paid \$2,478. In this case, personality was paying almost \$1,000 a year, while superior intelligence was worth \$150. Or, as shown in this test, personality paid almost six times as much as a ready mind. Money is, of course, not a complete measure of a man's success, but it is something tangible and a standard accepted by people in general.

Since personality has so much to do with success, what are the traits which make up a good or poor personality? Colgate University carried on a survey to determine the relative value of about 100 personality traits which could be altered for the better by the individual. About half the traits which were considered in the tests had a definite bearing on whether persons are liked or not. With the other half hundred, there was little definite reaction.

For instance, it makes no difference how flashily one dresses, whether he is easy-going

or always in a hurry. He can discuss his health in detail, including operations. Whether his voice is high-pitched or low, pleasant or rasping, makes very little difference to his friends. But he cannot break his word, show off what he knows, reprimand people for the things they do, nor can he be sarcastic or domineering.

The following are the traits which make people liked.<sup>2</sup>

For each question answered "Yes," a score of three is given.

1. Can you always be depended on to do what you say you will do?
2. Do you go out of your way cheerfully to help others?
3. Do you avoid exaggeration in all your statements?
4. Do you avoid being sarcastic?
5. Do you refrain from showing off how much you know?
6. Do you feel inferior to most of your associates?
7. Do you refrain from bossing people not employed by you?
8. Do you keep from reprimanding people who do things that displease you?
9. Do you avoid making fun of others behind their backs?
10. Do you keep from domineering others?

For each question answered "Yes," a score of two is given.

11. Do you keep your clothing neat and tidy?
12. Do you avoid being bold and nery?
13. Do you avoid laughing at the mistakes of others?
14. Is your attitude toward the opposite sex free from vulgarity?
15. Do you avoid finding fault with everyday things?
16. Do you let the mistakes of others pass without correcting them?

<sup>1</sup> Donald Laird, *How To Make People Like You*, p. 196. New York: Blue Ribbon Books, Inc., 1938.

<sup>2</sup> Colgate Psychological Laboratory Personality Test.

17. Do you lend things to others readily?
18. Are you careful not to tell jokes that will embarrass those listening?
19. Do you let others have their own way?
20. Do you always control your temper?
21. Do you keep out of arguments?
22. Do you smile pleasantly?
23. Do you avoid talking almost continuously?
24. Do you keep your nose entirely out of other people's business?

For each question answered "Yes," a score of one is given.

25. Do you have patience with modern ideas?
26. Do you avoid flattering others?
27. Do you avoid gossiping?
28. Do you refrain from asking people to repeat what they have just said?
29. Do you avoid asking questions in keeping up a conversation?
30. Do you avoid asking favors of others?
31. Do you avoid trying to reform others?
32. Do you keep your personal troubles to yourself?
33. Are you natural rather than dignified?
34. Are you usually cheerful?
35. Are you conservative in politics?
36. Are you enthusiastic rather than lethargic?
37. Do you pronounce words correctly?
38. Do you look upon others without suspicion?
39. Do you avoid being lazy?
40. Do you avoid borrowing things?
41. Do you refrain from telling people their moral duty?
42. Do you avoid trying to convert people to your beliefs?
43. Do you avoid talking rapidly?
44. Do you avoid laughing loudly?
45. Do you avoid making fun of people to their faces?

The higher the score, the better the person will be liked. The highest possible score is 79. The average is 64.

All the executives of the National Association of Office Managers were tested to discover the personality traits which make up a strong leader. Strong characteristics

are the impression of self-confidence he gives, the ability to organize, the skill in stimulating interest in work, and the ability to carry responsibility. Other important traits are—

- Reading widely about one's work
- Being free from prejudice
- Mixing easily socially
- Praising good work without becoming flattering
- Criticizing constructively without antagonizing
- Treating all alike regardless of race or creed

The presidents of 237 arts colleges and 133 teachers' colleges reported on a questionnaire sent out to them. Each president was asked to choose the one teacher on his faculty who he thought was the greatest success. With his choice of teacher, he was asked to contribute a statement which to him told why the teacher was successful. The following table classifies these personality characteristics.

#### Personality Characteristics of Arts College Teachers

Personality .....	18
Professional enthusiasm .....	16
Professional interest .....	13
Industry and hard work .....	10
Character .....	8
Thoroughness .....	8
Clear, keen mentality .....	8
Seriousness and dependability .....	7
Good sense and humor .....	7
Social culture .....	6
Co-operation .....	4
Excellence in conversation .....	4
Sound judgment .....	4
Breadth and vision .....	3
General attitude and bearing .....	3
Versatility .....	2
Originality in thought and method .....	1
Tact .....	1

#### Personality Characteristics of Teachers' College Teachers

Professional interest and enthusiasm .....	20
Industry and hard work .....	17
Personality .....	14
Co-operation .....	9

Intellectual capacity _____	4
Social culture _____	4
Loyalty _____	4
Absolute, rugged honesty _____	3
Clear thinking _____	3
Courage of convictions _____	3
Sincerity _____	3
Tact _____	3
Leadership and ability to organize _____	3
Good sense of humor _____	2
Self-criticism _____	2
Congeniality _____	1
Dependability _____	1

These are not all the characteristics mentioned, but all the others were given by only one president instead of several as is the case of the first few on the list.

Clyde E. Wildman, president of DePauw University, in an address delivered before the American Association of Teachers of French, gave what he believed to be the personality traits necessary for a successful foreign-language teacher.

At the head of this list are knowledge of and enthusiasm for the subject, an enthusiasm which makes the subject interesting. You will notice that on the sheet showing the personality characteristics of the arts college teachers this trait is listed second, while on the schedule for teachers' college teachers this is the most frequently mentioned characteristic.

This characteristic should take care of the student who is indifferent and who has to take "the stuff" but cannot see why he

should. The language teacher meets this in a more aggravated form than does any other teacher. By his enthusiasm he must develop the "want to" instead of the "have to" attitude. Although the teacher must drill, he must also have life, animation.

The second great factor stressed by Mr. Wildman is that of showing interest in the student as well as in the subject. The third trait which the president stresses is that of the vague but very real quality of inspiration. The teacher needs to be intellectually stimulating; he must quicken the human mind.

"The great teacher, the teacher who is remembered, will not be concerned alone with teaching French, Spanish, or German. He will be concerned about man and the universe. He will be concerned about the relationship of education to the pilgrimage of man toward happier and more humane society. . . . He will try to set the feet of students in a pathway that will lead more and more to the perfect day. He will lure to brighter worlds and lead the way.

"Successive generations of students will rise up to call such a teacher blessed—for 'he who has been my teacher for a day has been my father for a lifetime.'"<sup>3</sup>

MARGARETE AMBS,  
*Professor of Modern Languages,  
 La Sierra College*

<sup>3</sup> Clyde E. Wildman, "The Teacher Who Is Remembered," *Modern Language Journal*, Vol. XXVI, No. 8 (December, 1942), p. 572.

---

## Project, Workshop, and Seminars

IN order to keep abreast with educational progress and needs, as well as to employ teachers profitably during the summer, several educational projects and workshops have been carried on recently in the Pacific Union Conference.

Institutional and conference leaders have come to recognize the need and value of such activities to both the educational work and workers. They have proved to be among the most profitable types of summer employment for teachers. They have made provision for carrying on important experiments, for completing urgent educational projects, for producing needed materials, and for bringing inspiration to those engaged in them.

The General Conference Secondary Curriculum Committee assigned to the Pacific Union Conference department of education the task of sponsoring the preparation of a denominational history and Spirit of prophecy one-unit syllabus. Experienced Bible and history instructors were employed for the summer to do the task. It was apparent from the beginning that a syllabus without suitable textbooks was of little value, so this workshop launched into the additional task of preparing the manuscript for a secondary textbook for the course in the Spirit of prophecy. The result was the 150-page textbook, *Lessons in Prophetic History*, widely used for the past two years.

For many years there has been a recognized and urgent need for suitable seat work for second-grade Bible. During the summer of 1942 a group of successful and experienced primary teachers, under the direction of Miss Myrtle Maxwell, director of elementary teacher training at Pacific Union College, prepared a second-grade seat-work booklet, *Good Times With My Bible Lessons*, which was widely used during the past school year. A second edition had to be run to meet the demand. In order to accommodate the many schools that alternate Bible in grades one and two, an-

other edition was prepared during the summer of 1943 for use during the current school year.

The need and demand for a syllabus and teacher manual for health and physical education led to holding two successive workshops at Pacific Union College during the summers of 1941 and 1942. Since the recent action of the General Conference Committee requiring health and physical education, including Medical Cadet Corps training, in all academies, a six-week teacher-training and course-construction workshop was conducted at La Sierra College during the past summer.

Syllabi and instructors' manuals were prepared for both the health and physical education course and the Medical Cadet Corps training. A series of tests was also prepared for each of these courses. Arrangements have been made to give advanced training in these subjects during the summer of 1944.

The need of standardizing the requirements and content of the music courses offered in the sixteen academies and the two colleges of the Pacific Union Conference led to the holding of a two-week music teachers' seminar under the chairmanship of J. W. Osborne, of the music department of Pacific Union College. Among the many profitable results of this seminar was the preparation of a syllabus for each music course offered in secondary schools.

Another important educational project recently conducted was a four-week nature institute under the direction of H. W. Clark of Pacific Union College.

During the two summers the educational department and academies participated in summer school excursions for Spanish teachers to Mexico City under the sponsorship and direction of Principal Alex R. Monteith of Pacific Union College Preparatory School.

During the past summer several important seminars and educational workshops have been held in connection with the

summer session at Pacific Union College. Among these are the following workshop-seminars: English and speech, home arts, science, elementary school library, and a church and school music institute.

The secondary English and speech teachers' group gave special study to the literature content of English I and II for grades nine and ten. They also examined carefully available textbooks for the various courses in English at the secondary level and prepared a syllabus for a course in speech for the eleventh and twelfth grades as well as suggestions for speech consciousness in the ninth, tenth, and eleventh grade English classes.

The secondary science instructors reviewed recent developments in the science fields, scored the best textbooks for each field, and prepared a life science syllabus for the General Conference Department of Education.

For many years there has been a growing need for an elementary school library manual. J. E. Weaver requested the Pacific

Union Conference to prepare this for the department. This has been an interesting and challenging project also carried on during the past year.

To climax this long series of projects and activities, the educational department of the union sponsored a church and school music institute to end the 1943 summer session at Pacific Union College. It was directed by a competent staff of music instructors experienced in church and school music. One special feature was the development of a forty-voice junior choir. More than 150 persons enrolled in the institute, representing church musicians, music instructors, elementary teachers, and ministers.

These activities have contributed a great deal to the unifying and strengthening of the large educational program of the Pacific Union Conference. More complete reports of some of these activities will appear in later issues of the JOURNAL.

AXEL C. NELSON,  
*Educational Secretary, Pacific Union.*

---

## “. . . As Ithers See Us”

### THINGS THE EUROPEANS DO WHICH I CANNOT UNDERSTAND

(Items taken from compositions recently written by students in English II Class at Malamulo.)

I SEE many Europeans loving flowers. Why do they do this? I do not find the real reason because I have seen many Europeans squandering much money in caring for flowers, and you cannot find a European having no flowers in the house or on the veranda.

What makes motor cars, trains go so fast? What makes an airplane fly in the air? How is it possible to hear Mr. Churchill when he is speaking in England on a radio? How is it possible to send a message, still there are no wires? How is this, that a man as far as twenty thousand miles is able to talk to his friend on the telephone? In these modern days we often hear about submarines going under the great oceans; but still they get pure, fresh air from the earth outside. All these things make me not to understand what Europeans do.

Another thing which I do not understand from them is the teaching of the movement of the earth. I do not consider that it is worthy of notice to keep in mind that the earth is round. I don't understand well.

Some Europeans say that we Africans, we lost our tails at first we were baboons. (Evolution?) I can't understand this well. I wish if I could see the book which says something about Africans like that.

I do not understand the European marriage customs. I have never seen Europeans being married quickly. They marry when they are big enough. Many of the European girls do not marry at all. Why is this that many of them are dying without seeing a husband? I have asked many Africans about this point, but they do not explain it to me well. Some say that they don't want to be married; some say there is a

shortage of males. But I don't understand well on this point.

I always wonder whenever Europeans walk or stand in their pictures, the wife always stands on the left side of her husband. This is now used in African weddings. I know they took this from the Europeans and I want to know why they do this.

A person that changes his clothes very often might be a busy one. But I wonder with the European ladies how they change often. They don't change because the clothes get dirty, but there is a special reason for their change. Some change more than twice a day.

I want to mention two prohibitions which are found in hygiene books. They say, "Don't drink tea. Don't smoke tobacco." But I always see Europeans who use these things very much. They print more and more notices which say, "Drink tea" or "Smoke this tobacco." Because of this I don't know what they mean.

I have seen many European funerals even here, but I did not find them mourning and shouting as Africans do. Why do they not mourn at their funerals?

Why do the European ladies not take off their hats when they are entering the holy church? Still we read in the Bible, "Moses, Moses take off your shoes." Has God meant only to men, not including European ladies?

When Europeans first knew about Africa, they paid great attention to it, because it was where they got many slaves. Some of the civilized people found that it was wicked to take slaves so it was abolished. African chiefs were forbidden to make war on the other tribes. This was to end slavery and all slaves were freed. Many were thankful for this. But I cannot understand why Europeans stopped African wars, while they are making abundant ammunition for fighting each other.

When time for going to church comes, men always carry books and music instru-

ments. At the door women go in at first, then men come last. When they sit on the seat, almost everyone puts left leg over the right. Perhaps this the superior way of sitting on the seat.

European missionaries leave their beautiful countries, and sickless ones. They come into Africa, a tropical and diseased country full of mosquitoes. Deaths often come to them. And very often I am quite perplexed why Europeans leave their countries to come and die among the African people. How is it possible for them to stay far away from their own people? This thing I cannot understand what Europeans do.

(And now for a few questions on the other side.)

### SOME THINGS WHICH I CANNOT UNDERSTAND ABOUT AFRICANS

By a Missionary

**T**HE articles by the English students are of great interest. Perhaps if we Europeans study them a little they will help us to understand each other a little better. By way of adding to the possible understanding, I submit the following questions about the Africans:

Why is it that a child's uncles or grandparents have more authority over a child than its parents, to whom God has given the child?

Why do parents and others permit children, small children, to demand things of them, and allow them to refuse to obey, even when they know that the thing that the child wants is not good for it? Many times I have heard "wakana" as an explanation for having failed to do something for a child that should have been done.

Why do Africans cry and shout at their funerals? Most of the mourning is done with noise, not with tears. I do not understand how crying without tears can show real sorrow. Tears I can understand.

Why do African men think that their women are inferior to them? Were they not born of the same parents? Were they not taught from infancy by the same mothers? Are they not the same kind?

Another thing that puzzles me is the attitude of the African toward the European. Why must a European either be good enough so he can be thought of as being perfect or else, if fault is found in him, he must be considered to be a fraud or a devil?

Why is it that the Africans think that the Europeans are trying to hold them down? They feel that they should have more wages, and that is right, but why do they think they are denied the wages by the Europeans? If all the property that belongs to Europeans in Nyasaland were taken from them and divided among the Africans, how much would each person receive, and how much good would it do him?

Why does an African tell an untruth to another, or to a European, when the truth would cause much less trouble?

Why do African women submit to white men, knowing that very few white men will recognize their responsibility to either the woman or the half-caste child?

From my observation it seems to me that African people are very ingenious in finding ways to do things with very little equipment. I cannot understand why a people that are so clever with their hands have not invented more things, such as the Europeans have done.



## NEWS from the SCHOOLS

J. FRANKLIN ASHLOCK, missionary in India since 1929, is teaching Bible at Southern Junior College.

T. M. FRENCH, for several years teacher of Bible at Walla Walla College and recently president of the East Pennsylvania Conference, will this year give special instruction in evangelism at Washington Missionary College.

W. M. LANDEEN, president of Walla Walla College for several years, and recently teacher of history at the State College, Pullman, Washington, has received an appointment in the educational program of the army of occupation.

BURMESE is being taught at Atlantic Union College as part of the Spirit of Missions project. J. O. Wilson, for many years a missionary in Burma, and more recently teacher of Bible at Ozark Academy in Arkansas, teaches the course.

NEW TEACHERS at Southwestern Junior College include Clyde G. Bushnell, teacher of Spanish; Miss Bertha Shollenburg, matron and assistant in home economics; Alonzo J. Wearner, head of the theological department; and E. Irving Mohr, teacher of science and mathematics.

HERMAN R. SITTNER, professor of secondary education at Walla Walla College, died suddenly, September 15, 1943, of cerebral hemorrhage. His death came just a few hours after his return from Washington, D. C., where he served as chairman of a section of an educational council. The schools and the church have lost an able and devoted leader.

THE DEATH OF W. E. HOWELL, July 5, removed one of the most influential figures in the educational history of the church. As secretary of the Department of Education for twelve years, he made distinctive and generous contributions to the thought and standards of the schools. His devoted loyalty to the principles of Christian education marks the years of his kindly leadership as a period in the development of the schools.

MILTON E. KERN, who had served as president of the Theological Seminary from its organization in 1934, found in August that his health would not permit him to carry the work any longer. Denton E. Rebok, who was president last year of Southern Junior College, was elected to the leadership of the Seminary.

G. D. HAGSTOTZ, associate professor of history at Union College, has given up his classroom work in order to accept the educational and Missionary Volunteer leadership in the Colorado Conference. Mrs. Hagstotz was one of the teachers in the department of English at the college.

ALVIN W. JOHNSON, head of the history department, dean, and business manager of Pacific Union College since 1936, has accepted the position of president of Emmanuel Missionary College. He succeeds Henry J. Klooster, who was elected president of Pacific Union College.

T. HOUSEL JEMISON, instructor of Bible at Loma Linda Academy for two years, takes over the same work at Lodi Academy. He spent part of the summer at Washington attending the Seminary and assisting in the revision of the *Lessons in Prophetic History*.

PETER C. JARNES, for the past three years Bible teacher at South Lancaster Academy, has joined the faculty of Union College as dean of men. His wife, Laurette Wilcox-Jarnes, will direct prenursing and health activities in the college.

AT EMMANUEL MISSIONARY COLLEGE it has become necessary to turn the entire three floors of the former administration building into dormitory rooms for the larger enrollment of young women.

P. E. QUIMBY, instructor in Bible at Southern Junior College for two years, has joined the faculty of Pacific Union College as head of the Bible department.

MISS MINNIE DAUPHINEE, dean of women at Pacific Union College for eleven years, has accepted similar work at the Washington Sanitarium.

WILBUR HOLBROOK, after teaching Bible at Sheyenne River Academy for two years, is now dean of boys at Maplewood Academy.

G. J. LANG, for many years teacher of science and German at Sheyenne River Academy, has moved to Gem State Academy, where he will be accountant and teacher.

D. C. BUTHERUS, educational superintendent of the Colorado Conference for three years, has accepted the educational and Missionary Volunteer leadership of the Missouri Conference.

THOMAS W. WALTERS, principal of Gem State Academy, 1941-1943, now serves as principal of Laurelwood Academy. Wallace Johnson of Portland Union Academy succeeds Kenneth Groves as principal at Rogue River Academy. The latter is now principal of Gem State Academy.

THE COLLEGE DEPARTMENT HEADS meeting in council at Washington this summer were teachers of education, English, and the modern languages. Elementary education was represented by E. M. Cadwallader, Union College; Nettelka Burrell, Oakwood College; Mabel Cassell, Emmanuel Missionary College; Mrs. Olivia B. Dean, Southern Junior College; Maybel Jensen, La Sierra College; Ellen Klose, Atlantic Union College; Alice Neilsen, Walla Walla College; Mrs. Winnie W. Turner, Southwestern Junior College; and Lorena Wilcox, Washington Missionary College.

All the chairmen of the departments of secondary education were present: A. D. Holmes, Union College; G. M. Matthews, Emmanuel Missionary College; G. E. Miles, Atlantic Union College; Mrs. Vera E. Morrison, Washington Missionary College; H. R. Sittner, Walla Walla College; and G. F. Wolfkill, Pacific Union College.

The following teachers of college English were present: P. T. Gibbs and L. F. Thiel, Washington Missionary College; Mrs. Rochelle P. Kilgore, Atlantic Union College; D. C. Ludington, Southern Junior College; H. M. Tippett, Emmanuel Missionary College; and Charles E. Weniger, Pacific Union College.

The teaching of modern languages in the

colleges was represented by Margarete Ambs, La Sierra College; George Caviness, Atlantic Union College; L. L. Caviness, Pacific Union College; Louise Dedeker, Canadian Junior College; Mrs. Mary H. Dietel, Southern Junior College; Mrs. Ella I. Edwards and Mrs. Arabella Moore, Emmanuel Missionary College; P. de F. Henderson, Washington Missionary College; H. G. Reinmuth, Union College; and Agnes Sorenson, Walla Walla College.

The teachers of the missions languages were also present: Arabic, George Keough and Carl Bremson; Burmese, J. O. Wilson; Chinese, S. H. Lindt, R. M. Cossentine, and Timothy Siaw; French, Daniel Augsburg; German, Otto Schuberth; Malay, I. C. Schmidt; Russian, A. I. Ivanoff, Mrs. Ivanoff, and Edward Ney; Urdu, Mrs. I. F. Blue and P. K. Simpson.

The chairmen of the groups were Mabel Cassell for elementary education; H. R. Sittner for secondary education; L. F. Thiel for English; L. L. Caviness and H. A. Morrison for the languages. The council was a very profitable one, thoughtful, forward-looking, courageous, serious.

A. E. AXELSON, instructor in Bible for fourteen years at Oak Park Academy, is now teaching Bible at Maplewood Academy. In the summer of 1942 he was in Washington, D. C., working on *Lessons in Denominational History*, and again this past summer assisting with the revision of *Lessons in Prophetic History*.

SOUTH LANCASTER ACADEMY has two new faculty members. Miss Dorothy Bartlett, for several years at Forest Lake Academy, is instructor in English, and Ashley G. Emmer, who has taught at Broadview Academy the past two years, will teach Bible.

FOREST LAKE ACADEMY announces the completion of an asphalt road sixteen feet wide. It extends from the highway near the boys' dormitory through the campus to the dairy. New sidewalks have been laid too.

MRS. C. C. ELLIS, formerly principal of the Plainfield Academy in New Jersey, is now principal of the Philadelphia Academy.

ATLANTIC UNION COLLEGE reports the following additions to its faculty: Miss Alma Davis, of Shenandoah Valley, as instructor in English; Miss Alice Holst, who has taught at Broadview Academy and also Shenandoah Valley Academy, as instructor in secretarial training; Walter M. Rembold, of Forest Lake Academy, as instructor in physics and mathematics; Robert Reynolds, of Shenandoah Valley, as dean of men; and Leon T. Thurber as superintendent of the College Press.

DIRECTORS OF THE SCHOOLS OF NURSING met in June for a two-week council on the campus of Emmanuel Missionary College. Miss Lois Burnett of the General Conference Medical Department was chairman. H. M. Walton and H. A. Morrison, of the General Conference, and the heads of the college departments of nursing instruction were also present. A bulging and challenging agenda was studied.

THE WHITE MEMORIAL CHURCH, center of worship for the graduating medical students and the White Memorial Hospital, showed substantial increases in tithes and offerings for the first six months of this year. The tithe increased thirty-seven per cent; the Sabbath school offerings, thirteen per cent; and the total for missions, ten per cent. The grand total was more than \$70,000.

STUDENTS AT LODI ACADEMY took charge of all classes one day near the close of the last school year. This was "according to plan." It was generally agreed that the student teachers were harder on the students than the regular teachers.

J. WESLEY RHODES, principal of Fresno Union Academy for one year, is now assistant professor of music at Pacific Union College. A. M. Millard, instructor in science and mathematics, was elected to the principalship.

NORMA LOU RHODES, matron at Southern Junior College last year, will be teacher of home economics and physical education at Glendale Union Academy.

MISS ESTHER KUNAU will teach chorus, piano, and voice at Glendale Union Academy this year.

MEDICAL SCHOOLS received in 1942 an increase of twenty per cent in the number of applications for entrance. Of 14,083 who applied to study medicine, 6,835 were accepted. In the same year 5,981 persons received their first license to practice medicine.

IN THE SCHOOL YEAR of 1942-43, seven per cent of all the public school teachers of the nation received less than an average of \$600 for their year's work. Thirty-three per cent were paid from \$600 to \$1,200; sixty per cent received more than \$1,200. The States of Washington and California paid all teachers an average of more than \$1,200.

A RECENT STUDY of secondary-school problems finds the following the most frequently mentioned: (a) revision of the curriculum to meet war needs; (b) maintaining a satisfactory balance between cultural and practical education; (c) meeting war needs, yet maintaining school standards; (d) providing an adequate guidance program; (e) bringing about needed extensions in technical training; (f) continuance of a suitable program of adult education; (g) introduction of the best procedures into physical education.

IS YOUR SCHOOL IN THE NEWS? A reader of the JOURNAL often remarks: "I really feel quite well acquainted with the school from reading its interesting news notes, even though I have never been on its campus." Such expressions reveal the value to the school and the stimulus to the thought of its prospective students, of a regular flow of news items. In these columns, devoted largely to matters of personal interest to the teachers and administrators, the editors offer place to extend the reputation of teachers and schools. Unusual work of merit by students or classes may also have its place here. One essential is that the JOURNAL be kept in touch with the thought and activity pulse of the campus, either through the school's regular publications or by its publicity secretary. The editors would welcome every item of general news interest, whether it comes from the isolated teacher and school or from the large institution. Keep your school and its activities in the news.

## **Inter-America**

*Continued from page 4*

At the Barranquilla seaplane base we stepped into a Pan American four-motored Clipper and sailed over the Caribbean Sea to Jamaica, "the Queen of the Antilles," the largest and most important of the British West Indies, an island paradise of tropical vegetation. This island field has about 14 churches and a membership of 10,000 which is growing at the rate of almost 1,000 new members each year.

The West Indian Training College at Mandeville was visited. This junior college is delightfully and beautifully located on a 171-acre farm with some fertile cultivated land, pasture, and woodland; this gives the school certain agricultural essentials. President M. J. Sorenson has gathered around him a strong faculty, who are loyally assisting him in making this school a real training center for the Jamaican young people. This is the only advanced training school in the entire Inter-American Division.

The agricultural and industrial features of the school are being emphasized, with printing, woodworking, baking, and sheet metal work all well organized and successful. The youth in these countries are realizing more and more that the education of the head and the heart is not complete without the education of the hand.

From Kingston, the capital city of Jamaica, Pastor W. E. Murray, president of the Antillian Union, and I flew to Port-au-Prince, the capital city of Haiti. This island is divided into two political divisions, the Republic of Haiti on the west and the Dominican Republic on the east. A. G. Roth, the director of the field, was away on furlough, but we were guided in our educational studies of the island by Julien Craan, the secretary-treasurer of the mission. French is the language spoken in Haiti, although the largest percentage of the common people throughout the island speak what is known as the creole dialect which is not a written language but a spoken tongue or dialect that includes French, English, and Spanish words.

R. H. Howlett and Paul D. Evers, with

their families, have just arrived in Haiti to assist in the educational and young people's work in this growing field.

I had the pleasure of visiting the Colegio Adventista de las Antillas, which is the academy training school for Cuba, located near the little town of Santa Clara. J. S. Marshall is the principal and he has gathered around him a group of consecrated men and women teachers. This school is located on a 231-acre tract which was carefully selected by a special committee, an important member of which was Principal Marshall himself, who spent many weeks in looking over possible school sites in different parts of Cuba. A view of this fine new institution with its fertile land and growing crops, shows how important it is to choose the right location for a training school. C. P. Crager, a veteran educator and a worker of many years' experience in South America and Inter-America, recently joined the staff as Bible teacher.

The Inter-American Division office is located at Rancho Boyeros in the suburbs of Havana, and we found here Elder Glenn Calkins, president of the division, with C. L. Torrey, secretary-treasurer. The division staff, together with the office secretaries, is a group of devoted workers.

Doors are opening for the truth of God in every land and country of the Inter-American Division. The providences of God seem to indicate that now is the time to work in this field when conditions are so propitious and opportunities so inviting. The Spanish language is important in carrying forward the work in these countries. It should be given more attention in the schools in the United States, for there will be more need for Spanish with the increasing opportunities for service in these neighboring countries to the south.

Let all unite in praying that the blessing of God may continue to rest upon the many schools and organizations of young people in this great mission field, and that many former comrades and associates in school who are laboring in these areas may be richly blessed of God as they carry forward the important responsibilities that rest on them.

## Improving Instruction

*Continued from page 10*

professor. This man, an expert in his field, could do much by visiting the academy and spending a day or two in the department with which he is concerned.

Both the country and the denomination have learned to appreciate the value of their man-power resources. Any program that will improve the work of the teachers will improve the education and value of the youth. Furthermore, such a program will keep more teachers engaged in an important line of work. These are resources which must not be neglected. On the whole, the academy principals are qualified to do the work outlined in this discussion. Surely it will be worth while for every principal to arrange his program so that he can devote, not one per cent of his time, but as much as is required to carry out a program that will increase the worth of the human resources in his school.

## The Academy Library

*Continued from page 15*

the teacher in a natural teaching situation than when given by the librarian as an isolated unit.

A librarian may take charge of a class and announce, "Today we are going to learn how to use the *Reader's Guide*." She may describe the value and arrangement of that useful tool and assign various topics to be looked up in it.

A more effective way is to incorporate it with other teaching, making it of secondary interest. For example, students may be preparing a debate on a topic of current interest. The teacher suggests that they look up this topic in the *Reader's Guide* in order to get the latest information. Because it is motivated, such teaching is more effective than the teaching done by the librarian.

If teachers are going to do such teaching, they must understand for themselves how to use the books and libraries. The modern textbooks contain assignments requiring the use of the school library. In order to obtain the maximum benefit from the

modern textbooks, teachers must be able to do research in the library and to teach their students how to do it.

To summarize briefly, it may be said that library responsibilities of the faculty members are first, to select useful curricular materials; second, to use teaching methods designed to bring about the use of these materials; and third, to teach their pupils how to use the tools of learning in the school library.

The responsibilities of the principal, as described, may seem heavy; he must employ a competent librarian; he must interpret the library to his board in such a way that adequate support is provided; he must hire a book-minded faculty who understand books and libraries. When the principal faithfully discharges these responsibilities, his school will have a good library of which he can be proud; and, in the final analysis, the credit for it belongs largely to him.

<sup>1</sup>William M. Randall and Francis L. D. Goodrich, *Principles of College Library Administration*, pp. 92, 93. Chicago: American Library Association, 1941.

<sup>2</sup>Margaret K. Walraven and Alfred L. Hall-Quest, *Library Guidance for Teachers*, Preface, pp. v, vi. New York: John Wiley and Sons, 1941.

## California College of Medical Technicians

San Gabriel, California  
(Suburb of Los Angeles)

Offers the following  
one-year courses:

X Ray

Physical Therapy

Medical Office Assistant

NEW CLASSES BEGIN EACH  
FEBRUARY and SEPTEMBER

Write for bulletin

## French Class Activities

Continued from page 7

vocabulary tests in French, even though they may be poor in grammar. Hence, it is important to encourage outside reading. The chief difficulty has been the need for a satisfactory method of checking it. Writing reports of outside reading is boring, and the oral report takes too much time for most busy people. In an article entitled "Suggestions to Popularize French," by R. L. Beachboard, in the *Modern Language Journal* of November, 1942, is the suggestion that "reading diaries" might work for French students as well as for English classes. They allow much more freedom of expression than older forms of reports and are more of an inspiration to the student.

Mr. Beachboard wrote: "I have found that a report read aloud from the 'diary' cuts by two thirds the time required for a purely oral report—and is more satisfactory in other respects. I have experimented successfully with groups of four students who meet for half-hour periods during conference hours. Questions are asked and the 'diaries' are discussed around a conference table."<sup>3</sup>

Though his suggestions are made primarily for the college student, with certain modifications they work well for academy boys and girls. A more lasting interest in reading has been created since students have been encouraged to keep "diaries" of all their reading.

<sup>1</sup> Joseph F. Privitera, "Let Them Speak French," *Modern Language Journal*, Vol. XXV, No. 11 (December, 1941), p. 861.

<sup>2</sup> Frank R. Arnold, "More Benedictine in the French Class," *Modern Language Journal*, Vol. XXVI, No. 5 (May, 1942), p. 350.

<sup>3</sup> R. L. Beachboard, "Suggestions to Popularize French," *Modern Language Journal*, Vol. XXVI, No. 7 (November, 1942), pp. 518, 519.

---

## The JOURNAL of TRUE Education

Printed by

Review and Herald Publishing Association  
Takoma Park, Washington, D. C.

W. HOMER TEESDALE, Editor

HARVEY A. MORRISON *Associates* JOHN E. WEAVER

THE JOURNAL OF TRUE EDUCATION is published in February, April, June, October, and December, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington, D. C. The subscription price is \$1 a year.

Correspondence concerning subscriptions and advertising should be sent to the Review and Herald Publishing Association. Address all editorial communications to the Editor.

# MAKE IT DO Until Victory!

By Maxine Garrison



**I**N these times conservation of material is most important. This 32-page book tells how to shop, save, repair, test, paint, build, sew, and mend. It treats of every subject around the house, from fixing doorbells and vacuum cleaners to taking out stains from garments. The index reproduced on this page gives an idea of the wealth of valuable information that may be yours.

**FREE . . .** For a limited time only, a copy of "Make It Do Until Victory!" will be mailed free when requested by Seventh-day Adventists, with new or renewal, personal or gift subscriptions to:

## INDEX

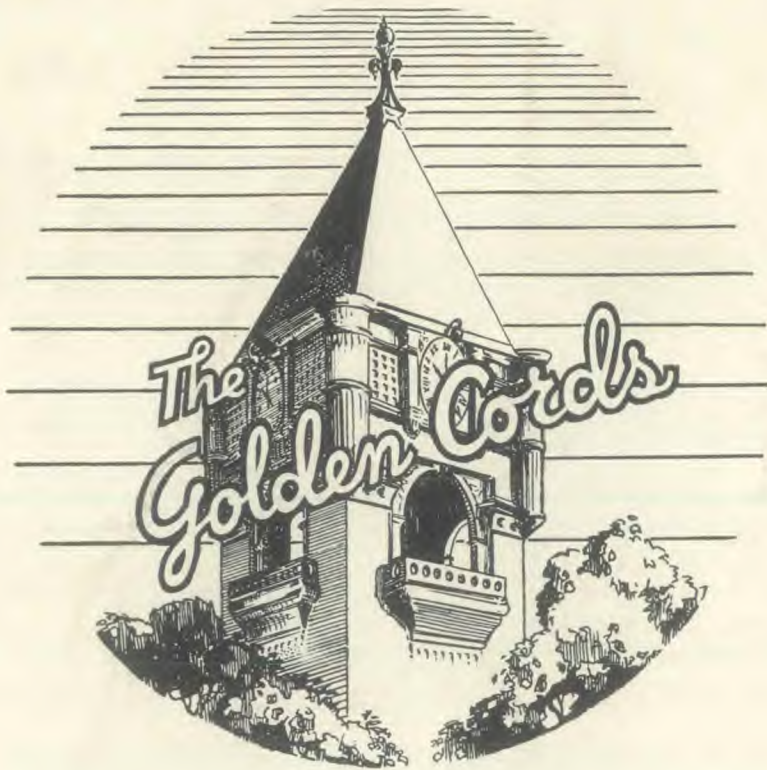
Ants, Ridding House of .....	30	Irons, Care of .....	22, 23
Apparel, Care of .....	6	Ironing, Guide to Home .....	5
Appliances, Care of .....	22	Lamp Cords, Mending .....	29
Awnings, Care of .....	31	Laundering, Guide to Home .....	9
Bathrubs, How to Clean .....	16	Linens, Care of .....	17
Bed Linens, Care of .....	17	Linoleum, Care of .....	15
Blankets, Care of .....	17	Light Bills, Reducing .....	24
Bleeding, How to Stop .....	32	Lunch Box, How to Pack .....	19
Brass, How to Clean .....	21	Medicine Cabinet Essentials .....	32
Broiler, If It Flames .....	30	Menus, Point-Saving .....	18
Burns, How to Treat .....	32	Mildew, How to Overcome .....	27, 31
Car, Care of .....	30	Mice, How to Rid House of .....	31
Clothes, Care of .....	6	Moths, How to Beat .....	31
Clothes, Storage of .....	31	Nosebleed, How to Treat .....	32
Cooking, Cutting Cost of .....	25	Old Garments, Making Over .....	10, 11
Copper, Cleaning .....	21	Painting, Hints on .....	28
Curtains, Care of .....	14, 31	Parching .....	10
Cutlery, Care of .....	21	Pewter, How to Clean .....	21
Darning, Tips on .....	11	Poisoning, What to Do .....	32
Decorator, Be Your Own .....	14	Porch Furniture, Care of .....	31
Doorbells, Repairing .....	29	Pots, Pans, Care of .....	21
Downspouts, Care of .....	28	Range, Care of .....	22
Draperies, Care of .....	14	Refrigerator, Care of .....	23
Electricity, Turning Off .....	30	Roofs, Care of .....	28
Electric Motors, Oiling .....	22	Rugs, Care of .....	15
Faucet, Repairing Leaky .....	21	Sash Cords, Replacing .....	29
Fiber Rugs, Care of .....	15	Screens, Care of .....	16, 31
First Aid .....	32	Sewing, Hints on .....	20
Floor-Coverings, Care of .....	15	Shades, Care of .....	14
Fly-Prevention .....	16	Shoes, Care of .....	6
Fur Coats, Care of .....	7	Seams, Description of .....	4
Furniture, Care of .....	12, 13	Silver, How to Clean .....	21
Fuses, How to Replace .....	29	Slipcovers, Care of .....	31
Garden Tools, Care of .....	51	Spots, How to Remove .....	26, 27
Gas, Turning Off .....	30	Table Linens, Care of .....	17
Girdles, Care of .....	7	Tile, How to Clean .....	16
Glass, Cleaning Broken .....	30	Tool Kit, What's Needed .....	28
Glass, Replacing Window .....	29	Vacuum Cleaners, Care of .....	23
Gloves, Care of .....	8	Walls, Woodwork .....	29
Gutters, Care of .....	28	Washing Machines, Care of .....	23
Handbags, Care of .....	8	Water Pipes, Unfreezing .....	30
Hats, Care of .....	7	Window Glass, Replacing .....	29
Heating Costs, Reducing .....	24	Water, Turning Off .....	30
Hosiery, Care of .....	8	Window Shades, Care of .....	14
Hot Water, Reducing Waste .....	25	Woolen Clothes, Care of .....	3
House Repairs, Minor .....	28		

## LIFE AND HEALTH

One Year—Only 90 cents

(In countries requiring extra postage add 35c for each yearly subscription)

**ORDER FROM YOUR BOOK and BIBLE HOUSE**



UNION BUILDS MORALE!

"Patriotism means more than lusty cheers when the band is playing. It means building for America by building strong characters." From Canada to Mexico, from the Mississippi to the Rockies, young men and women gather in UNION COLLEGE for preparation to face the issues before them and do their part in service to their Country and to God.

*For catalogue address the registrar*

**UNION COLLEGE**

LINCOLN, NEBRASKA