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Second Parents - An Editorial

MUCH is being said and written these days about juvenile delinquency, in which large responsibility for these conditions is attributed to the war and its related activities. Undoubtedly the economic and social dislocations caused by the war have some responsibility in certain areas. However, recent surveys indicate that homes, schools, and communities are not measuring up to their responsibilities in behalf of the youth.

In the *Texas Outlook* for October, 1943, J. O. Mahoney says: "In accounting for juvenile delinquency, too much stress is put upon the influence of the war. Influences of greater importance have progressively affected children since their early school days. Their lives have become almost completely mechanized; they have lived in a 'push-the-button-turn-it-on' era; and in their schoolwork, it has been a 'give-me-a-grade-put-me-through-quick' period. Life's chief aim, for old and young alike, seems to have been to eliminate work and effort of all kinds."

It is becoming increasingly evident that most juvenile problems have their inception in the home. Boys and girls who live in the atmosphere of a happy, loving home with wise, sympathetic, and understanding parents are not out with the gang or the crowd seeking questionable amusements and harmful recreation. Even though parents do carry a heavy responsibility in the rearing of their children, most of them need more help and encouragement from the teachers of their children. What is the school doing to strengthen the hands of the parents, to fortify the home, and to give the boys and girls some of the things which the parents do not provide? It is important that teachers and administrators make the school a vital and integrating

factor in the home and community life of pupils and their parents.

In the December, 1943, issue of the *National Elementary Principal*, John Edgar Hoover, director of the Federal Bureau of Investigation, discusses the responsibility of our schools in combating juvenile delinquency. He says that "the prime responsibility in meeting this situation rests, of course, with our homes across the nation. Our schools, however, . . . also have a heavy responsibility to do their part. Youth looks to adults for guidance. . . . In the schools this postulates more than mere 'instruction.' It means that teachers must earn and hold the respect and confidence of their students. . . ."

"Teachers should also be on the alert to help problem children. . . . Personal attention should be given to their problems and arrangements made to follow each case until effective assistance has been given the child. Teachers, however, cannot do this whole job alone. It is imperative for intelligent co-ordination of effort that they meet with parents at regular intervals and discuss their children's problems. . . . Very often the parents of misbehaving children make no effort to meet with their teachers. I feel that the school should take the initiative in these instances and endeavor to encourage the attendance of these parents at joint meetings."

Neglected children frequently find in a kind, sympathetic, and understanding teacher the warmth, love, and affection which their hearts crave but do not receive in their own homes. Some teachers are almost second parents to certain of their needy and neglected pupils. May our Christian schools and our faithful, consecrated teachers measure up to their opportunities.

J. W.

The JOURNAL of TRUE
Education

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

**Progressive Education in Jesus'
Teaching Method***

Herman R. Sittner

PROFESSOR OF EDUCATION, WALLA WALLA COLLEGE, 1938-1943

THERE is no doubt that the teachings of Jesus have tremendously influenced the educational practice of western civilization. While there is in existence no treatise on education written by Jesus, it is nevertheless known that He was a Master Teacher and employed a definite method in teaching His ideas to His followers. His method must of necessity be observed in practice and not in theory.

There is no well-defined attempt to understand and imitate the method of Jesus, but countless attempts have been made to explain His teaching and philosophy. These numerous interpretations have given rise to polemical debates without end, until it seems that the entire contribution of this greatest of teachers has been obscured and partially discredited. While the educational influence of Jesus may be largely confined to the content of learning, yet it is impossible to separate content and method.

While many of the teachers and prophets of Israel appealed primarily to the nation or to classes as such, Jesus made

His greatest appeal to the individual. He taught all whenever and wherever they came to Him. It was a strangely varied group which gathered about Him. In the ranks of His immediate followers were found, not only tax collectors and women of the streets, but self-respecting, industrious workingmen, like Peter and Andrew, the fishermen; well-to-do citizens of Capernaum, like the sons of Zebedee; capable businessmen, like Judas Iscariot; fiery patriots, like Simon the Zealot. To women and children as well as to men, Jesus strongly appealed. No age or class was outside the broad circle of His sympathies.

The personality of Jesus was unique and mastered every situation. His knowledge of the truth was intuitive. They said of Him, "Never man spake like this Man," and "He taught them as one that had authority, and not as the scribes." His skill in teaching led toward a fuller and more perfect living. His teachings are the great "universals." His knowledge of human nature was keen to the extreme, and His clear judgment was enveloped in a spirit of love and good will toward all men. The great purpose

* Condensation of a paper presented to the council of college teachers of education, a few weeks before Doctor Sittner's untimely death.

of His teaching was that men might learn how to live, not by a set of rules, but in the spirit of certain great principles of life.

In order to evaluate the contribution of Jesus as a teacher, His method must be considered in the light of certain salient principles which characterize progressive education.

1. *The first requisite for good teaching is a set of attainable aims clearly formulated in the teacher's own mind.*

There can be no doubt that Jesus had a clear understanding of His mission in life and of the purpose of His teaching. This conviction was first expressed when, at the age of twelve, He was attending a passover feast at the temple. He said, "Wist ye not that I must be about My Father's business?"

After entering upon His short ministry, He expressed His aim as follows: "My meat is to do the will of Him that sent Me, and to finish His work." "Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfill." "Let us go into the next towns, that I may preach there also: for therefor came I forth." "I came not to call the righteous, but sinners to repentance." "For the Son of man is come to seek and to save that which was lost." "O Jerusalem, Jerusalem, which killest the prophets, and stonest them that are sent unto thee; how often would I have gathered thy children together, as a hen doth gather her brood under her wings, and ye would not!"

Perhaps His greatest expression of aim, which may be characterized as "universal," is the one recorded in John 10:10, "I am come that they might have life, and that they might have it more abundantly." Of all the great social teachers and reformers, none has ever so definitely identified himself with universal truth as did Jesus. He of all teachers understood the metaphysical concept

of "I am that I am." He clearly stations Himself in a mediatorial capacity between man and the truth, as is readily seen in the following sayings: "I am the light of the world." "I am the good shepherd." "I am the true vine." "I am that bread of life." "I am the resurrection, and the life." "I am the way, the truth, and the life."

2. *The fundamental starting point in learning is the child's own experience, past and present.*

A large part of Jesus' teaching started from incidents that arose, often unexpectedly, out of the daily experiences in journeying up and down the land. He said to the fishermen, "Follow Me, and I will make you fishers of men." To the woman of Samaria at the well of Jacob, He talked about "living water." To the agricultural people He talked about the sower who went forth to sow, and about the vineyard. Jesus certainly used the principle of apperception in teaching.

Furthermore, He did not fail to stress the importance of the child in His scheme of things. He saw life as a growth process beginning with the seed: "For the earth bringeth forth fruit of herself; first the blade, then the ear, after that the full corn in the ear." To Him the child was a symbol of growth and learning. "Jesus called a little child unto Him, and set him in the midst of them, and said, Verily I say unto you, Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven. Whosoever therefore shall humble himself as this little child, the same is greatest in the kingdom of heaven." And again: "Suffer little children, and forbid them not, to come unto Me: for of such is the kingdom of heaven." That Christ regarded the sanctity of a child must be admitted upon the strength of the following statement: "But whoso shall offend one of these little ones which believe in Me, it were better for him that a millstone

were hanged about his neck, and that he were drowned in the depth of the sea."

3. *Experience is best organized through language. The intimate connection between clear ideas and expression through language is understood by progressive teachers.*

While very little is known in regard to the education of Jesus, it is clear from the record concerning His life that He was very familiar with the Hebrew Scriptures and the writings of the prophets and sages of His race.

His language was unquestionably understood, for His hearers marveled at His words and said, "Never man spake like this man." He was able to put into words many of the experiences of life, and He did this by the well-known medium of the parable, through which He made His ideas meaningful to the people. "But without a parable spake He not unto them: and when they were alone, He expounded all things to His disciples."

In a study made by Samuel P. Franklin, "Measurement of the Comprehension Difficulty of the Precepts and Parables of Jesus," it was found that children between the ages of eight and sixteen could respond successfully to comprehensive tests. Children eight years of age had a 43 per cent response of comprehension of parables, while those sixteen years of age had a 94 per cent response. The parable of the Good Samaritan was understood by those five years younger than those who understood the parable of the sower. The precepts were somewhat more difficult to understand. Another interesting disclosure of this study is the fact that in ability to interpret there was no difference between those devoid of religious instruction and those who had regularly attended Sunday school.

4. *Fruitful learning is attained in an environment charged with high morals.*

While no teacher ever worked more earnestly to secure full liberty for the

individual than Jesus did, none more strongly emphasized man's social responsibility. Jesus' teachings of absolute sincerity and charitable judgment, as well as the doctrine of forgiveness, were charged with high morals and a social sense of good will. No code of conduct has ever been more aptly expressed than is Jesus' injunction, "Whatsoever ye would that men should do to you, do ye even so to them." It is difficult for us even to imagine such a state of affairs as is expressed in these words: "But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you." Perhaps Jesus' loveliest expression of friendship is in John 15:13, "Greater love hath no man than this, that a man lay down his life for his friends."

While it is true that Jesus was a friend to publicans and sinners, He nevertheless hated sham and hypocrisy, sparing no words in soundly denouncing those engaged in evil practices. His ideal for His followers was perfection: "Be ye therefore perfect, even as your Father which is in heaven is perfect."

5. *Activity is the medium of learning. A child must be taught through action, preferably his own.*

The short ministry of Jesus is an excellent example of teacher activity, with which His life was crowded from morning till night. Not only did Christ Himself engage in a program of action, but also His followers were exhorted to action: "Follow Me." "Go ye." "Take My yoke upon you." "Go and sell that thou hast." "Go, wash in the pool of Siloam." "Stretch forth thine hand." "Rise, take up thy bed, and walk." "Seek, and ye shall find; knock, and it shall be opened unto you." "Search the Scriptures." These and many other injunctions to act are a part of the brief record of His teaching ministry.

Jesus' teaching was full of epigrams. These crisp phrases startled the sluggish minds of His hearers and jostled them out of the ruts of tradition until they queried, "How can these things be?" It was said of Him: "He stirreth up the people, teaching throughout all Jewry." His teaching always had a practical bearing on the life of the individual. He called for faith, for an active response, or for a change in attitude toward life.

6. *Attentive repetition is a requisite to learning. Self-drill hastens the process.*

While there is decreased possibility of recording repetition in a terse record, yet there are examples of this factor in Jesus' teaching. There are numerous instances of His reference to the kingdom of heaven. One instance of teaching by the sea recorded in Matthew 13 yields the following: "Behold, a sower went forth to sow." "The kingdom of heaven is likened unto a man which sowed good seed in his field." "The kingdom of heaven is like to a grain of mustard seed." "The kingdom of heaven is like unto leaven." "Again, the kingdom of heaven is like unto treasure hid in a field." "Again, the kingdom of heaven is like unto a merchant man." "Again, the kingdom of heaven is like unto a net."

The other example of repetition is the case of His asking one of the disciples three times in succession, "Simon, son of Jonas, lovest thou Me?" and receiving each time a more emphatic answer.

Much of Jesus' teaching may be regarded as restatements of principles taught by former teachers. This is especially true of the beatitudes.

7. *The sense of success in achievement is a powerful factor in facilitating learning.*

There are very few instances recorded of the activity of Jesus' disciples during His ministry. One instance was the sending out of the seventy. The record states: "The seventy returned again with

joy, saying, Lord, even the devils are subject unto us through Thy name." At another time, while Christ was seated at a feast, a woman admirer sought to please her Master by anointing His head with very precious ointment. Jesus turned aside the criticism of this act by saying, "Let her alone; . . . she hath wrought a good work. . . . She hath done what she could." This brought assurance to this timid admirer and filled her with appreciation for her Master. It was this attitude of commendation and appreciation that endeared Jesus to His followers and helped them to triumph with Him.

On one occasion when the disciples attempted a work of healing and utterly failed, Jesus not only performed the work before them but also told them why they had failed. He encouraged them by saying that someday they would be able to perform greater works than He had done.

8. *Since no two children are just alike, tasks should be adjusted to the child's needs and capacities.*

If there is one outstanding fact concerning the work of Jesus, it is that His ministry was a personal one. He dealt primarily with the individual, giving special attention to individual characteristics and needs. He knew how to deal with an impetuous Peter or a doubting Thomas. He has the diagnostic attitude of a physician, as expressed in these words: "They that are whole have no need of the physician, but they that are sick."

Jesus sought to adjust His teaching to the abilities of His hearers, and when His words were not fully understood He never failed to make a complete explanation which satisfied His hearers. He made a conscious effort to keep the level of His teaching compatible with the understanding of His disciples. With this regard He said, "I have yet many things

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A Mighty Evangelizing Agency

H. B. Lundquist

EDUCATIONAL SECRETARY,
SOUTHERN UNION CONFERENCE

THE church cannot afford to neglect the education of its children and youth for service in God's cause, here as well as for eternity.

"Nothing is of greater importance than the education of our children and young people. . . . While we should put forth earnest efforts for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth. . . .

"In the closing scenes of this earth's history, many of these children and youth [who have received a Christian education] will astonish people by their witness to the truth, which will be borne in simplicity, yet with spirit and power. They have been taught the fear of the Lord, and their hearts have been softened by a careful and prayerful study of the Bible. In the near future, many children will be endued with the Spirit of God, and will do a work in proclaiming the truth to the world, that at that time cannot well be done by the older members of the church."*

In a recent teachers' institute some interesting statistics were obtained on the results in soulsaving among elementary grade pupils of the white church schools of the Southern Union. Enrolled in these white church schools are 1,505 children. Seventy-four children have already been baptized from among this number this year, which is 4.8 per cent of the total, and sixty more are enrolled

* Ellen G. White, *Counsels to Teachers*, pp. 165-167.

in classes looking forward to baptism later in the year, which makes another 3.9 per cent, or a total of 8.7 per cent for the year. This report was from about 80 per cent of the white schools. Without a doubt if the other teachers had reported, the percentage would have exceeded 10 per cent for the year.

That this opens a wide field for evangelism is shown also by the fact that in the seventh and eighth grades alone, eighty-two non-Seventh-day Adventist children are enrolled, which is 5.5 per cent of the total enrollment. Who can estimate the soul-winning possibilities in the attendance of these children from non-Adventist homes?

In some of the colored church schools, as high as 80 per cent of the attendants are from non-Adventist homes. This undoubtedly may be attributed to overcrowding of the public school system because of congestion in the cities due to the war emergency. Yet it does give the school a golden opportunity for evangelism on an age level which yields maximum results for life.

Pastors and district leaders should see in this condition a challenge to co-operate with the teachers in the garnering of this harvest of souls. Many teachers report that the pastor is making weekly or semiweekly calls on the church school. Even if he could visit each school only twice monthly, great results could be obtained. This year will be the last in the church school for some of these children, and, if neglected, a part of the harvest will be lost.

First-Grade Phonics

Adelaide Christian

FIRST-GRADE CRITIC TEACHER,
WASHINGTON MISSIONARY COLLEGE

IN order to ensure a workable program in phonics, techniques must be developed that will grow into permanent and useful word-attack skills.

The techniques a child learns in the first grade are the foundation upon which he builds later skills, and should fit in smoothly with techniques to be acquired at higher levels. By the time he has reached the third grade he should be able to attack successfully any word found in his speaking vocabulary.

The phonetic elements to which consideration is given in the first grade are:

1. Rhyming words
2. Single consonants, speech consonants, and consonant blends, in initial and final positions
3. Substitution technique
4. Little words in longer words
5. Word variants and derivatives
6. Compound words

The first approach is through rhyming words. The teacher reads jingles and the children look for words that rhyme. Then the children try making their own rhymes. These first attempts are crude, but by the end of the year they are able to produce fair specimens.

While the children are still in the pre-primer period, the teacher begins to introduce the initial consonants. She does not teach isolated sounds as such, but she does teach the names of the letters. For example, an initial consonant is taught thus:

The teacher says, "I am going to write some words on the blackboard. They all begin alike. They all begin with *f*. [Pronounces words as she writes them on blackboard, emphasizing the consonant sound *f*, that is, *f*-ish. However, she

should not say *fuh*-ish.] Now I'll say these words that begin with *f*, and you say them after me." After going through the list with the children, the teacher says, "With what did these words begin?" The children answer, "*f*."

Additional practice in recognizing initial sounds is given by games and riddles similar to the following:

(Teacher gives the sound of *f* to indicate beginning of word after she asks the riddle.)

1. Tell me something you eat with.
f-ork.
2. Tell me something birds can do.
f-ly.
3. Tell me the name of an automobile.
F-ord.
4. Tell me a game boys like to play.
f-ootball.

Draw several balloons on the board with the initial letter printed in each. When a child gives a word beginning with that letter, his name is written on the balloon, which means he has purchased the balloon.

If any child's name begins with the letter taught, that fact is brought out. It is best if the child can recognize this himself. The children try to think of as many words as possible that begin with the letter taught. Such exercises as these teach the names of the consonants and enable the children to recognize them when hearing them in words.

The teacher makes a chart—wrapping paper or newsprint will do nicely. A large letter *f* is put at the top of the chart. The children are then asked to bring pictures illustrating words that begin with *f*. If they can tell the first letter of the words illustrated, they are per-

mitted to paste their own pictures on the chart.

The next day *f* is reviewed with the aid of the chart, and another letter is introduced. A similar procedure is followed for each new letter, with variations to keep up the child's interest as well as to give additional practice. Each new letter requires a new chart.

Later, final consonants are introduced. In the following procedure it is assumed that the children have already learned the beginning sounds and names of *f*, *b*, *g*, *l*, and *m*, and they are now presented as final sounds.

Teacher: [Writes the letters *f*, *b*, *g*, *l*, and *m* on the blackboard.] "We know these letters when they are at the beginning of a word. Listen. When I say a word, you tell me the first letter:

for boy girl little me

"Today we are going to listen for the last letter in some words. [Writes *if* on the board and shows the children the last letter.] Now I am going to say words that will end with this letter. Listen and see if you can hear the *f* at the end of the words." [Gives a number of words ending in *f*.]

Consonant combinations, of which there are two types, are also introduced: (1) speech consonants such as *wh*, *th*, *ch*, *sh*, where a new sound is produced by the combination of letters, and (2) consonant blends as *br*, *bl*, *gr*, *cr*, whose sound is simply a combination of the single sounds of the letters. Both these types are taught in the same manner as is outlined for the single consonants.

The children are also taught to notice the similarity in sound and appearance of one-syllable known words that are alike except for the initial consonant, as *came*, *name*, *game*. The next step is to teach them to recognize unknown words by their similarity to known words. For instance, suppose the child meets in his reading the word *walk*, which he does not know as a sight word. But he has

had *talk* as a sight word, and he has learned the sound and appearance of the initial consonant *w*. Two steps only are necessary for him to recognize *walk*: (1) notice that *walk* looks like *talk* except for the initial consonant; (2) substitute the sound of *w* for *t* and thus derive the word *walk*.

Finding little words in bigger words is useful but should be done with caution. Teachers sometimes have children look for small words in longer words regardless of whether the sound of the little word is actually heard in the longer word. Confusion results unless both the sound and the letter combination are found in the longer word.

The children are also taught to recognize root words in variants and derivatives and to pronounce these root words and derivatives. For instance, they have learned *want* as a sight word; so they should be able to find *want* in *wants* and *wanted*. *Look*, a sight word, should be recognized in *looks*, *looked*, and *looking*. They should be able to notice the sight words *every* and *where*, *an* and *other*, in *everywhere* and *another*.

In the past so much phonics was taught that little attention was paid to the steps children must take in acquiring a ready ability to "hear the sounds" of words at sight. The modern program does not crowd so much phonics into the first grade, but is so planned that at any level what is taught can be applied in actual reading situations. In addition it provides continuous growth in phonetic ability.

Every teacher must find out for herself just how much her individual children can grasp. Some first-graders will be able to master more than has been given here; others not so much. The important thing is for each teacher to maintain a balance between reading and phonics.

In the program outlined, twenty min-

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Conservation

S. Ellen Klose

DIRECTOR OF ELEMENTARY TEACHER TRAINING
ATLANTIC UNION COLLEGE

CONSERVATION is a way of thinking, an attitude. It is geographic thinking. Land hunger is as keen today as in Lincoln's time. Less than one acre out of three can be farmed in America today. Much of the soil is worn and hurt. Erosion has ruined an area equal to all of New England, New York, and one fourth of Pennsylvania. Uncle Sam's good earth—his rich topsoil—has diminished from nine inches to an average five inches. A train of freight cars long enough to girdle the earth eighteen times at the equator would be required to carry the three billion tons of soil washed out of the fields and pastures each year by water erosion alone. Land and democracy are partners. When the soil goes, democracy goes.

If the nation would eat, it must conserve its water supply. The little raindrops must be guided into biological uses by means of plant roots. The water must be made to run "uphill," and thus prevent its running downhill to destroy civilization. More roots—more food—more life. Put the raindrops into the soil, and life will broadcast over the "green network."

It takes from three to six hundred pounds of moisture to bring to maturity one pound of corn or wheat. Besides its vital necessity in the development of plants, and dairy and other animal products, water is required for food, drink, and personal hygiene, and countless other municipal and recreational needs. This water supply is largely underground. "All flesh is grass," said the Biblical sage. He must have been a geographer.

The geographer student should under-

stand the importance of controlling crop pests, from which yearly losses are \$6,500,000,000, or more than the total reported agricultural income in 1932. Some of these pests are:

Rats, which eat and destroy an average of fifty pounds of food each per year. This makes the total annual bill \$260,000,000.

Insects. Of the six hundred thousand species, two hundred are enemies. Annual damage is \$150,000,000. Twelve thousand horses and mules died recently from mosquito bites.

Japanese beetles, in twenty-two States. The yearly cost is one third of a billion dollars.

Boll weevils, which do a billion dollars' damage each year. Other cotton pests account for two billion dollars annually.

Tree pests. If destructive insects eat, man cannot.

Weeds, which cost three billion dollars annually.

Plant diseases, which take a yearly toll of \$1,500,000,000.

Adequate food is far more important to the health of the nation than are pills and potions. If conservation is not practiced, more drugstores and hospitals must be built. The hay fever patient, the calcium-deficient mother, the dental patient, the alcoholic, are only a few of the victims of improper control of body-building resources.

Millions of Americans were undernourished before food rationing was instituted. Even if America had a sufficient quantity of foodstuffs, it might still not be adequately fed. For more than a century the soil has been depleted, so

that even the best foodstuffs are often lacking in vital qualities, especially minerals. The future of the nation rests in the hands of the farmer. Conservation education should help the future farmers to produce better food and more of it.

Let the American student of conservation take a look at parts of the world he must help feed:

The bridgelands of Europe, linking the East and West, comprise one of the least productive regions of the world, even under normal conditions. It did not take much to put the people there on a starvation basis.

Although Europe covers less than one fourth the area of North and South America, it has twice the population. Before the present war it produced more foodstuffs than the Americas but imported more food than all other continents combined. What about the food problem now?

Asia, the home of one half the world's population, faces the ever-present problem of daily bread, despite the almost inexhaustible resources of the continent. More than ever, now, they are calling for food.

Feeding the world is no small task. How will it be done? In 1941 America was accounted the richest country in the world; yet nine million of its people were unemployed and forty-five million did not get enough to eat. America still faces a problem, and more than ever conservation must become a way of thinking.

Doctor Russell of the National Park Service advises a long-range curriculum providing experiences outside the school-room, studying broad areas and developing critical thinking; for example, not

"How did the dust bowl originate?" but "What should be done with the dust bowl?" Reading and testing do not meet the issue.

Does the future taxpayer of America know:

1. That it takes one thousand pounds of water to produce one pound of food on an irrigation project? That one acre of corn on an irrigated area requires water equivalent to fifteen feet of rainfall?

2. That grass is sixty-five times as effective in preserving the soil as are clear tilled crops?

3. That at the present rate of erosion, this country can hope for less than a century of virile existence?

4. That cattle grazing on the western prairies destroy much of the grass that would hold the topsoil?

5. That sheep are worse, because they eat the knob at the root and thus kill the grass which would prevent soil erosion?

6. That swamps drained by Federal projects should have been left alone? That, like grass, swamps help to hold the world together?

7. That twenty million people of the United States drink untreated water?

8. That \$380,000,000 would be required to bring this nation's sewage pollution under control?

How can the citizen vote intelligently unless he has an insight into geographic problems? These are problems deep enough to challenge any college student. Seventh-day Adventist academies and colleges cannot solve the problems of the whole world, but they can and should help to direct the future citizens in their geographic thinking.

Present Status of Intelligence Testing

Mabel Cassell

PROFESSOR OF EDUCATION AND PSYCHOLOGY,
EMMANUEL MISSIONARY COLLEGE

BEFORE discussing the status of intelligence testing, it might be well to consider briefly the meaning of intelligence. Many definitions have been offered, each representing different aspects. No attempt will be made here to present all the viewpoints, with their various connotations. A few will suffice.

Thorndike thinks of intelligence as the ability to present facts, while Terman conceives it to be the ability to do abstract thinking. The latter's view would tend to exclude children. Woodrow defines it as an "acquiring capacity," which means that one may change or acquire new modes of response. Binet defines intelligence in terms of "comprehension, inventiveness, persistence, and critical analysis." Others say it is "general mental adaptability to new problems and conditions of life." According to this view, "all behavior is intelligent."

A still further concept is that of Edwards who defines it as "a capacity for variability or versatility of response," the emphasis being on the number or quantity and not quality of responses. Another accepted view, "that intelligence is the ability or capacity to learn," confronts one with the problem, "What is learning?"

Boynton makes no attempt to define intelligence, but rather describes it as "an inherited capacity of the individual which is manifested through his ability to adapt and construct the factors of his environment in accordance with the most fundamental needs of himself and his group."

These definitions, and others which might be cited, indicate the existing lack of agreement as to what intelligence

really is. Intellect has been suggested as a substitute for the word intelligence. Wellman calls it a "mystical intelligence," for she says no one has ever demonstrated that it really exists. And after all, who does know what intelligence really is except the One who created man in His own image?

There has been much ado lately over the constancy of the IQ. For many years it was held that the intelligence quotient obtained from any one test would vary but a few points from that obtained from a different form of the same test or from another test.

Studies made at Iowa University by Wellman and others indicate that the IQ is not constant over a period of months or years. One study which involved 281 preschool children showed an increase of five points in intelligence over a period of six months. A study by Skeels, Wellman, and others showed an increase of 4.6 points for forty children who had preschool training. Studies made on children over a ten-year period at the same university revealed wide ranges in IQ. Thus the IQ of one child jumped from 89 at three years to 132 at thirteen years. For another it ran from 98 at three years to 143 at twelve years.

Another study at the same university, covering a three-year period, was concerned with children in an orphanage. Comparisons were made between preschool groups and children without preschool training. Decreases were noticeable in the IQ of the children without the training.

Skeels also studied 147 children who were taken from their own parents of low-grade intelligence (nearly 40 per

cent had IQ's below 80) and placed with foster parents of superior intelligence. After a period of adjustment not one was below normal in intelligence. Sixty-five of them showed superior intelligence, and forty-one were on the genius level.

Some of the conclusions drawn from these studies and others not cited are:

1. That the principal gains were made during preschool attendance and that children not attending the preschool made no gains.

2. That the cultural status of the parents did not account for the changes in IQ.

3. That a stimulating environment combined with education begun at an early age contributed to the increase in the IQ.

Stoddard in commenting upon these studies says, "The evidence supplied by research is making it apparent that intelligence is not fixed and determined."

Is it then safe or wise to predict one's ability to achieve merely on the basis of the IQ obtained from one intelligence test? A study made by Boynton is pertinent. He administered fourteen tests to 149 children in the high-sixth and low-seventh grades within a period of a month. The results showed that every child had an IQ variation of not less than 21 points. This means that he scored 21 points lower or higher on one test than on another. The average variation for the entire group was 42 points. The greatest IQ variation made by any one child was 84 points. Boynton indicates that the unreliability of the tests was the contributing factor in the wide variation. These data substantiate the position held by many that more than a single measure is essential to an adequate diagnosis of a child.

Certain research studies indicate that under ordinary environmental circumstances the average child's IQ is relatively stationary. A study based on thirty-eight children placed in foster homes

was made by Hildreth at Columbia University. She found that the IQ remained fairly constant irrespective of the environment. This is not in agreement with the findings of Skeels. In another study Hildreth gave 441 Stanford-Binet tests to children in the Lincoln school, repeating them at intervals varying from one month to eight years. The obtained correlation between the first and second ratings was .81. Wentworth obtained a similar correlation from 145 Stanford-Binet examinations given over a range of from three days to sixteen months. Parker found a high correlation between the first and second tests administered to 552 subnormal children. Similar results were obtained by Dickson and Brown.

At the University of Minnesota Goodenough gave tests to nursery school children and non-nursery school children. She concluded from her study that attendance in the nursery school had no measurable effect on their mental development. This is in agreement with studies made by Anderson, Bayley, and Voas, but in direct contrast to the findings of Wellman.

Faced with such conflicting data, what course can the psychologist, research worker, or administrator pursue relative to the multiplicity of available tests designed to measure intelligence? Before using them one may well ask himself:

1. Do I wish to measure native intelligence?

2. If so, are the so-called intelligence tests adequate measuring instruments?

3. If not, what do they measure?

There is perhaps no one universally acceptable answer to these or similar questions. But would it be safe and reasonable to say (1) that the IQ obtained from an intelligence test, though designed to measure an individual's capacity to learn, actually measures what he has learned? (2) that there is a differ-

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The Devotional Life of the Teacher

Carl F. Staben

WHAT the teacher is in his innermost soul has far more influence than all the ornamental decorations of literary accomplishments. Eternity may reveal that his devotion to truth and righteousness, his love for the pure and holy, lent a power to his work in the schoolroom that brought the children under his care to a decision for Christ.

Since the devotional life of the teacher carries such a powerful, though unconscious, influence upon his pupils, it is imperative for him to look well to it. Devotional life consists of those habits from which the inner man receives life. They refresh his mind, inspire his soul, and strengthen his whole being. Every man or woman who has left his mark upon the pages of history has had access to some secret fountain of power whereby his mind was kept nimble and active, his aims and ambitions high and definite, and his physical strength sufficient to put him ahead of his followers. The Master Teacher had this power. What was the fountain from which He daily drank to renew His strength? It was His devotional life of prayer and meditation. He found it alone in the early morning and drank so deeply that when He spoke men were compelled to exclaim, "Never man spake like this man." His words had a freshness and beauty which so attracted His listeners that they laid aside all things and sat spellbound at His feet. His words inspired them to become His disciples. They comprehended His high and holy ideals of life and realized that it was possible for them to live as He taught.

The devotional life of the teacher must achieve three results for him: first, re-

fresh his mind, stimulate his thoughts, renew his alertness; second, inspire his soul to press on despite obstacles; third, strengthen him physically to endure strain, accomplish the task, and win the crown.

Freshness makes things beautiful and attractive. It stimulates the desire to possess and enjoy. The aroma of freshly baked bread creates hunger. Mental hunger may be stimulated in much the same way. Children will be attracted to their lessons when the teacher's mind has been watered by the dew of heaven. It is for him to go alone into the garden of prayer "while the dew is still on the roses." From these seasons of devotion the teacher returns, his mind aglow with a freshness that makes his work a joy. When the "bread of life" is presented with this freshness, it will have an aroma which will stimulate the soul to hunger and thirst after righteousness.

Freshness compels children's attention, and they will apply themselves to gain beneficial knowledge. It also influences the child's use of his leisure time, for what he enjoys he will review in his idle moments. From the child's questions the teacher may know that his mind is responding to the instruction.

The Master had stated periods for prayer and meditation. This was so necessary that He often arose a great while before dawn and, in some secluded spot, drank freely of the water of life as found in the Inspired Word. In these seasons of refreshing He emptied Himself, and His Father filled the emptiness with His love and grace. Thus in His human weakness, Jesus was able to do the works of divinity. As He came from these sea-

sons of devotion, the disciples noted a freshness, a sweet calmness, an indescribable beauty that attracted them to Him. They wanted to be near Him, to look into His lovely face, and to hear His gracious words. They sensed indeed that He had the words of eternal life and purposed to follow Him even though it meant denying themselves earthly things.

Inspiration arouses the mind and stimulates the imagination. It is the work of the Holy Spirit and helps the teacher to realize his hopes for the children under his care. They in turn are inspired to follow the plan set before them and to believe that they can if they will but try. Jesus was able to inspire all those whose lives He touched. He saw possibilities in even the lowest outcasts of society. By tact and sympathy He inspired in them hope and courage, and His Spirit enabled them to put forth the effort. Just so, the teacher today who has this inspiration will see possibilities in each child, and will persistently work and pray for the consecration of each to God and His cause.

Enthusiasm is the fruit of inspiration. It is to life what leaven is to bread. If inspiration does not stimulate enthusiasm, results will be lacking. In his private devotion the teacher must catch the inspiration that the Spirit brings to his mind as he prays and meditates upon the Word of God. The Spirit is ever ready to inspire one who has learned to listen. It is while the worshiper is bowed before the throne of grace and the mind closed to all else that the "still, small voice" is best heard.

Every person is surrounded with an invisible atmosphere that inspires or depresses, degrades or elevates those with whom he associates. Some are more susceptible to this influence than others, but its effects for good or evil still remain. If this fact could only be more fully realized, how much more time and thought would be given to the proper

exercise and development of devotional life.

From his devotional life the teacher should gain strength in every phase of his being. Physical fitness gives charm to one's personality. To keep the body at its best he should do nothing to weaken or debase it. He must be "temperate in all things."

Personality does not consist in physical beauty or outward adornment. A pleasing personality in the schoolroom is revealed by the simple dignity that comes from purity of thought and high ideals; by the quiet commands and instruction so given as to win obedience. Sincerity and earnestness are to personality what perfume is to the rose. Real personality is felt rather than seen.

A healthy body adds greatly to a teacher's possibilities of success. "For almost every other qualification that contributes to his success, the teacher is in great degree dependent upon physical vigor. The better his health, the better will be his work."* Physical health affects and is affected by the spiritual and devotional life. Neither should be neglected or overemphasized.

Because of too great haste, many fail to receive the blessing of real communion with God in their seasons of devotion. With hurried steps they press through the circle of Christ's loving presence, pausing, perhaps, for a moment within the sacred precincts, but they do not wait for counsel. Since they have no time to remain with the divine Teacher, they return to their work still carrying their burdens.

The secret of strength lies in taking time to think, to pray, to wait upon God for a renewal of physical, mental, and spiritual power. Happy will be the day for the children when teachers shall learn that what they need is not just a moment's pause in Christ's presence but personal companionship with Him.

* Ellen G. White, *Education*, p. 277.

Student Editorials

Some Duck and You

A duck was floating down the river; it had been hunting for fish and was unsuccessful. When night came the duck saw the moon in the water, and, thinking it was a fish, dived down to catch it. The other ducks saw this and began to make sport of lady duck. From that time on she began to be ashamed and lost courage, so that whenever she saw a fish under water she would not seize it. Thus, she died of starvation.

The above is a fable as told by the great Russian author, Count Tolstoi. But we students of Takoma Academy can learn lessons from this story of the duck.

If the other ducks had not made fun of her, she would not have lost courage. When we find that a classmate of ours simply cannot catch on to how to do his algebra, or cannot understand his physics lesson, or cannot remember the memory verses he was supposed to memorize, then is the time for us to give him a lift instead of a laugh. Then is the time for us to pitch in and help him instead of making fun of him.

If, on the other hand, you find yourself doing as the duck did, diving after an A, but coming up with a D, just remember that there were fish in the stream just as there are A's to be had.

So, if you have tried, and tried hard, to be on the honor roll, but have somehow missed it, try and try again.—*Elova Mays, Takoma Globe, Nov. 17, 1943.*

Are You Guilty?

IN the stillness of the evening a bronze sun sinks slowly behind gold-tipped clouds. A tiny bird twitters softly and then tucks a tired head under a warm wing. A beady-eyed squirrel emits a last noisy chatter and then disappears into his little home. A single ray of light remains streaked across the sky like a hand raised in a silent bene-

diction as God's Sabbath begins at the end of another strenuous week.

All God's creation remains quietly reverent as the Sabbath draws on—all God's creation save man. The bell in the clock tower rings clear into the brisk starlit night, calling us to worship Him who created for us this day of rest.

And then we spoil it—there's a noisy bustle as we enter chapel, an irreverent whisper preceding the prayer, and the restless shuffling of feet during our communion with God. And too often there's an impetuous rush to leave when it is all over.

We reach our rooms and the thoughts of the evening have slipped from our minds. Boisterous talking and laughing occupy our time while we prepare for bed. Thoughts that were not meant for Sabbath meditation fill our minds.

God didn't mean for us to observe Sabbath this way. Holy thoughts and holy actions should occupy our minds and hands during these hours, so that at the end of the day of rest we can hear God's voice blessing us and saying, "Well done, thou good and faithful servant: thou hast been faithful over a few things, I will make thee ruler over many things."—*Laura Jarnes, The Clock Tower, Dec. 8, 1943.*

Why the Future?

PROBABLY for the simple reason that we have come to college with one purpose in mind, that of preparing ourselves for greater service, we have got into a mental rut. Our hopes, our dreams, the culmination of years of hard study and labor, are centered upon the day of graduation in 1944, '45, or '46. The present is an aggravating, seemingly eternal space between us and the realization of the goal we have set for ourselves. So many times in the prayer offered at the opening of a Bible class we end our petition with the thought, "and may we gain something that will help us in our future service for Thee." And that's

a worthy motive, but what about the *present*? Can there not be something that will help us in our *daily* living? If we keep everything in reserve for that day when we shall be "somebody," we may find ourselves unprepared for the realities of life.

I once read a motto that went something like this: "Service is the rent you pay for the space you occupy on this earth. Are you even with the landlord?" Does seem kind of logical, doesn't it—if we pack each moment of the present with happiness and service for others, the *future* will take care of itself.

"If you were busy being kind,
Before you knew it you would find
You'd soon forget to think 'twas true
That someone was unkind to you.
If you were busy being true
To what you know you ought to do,
You'd be so busy you'd forget
The blunders of the folks you've met.
If you were busy being right,
You'd find yourself too busy quite
To criticize your neighbor long
Because he's busy doing wrong."

The right use of the *present* is the surest preparation for the *future*.—Floyd Hilliard, *The Lancastrian*, Dec. 3, 1943.

Over Here and Over There

BATAAN! Wake Island! Midway! Guadalcanal! Tarawa! San Vittore! Each one of these names suggests heroism, tragedy, death, hardships, and bitter suffering. Thousands of young American lives have been snuffed out by the scourge of "global war" with its modern devices for mass killing. Experts say that the next ninety days may see the sacrifice of a half million more American lives. Young men whose hearts were aflame with the desire for a career, the opportunity to develop their natural abilities, to build homes where they might enjoy the fruits of their labors in peace and happiness, are now giving their lifeblood for America and the Four Freedoms which it represents. The following conversations take place every hour of the day on some part of the world front:

"Corpsman! Quick! Blood plasma!"

"It's too late, Doctor; this chap won't need it now."

"Won't I ever be able to see again, Doctor?"

"I'm afraid not, Jimmy."

"I'm afraid both legs will have to come off, Larry, but they will fix you up with a new pair back in the States."

Malaria, tropical fever, mud, and loathsome swamps on every hand, and snipers in the trees waiting to shoot one in the back. Blood, sweat, and tears. These are pathetic pictures to paint, but they are a stark reality in this blood-soaked earth.

But, someone will ask, what relation does all of this have to the devotional lives of the students in W. M. C.? The relation is equivalent to that of the heart to the rest of the circulatory system. It is extremely vital. Why? Because the students of this college are the most privileged group of individuals in the whole world. But without the sufferings, privations, and sacrifices of "our boys" on the battlefields of the world these privileges would not be possible.

Over here God is worshiped in the peace and quietude of the college chapel. *Over there* He is worshiped from foxholes, from the muck and slime of shell craters, where any moment may be the last, where jagged fragments of flying shrapnel are doing their deadly work. *Over here* men pray for the everyday necessities and blessings of life. *Over there* men pray for their lives, and the privilege of coming home with legs, arms, and sight.

How can students of W. M. C. best show their appreciation and recognition for this sacrifice of their fellow Americans? The answer: By putting every ounce of their energy and ability into the preparation for God's service. By increased devotion and prayer to God for the preservation of the lives of "our boys." Our efficiency in evangelizing this sin-cursed earth will determine the kind of country that *they* are going to return to. As Christian soldiers the students of Washington Missionary College must do their part *over here* while *they* do their part *over there*.—Horace Walsh, *The Sligonian*, Jan. 21, 1944.

Federal Aid to Nursing Education

A GREAT interest was aroused in the nursing profession when the President of the United States signed the Bolton Act on June 15, 1943. This Act of Congress is an emergency war measure which makes provision for women to be educated in professional nursing at Federal expense and places this group of women workers on a somewhat comparable basis with other women's groups which have been created during the national emergency.

"This act provides for the making of payments 'to schools of nursing or other institutions which have submitted, and had approved by the Surgeon General of the Public Health Service, . . . plans for nurses' training. . . .' 'A plan for training of nurses may be limited to student-nurse training, or to postgraduate or refresher-nursing courses, or may include both.' 'No student or graduate nurse will be included under the plan unless in the judgment of the head of the institution such nurse will be available for military or other Federal governmental or essential civilian services for the duration of the present war, and such nurse so states in her application for inclusion under the plan.' "

This Act provides for the establishment of what is known as the United States Cadet Nurse Corps and places the administration of the program in the United States Public Health Service.

According to Dr. Thomas Parran, Surgeon General, United States Public Health Service, "the task of the United States Cadet Nurse Corps is to enroll sixty-five thousand additional students in basic schools of nursing during the present fiscal year; to make the students available for full-time nursing duty under supervision at an earlier date than was possible under the former plan; and to maintain a continuous supply of graduate nurses pledged to serve in essential nursing positions for the duration of the war."

All schools of nursing in the United States have been invited to apply for the

benefits which accrue from this Act. However, no plan is being made for Seventh-day Adventist schools of nursing to enroll their students in the United States Cadet Nurse Corps. It should be noted that the students are not asked to pledge themselves to military nursing only, and that at the present the decision as to what constitutes "essential nursing" service may be made by the student upon graduation from the school of nursing. Since it is not stated in the Act who will determine where the nurse shall serve, and consequently it cannot be known how long the nurse will have the privilege of electing her field of service, it is believed that the type of service which a nurse elects following graduation should be a personal decision on the part of the student and not one which is made through encouragement of the school of nursing.

Another phase of the question concerns the autonomy of the school of nursing which will receive the benefits of the Act. In the past, private institutions have been able to maintain their autonomy and to realize their objectives more fully when the support of these institutions has been provided by their own constituency.

Aaron J. Brumbaugh, professor of education and dean of students, University of Chicago, in addressing the National League of Nursing Education in convention, June, 1943, commented on the autonomy of private colleges which are now receiving Federal funds in order to participate in the Army and Navy Specialized Training program. He stated, "These institutions are already subject to control by outside agencies to such a degree that, for the duration at least, they have given up much of their autonomy. Gossip already has it that the Government may aid private institutions either directly or indirectly after the war. Should this prove to be the case, to what degree will these colleges continue to be private institutions?"

This is an important question for every
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Why the Teacher Shortage?

MUCH has been said about the serious shortage of church school teachers. Many reasons have been given as its primary cause. Persons not in the teaching profession have endeavored to explain the lack. What does the teacher think is the reason so few young people enter teacher-training courses? Taking the many reasons most frequently given, the writer prepared a questionnaire and presented it to the teachers at the Ohio institute. Approximately fifty teachers were present. The following questionnaire was handed to each teacher.

Questionnaire

What do you consider the most important reason that more of our capable young people do not enter the teaching profession?

1. The church school teacher's salary is too low.
2. There is not sufficient opportunity for advancement.
3. A young woman is afraid it may hinder her chances for marriage.
4. The teacher is not given the same consideration as other workers.
5. More young people would enter teaching if the district leaders, ministers, and conference workers gave more positive evidence of the importance of the teaching profession.
6. Teaching is too hard—young people want something with less responsibility.
7. There is a lack of co-operation and consideration by parents.
8. Insecurity—uncertainty of tenure.
9. Poorly equipped schools.
10. No summer employment.
11. Young people today lack a true concept of the teaching profession.
12. Teachers do not have the same freedom of choosing amusement, recreation, and dress in private life as do stenographers and nurses.

The results are quite enlightening. No. 11 was considered most important. The

fact that No. 4 was second in importance and No. 5 was third may partially answer the question, "Why do young people lack the true concept of the teaching profession?"

If the teacher is not given the same consideration as other workers, it naturally follows that the young people will consider teaching less important. Furthermore, if the district leaders, ministers, and conference workers do not give positive evidence that teaching is important, it is not strange that the young people will fail to see its importance.

It would appear from this that the first task is to lift the teaching profession to the high level it deserves. The lifting must be done by everyone. Young people should be able to look to their leaders for guidance and for inspiration. From the officers of the General Conference to the pastor in the local church, there is cast an influence for or against the teaching profession. Actions speak louder than words. No amount of fluent writing or speaking about the high calling of the teacher will counteract the little or big incidents that imply that the teaching profession is for only those young people who are not capable of becoming ministers, doctors, or nurses. Nor must it be considered a steppingstone to something greater. There is nothing greater!

The other items were ranked as follows in order of importance: No. 1, No. 7, No. 10, No. 9, No. 2, No. 6, No. 8, No. 12, and No. 3.

To create an interest in teaching and to enroll more worthy young people in the teacher-training courses will require the united efforts of parents, teachers, and ministers. The present crisis should awaken every worker to the seriousness of the situation.

H. R. NELSON,

*Educational Superintendent,
Ohio Conference.*

Have You Read?

MISS SYLVIA'S schoolroom was not modern, her equipment was meager, her "charges" were trying, and her financial needs many. Besides, she wanted "to do something worth while, to really help." Yet, when she faced the fact that it was in her power to influence and mold the lives of her pupils, to help them to develop their strong points and to strengthen the weak, she suddenly knew that her job of teaching was a most important war job. "They needed her, every last one of her dozen angels. War work? That's what she wanted. She had it, didn't she?"

"Building war machines will cease with the signing of the peace; building the citizens of tomorrow from the 'raw material' of boys and girls in the schools of today is a work that will last as long as the world stands, and its full reward will be seen only in eternity."—*Alice E. Sinclair, "Miss Sylvia's War Job," Journal of the National Education Association, November, 1943.*

"Poor spelling is not a hereditary trait." Instead, it is largely a condition into which children and adults allow themselves to drift. Two simple things are necessary to correct the difficulty:

"First, faith that you can learn; and second, hard work in cultivating a method of observation that you may learn."

This faith in one's self can be developed by parents who take an interest in the work of their children. Providing them with small abridged desk dictionaries, and a notebook in which to record new or misspelled words, is help of a concrete nature. One family found that table conversation which centered around new words, their spelling, meaning, and the derivatives, was both pleasant and instructive.

Since "good spelling is a knack," it is one of those things which is cultivated by observation. By the time the child reaches the fourth or fifth grade, he should be well started on the way to becoming a good speller. It is an injustice to any child to

allow him to continue his schooling without mastering this tool of learning. If definite progress has not been made up to this point, then search should be made for the cause of the trouble. It may call for "special practice," or concentrated effort on observation. One successful teacher found phonics to be helpful with small children. She urged them to break up the words into syllables, then to hear, say, and spell them. As one learns to recognize people by knowing their names and faces, so may he learn to know words.—*Helen Van Pelt Wilson, "Good Spellers Born or Made?" Parents' Magazine, November, 1943.*

"Keeping them [our children] fit—in mind, in body, in character—is preserving democracy. It will not profit us to win this war if we lose our children," declares Edith M. Stern in the January, 1944, *Woman's Home Companion*.

There is indeed cause for alarm in the fact that school enrollment for 1942 decreased 10 per cent over that of 1940, while the incomplete figures for 1943 show that the drop is accelerating. "Junior and senior high schools all over the country report that from one fifth to more than three fifths of their students are now employed."

There is a definite relationship between this child-labor problem and the wave of juvenile delinquency which is sweeping the land. Instead of looking to the future and planning wisely for it, these boys and girls are being fired with "the urge to earn instead of learn." Many times this places them in the way of temptations which are too strong for their years, such as working where liquor is served or meeting questionable associates. There is also the physical hazard of accidents resulting from immature judgment, lack of skill, or insufficient sleep.

Perhaps the worst hazard, though possibly less spectacular, is that to the health of these child workers. There is the thirteen-year-old girl trying to carry a combined

school and work program of fifty-six hours each week, and the fifteen-year-old boy working illegally at night in a cafeteria, with a program of seventy-five and one-half hours. "In a small high school in Pennsylvania more than a third of the working students reported under eight hours' sleep, many, as little as three or four. Some youngsters, after a full school day, work in plants on four-hour shifts."

This work program brings in moral problems as well: first, because they often work in questionable places, meet people of doubtful reputations, have working hours which take them away from home at all hours of the night; and second the possession of too much money leads from "unwholesome splurging to out-and-out defiance of all adult attempts at discipline."

What can be done to counteract this "money hysteria" and to help the child to know that his place now is in school? Future success is not an accident, but is dependent upon preparation for the task. School is a full-time job for any child, and parents should be educated to recognize this fact. Once the opportunity to gain an education for life is neglected, the "golden opportunity" goes, never to return in so favorable a way. Let each help his own "youngster, if he is impatient of school, to see that going to school is as essential a war job as any he could do outside."—*Edith M. Stern, "Danger! Children at Work," Woman's Home Companion, January, 1944.*

Because "poor teachers are expensive" in the music world as well as in any other field, it is well to study these three requirements. Teachers who observe these rules will "know how to plant seeds, fertilize the soil, irrigate, reap, and harvest."

"For one thing I should want him to know the instrument he was teaching. He should know techniques, interpretations, theory, and practice.

"In addition to knowing how to play himself, I should expect him to be able to 'teach.' Approach and method come under this second requisite. Learning to play the violin well is a long-time procedure, but the time can be shortened by the teacher who gets to the root of difficulties.

Obstacles are not usually insurmountable. The teacher who has his students become aware of their shortcomings, who helps in the analysis of the same, and who follows through with frequent checkups should get good results.

"In the third place, I should want my teacher to be definitely interested in his full-time music profession and in his students. When I arrange for my lesson, I want my teacher to be at work or ready to work. Postponement of lessons should be rare rather than frequent. I also want his attention during my lesson. After all, I am the one who is paying for the half-hour or hour lesson and I want as much as I can get during this time."—*Evelyn Hornbake, "Poor Teachers Are Expensive," Educational Music Magazine, November-December, 1943.*

A generation ago parents never visited school unless their child was in difficulty. Today "the schools seek the privilege of being hosts to parents and other citizens." During American Education Week in November, 1942, "over eight million citizens visited schools. Many of them had not been inside a school building since their own school days."

Visiting the school affords a wonderful opportunity for a better understanding between parents and children. One father learned that his son had a real gift for creative craftsmanship when he heard other visitors praising the desk which the boy had made. The father found that he was proud of that son and his achievements.

Close contact with the school offers opportunity—

To become acquainted with the child's teacher. "You and she are partners in the education of your boy or girl."

To study the child objectively, "seeing how he fits into the life of the school."

To determine how to arrange the home routine "so as to help him succeed in school."

"The aim of the modern school is to help every child achieve:

"A sound mind in a strong and healthy body. A home life that is happy, unselfish, and democratic. The ability to read and

write, to think, study, and act. The knowledge and skill needed to earn a good living. The use of free time for worthy activities and pleasures. An informed citizenship dedicated to the common good. Fine character that is trusted and admired.

"These are the seven objectives which you can use as a measuring rod to determine your child's progress."

Why not visit your school more often?
—Mildred S. Fenner and Eleanor Fishburn,
"Visit Your Child's School," Parents' Magazine, October, 1943.

Student teachers undertake their work in classroom observation with "only one general purpose, and that is to collect data." However, to be of value, there must be a definite understanding of what one is to see or to take notice of. Here are some of the points to be observed: "(1) teacher-pupil relationships, (2) child behavior at a given age level, (3) curricular content, and (4) teaching techniques."

But no student should attempt to cover all this ground at any one time. Experience has demonstrated that it cannot be done adequately. Instead, the student should limit himself to getting facts from a particular area at one time. Verbatim reports of teacher or pupil remarks are much better than any paraphrasing. After the observation period, the material gathered is written up at leisure and organized for study. This is termed "incidental observation." "Systematic observation" deals with the "behavior of a few given children at this period over a span of days and during other periods as well."

Observation is beset with many difficulties, perhaps the first of which "is caused by the complexity of the situation." Preconceived theories and personal ideas are

constantly pressing for recognition, to the detriment of what actually exists. The second difficulty is that often assignments to observe specific things are distracted because of a second interest proceeding at the same time which seeks to claim the attention but is foreign to the particular assignment. A final difficulty may be an inadequate guide or direction sheet for recording the work. It may be too comprehensive, not clearly defined as to limits, or not closely related to the subject.

In the preparation of a guide sheet as a result of discussions reported, four considerations stood out prominently: "(1) The observation should contribute directly to the attainment of one or more of the objectives set up for student teaching at the beginning of the nine-week period. (2) The area of observation should be limited to a few items from the many that we should really like to know about. (3) Topics selected should be fresh to us; that is, they should not be cluttered up with implications, doubts, and vagueness. (4) A *usable* guide should be aimed at. By 'usable guide' we meant one which would help the observer collect the facts and which could be picked up and used throughout the nine weeks of practice, whether the available time for observation was five minutes or an hour. In other words, we wished to have a device for a busy teacher rather than a comprehensive, diagnostic sheet for the researcher."

Actual preparation of a workable guide revealed that often "plain fact-getting" was supplanted by evaluations, organization, or other judgments. A careful study of the outline as presented would be helpful.—Cassie S. Payne, "*Observation by Student Teachers*," *Elementary School Journal, December, 1943.*

The Voice of the Low IQ

YEAH, I'm in the special class this term. Sure, I like it all right; we have lots of fun and the work's got some sense to it. I can do it. Why did I get put there? Well, I ain't so sure. The report said I had a low IQ, but nobody noticed it till last spring, when I couldn't get along in Miss Brown's class. She gave me the test and when I handed in my paper, she looked at it and said, "Just what I thought. I knew he didn't belong in here."

Yeah, it was something they call an "Intelligence Test." It was awful funny. At first I thought it was a joke, but it turned out it wasn't. You had to put crosses on pictures, and circles around 'em, and lines under 'em, and dots over 'em, till I got sort of mixed up, so I just drew a line right through the middle of all of them. There was sentences to write "Yes" or "No" after; sentences like this: "A carpenter builds houses." I wrote "No" because my old man's a carpenter and he ain't built a house in four years. He's working on the railroad track. The boy that sat next to me put "No" on every other sentence and then filled the rest up with "Yes." He got a swell mark. I read so slow I only got four done before the time was up. I get so tired of bein' hurried up all the time.

A tree, a fish, a cake of ice. Look at this! It is so funny I tore out the page and kept it. See, three pictures: a tree, a fish, and a cake of ice. I'll read what it tells you to do: "John is ten years old and his sister Mary is eight. If John is not Mary's brother, draw a line from the fish to the cake of ice. If Mary and John are twins, write your middle name under the tree, and if you have no middle name, put zero there. If they are not twins, print your last name on the tree. If Mary is younger

than John, write the Roman number eight in the upper left-hand corner of the paper, but if John is older than Mary, draw a cat in the lower right-hand corner. If they both go to school, write your full name at the bottom of the page." I'm never sure how to spell my name, so I didn't even try to do this one.

Miss Brown didn't like it, because I always asked a lotta questions. She thought I was bein' fresh, but I wasn't. There's a lotta things I want to know about. I never get mad when she answers, but they always seem to fit the wrong questions. Anyway, everything's changin' all the time, so what's the use of learning things today? Maybe they won't even be true tomorrow! I know heaps of things Miss Brown don't know—like where to find birds' nests, and how to fix a leaky pipe, and what the baseball scores are. She has to send for the janitor when the lights go out or a window shade tears. I can do lots of things if I don't have to read how in a book first.

Sure, I'm glad I'm in the special class. I get lots more attention. Seems like if you're awful smart or awful dumb, they do a lot for you in school, but if you're what they call "normal," they just leave you set. I heard the school psychologist—that's a man that comes in just before promotion time and tells the teachers why they're not promoting us—he told Miss Brown it was on account of my grandfather and the rest of my ancestors. She said it was kind of late to do anything about that now; and he said it was, but I must have proper training so I'd be a good ancestor.

Shucks, I don't want to be no ancestor; I'm gointa be a plumber.

—*Effa A. Preston.*

Secrets of Good Discipline

FOR the love of Christ constraineth us." Love is a powerful motivating factor in the discipline problems which confront every teacher. Discipline includes deportment, courtesy, rules of etiquette, consideration for others, and even reverence. One of the first lessons a child needs to learn is the lesson of obedience. Before he is old enough to reason, he may be taught to obey.

Preventive discipline is best; children must be kept busy with something they are interested in. Careful supervision of the playground eliminates many discipline problems. The teacher must sell herself to the boys and girls much as a salesman sells his wares. If the children love one another and the teacher, they will just naturally want to do what is right.

Of course the object of discipline is the training of the child for self-government. One of the first things the teacher should teach her boys and girls is that all things are under law. Even too much management is as bad as too little.

The teacher should always speak of the school to her pupils as "their school" and "our school," never "my school"! They must be made to realize that they belong to an important organization. Democracy must be put into practice in the schoolroom. Tell the children order is one of the first laws of heaven, and set the right example in quietness, neatness, reverence, and order.

Many parents and teachers make the mistake of being suspicious. Children as a whole have a high sense of honor. They like to feel that they are trusted and are not being continually watched.

This is a military age, and it may be well to consider the army's definition of discipline. "Military discipline is that mental attitude and state of training which renders obedience and proper conduct instinctive under all conditions. It is founded upon loyalty to, and respect for, properly constituted authority." One important factor to be considered is the danger of instilling

resentment in the individual. To avoid this the group must realize that the rules are for the benefit of the whole. Next, assuming the proper attitude toward these rules has been instilled, the individuals must understand that infractions of these rules will be punished. The certainty of punishment is more effective than the severity.

The teacher must use her authority, not abuse it. The object of punishment is to educate socially, to look forward and not backward. Every penalty should have educational value for the offender, and in some instances for the whole group. The understanding teacher looks far beyond the act to the cause. First, she should appeal to the child's common sense and good will, but when this fails, punishment is necessary. Social pressure and public approval or disapproval are powerful motivating factors in school and in life.

Vandalism should be punished effectively and promptly. This is vital, because vandalism is the stuff of which criminals are made. There is no place in the schoolroom for vandalism. One supervisor of long experience tells the offender he has a disease and must be given some medicine to cure it.

The child must realize that the penalty is fair. This will increase his respect for law and for the teacher as well. Of course, rules should be few and well considered. The teacher should be what she wants her pupils to be; she is their living example. But having few rules does not mean to take the path of least resistance. Preventive discipline is best. It is better to request than to command.

Some people have the mistaken idea that children will grow up and naturally choose the right in preference to the wrong. But Abraham, the patriarch of old, had no such idea. The Bible says that he commanded his household after him. One Christian father and mother never asked their boys to refrain from doing something that was wrong. They said, "They will see

what is right when they get older." But today neither boy is in the church.

The work of teaching is the most important and the most difficult ever committed to human beings. It requires the most delicate tact, the finest susceptibility, a knowledge of human nature, and a heaven-born faith and patience, willing to work, to watch and wait. What a privilege to be a teacher! What a divine privilege to be a Christian teacher!

Youth love liberty; they desire freedom. They need to be taught that the blessings

of freedom are enjoyed only in obedience to the law of God. They must learn that this world is not a parade ground but a battlefield. They should be taught that every fault and mistake overcome becomes a steppingstone to higher and better things. Duty becomes a delight. To honor and obey Christ should be the highest ambition of teacher and pupils, for "the love of Christ constraineth us."

ALMA PADGETT,
*Church School Teacher,
Fort Sumner, New Mexico.*

NEWS from the SCHOOLS

THE CENTRAL UNION teachers' convention was held in Topeka, Kansas, November 10-14. It was attended by elementary and secondary teachers as well as conference educational superintendents.

A RARE VOLUME valued at \$1,000 has been donated to the Union College library by L. H. Christian, vice-president of the General Conference. Entitled *Paul's History of the Council of Trent*, the book was published in 1620.

THE THEOLOGICAL SEMINARY has had 752 students enrolled in the period from 1934 to 1943. The winter term for 1944 runs from January 23 to March 22; the spring term from March 26 to May 24; and the summer term from June 25 to August 23.

TEN SCHOLARSHIPS are being offered to students taking the elementary teacher training course at Atlantic Union College, in an effort to meet the need for elementary teachers. Each scholarship consists of \$50 for the first year and \$100 for the second year.

ARTHUR L. WHITE visited Maplewood, Oak Park, Plainview, and Sheyenne River Academies recently, as well as the elementary schools connected with them. He presented a series of lectures on the prophetic work of Mrs. E. G. White and its relation to the church.

WALLACE NETHERY, former assistant in the English department of Atlantic Union College and now pharmacist's mate 1st class in the U. S. Navy, recently enjoyed thirty days' leave in Los Angeles after spending fifteen months on the aircraft carrier *Enterprise* in the Pacific.

LIEUT. FLOYD E. BRESEE, former principal of Union College Academy, was honored at a special Missionary Volunteer meeting in the College View church on November 27, when an award from the Office of the Chief of Chaplains of the War Department was presented to the college. According to recently received word, Lieutenant Bresee has been promoted to the rank of captain.

SOUTHWESTERN JUNIOR COLLEGE suffered a tragic loss on January 2 when West Hall, the boys' dormitory, burned. Two students lost their lives, Lee Roy Birdwell, fifteen, and Virgil Dye, seventeen. The cause of the fire has not been determined. The loss of the building is estimated at \$30,000. Plans for a new fireproof dormitory are under way. Money for rebuilding, as well as donations of money and clothing to replace the boys' personal belongings, has come in from many sources, including several of the other colleges which have expressed their sympathy in this tangible way.

FACULTY AND STUDENTS of Pacific Union College contributed a total of \$2,591.16 to missions during the Week of Sacrifice. Almost half, \$1,109.15, was given by the faculty; \$476.85 by Grainger Hall residents and \$469.53 by the women of Graf Hall. The Academy, Normal school, and church members of the community contributed the remainder.

NEW COURSES in physical therapy are being offered at the College of Medical Evangelists, with the purpose of training technicians who are able skillfully to employ various forms of heat, cold, massage, exercise, electricity, and light in treatment. Classes are scheduled to begin on January 20 and June 29.

ERWIN J. HENNING is the new head of the education department of Walla Walla College. He joined the faculty at the beginning of the winter quarter, transferring from Golden Gate Academy, where he was serving as principal.

ANNA MARY ALDRICH, former head of the domestic science department at Atlantic Union College, died recently at the Glendale Sanitarium, following a two months' illness. She had been in the employ of the Voice of Prophecy.

A SCHOOL FOR THE MARICOPA INDIANS in Arizona has been opened this year. It is being taught by G. B. Boswell, who spent a number of years with the Lake Grove Indian mission school among the Navahos.

HIGH-VELOCITY WINDS caused a serious fire hazard in the vicinity of Pacific Union College recently. Young men from the college assisted the State forestry authorities in getting fires under control. Little direct damage was done on the Hill, though thousands of dollars' worth of damage was suffered in and around Napa Valley.

A GIFT of two prize Guernsey heifers was recently sent by Union College to the Escuela Agricola Industrial Mejicana, a recently established school a few miles below Monterrey, Mexico. A number of Seventh-day Adventist institutions are making other contributions to help in the founding of this school.

FRANCIS D. NICHOL is offering a special series of lectures at the Theological Seminary during the winter term on the topic "A Re-examination of the Millerite Movement From the Original Sources With Special Attention to the False Charges of Fanaticism."

WEST HALL, the boys' dormitory at Atlantic Union College, is undergoing a thorough renovation. The rooms are being replastered or papered, the parlor is being redecorated, and the boys' club plans to buy a piano for the worship room.

COLUMBIA ACADEMY has recently drilled a new eight-inch well and installed a turbine pump. These improvements have solved a water shortage which had handicapped the school for some weeks.

EVERETT N. DICK, dean of Union College, has recently published his fifth book, *Life in the West*. This is a story of the Northern plains before the actual settlers came, written for boys and girls.

SGT. LESLIE SARGENT, formerly on the staff of Enterprise Academy, has been stationed for the past two and one-half years at Camp Grant, Illinois, in the 26th Medical Training Battalion.

C. W. CLARK is the new accountant and commercial teacher at Union Springs Academy. He succeeds E. I. Van Sanford, who has been inducted into the Army.

J. B. KRAUSS is acting as pressman in the Glendale Union Academy Press. He was formerly connected with the press at Union College.

VERNON S. DUNN has transferred from Pacific Union College to Union College as assistant business manager.

DURING THE MONTH of November, 1943, the Emmanuel Missionary College library reports, the combined circulation of two-week loans and reserved books was 6,378.

B. G. WILKINSON, president of Washington Missionary College, is the author of a new book published by the Pacific Press, *Truth Triumphant*, dealing with the church in the wilderness.

THE BINDERY at Pacific Union College was reopened recently with Jack Sherman as manager. He succeeds Frank Swearingen, who is now production manager of the Brookfield branch of the Pacific Press.

THE WALLA WALLA COLLEGE LIBRARY, approaching completion, will comprise 35 rooms and will furnish facilities for nearly 100,000 volumes. Embedded in the foundation is a brick from the Great Wall of China, brought by John Christian, alumnus.

FIVE CARLOADS OF BROOMCORN were purchased during a recent two-month period for the Lincoln Broom Factory at Union College. In addition, 2,500 broom handles were purchased. Brooms are being produced at the rate of 161 dozen per week.

MRS. VIOLET HALL, teacher of the Woodstock, Maine, church school, was notified recently that the school has won the State championship for wastepaper salvage and will receive an award from the government. Four of the children collected the total of over three tons.

ADELPHIAN ACADEMY is making definite plans for an entirely new physical plant on its present site. The administration building and the central heating plant are the first major units to be constructed. However, it will be impossible to begin construction until materials are available at the close of the war.

AUBURN ACADEMY reports two major improvements during 1943: the building of a new gymnasium, and the remodeling of the old gymnasium building to house thirty-five girls with their assistant dean. The new gymnasium building, when completed, will also be used as the school auditorium and will seat about fifteen hundred people.

Federal Aid

Continued from page 18

Seventh-day Adventist school to consider. Throughout the history of Seventh-day Adventists, some of the most worth-while contributions in the denomination have been the result of its own educational system. Teachers and other counselors have a splendid opportunity to keep constantly before the youth the advantages of denominational training. This should especially be true of those choosing the nursing profession today.

D. LOIS BURNETT, R. N.

Associate Secretary, Medical Department.

Progressive Education

Continued from page 6

to say unto you, but ye cannot bear them now."

9. *Learning to appreciate and to use the contributions of others, at the same time gaining a sense of responsibility to contribute to the welfare of the group, are socializing experiences necessary to a social being.*

Jesus is generally recognized as a great social reformer. All His teachings bear on the social problems of life, and in keeping with His teachings His method was certainly one of socialization. During the brief time of His ministry the twelve disciples were almost constantly with Him. These men were chosen from various levels of social standing and from different occupations and walks of life.

Jesus did not take His little school out of the confines of habitation, but rather spent much time in the cities and villages or in the country where large multitudes were pressing to see Him. He spent considerable time in the city of Capernaum, which was a great trading center and represented as cosmopolitan a district as was available in His day.

That Jesus had definite standards concerning the responsibilities of an individual to a group is clearly taught in Mark 10:43, "Whosoever will be great among you, shall be your minister." He acknowledged brotherhood with those who held the same

social ideals that governed Him, regardless of their social standing. His ideas of neighborliness are those of service and helpfulness, as illustrated by the parable of the good Samaritan. Jesus taught the folly of selfishness when He said: "Whosoever will save his life shall lose it; but whosoever shall lose his life for My sake and the gospel's, the same shall save it."

Jesus made a profound appeal for social equality, not only by His manner of life, but also by His teachings concerning the futility of riches. Such parables as that of Lazarus and the rich man placed emphasis on values not to be purchased with wealth.

To Jesus an essential element of salvation was a right social attitude, not only toward God, but toward one's fellow men—individuals and organized society. His was a doctrine neither of blind obedience to custom nor of abandon and ignorance. His social teaching is summed up in the statement: "Ye shall know the truth, and the truth shall make you free."

Intelligence Testing

Continued from page 13

ence between an IQ taken from a test and the true or actual intelligence of the individual? (3) that the IQ varies, increases or decreases, directly in proportion to the change in environment? and (4) that the IQ will remain fairly constant when the environment is not materially modified?

At present, intelligence tests are used for placement, guidance, and research. They have their place if rightly used, and if judgment is not passed upon the IQ obtained from one test, but reserved until several tests have been administered at varying intervals, and the results compared. This would tend to eliminate physical, mental, or emotional disturbance.

First-Grade Phonics

Continued from page 9

utes a day is usually spent in teaching phonics, but ten minutes would be ample time for small classes.

In grades two and three, a program of

phonics may be given which includes reviews of all first-grade work, as outlined above, with the use of the workbook to give additional drill in visual recognition, and the use of phonetic principles.

A Character Alphabet *

A good conscience is a continual Christmas.—Franklin.

Be not merely good; be good for something.—Thoreau.

Character is much easier kept than recovered.—Paine.

Difficulties strengthen the mind as labor does the body.—Seneca.

Evil life is one kind of death.—Ovid.

From errors of others a wise man corrects his own.—Publius Syrus.

Guided by the example and good works of others, we must rely mainly upon our own efforts.—Samuel Smiles.

He who purposely cheats his friend would cheat his God.—Lavater.

I fear nothing but doing wrong.—Sterne.

Judge thyself with a judgment of sincerity, and thou wilt judge others with a judgment of charity.—Mason.

Knowledge, like everything else of the highest value, is not to be obtained easily.—Arnold.

Lincoln's immortal character has thrown

in the shade the splendors of his intellect.—Newman.

Music washes away from the soul the dust of everyday life.—Auerbach.

Nothing great was ever achieved without enthusiasm.—Emerson.

One cannot always be a hero, but one can always be a man.—Goethe.

Politeness smooths wrinkles.—Joubert.

Qualities of the heart, not those of the face, should attract us.—Lamartine.

Responsibility educates.—Phillips.

Sunday [Sabbath] is the golden clasp that binds together the volume of the week.—Longfellow.

The measure of life is not length, but honesty.—Lyly.

Unkind language is sure to produce the fruits of unkindness—that is suffering in others.—Bentham.

Valor is like honesty; it enters into all that a man does.—H. W. Shaw.

We enjoy thoroughly only the pleasure that we give.—Dumas.

Xperience shows that success is due less to ability than to zeal.—Buxton.

Your face is a book where men may read strange matters.—Shakespeare.

Zeal and duty are now slow.—Milton.

* Compiled by Mabel F. Cressy and reprinted from the *Journal of the National Education Association*, November, 1943.

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natural resources, plant and animal life, topography, and climatic regions of each country." A page of detailed explanation accompanies each picture. The unit on Mexico is now ready for distribution, the first of a series which is to cover Brazil, Australia, India, China, Russia, Alaska, Hawaiian Islands, South America, and Canada. The portfolios may be ordered from the Informative Classroom Picture Publishers, 1209 Kalamazoo Ave., Grand Rapids, Michigan, at \$2 a set.

Notice to Subscribers

SHORTAGE of paper supply has led the editors of the JOURNAL to the decision to omit the April issue. This will permit a summer special of usual size and of sufficient number of copies for campaign purposes.

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YOUR DOCTOR

There was a time when "The doctor is busy" meant only that someone was ahead of you in the appointment list; now it may mean that he is giving his time and talents to mend the bodies of sons, husbands, brothers, and fathers broken on the battlefield. Once you waited impatiently for your turn in the doctor's office; now you are glad if he can minister in time to save the life of somebody's loved one—glad that you can help carry the load by keeping yourself and those for whom you are responsible in good health.

What Can You Do?

Dr. Thomas Parran, Surgeon General of the United States Public Health Service, said in an article written for LIFE AND HEALTH, "The most adequate health safeguarding will come only through personal interest and effort." For nearly sixty years LIFE AND HEALTH has been making this "personal interest and effort" more effective by telling in language that can be understood by the layman how to live to keep well and how to co-operate with the doctor in times of illness. The help offered now is timely, dealing with the problems of healthful living peculiar to wartime conditions.

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