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CONTENTS

"Now Learn a Parable" <i>By James H. Rhoads</i>	page 4
W. W. Prescott, Father of Adventist Colleges <i>By Everett N. Dick</i>	7
From Arithmetic to Algebra <i>By Ivan R. Neilsen</i>	8
Modern Languages <i>By William A. Scharffenberg</i>	10
Through the Eyes of the Dean <i>By Clara Roper</i>	12
Who Is Sufficient? <i>By Walter B. Clark</i>	14
Opportunities in School Industries <i>By Arthur J. Olson</i>	15
"Something Better" <i>Bible Curriculum Committee</i>	16
A Long-Range Health Program <i>By Marion G. Seitz</i>	18
School Lunches and Scholarship <i>By Bert R. Ritz</i>	20
Health Evangelism Course <i>By Harold M. Walton</i>	21
News from the Schools	22
Fifteen Popular Books	26

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THE SCHOOLS AFTER THE WAR—An Editorial

THE nation's youth of 1917 believed in democracy and in liberty, which they often carried to the point of license. The teachers of that day were sure that abstract education would give place to practical, and vocational courses would form a larger part of the curriculum. Some thought the four-quarter plan proposed in that year by the Army would soon be adopted by all the colleges. Military training as a collegiate branch of education was sure to continue for many years; history would for the future teach only truth and patriotism; language courses would contain no trace of foreign propaganda; and the returned soldiers would be doers and not theorists.

Again as the end of another great war seems to approach, the emphasis is on the practical. Many educators insist that admission requirements be less formal and rigid, and that courses for disciplinary values be fewer. In fact, there is a growing conviction that no particular course is absolutely essential to victory or success. Both in school and out more emphasis will be on placement by achievement and comprehension tests, and counseling will be more effective through frequent conferences of student and instructor.

Even children and youth have not escaped searing by the spirit of vengeance and destruction, yet it is hoped that time will heal the wounds and not leave too deep scars. Laxity of character ideals and thoughts of their turn in a future war with its excesses, have influenced the youth. High wages and eased restraints have given birth to a whole breed of perplexing problems; but while others despair, the Christian teacher will renew hope and strengthen courage. He will

direct thinking and planning in channels that lead to personal victory and happiness. Avoiding the empty promises and the false hopes that are likely to appear, he will cultivate faith in God and in every right and worthy purpose.

The opportunities that lie ahead for the Christian teacher will constitute days of judgment for him. He may expect a big doorway, arched with angels, prophets, and apostles in stone, and opened to the vaulted interior of a cathedral of learning and doing. The great door may be bolted, but a small, unimposing side door, so easily overlooked or ignored, can lead to the same altar, to the same masterpieces, to moments of high resolution, and to a lifetime of fine work. The teacher will be judged by what he achieves within the door of his opportunity, not by the size or position of the entrance. Firmly rooted in truth and poised in faith and wisdom, he will help the immature youth to find a safe way.

If it ever was important for the church and its teachers to consider the fundamental requirements of Christian character and of effectual ministry for others, it will be in the present school year and in those immediately to follow. The schools after the war cannot meet the expectations of an anxious people unless they learn the lessons of the immediate past and safely guide the children and youth through the days the teachers may understand better than others. Men may need to die to win a war, but in order to build up the kingdom of God in their own and others' hearts, leaders must live positively, devotedly, and radiantly. Wise are the teachers who at all times keep character development and practical education prominent in their schools.

"Now Learn a Parable"

James H. Rhoads

EDUCATIONAL SUPERINTENDENT,
TEXAS CONFERENCE

NOW learn a parable of the colt and the horse. A certain farmer dwelt in a goodly country. He feared God and eschewed evil, insomuch that he was called Mr. Church by all who knew him. Moreover, this pious man loved his fellows and entreated them kindly. Moreover, he gave liberally of his increase to the poor about him, and much of his substance he gave continually to the heathen afar off. And it came to pass that as he brought the increase of his lands to such good use, the Lord prospered him and caused his fields to flourish, his barns to be filled with plenty, and his presses to burst with new wine.

Now this same righteous man had a horse and a colt. Moreover, because his horse served him so faithfully, he was especially beloved by his master. Each morning, except on the holy Sabbath day, the good man labored in his fields, his horse being his trusted companion in service. Before his neighbors who chanced to pass that way, the pious farmer was often heard to speak words like unto these, "Behold my good horse! He serves me well in the tillage of my fields. Without him I could neither plow nor sow nor reap. Look upon his broad back and bulging muscles, his flowing mane and his sleek coat! He is unto me the 'apple of mine eye' for it is by his toil that I get gain, whereby I may give for the furtherance of the gospel."

And it came to pass each evening as he returned from the field he entreated his horse kindly in that he fed him with the finest of wheat and the choicest corn in the ear and with hay a goodly portion and with salt, that maketh the heart of

a horse glad. Moreover, he led forth his horse at regular times and caused him to drink abundantly of pure water. And in the night season he bedded him in a goodly stable.

And with the dawning of each new day, the good man would dote upon his trusted and precious horse, nor could he withal content himself until he should come speedily unto his beast. Whereupon he would lay hold upon currycomb and brush wherewith he could groom the coat of his horse so that he made it to shine. This service, moreover, was unto the farmer not a drudgery but a most pleasing exercise because of the love which he had unto his horse; for was not this goodly animal the means of his increase, and was it not by his labors that the farmer was made to prosper?

And as the good man thought on these things he was wont to pat the neck of his beast and speak words of kindness to him. Moreover, he would take lumps of sugar from his pocket to feed his beloved animal. These things and many others did this diligent man to show the love which he had unto his horse.

Now it came to pass when his neighbors came unto him saying, "Lend us thy horse for a little season that we may till our fields," the good man would rebuke them, saying, "Go to now, for is not this my horse, and is it not by reason of him that I have great gain? Go ye therefore to them that sell cattle and buy yourselves beasts of burden. Wherefore do ye seek unto me for my horse, seeing he is altogether precious in my eyes?"

Now this same Mr. Church kept in his pasture the colt of which words have al-

ready been spoken. The same colt was of goodly birth, but he was frisky and full of life. Moreover, he was sometimes disobedient, wherefore the farmer was perplexed. Now the good man loved his colt, but in no wise as much as he loved his horse.

And often it happened on this wise, that as the kind farmer would go forth unto his colt, the same would flee from him. And anon as he would again overtake him, he would lift up his hind legs and kick, or he would rear up and paw at him with his front legs, insomuch that the good man despaired and was sometimes broken in spirit by reason of the goings on of his colt.

And it came to pass on a certain morning that the farmer went forth to bring his colt, and he findeth him entangled among the wires so much that he doubted that he could get him free; and as he drew nigh unto him he beheld, and lo, he saw deep cuts upon the colt's legs and body, and from them the blood issued.

Now was the good man in great distress, and he pondered within his heart what he should do unto his colt. And straightway he proceeded to help his colt, albeit the young beast knew not that good was in the heart of his master, for the farmer had hitherto let him run about the pasture, neither had he much bothered to entreat him kindly or to speak comfortingly unto him. And the colt was afraid and stood trembling.

Now it came to pass that as the good man mollified the wounds of the young beast, he spake hard words against him, saying, "Am not I thy master? and is not this my pasture? and have not I been good to thee, even though thou art profitless unto me? Wherefore then dost thou foolishly? and why dost thou afflict thyself for nought? seeing it costeth me time and money to cure thy wounds. Would to God I might give this precious time unto the tilling of my fields and to the making of money for the work of the gospel among the heathen! If thou only

wert as my horse is, then might I have cause for rejoicing; but now thou art a shame and a heaviness unto me."

Now while the good farmer thus spake, his neighbor, Mr. World, who lived over against him, passed by. And he spake cheerfully unto Mr. Church, saying, "Art thou in trouble, my neighbor? I perceive that thou art perplexed with thy colt, for surely he doth behave himself unseemly; come, therefore, and lend him unto me, and I shall teach him and break him for thee, for I have many colts in my pasture with which thy colt may disport himself; and I shall feed him with corn from my barns and with the grass of my pasture; moreover, he shall drink of my waters and shall be satisfied. All this will I do at my own charges."

Now the good farmer thought within himself, My fields need tending, and I long to be with my faithful horse. Whereupon he looked up from his meditation and answered Mr. World, saying, "Surely thou art a friendly neighbor. Almost thou persuadest me to accept thy gracious offer. My work presses me, and I must needs be about my business. Consider now, my neighbor, this will I do. Take thou my colt and do unto him as thou hast said; only thou shalt bring him to my barn one day of every seven that he may eat corn of his master's crib and drink water from his master's well a little, and thus he shall not altogether be a stranger to me. Is he not my colt?"

Now it came to pass that as the colt was come into his new home, they which had the care of him entreated him kindly and spake gently unto him, insomuch that he was satisfied to abide there; and, moreover, he delighted himself in the abundance of pleasures which his association with other colts did bring him. Nevertheless, twice each fortnight he was brought, as his master required, to the barn of his nativity. Yet each time the place seemed stranger, and he had less pleasure in it than aforetime.

After many days, whilst the good man

Church had done plowing his field and had amply provided for the needs of his horse, he lay down to sleep. And as he slept, he perceived that one of authority spoke to him, and he responded, "Here am I." Then answered him the voice in solemn tones which made the hair of his head to rise, saying, "Thou hast done foolishly, O man, in the matter of thy colt. Knowest thou not that if thou dost not take him again quickly unto thyself, he shall become weaned from thy hand and he shall go out from thy presence to serve thy neighbor and not thee?"

"Consider now thine error and repent, and do thou the first works, lest the blessing of God depart from thee. Thou art blind and cannot see afar off, for thou considerest not that thy goodly horse shall not always be strong to till thy soil, but that according to the time of life he shall become decrepit and old; then what wilt thou do for a beast to pull thy plow? How then wilt thou gather thy harvest into thy garner? seeing thy colt is gone from thee. Alas for thee, when that which thou hast is departed, and that which thou didst have shall come no more. Consider and do; tarry not, lest the hope of thy gain perish, and thy barns be empty, and the cause of the gospel languish by thy foolishness."

And being mightily aroused from his sleep and in a terrible sweat, the good man rose up quickly while it was yet dark and went in haste unto his neighbor and said unto him, "I have sinned in that I have given you my colt to teach. Now therefore, loose him for me quickly that I may take him to my own barn, for I have suffered this night because of him."

But his neighbor answered him in anger, saying, "Why dost thou trouble me? I have kept the colt well and he is content. Why then art thou come for him? Go from my presence, lest I light upon thee and smite thee grievously."

Then the good man made haste, and ere his neighbor could clothe himself, he girded up his loins and ran quickly to

the barn of his neighbor and led forth his colt, albeit the beast knew him not and the good farmer perceived that the young animal was loath to follow him. Whereupon he urged him the more and brought him with great labor unto his own barn, where he tied him in a pleasant stall by the side of his good horse; and went his way and returned unto his house, well content that his colt was once more in his own barn.

Nevertheless, as the days passed, the farmer beheld with agony of heart the evil habits of the colt. And as he pondered these things in his heart, he perceived that, left to his own devisings, the colt had become enamored with a life of ease and pleasure, and his loose association at Mr. World's, and by vicious means known well to colts, he demonstrated his displeasure at being returned.

And it came to pass that from this time forth the farmer did earnestly seek to make amends. He fed his colt with the same provender with which he fed his beloved horse, and he led him forth often to the refreshing watering place, and he charged his servants who had been reared in his own household to break and train his colt. Moreover, he entreated him kindly, because of the vision which he had seen. And it came to pass that his heart clave unto his colt, even as it clave unto his horse. And after much effort his colt was kindly entreated of him.

By this time the farmer perceived that his colt had waxen large and was goodly to look upon, and he delighted himself in his colt. Moreover, he placed a collar upon him and caused him to be holden of cords, and the colt prevented him not. After many days of patient, careful training, the colt learned to work in harness; yet he often chafed under its restraint, and longed for the wide pastures, the pleasant shade, the complete idleness, and the gay companions of the neighbor's pasture. But the good farmer Church humbly acknowledged his sin of

Please turn to page 24



W. W. Prescott, Father of Adventist Colleges

Everett N. Dick

PROFESSOR OF HISTORY,
UNION COLLEGE

WITH the death of William Warren Prescott, January 21, 1944, there passed the man who did more than any other to establish the Seventh-day Adventist college system and to formulate the ideals which mark it today. Born on a Vermont farm September 2, 1855, he was reared on the Maine coast, and the sturdy New England characteristics of industry, honesty, mental integrity, and independence of thought were in his very being.

Father Prescott was a shoemaker, and William learned the trade at eleven. His parents were devout Adventists, and he was baptized at seventeen. He attended Dartmouth College, being graduated with honors in 1877. The following year the same institution granted him the master's degree. After brief experience as high school principal and owner and publisher of a Vermont newspaper, he was called to the presidency of Battle Creek College, where, on his thirtieth birthday, he began his career as an Adventist educator. Not one of the eighty-nine students was doing real college work. Battle Creek College had had a number of presidents, with little continuity of educational policy.

President Prescott, himself a scholar, set about to make the school a college in fact as well as in name. Thus, in the formative period of Adventist college work, he placed a lasting and beneficial mold on it. Under President Prescott's leadership the college was first of all a place of learning, though he also emphasized the cultural and spiritual phases. When he arrived at Battle Creek he found the students living in private homes under varied conditions. Presi-

dent Prescott persuaded the board to build dormitories. The Prescotts lived in the dormitory (which he was always careful to call the "school home"), and he spent hours with the students there and in the dining room, using every opportunity for teaching social graces and giving the proper spiritual mold.

After the work was well established at Battle Creek, President Prescott was called to head the educational work in the General Conference. Here he had an opportunity to place the same educational mold on other colleges. This was particularly true as his former students from Battle Creek went out to make up the faculties of the new schools. In this period of expansion various conferences in the Middle West were starting schools, but upon Professor Prescott's advice that they unite to form a strong central school, Union College was founded. He was its first president; likewise, president of Walla Walla College.

In 1895 the General Conference sent him around the world to help in establishing the embryo overseas schools on the same firm foundation. In later years he served as president of Australasian Missionary College at Avondale.

Professor Prescott was at one time editor of the *Review and Herald*, and over the years he wrote a number of important books, among which *The Doctrine of Christ* and *Victory in Christ* are outstanding.

His was a long life, rich in service to God. The influence of his scholarship, spiritual leadership, and culture lives in his students and will never die so long as Adventist schools operate.

From Arithmetic to Algebra

Ivan R. Neilsen

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IN a paper read at an annual meeting of the National Council of Teachers of Mathematics it was stated that "the most important period in the teaching of mathematics from the first grade to the graduate school is that of the first eight grades."¹ It is likely that few mathematics teachers would dispute this opinion. There was a time when some teachers of arithmetic in the elementary school argued that their courses fulfilled a purpose in themselves and could therefore be taught without any reference to subsequent material. However, since nearly all pupils who are graduated by the elementary schools soon find themselves enrolled in ninth- or tenth-grade algebra, the desirability of co-ordinating the methods of arithmetic classes with those of algebra becomes obvious.

In an attempt to discover the reasons for difficulties which academy students seem too frequently to have with algebra, it is observed that the problem is not altogether one of lack of preparation but is to some extent one of a wrong preparation. Considerable time is spent by the algebra student in unlearning or revising what he has previously been taught. This is doubly unfortunate because not only is time wasted, but the student has a feeling of insecurity in regard to the validity of all the arithmetic processes he has learned. Some students develop a definitely resentful attitude, either toward the arithmetic teacher who they now think should have known better, or toward the algebra teacher who is forcing them to revamp their methods. Certainly all this contributes to a feeling

on the part of the beginning student in algebra that he is lost in a new and mysterious subject altogether different from anything previously studied.

Analysis of many specific cases indicates that a few revisions of method by the arithmetic teacher would be exceedingly helpful to the student in his later mathematics. The writer further believes that these revisions would constitute no loss to the arithmetic course as such but would actually be beneficial, even if there were no algebra course in prospect.

The first comment has to do with a seemingly minor matter of phraseology. It is suggested that in wording division problems, the expression "divide into" should never be used. Division problems should be so stated that the dividend comes first. There is no mathematical sign of operation for "goes into" or "divides into," and these expressions could well be completely eliminated from the arithmetic teacher's vocabulary. The only sign of operation available reads "divided by." When some problems are stated dividend first and others stated divisor first, the student is confused about which is which, especially when dealing with algebraic expressions. Even a long-division problem should be stated 4,215 divided by 265, not 265 divided into 4,215.

The use of signs of operation + or — in drill exercises in which the work is arranged in column form gives the pupil ideas which he must drastically revise when he comes to deal with positive and negative quantities. For such drill work the word "add" or "subtract" should

be used rather than the plus or minus sign, because in his later experience the pupil will find that these signs mean, not add or subtract, as he was led to believe in elementary arithmetic; but rather that the quantity is positive or negative, and that the quantity may be added even though it is preceded by a minus sign, and may be subtracted even though it is preceded by a plus sign.

A simple example will make the point clear:

$$\begin{array}{r} 22467 \\ -625 \\ \hline 21842 \end{array}$$

In arithmetic the pupil called this subtraction. In algebra he learns that this is addition—the addition of two numbers with unlike signs. Therefore, when such a problem is given in arithmetic the word subtract should be used, with no sign preceding the subtrahend, because it is really positive and not negative as the minus sign would indicate.

A mixed number is an awkward thing with which to work. For this reason mathematicians frequently leave quantities in the form of improper fractions all through the solution of a problem, and sometimes even express the final result in this form. In arithmetic, however, the idea prevails that an improper fraction is not only improper—it is rather indecent, and should be avoided at any cost. For many purposes the improper fraction is more desirable than the mixed number, and while the pupil should by all means know how to convert the one form to the other, yet the fallacy that an improper fraction is never permissible should be avoided.

The procedure referred to as cancellation is a convenient one, but students seem to misuse the process more frequently than they use it correctly. The word cancellation should be restricted to those cases in which a division is involved. Consider for example the expression

$$\frac{3a}{3a}$$

The student may properly draw a diagonal line through the $3a$ of the denomi-

nator and another one through the $3a$ of the numerator and say that they cancel. This is a correct use of the word. However, he should be impressed, in connection, with the fact that the result of such an operation is *one*, and not zero as he sometimes wrongly concludes.

$$\frac{3a}{3a} = 1$$

As a second example consider $3a - 3a$. Once again the diagonal line may be drawn through each $3a$, and some students, some teachers, and unfortunately, even some textbooks say they cancel. This is an incorrect use of the word cancel. The result of this latter operation is not one as in the previous case, but zero. Obviously, since a different process is involved and a different result is obtained, a different word should be used to describe the process. It is suggested that the word "vanish" rather than "cancel" be used in this second case.

Many pupils finish the eighth grade still confused as to which is the denominator and which the numerator of a fraction. This confusion can easily be avoided if, when fractions are first studied, it is pointed out that the denominator tells the name of the articles being considered, while the numerator tells how many of these there are. A brief discussion of word meanings is helpful. Association with the letter "d" is sometimes useful—"d" for denominator, "d" for down. It might also be mentioned that the fractional notation is one way of indicating division, in which the denominator is the divisor and the numerator is the dividend.

One of the most useful concepts in solving everyday problems, as well as many more abstract ones, is that of proportionality. More emphasis could well be given to this in the arithmetic course. The pupils should be taught that a proportion is a statement of equality of two ratios. Proportion problems may be best presented in the form

Please turn to page 25

Modern Languages

William A. Scharffenberg

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ORIENTAL STUDIES, 1927-1940

MODERN languages! What do these words mean? What ideas do they convey to your mind? Does this term refer only to the major languages used in this modern age? Does it refer to oral or written language, or to both?

The writer recently attended a modern language teachers' institute. From the items listed on the agenda it appeared that the concept of modern languages was limited to a few European languages like German, Spanish, and French. Very little time at this institute was devoted to the discussion of any others. The Russian language, used by a nation exceeding in numbers the combined populations of Germany, France, and Spain, was referred to now and then; while Chinese, a language spoken by one fourth of the human race, was never mentioned.

A young lad born and reared in the Orient remarked after a recent class discussion, "China does not exist in the American mind." This lad felt that the rank and file of our high school and college students were being cheated. No opportunity was given to acquaint these young people with the world's oldest civilization, dating back far beyond the Christian Era and having a language of the highest form. A study of China's history and government reveals all types of social institutions and political as well as economic evolution. Ten centuries before Copernicus was born, the Chinese taught that the world was round. They invented and used the compass, paper, printing presses with movable type, and gun powder long before the Westerner had ever dreamed of them. This lad sensed for the first time the Westerner's

feeling that the white man is the center of civilization, and that all other peoples are ignorant, uncultured barbarians.

Is this the reason why Chinese is not recognized as a major language of the present age? a language used by twice as many people as use English. Are Americans so superior to the Orientals that they can learn nothing from them? or is the Oriental correct in his opinion that his language is too difficult for the Westerner to acquire? What will be the American attitude at the conclusion of the present conflict? Will the wall of exclusion remain to keep out the culture and ideals of the East? Is not this the view that China took toward the West during the greater part of the nineteenth century?—that China was the center of the universe, that Peking, the capital, was the hub about which all quarters of the globe revolved, and that those residing on the outer edges of this great wheel were the uncivilized barbarians of the West.

The Chinese paid dearly for this attitude. Ignorance may be bliss, but ignorance on a national scale may result in national catastrophe. China was blindly ignorant of Western civilization. She was rudely awakened when Western powers, under the protection of their gunboats, forced open the doors of China. But China learned her lesson and learned it well. She set her house in order. Her school curriculum was completely overhauled; Western subjects were introduced, and in China today the situation is completely changed. Scores of Chinese have a fluent command of the English language—men like T. V. Soong and

women like Madam Chiang Kai-shek, who have studied the history, literature, civilization, and culture of the West. It is quite safe to state that the ordinary high school student in China is better informed on things Western than the average university professor in America is on things Eastern.

When will America awake? The Western scholar, proud in his belief that no civilization is superior to the one he represents, has failed to study or attempt to understand and appreciate Chinese civilization. Will he wait until China has become powerful enough to convince the West by sheer force of arms that it is important to become familiar with the civilization of the East?

There are indications that a change is taking place and that the West is awakening. The people of the United States are gradually shifting their attention from the Atlantic to the Pacific. In order to maintain its position and influence in world affairs, the West must study the East; for what is going on in the minds of the Orientals today is far more important than what is taking place on the field of battle. If this is overlooked at the coming peace conference, the seeds will be sown for a third world war that will make the second appear but an amateurish rehearsal.

Fortunately for the United States, there is a deep interest developing in things Chinese. Several years ago but few institutions included Chinese in their curriculum. Today there are in the United States over one hundred institutions of higher learning that offer courses of study in things Chinese. All these courses have been introduced during the last decade. More than two hundred fifty American colleges and universities now accept entrance credits in Chinese on the same basis as any other modern language. This change of attitude is very encouraging. "China's friends as well as China's enemies are

now anxious to study her past, her present, and her future," said a prominent Chinese official recently.

It is nonsense to hold the idea that the Chinese language is too difficult to acquire, or that Americans cannot readily learn foreign languages. Most of the difficulties arise from bad methods. After studying the Chinese language for a time with a teacher using antiquated methods, one missionary hastily concluded that mastery of the Chinese language should be undertaken only by "men with bodies of brass, lungs of steel, eyes of eagles, hearts of apostles, memories of angels, and lives of Methuselah." Under modern methods the student will soon agree that the Chinese language is one of the easiest to learn, for it involves none of the difficulties which exist in many European languages. Americans are today acquiring every language of the world, and doing it well. Too, they are without question making a great contribution to the scientific study of foreign languages.

Certainly a language used by over one fourth of the human race is worth acquiring. It should be remembered that the Chinese language has tremendously influenced such peoples as the Mongolian, Manchu, Tibetan, Korean, Siamese, and Japanese. He who would understand these races and their civilizations will find a knowledge of Chinese most valuable.

Seventh-day Adventists have the global work of giving the gospel to every nation, kindred, tongue, and people. They, of all people, must therefore be global-minded. May the day soon come when Seventh-day Adventist schools will introduce courses not only in Oriental languages, but also in Oriental history, geography, and civilization; so that the young men and women who are graduated from these schools will understand and appreciate the cultural background of the peoples of Asia as well as of Europe.

Through the Eyes of the Dean

Clara Roper

DEAN OF GIRLS,
LAURELWOOD ACADEMY

THE guidance of the youth in denominational schools, and specifically the girls in the school home, merits attention and consideration, because it affects the student's life for time and eternity. In all thinking, planning, and striving to attain perfect guidance for the youth, the school home worker is limited by human concepts and finite understanding. The more nearly she can parallel her work with that of the Master Teacher, the truer and greater will be her appreciation of the privileges and guiding principles of her profession.

The greatest example for the school home worker is the life of the Master. Service was the keynote of His life; His motto, "Not to Be Ministered Unto, but to Minister." That is His challenge to every dean; and it should be held up to the students as the ideal and fulfillment of life. The school home presents endless opportunities for a young girl to learn to serve. The guidance work of a dean is like that of the Master Teacher. He lived with the disciples day and night, week in and week out, and by so doing set the example for the school home worker. He prayed in their presence until they were filled with a desire to pray. He taught the multitude in their presence, and then sent them out to teach smaller groups. He blessed and broke the bread of the miracle and gave it to the disciples to distribute; thus He taught them to feed the people.

Just so in the school home should the student learn to do by doing, under supervision. There is no greater opportunity for guidance than that open to the school home worker as she lives the

Christian life of service for and with the students. Her motto may well be, "I Am Among You As He That Serveth." The dean must fill the place of mother, elder sister, counselor, companion, instructor, tutor, soul winner, and Christian lady—not because it is her duty, but because she loves those under her care.

Following are some general problems of guidance that a dean must meet:

1. Promoting the spiritual growth of the girls—perfecting Christian characters.

This is really all-inclusive; other problems are implicit. Before a dean can guide girls in spiritual growth she must herself have a sincere, happy, and very practical Christian experience, and the principles of the Seventh-day Adventist religion must govern her life. She should understand the conditions of answered prayer, and through personal experience believe wholeheartedly in prayer. It is her duty and privilege to make the religion of Christ attractive to the girls—to create in them a hungering and thirsting after righteousness.

Personal interest in individual development is an essential factor. Careful study should be made of the traits, tendencies, and characteristics of the youth in her care, so that she will know how best to help them. They must be taught that only as their talents are dedicated to the Lord, to be used as He sees best, will these be enlarged and multiplied. They should be encouraged and helped to formulate for themselves a code of ethics to guide their lives. Though this might not be written, it should become very definite in the mind. Some provision should be made for students to do per-

sonal work for others, thus enriching their own experience.

2. Choosing a lifework—emphasizing foreign mission endeavor.

Each girl should be given a vision of the world's great need of earnest, conscientious women, and the place she must find and occupy in helping to fill that need. Emphasis should be given to denominational work, but not to the extent that other work is belittled. "True education is missionary training."¹ "There are numbers that ought to become missionaries who never enter the field, because those who are united with them in church capacity or in our colleges, do not feel the burden to labor with them, to open before them the claims that God has upon all the powers."² This is indeed a challenge to the dean to implant in the minds of those under her care a love for missionary endeavor—both at home and abroad. Each girl should be taught to analyze her own capabilities and aptitudes and then, under God's guidance, to choose her vocation.

3. Inculcating fundamental Seventh-day Adventist principles.

"Our only safety is in preserving the ancient landmarks."³ "It is impossible to estimate the evil results of removing one of the landmarks fixed by the Word of God."⁴ Only as students accept the standards already erected, and make them a part of their own lives, will they be strengthened to do their appointed work. They should cherish the principles of truth that youthful pioneers in the advent message so nobly founded through sacrifice. "We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history."⁵

4. Developing mental powers—helping students to think for themselves.

This is a big responsibility. Mental powers can be developed and improved only by exercise. "The mind occupied with commonplace matters only, becomes dwarfed and enfeebled. If never tasked

to comprehend grand and far-reaching truths, it after a time loses the power of growth. As a safeguard against this degeneracy, and a stimulus to development, nothing else can equal the study of God's Word. . . . The mind thus brought in contact with the thoughts of the Infinite cannot but expand and strengthen."⁶ Girls should be made to feel their God-given responsibility to think and to formulate ideas for themselves—to know why they believe what they profess to believe. They need not be wholly dependent on accepted theories.

5. Instructing in social graces—giving a cultural background.

The school home should afford an atmosphere of dignity and refinement that will influence for good the lives of all who cross its threshold. Every girl should be so instructed in true dignity and Christian refinement that she will be able to appear in good society unembarrassed. "It is the little attentions, the numerous small incidents and simple courtesies of life, that make up the sum of life's happiness."⁷ A kind, courteous Christian is a powerful argument in favor of Christianity. Real refinement of thought and manner does not come from a mere observance of any set rules, but from a personal knowledge of the Divine Teacher, and from a heart overflowing with love for fellow travelers. "One of the most important duties that come to us as school home workers, then, is to arouse in the heart of each student entrusted to our care a love so deep, so ennobling, so divine, that he may become changed into the image of God, reflecting real, true courtesy."⁸

6. Magnifying health education—promoting definite health habits.

"Without health, no one can as distinctly understand or as completely fulfill his obligations to himself, to his fellow beings, or to his Creator. Therefore the health should be as faithfully guarded as the character."⁹

Please turn to page 28

Who Is Sufficient?

Walter B. Clark

DEAN OF MEN,
PACIFIC UNION COLLEGE

YOUTH today who enter college find assistance awaiting them in classification and guidance which was not available a few years ago. Unquestionably the service rendered along these and other lines has been definitely beneficial. Yet it must be borne in mind that efficiency in these matters, important as they are, does not adequately supply all their needs. College men and women meet real problems which call for individual and personal assistance. Alert instructors in the classroom find opportunity to help in the solution of these problems. However, no member of the college staff is privileged to enter sympathetically into these experiences in a more natural way than the deans of the school homes.

The idea has been all too prevalent that the duties of school home deans consist chiefly in assigning rooms and roommates, keeping the dormitory clean, supervising an evening study hour, and seeing that the lights are turned out at a set time. Perhaps a few specific suggestions may serve to give a broader vision of the high privileges and opportunities in this work.

A fundamental basis for effective work is gaining the students' confidence. Though this may not be done overnight, it is surprising how readily it can be accomplished. Genuine love revealed in unselfish ministry and the identifying of one's interests with those of the students bring about this invaluable relationship. To achieve this objective is a challenge to every educator.

The only justification for the operation of the Christian college is its distinctive type of training, embracing far more than formal instruction in religion

as given in the classroom. To the dean in the college home is presented an unsurpassed opportunity to lead to Christ youth who do not know Him. The dean should be primarily the director of spiritual activities in the college home, however numerous or varied his other responsibilities. Rightly employed, the morning and evening devotional periods mold character and help to keep alive a love for God and His truth. Most of all, the dean's consistent godly life, in practical demonstration of the principles of Christian living, will be reflected in the lives of the youth with whom he is so intimately associated.

The transition between the high school, or academy, and the college is greater than many realize. Among the first problems confronting the student is adjustment to the methods of instruction employed by college teachers, and formation of correct study habits. The dean may help much by discussion of these matters during a worship period early in the school year. Personal observation of individual students' employment of their time may lead to helpful suggestions offered informally. Assisting the bewildered student to outline a daily schedule in which his time is budgeted will help him solve an acute situation and will demonstrate a willingness to enter into his personal problems.

The majority of students have made their choice of lifework prior to college entrance. However, a careful study of individual experiences reveals that many are still facing this problem in college. With some it is a matter of confirming former decisions, where there is need of a

Please turn to page 30

Opportunities in School Industries

Arthur J. Olson

PRINCIPAL,
AUBURN ACADEMY

THE story of one who has worked his way through school and made a success in life is always interesting. For instance, Tom Schall, Minnesota's blind Senator, rose from bootblack to Congress. He believed in "earning while learning," so to the plop of milk in the pail, the swish of the broom, and the scraping of the furnace shovel, he memorized orations and lodged facts in his mind. Even more interesting to the readers of this journal are the achievements of hundreds of Seventh-day Adventist youth who have earned their education by means of school industries. A very large number of the preachers, doctors, nurses, teachers, and missionaries of this denomination might today be following other pursuits if school industries had not made it possible to earn all or a large portion of their expenses. In this way they were able to step from farm to factory, from humble home or office to positions of large responsibility in the cause of God. Stories of such noble adventure for God, recounted in the *Review and Herald*, the *Instructor*, or from the pulpit, have brought cheer and encouragement. Many a teacher can call to mind scores of his own former students who today are serving in various capacities. Many of them, including some who canvassed during vacation periods, had to lean heavily on school industries in order to continue their education. These youth thus developed invaluable skills and habits of thrift and perseverance.

Naturally the educational and financial value of an industry, for both the student and the school, is best when that industry has able management, needed floor space or land, and good equipment.

Many academies have long looked to a certain college for successful farm managers, because with its fine large farm, dairy, and orchards, directed by scientifically trained men, that college offers opportunity for young men to learn scientific farming while earning school expenses. Many become successful, independent farmers, leaders in their communities and churches. A large number also are serving as institutional farm managers. Experience has proved how quickly such trained men can improve and modernize school farms, make them attractive places for the boys to work, and turn losses to gains. Furthermore, the boy who works on the well-managed school farm learns and earns more than the one on a poorly managed farm.

The same principle holds for other school industries. One academy, well known for its successful woodworking industry, is a striking illustration. For the first few years there was inadequate floor space and poor equipment for the industry. The result was poor training and small remuneration for the boys, and poor workmanship and financial loss for the school. Some were quite sure that an academy should not attempt to operate a furniture shop. However, after the way had been cleared for a modern, well-equipped shop, there were remarkable gains for the school, with much improved training and remuneration for the boys. And this is no isolated case. Another academy had a similar experience. Furthermore, this change occurred just in time to provide the latter school with a shop that commands respect and confidence. Army orders

Please turn to page 28

"SOMETHING BETTER"

FOR some time elementary teachers, especially, have felt that the Bible instruction could be improved, and thus more nearly meet the pattern given. The General Conference Department of Education laid plans which led to the appointment of a committee to review the entire field, including objectives and subject matter of elementary and secondary Bible teaching.

It was felt that a wide representation should be included, that the problems might be studied from every viewpoint. Therefore, the committee was made up as follows: the secretary and the associates of the General Conference Department of Education, a representative of the Seminary faculty, a college Bible teacher, a Bible teacher from a nurse's training school, two academy principals, two academy Bible teachers, two union and two local conference educational secretaries, two directors of teacher training, a psychology teacher, and four elementary teachers representing grades one to eight.

The committee met in the General Conference chapel feeling that this was no ordinary assignment, and that the problems required careful study and extended effort. The secretary of the Department of Education presided. The General Conference secretary chose for the opening meditation these words on page 296 in *Education*, "Something better' is the watchword of education, the law of all true living."

These thoughts launched a vigorous discussion of the problems involved in elementary and secondary Bible instruction. Appreciation was expressed for the pioneer work in Bible lesson materials which have been in use for many years. Nearly two days were spent in an over-all view of conditions and needs in the religious education of children and young people, through reports from classroom teachers and field representatives. These are summarized in the following conclusions:

1. Bible teaching has not always awakened in the boys and girls a real love for the Bible. The teaching has been too

much concerned with bare facts, dates, lists of names, and similar materials, which do not solve the problems of everyday Christian living.

2. There is an unjustifiable repetition in grades one to twelve, some portions of the Bible story reappearing as often as five times with little variation in approach or in lessons taught.

3. Much of the material is too difficult in vocabulary and content for the grade level in which it is placed.

These last two factors are undoubtedly partly responsible for the overcrowding of subject matter in the lower grades, which makes impossible the enjoyment of the Bible stories and the development of a love for God's Word. Under these conditions Bible study becomes a monotonous accumulating of facts rather than a solving of life's vital problems. Many of these lessons would be more valuable if taught at the period in the child's development when they would have the greatest significance.

4. The opinion is unanimous that the materials provided for the Bible classes should be attractive in appearance and in style.

After this period of study together the committee separated into two groups, elementary and secondary, each led by an associate secretary of the Department of Education. Each group studied the needs and problems peculiar to its own grade level. The objectives of Bible teaching were reviewed and listed to direct the plans laid.

In the elementary group the work done earlier in the summer for the first two grades was presented and approved for tentative use. This served as a foundation and gave valuable direction to the best approach to Bible teaching in the other grades. Having agreed upon a general plan of procedure, the elementary committee was subdivided to work on materials for the various grade levels.

Long days were spent in preparing these general outlines, with frequent comparing of notes to assure harmony and unity.

After this tentative work was completed the small groups again met and carefully reviewed all materials. Suggestions for completing this task were made to the Department of Education, including teachers' manuals in all grades, the form in which these lessons shall be produced, and the personnel who will work out the lessons in detail and prepare them for publication.

The task is only begun. May it be so performed that the Bible will become a living force in the youth of today.

ALICE A. NEILSEN, *Director,*
Elementary Teacher Training,
Pacific Union College

Bible Workbooks for Grades One and Two

BIBLE workbooks have long been available for all elementary grades except the first and second, leaving to the ingenuity of the busy teacher the task of supplying seatwork for these grades. For some time it has been felt that this situation should be remedied.

To meet their respective needs the Pacific and Lake Union Conferences developed some mimeographed workbooks. Early this spring the General Conference Department of Education sponsored a program for the development of such materials for all.

Those selected to do this work were Eleanor Lindsjo, supervisor of grades 1 and 2, Walla Walla College; Louise Ambs, supervisor of grades 1-3, Emmanuel Missionary College; Else Nelson, teacher of grades 1 and 2, Glendale, California; Vesta Webster, teacher of grades 1 and 2, J. N. Andrews School, Takoma Park; and Lena Ford Halenz, artist, Emmanuel Missionary College. The writer served as chairman, and the group met for work at Emmanuel Missionary College from June 5 to July 18.

During this time the committee completed the workbooks for the first and second grades, and is to be commended for the amount and quality of the work done in so short a time. Materials previously developed aided greatly in the task.

The first semester books for both grades were ready for distribution at the begin-

ning of the present school year and are being used extensively throughout the field.

MABEL CASSELL, *Director,*
Elementary Teacher Training,
Emmanuel Missionary College

Bible Curriculum for Secondary Schools

THE committee appointed to consider Bible teaching in secondary schools was faced with a number of perplexities, but was unanimous in the belief that both textbooks and methods needed examination. Intensive and prayerful work was done in planning improvements.

A new approach to Old and New Testament study was felt to be essential, requiring new textbooks. Plans for these suggest a topical rather than chronological arrangement, although chronology will occupy a definite place in each course. For schools which must use the alternation plan, an attempt will be made to equalize the difficulty of the two courses.

A teacher's manual for each textbook will supply definite suggestions for each lesson and unit, and for projects and activities in addition to those in the textbooks. Valuable quotations and information, not generally available, with an annotated bibliography, will be included.

The Bible Doctrines course needs some rearrangement in order of presentation, with stimulating projects and discussion questions. Although a definite outline has been developed, the counsel of a large group of Bible teachers will be sought. An accompanying manual will contain materials for the enrichment and interest of the course.

The new textbooks and manuals will admit of greater flexibility in teaching. Standards of minimum essentials will be established, and supplementary and optional materials will be provided.

Work on these new texts will begin soon. It has been the studied purpose of all engaged in this work to provide the very best possible teaching materials and aids. Our Bible courses must continue to be the heart and life of our educational system.

T. HOUSEL JEMISON,
Bible Teacher, Lodi Academy

A Long-Range Health Program

SEVENTH-DAY ADVENTISTS have established a system of schools for the training of heart, head, and hand, and have not forgotten the fourth "H" which stands for health. Because we believe "the health should be as faithfully guarded as the character," it is vital that the elementary teacher place proper emphasis upon health and its relation to a happy and successful life. By precept and example she should teach obedience to the laws of health; because the body is the temple of the living God, and therefore must not be defiled.

One must enlist the co-operation of parents and school board as well as children, if a successful program is to be carried out. Sometimes the teacher talks directly with Johnnie's mother concerning his seemingly poor vision, diseased tonsils, or untidy appearance; but more often she reaches the home by indirect methods. When Jim brings home with honest pride a health notebook which he has taken care to do so neatly as to merit an "A" grade, both mother and dad have cause to thank the teacher for her efforts in his behalf, and to reflect on the home training as compared with that in the school.

One wide-awake teacher, sensing the value of health teaching, planned her program for a two-year period. To assure her own physical fitness for maximum schoolwork, she checked with an oculist and with a reputable physician early in the summer, and visited her dentist twice each year. After a restful summer, during which time she partially prepared her schoolwork for the next ten months, she faced twenty-four wide-awake boys and girls in grades one to four with relaxed nerves, strong physical endurance, and a keen mind bubbling over with enthusiasm for her task.

The schoolroom was clean and attractive with appropriate pictures, a September calendar, and a blackboard quotation.

The very first day the children were assigned seats according to their individual needs. The lighting was checked and

shades regulated the amount of sunlight admitted. The seats were so placed that the windows were to the left and back of the children and no one faced the light. During the school year the board purchased glass ventilators, which eliminated drafts. The thermometer was placed two feet from the floor and checked occasionally to ensure the right temperature.

Realizing that boys and girls learn best through the sense of sight, the teacher placed a different health quotation on the blackboard several times a month—"Health Is Wealth—Keep It"; "Boys and Sunshine Mix Well." These and many others were not only copied into health notebooks but memorized by the pupils.

Poster work was a delight. One boy mounted pictures of a horse's head and a bowl of oatmeal, with the caption, "Have Horse Sense and Eat Oatmeal." A girl pictured a toothbrush, with the words "Use Me Daily." Another pupil mounted a magazine picture of a boy washing his face and neck, and inscribed it, "You're the Only One Who Can't See the Back of Your Neck." In their health notebooks the children made simple drawings of the eye, heart, tooth, and other body parts.

In September each child made a small notebook shaped like a half-pint milk bottle, in which his correct weight was recorded. The teacher kept these notebooks, and each month the child had the fun of being weighed. The first month the children went to the near-by grocery store to be weighed. This proved unsatisfactory, so each brought a nickel a week, and in four weeks there was enough money to purchase a bathroom scale for the schoolroom. Because it was theirs, the children made sure that it was not abused.

When the school nurse arrived in the late fall she found pupils awake to the subject of health, and the health examination went forward intelligently and rapidly. Every child was given a notation of his health status to take to his parents. Although this

was a step in the right direction, the teacher was not satisfied, and the next fall she announced a parents' meeting for the evening the nurse was in the city. At this meeting the nurse discussed health principles, and talked personally with each parent concerning his child. A still more satisfactory arrangement is to invite the parents to be present at the health examination. When parents see tonsils like full-blown roses embedded in Mary's throat, they will sense the need of their removal much more quickly than if sent a printed slip with checks before the words, "Tonsils," and "Please see your doctor."

Follow-up work must accompany the autumn health inspection if it is to accomplish what it should. Whenever possible the nurse should return in the spring and check the children again.

Not all the children brushed their teeth twice a day; so in November the teacher made up cards to be tacked in the bathroom at home, which they could check every time they brushed their teeth. At the end of the month parents signed the card attesting to the child's performance of the task, and the card was returned to the teacher. Pupils returning well-checked cards received a new toothbrush as a Christmas gift from the teacher.

There was much carelessness about the use of handkerchiefs. For one month, early in the second year, while endeavoring to form a habit, the teacher checked every child daily to see if he or she carried a clean handkerchief. A record was kept, and again at Christmas time a new handkerchief was given to each one who had not missed a day in carrying a fresh handkerchief and using it when needed. A box of Kleenex was kept in the teacher's desk to supply those without handkerchiefs, for one hundred per cent participation is seldom achieved.

The Home and School Association provided paper towels, toilet tissue, drinking fountain, and a hot dish (usually soup) to supplement the lunches brought from home. It is the teacher's privilege to promote sanitation and healthful living in the school, for often parents are not awake to

their children's needs outside their own home.

Other years this progressive teacher used free material obtainable from Lever Brothers, Cambridge, Massachusetts. Each child received a small cake of Lifebuoy soap and a chart to hang in the bathroom, on which he checked the washing of hands.

Daily inspection of ears, nails, teeth, and so on, was made by a boy doctor and a girl nurse under the teacher's direction. Setting-up exercises were taken every day, when windows were thrown wide open to change the air. Play out-of-doors was a regular part of the daily program except in case of rain.

Health Heroes, Health Brochures, Health Series, and other suitable booklets were displayed on the reading table.

As further features of the program, the Home and School Association sponsored a "health supper"; brought in a physician to talk with the children about their bodies and how to keep well; secured eye glasses for two needy children; arranged for the removal of diseased tonsils and the cleaning and checking of all teeth by a dental laboratory.

The teacher who radiates health herself, and who is alive to her pupils' needs, can, by securing co-operation of parents, and support of the school board, accomplish all this and more; that is, if she has a mind to work, and seeks help and wisdom from God. She will find much help in the source materials here listed:

SOURCE MATERIAL

- The Bible
- Counsels on Health*, E. G. White.
- Ministry of Healing*, E. G. White.
- Testimonies for the Church*, E. G. White.
- Local Book and Bible House.
- Health Brochures (free), John Hancock Insurance Co., Boston, Mass.
- Health Heroes (free), Metropolitan Life Insurance Co., New York, N. Y.
- Health Plays, F. A. Owen Pub. Co., Dansville, N. Y.
- Health Series, Macmillan Co., New York, N. Y.
- The Grade Teacher*, Educational Pub. Corp., Darien, Conn.
- The Instructor*, F. A. Owen Pub. Co., Dansville, N. Y.
- Health*, Pacific Press, Mountain View, Calif.
- TEMPERANCE NUMBERS—
- Our Little Friend*, Pacific Press, Mountain View, Calif.
- Signs of the Times*, Pacific Press, Mountain View, Calif.
- Church Officers' Gazette*, Review and Herald, Takoma Park, D. C.
- Life and Health*, Review and Herald, Takoma Park, D. C.
- Youth's Instructor*, Review and Herald, Takoma Park, D. C.

MARION G. SEITZ,

*Educational Superintendent,
Georgia-Cumberland Conference*

School Lunches and Scholarship

THE Livingstone Intermediate School of the Salem (Oregon) church, has conducted a school lunch program for three years. The first two years a bowl of hot soup was served to supplement lunches brought from home. In the fall of 1943 the Home and School Association decided to take a forward step in the matter.

The existing program had many drawbacks. Cooking and serving facilities were inadequate, and many parents felt that since they must send part of the lunch from home, they might as well send it all. A careful survey revealed that many children ate hurried and inadequate breakfasts, and often the noon lunches were meager and poorly planned. Many times a child brought money and a request from the mother that he be permitted to get lunch in town. Usually such lunches were not what they should be.

In view of these facts, the Home and School Association voted to operate a full-scale school lunch program, assuring each child an appetizing and nourishing lunch at noon. To finance this undertaking, each pupil was charged a flat rate of \$2 a month. This was supplemented by a subsidy of nine cents a meal for each student.

A committee was appointed to make plans. The school children were given an afternoon off to pick snap beans, which the mothers canned in the community cannery, along with tomatoes and carrots—enough to last the entire school year. This was a real help. One mother was hired at a monthly salary to supervise the program and do the cooking. Part of the school basement was partitioned off for a dining room.

At mealtime the children passed a serving table where each received a plate lunch, a half-pint bottle of milk, and two slices of buttered bread. The plate lunch was varied from day to day to avoid monotony, yet planned to give a well-balanced meal.

The children appreciated this program and there were few, if any, complaints about the food. The success was largely

due to the capable matron, who liked young folks and knew how to get along with them. No provision was made to coddle capricious appetites. Each child was given his lunch with full assurance that it was just what he wanted. Healthy young appetites make any good food palatable.

As a result of this plan, the teachers are fully convinced that:

1. The health of the children was improved. The checkup by the conference nurse at the end of the school year showed more than average gain in weight for most of the children. Some boys gained as much as fifteen pounds.

2. Many problems of discipline solved themselves. Well-fed, healthy youngsters are far easier to deal with.

3. Every teacher noticed a definite improvement in scholarship, especially in those students who had previously been eating carelessly. There was no eating between meals, as no one was allowed to bring food or candy to school.

4. The program was a financial success. After all bills and wages were paid, there was a nice balance in the bank at the end of the year. An even better program is planned for the present school year.

Anyone planning to introduce such a program should first find a capable person to be in charge. Some have tried having different mothers take turns, but this has not proved satisfactory. Instead of trying to see how cheaply the meals could be provided, figure on the cost of good food properly prepared and served; then charge accordingly. Parents have long since learned that it costs money to put up lunches, and most of them are willing to pay well if the lunches served at school are adequate. As they see that "improved nutrition brings greater mental alertness," and that there is a definite relationship between health and scholarship, parents will co-operate.

BERT R. RITZ, *Principal,*
Livingstone Intermediate School

Health Evangelism Course

IN view of repeated explicit counsel in the writings of the Spirit of prophecy that pastors and evangelists are to play an active role in teaching health principles, it has long been felt that organized instruction in this field should be made available to these workers.

Such counsel as the following clearly indicates that religious leaders are to integrate the subject of health in their teaching and preaching: "In new fields no work is so successful as medical missionary work. If our ministers would work earnestly to obtain an education in medical missionary lines, they would be far better fitted to do the work Christ did as a medical missionary. By diligent study and practice, they can become so well acquainted with the principles of health reform, that wherever they go they will be a great blessing to the people they meet."¹ "The principles of health reform are found in the Word of God. The gospel of health is to be firmly linked with the ministry of the Word. It is the Lord's design that the restoring influence of health reform shall be a part of the last great effort to proclaim the gospel message."²

To afford ministers and Bible instructors an opportunity to study the balanced principles of health preservation, three years ago the Pacific Union Conference inaugurated a health evangelism course. Under the direction of Dr. H. W. Vollmer, union medical secretary, this course proved its worth as a practical, comprehensive study of health principles. It became apparent that the course should be made available to a wider circle of ministers and Bible instructors. The matter was considered at the 1943 Autumn Council and the following action taken: "*We recommend*, 1. That the special Health Evangelism Course for gospel workers, recently begun at Loma Linda, hereafter be conducted in two sections, under the joint auspices of the Medical and Educational Departments of the

General Conference and the Ministerial Association, with the co-operation of the College of Medical Evangelists and the Theological Seminary; the western section being offered at Loma Linda and the eastern section at the Seminary." With this authorization, the course of study was somewhat amplified to meet college requirements, so that seven semester hours' credit is given for the major subjects. This work was initially offered in the East during the nine weeks of the 1944 summer session at the Seminary.

This course is intended to acquaint the minister and Bible instructor with the fundamentals of healthful living as related to nutrition, applied personal hygiene, and physiology. A comprehensive study is made of simple hydrotherapeutic treatments, home care of the sick, healthful cookery, and the relation of recreation to personal health. The counsels of the Spirit of prophecy covering the various phases of healthful living were carefully integrated in each class. One Bible subject was chosen from the wide selection offered by the Seminary.

H. W. Vollmer shared with the writer the direction of this work, with the helpful collaboration of D. E. Rebok, president of the Seminary. They were assisted by leading representatives in the medical, nursing, and dietetic fields. In addition to the didactic classroom work, special lectures were given each day by prominent conference and medical workers.

It is hoped through this course to counteract extreme views and the teachings of faddists and to fit ministers and Bible instructors to take their rightful place at the forefront in effectively teaching health and physical fitness. Surely it is high time that a mighty impetus be given to revival and reformation in health lines in the advent church.

HAROLD M. WALTON, M. D.,
Secretary, General Conference
Medical Department

¹ *Medical Ministry*, p. 239.

² *Id.*, p. 259.

NEWS from the SCHOOLS

REGISTRARS HAVE BEEN CHANGED in four colleges, with Marie Anderson now serving at Union College, J. P. Stauffer at Pacific Union College, Ruby E. Lea at Southern Missionary College, and Letha Taylor at Southwestern Junior College.

L. N. HOLM steps into the vacancy left at Broadview Academy when D. V. Cowin became educational superintendent of the Michigan Conference.

HAWAIIAN MISSION ACADEMY names two new faculty members: Mildred Shannon and Audra Wood, the latter in the music department.

THE THEOLOGICAL SEMINARY, at its second graduation exercises, August 23, conferred the degree of Master of Arts on the following: P. C. Heubach, Bible department, La Sierra College; P. C. Jarnes, dean of men, Union College; A. V. Wallenkampf, Bible teacher, Sheyenne River Academy; F. A. Moran, Bible instructor and chaplain, Loma Linda Sanitarium; R. J. Hammond, principal, Boston Temple Academy.

J. P. LAWRENCE is principal at Mount Vernon Academy, succeeding C. C. Morris, who is now secretary-treasurer of West Pennsylvania Conference.

H. H. MORSE has taken up his new duties as dean of men at Washington Missionary College.

LA SIERRA COLLEGE lists new staff members: Harold B. Hannum, head of the music department, assisted by Edna Farnsworth and Sophie Andross; Alice Babcock, associate instructor in English; Irene Ortner, professor of commerce; Myra B. Kite, instructor in elementary education; J. C. Haussler, assistant professor of religion; Lloyd Deans, professor of biological science; A. C. Madsen, Bible instructor.

MORE THAN THIRTY COLLEGE BIBLE AND HISTORY TEACHERS met in council at Washington, D. C., from August 23 to September 4. Most of the time was spent in group study pertaining to specific problems in each field, and all returned to their tasks appreciative of the fellowship and help afforded.

TWO JUNIOR COLLEGES are advanced to senior rating as school opens this fall. La Sierra College, Arlington, California, and Southern Missionary College, Collegedale, Tennessee, are welcomed to their new status.

RECENT REORGANIZATION of college boards provides a personnel which serves both Pacific Union College and La Sierra College.

A 212-ACRE FARM has recently been added to Walla Walla College. This will provide suitable pasture land for the growing dairy and give work to more young people.

NEW FEATURES AT MOUNT ELLIS ACADEMY are a machine shop and woodshop, which will provide both work and training, and a freezing unit to care for food.

WALLA WALLA COLLEGE has opened its beautiful new \$100,000 library, which had been nearly three years in building. With approximately 22,000 volumes, and 300 magazine subscriptions, ample provision has been made for future growth. The college seal in color appears in the center of the lobby floor. Mrs. Mollie Sittner is librarian.

A WELL-PLANNED SPEECH STUDIO at Walla Walla College has been constructed in the space formerly occupied by the library.

W. R. EMMERSON is the new principal at Mount Ellis Academy.

LORENA WILCOX is the new director of elementary teacher training at Southwestern Junior College.

NEW TEACHERS at Emmanuel Missionary College are W. I. Smith, dean; F. W. Avery, instructor in voice theory, directing, and choral singing; L. H. Jensen, associate professor in chemistry; T. R. Larimore, assistant business manager.

THREE SUMMER SCHOOLS were conducted contemporaneously during the past summer at Emmanuel Missionary College, a session of ten weeks for teachers, a session of twelve weeks for secondary students, and one of fourteen weeks for accelerated pre-medical students, ministerial students, and others. The enrollment totaled 242.

THE SENIOR CAMBRIDGE (or School Certificate) examination is taken by perhaps 25,000 students in India annually. Each student must sit for examination in at least five subjects. The relatively small number who satisfactorily pass this examination receive certificates indicating that they have completed high school work. Eleven of the twelve students sent up by the Vincent Hill School and Junior College passed the Senior examination, four of them receiving "first-grade passes," which are secured by a very small percentage of those who appear. Four students passed the Junior Cambridge examination, which is given at the end of the tenth grade.

EVERETT N. DICK, dean of Union College and head of the history department, has resigned his deanship and been granted leave from his teaching duties, having received an award enabling him to write another book on frontier history. E. Malcolm Hause will be acting head of the department. Robert Woods, recently released by the Government after twenty-seven months of teaching at Harvard, will return to Union as acting dean. Further faculty changes are: Adrian R. M. Lauritzen heads the music department; Sylvia Simon directs the boarding hall; Mrs. Anne Dunn heads the department of home economics.

CANADIAN JUNIOR COLLEGE operates a farm of approximately 1,500 acres, has the second largest barn in Alberta, is milking seventy-five cows, and ranges about two hundred head of cattle. Around 600 tons of hay was cut and about 12,000 bushels of grain threshed this summer. The past school year the farm has realized \$20,000 from milk and cattle sold.

THE SUMMER SESSION of Union College, under the direction of I. F. Blue, was the largest in history. Two hundred and forty-three college and twenty-five academic students were enrolled. The summer session was divided into four- and eight-week periods.

JOSEPH FALLON, assistant professor of biology at Pacific Union College, received the degree of Master of Public Health from the Massachusetts Institute of Technology.

THE SUMMER SESSION of Pacific Union College, under the direction of G. F. Wolfkill, enrolled 344 college and 49 preparatory school students. Guest instructors were H. M. Tippet of Emmanuel Missionary College and D. Lois Burnett of the General Conference Medical Department.

1944 MARKS THE TWENTY-FIFTH ANNIVERSARY of the West Indian Training College, and this is also their banner year in attendance. The industries are thriving and the Lord is blessing this institution.

F. W. BIBER has joined the staff of Oshawa Missionary College to head the Bible department.

A FAREWELL WAS HELD at Pacific Union College June 1 for teachers with service records as follows: A. C. White, seventeen years instructor in machine shop practice; J. M. Peterson, sixteen years professor in the departments of English and German; Alice Babcock, fourteen years English teacher in the preparatory school; I. C. Emmerson, six years manager of college store; Gladys Manchester Walin, six years teacher of voice; Myrtle Maxwell, five years head of normal training department; Blooma Woodard, two years member of medical staff; Mrs. Glenice Fuller, two years teacher of piano; R. M. Cossentine, two years teacher of Chinese.

NOAH E. PAULIN, after thirty years of consecutive teaching at Pacific Union College, now becomes professor emeritus.

PAULINE YOUNG, of the Portland Sanitarium and Hospital, has joined the staff of Walla Walla College to teach anatomy, physiology, and specialized classes leading to the Bachelor of Science degree in Nursing Education.

CLASSES OF THE SUMMER SESSION at Emmanuel Missionary College were dismissed the afternoon of August 24 in order that the students might pick tomatoes. In approximately two hours some fifty young men and women picked eight tons of tomatoes. Thus a crop that might otherwise have spoiled was promptly saved. Incidentally, the college has sold tomatoes to the value of more than \$5,000 from a six-acre tract.

PACIFIC UNION COLLEGE lists new staff members: Alice Wentworth, assistant dean of women; F. W. Schnepfer, business manager; Anna L. Blackney, librarian; Maxine Hunt, physical education for women; Harold A. Miller, head of music department; Alice Nielsen, director of elementary education; Esther Ambs, head of home economics; Mrs. Leona Burman, English in preparatory school; Helen Merriam, college French and English; Ethel J. Walder, director of pre-nursing education; R. K. Boyd, business administration; John Bower, Jr., manager, college store; Eileen Kier, business office cashier.

MRS. M. W. NEWTON, a veteran teacher, died at Pacific Union College, April 23, 1944.

CONSTRUCTION OF A NEW SCIENCE BUILDING at Union College has been approved by the War Production Board. Located on the southwest corner of the college campus facing the library, the three-story building will be fireproof, and will house the physics, chemistry, and biology departments.

Now Learn a Parable

Continued from page 6

neglect and labored zealously to redeem the wasted time. And he led his colt forth, and made him to toil in his fields, together with his beloved horse. And he gloried in the strength of his colt. Nevertheless he did acknowledge that had he given attention to the early training of this colt at the hands of his own trusted servants, his colt would have been more easily trained in the right way, and would not have required to be broken of the wrong habits which he had acquired while disporting himself with the colts in Neighbor World's pasture. Moreover, he did perceive that had he done thus, he might long ere this have enjoyed the pleasure and received the benefit of his colt's youthful service.

Yet often did the farmer give thanks unto his God that his eyes had been opened by the vision before it was too late, while he still could rescue his colt from the evil influences at the home of Mr. World.

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From Arithmetic to Algebra

Continued from page 9

illustrated and solved by the technique of cross multiplication. The form $a:b::c:d$ uses signs of operation not extensively used elsewhere, whereas the fractional notation ties in with other fraction problems in algebra.

Many members of algebra classes profess never to have learned how to extract square root; but whether or not they learn how to extract square root while in arithmetic class, it is important that they learn what a square root is. In the minds of many the directions "square" a number and "take the square root of" a number mean much the same thing. They may have a vague idea that in one case the number gets larger and in the other case it gets smaller, but they do not understand the principles involved. When the teacher states that the square root of $1/4$ is $1/2$, while the square root of four is two, they are hopelessly confused.

A geometric approach frequently proves salutary and besides is an end in itself. For instance, the ideas of linear and square measure, length and area, tie in very well with this matter of the square and the square root. It might also prove helpful if the teacher would point out that the square of a number less than one is smaller than the number squared, the square of one is one, and the square of a number larger than one is larger than the number which is squared.

The student would be benefited materially in connection with his study of fractions in algebra if he could continue to use the same forms that he used in arithmetic. The accompanying form quite generally taught is subject to several criticisms and could well be replaced by a horizontal form similar to that used in multiplication or division and corresponding to that which will be used in algebra.

	12
$1/4$	3
$2/3$	8
	11

This does not correspond to the algebraic

form, and it contributes to the pupil's confusion regarding the location of the numerator and denominator, for here the lowest common denominator appears at the top and the numerator appears at the bottom. How can the pupil who uses such a notation understand that he is changing the original fractions into equivalent fractions with the common denominator? The accompanying notation for the solution would be acceptable.

$$\frac{1/4 + 2/3}{3/12 + 8/12} = 11/12$$

While speaking of fractions we might mention that pupils do not seem to be sufficiently impressed with the fact that *of* means multiply and not divide. Three fourths of twelve means $3/4$ times 12 and not 12 divided by $3/4$.

The writer is inclined to agree with other mathematics teachers that the introduction of algebra in the upper elementary grades is undesirable.² It is felt that arithmetic in these grades can be enriched to better advantage by other topics than algebra.³ The algebra teacher has a specific sequence of topics through which he proceeds in the logical development of his subject. For instance, he may prefer to postpone instruction on transposition until the students have been given a clear understanding of the principles involved through application of the fundamental axioms of addition and subtraction. The teacher is frequently thwarted in this by a few pupils who have already been introduced to the technique of transposition, even though they do not have even a hazy idea of why the process works as it does.

It is not claimed that this is by any means an exhaustive presentation of the topic. However, it is hoped that it will prove sufficiently challenging to stimulate others to action on this desirable project of co-ordinating arithmetic and algebra instruction.

¹ Taylor, E. H., "Mathematics for a Four-Year Course for Teachers in the Elementary School," *School Science and Mathematics*, May, 1938, pp. 499-503.

² Nygaard, P. H., "Co-ordination of Elementary Arithmetic Teaching With the Methods of High School Mathematics," *School Science and Mathematics*, April, 1938, pp. 370-375.

³ Glazier, Harriet E., "Resourcefulness in Teaching the New Arithmetic," *School Science and Mathematics*, November, 1940, pp. 777-779.

Fifteen Popular Books*

THE FBI IN PEACE AND WAR. *By Frederick L. Collins*, 297 pp. New York: Putnam. 1943. \$3.

Description of cases handled by the FBI in its stupendous job of protecting American citizens. Written by one who has worked closely with the bureau during recent years, this entertaining and educational book includes a brief history of the bureau and a biography of J. Edgar Hoover.

PACK UP YOUR TROUBLES. *By Frank Alden Russell* (Ted Malone, Pseud.). 289 pp. New York: McGraw-Hill. 1942. \$2.

A collection of poems selected from half a million favorites sent to Ted Malone by his radio audience. They are poems that have influenced people to make important decisions, inspired readers, lightened their troubles, strengthened their philosophies.

† AND THEY SHALL WALK. *By Elizabeth Kenny and Martha Ostenso*. 281 pp. New York: Dodd, Mead. 1943. \$3.

The life story of the "spunky, persistent nurse from nowhere" who has revolutionized the treatment of that most dreaded disease, poliomyelitis. Struggling against the opposition of the medical profession for thirty years, Miss Kenny has lived to see her work recognized and the Elizabeth Kenny Institute established in Minneapolis.

NORTHERN NURSE. *By Elliott Merrick*. 311 pp. New York: Scribner's. 1942. \$2.75.

Tired of a soft nursing job in Paris, this Australian nurse signed up for two years' service with a Grenfell hospital in Labrador. Her activities in the role of doctor, dentist, nurse, surgeon, dressmaker, book-keeper, and church soloist are charmingly told by her schoolteacher husband.

THEY SHALL NOT SLEEP. *By Leland Stowe*. 399 pp. New York: Knopf. 1944. \$3.

Provocative and moving, this is more than a war travelogue. Based on Mr. Stowe's observations as a correspondent in Burma, India, China, and Russia from July, 1941, to December, 1942, it exposes startling conditions in Allied countries that threaten peace and democracy.

GOD IS MY CO-PILOT. *By Robert L. Scott*. 277 pp. New York: Scribner's. 1943. \$2.50.

Personal narratives of an American Army pilot's experiences in flying against the Japs over Burma. Pecked out with two fingers on a portable typewriter, these stories of adventure, resourcefulness, and courage make exciting reading. Misleading title.

MORE SERMONS IN STORIES. *By William L. Stidger*. 152 pp. Nashville, Tennessee: Abingdon-Cokesbury. 1944. \$1.50.

Brief, streamlined stories of heroic and sacrificial actions which have lifted the lives of simple people to a higher plane. Collected from the world over, they offer invaluable illustrative material for the public speaker, the teacher, and the minister. Good subject index.

I WANTED TO SEE. *By Borghild Margaretha Dahl*. 210 pp. New York: Macmillan. 1944. \$2.

The inspiring autobiography of a woman who, in spite of almost total blindness, succeeded in earning a Master's degree and in teaching successfully for twenty-five years. A challenge to those who are blessed with normality, and an encouragement to the physically handicapped.

I DARE YOU! *By William H. Danforth*. 134 pp. St. Louis: Privately printed by I Dare You Company, 835 Checkerboard Square. 1942. \$1.25.

A stimulating challenge to every red-blooded youth who desires to make his life worth while. Mr. Danforth, a successful businessman, *dares you* to be strong physically, to think creatively, to develop a magnetic personality, to build character, to share with others.

UNDER COVER. *By Arthur Derounian*. 544 pp. New York: Dutton. 1943. \$3.50.

An important though not easily read book warning against native Fascism that threatens America. It is best described by its subtitle: My four years in the Nazi underworld of America—The amazing revelation of how Axis agents and enemies within plot to destroy the United States.

ARLENE MARKS, *Acting Librarian,*
Emmanuel Missionary College

* Upon request, school librarians list certain books as most-called-for. These may prove of interest to others.—Ed.

† Also submitted with Union College list.

I MARRIED ADVENTURE. *By Osa Johnson.*
376 pp. Garden City, New York: Halcyon House. 1940. \$3.50.

A book of travel, adventure, animals, photography, and people—all in simple, readable style, full of humor and interest. A story of the Johnsons' experiences in the South Seas, Borneo, and Africa.

LIFE BEGINS WITH GOD. *By Merlin L. Neff.*
192 pp. Mountain View, California: Pacific Press Association. 1941. \$1.50.

A clear, straightforward discussion of the religious convictions, attitudes, and reactions of American youth today. The author, himself a young man who understands young people, presents the formula for true happiness and a noble character.

TED MALONE'S SCRAPBOOK. *By Frank Alden Russell.* 363 pp. Camden, New Jersey: Bookmark Press. 1941. \$2.

Those who are familiar with the radio program "Between the Bookends" will recognize in this collection the unique introduction to each poem which is so characteristic of Ted Malone [pseud.]. These selections carry special interest to poetry lovers.

THE REPUBLIC. *By Charles A. Beard.*
365 pp. New York: The Viking Press. 1943. \$3.

A historian presents in conversations or symposium a commentary on American constitutional law and history. Learned and scholarly, yet readable, stimulating, informative, and interesting. The reader who begins will want to finish the book.

WHO WALK ALONE. *By Perry Burgess.*
308 pp. New York: Henry Holt & Co. 1940. \$2.75.

A narrative of the courage, gallantry, suffering, and triumph of an American ex-soldier who, upon contracting leprosy, goes to the leper colony in the Philippines, where he lives an isolated life.

BURMA SURGEON. *By Gordon S. Seagrave.*
295 pp. New York: W. W. Norton and Co. 1943. \$3.

The American medical missionary who accompanied General Stilwell on his retreat from Burma to India, vividly describes his adventures in peace and war. Here is manifested courage and fortitude in times of stress and strain.

PASSPORT TO TREASON. *By Alan Hynd.*
306 pp. New York: Robert M. McBride and Co. 1943. \$3.

A most exciting and enlightening story of the work of spies in America from 1939-1943; presented in a comprehensive picture.

HOW TO WIN FRIENDS AND INFLUENCE PEOPLE. *By Dale Carnegie.* 312 pp. New York: Simon and Schuster. 1937. \$1.96.

The author stresses genuine interest in others as an important factor in a pleasing personality. Many illuminating examples of famous persons' success and failure in daily contacts with others.

ONE WORLD. *By Wendell L. Wilkie.*
295 pp. New York: Simon and Schuster. 1943. \$2.

Based on the author's world tour in 1942, this book is not only a travelogue but also a view of peoples of other continents—with a plea for unity and understanding.

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Through the Eyes of the Dean

Continued from page 13

Great is the responsibility resting on the school home worker to teach respect for the human body as "the temple of the Holy Ghost," and to instill correct health principles that will promote healthy bodies in which healthy minds and souls may dwell. The laws governing health are truly the laws of God, and students should come to regard their observance not as a sacrifice but as a privilege.

7. Guarding standards of association—guiding students in forming friendships.

Associations and friendships formed in youth will influence the whole life. The exercise of Christian sociability is too much neglected by God's people, and this neglect makes it difficult for youth to win souls to Christ. Interest, tact, sympathy, kindness, graciousness, and humility, should be developed through proper associations.

Every dean of girls might well adopt—

A PRAYER FOR EVERY DAY

Make me too brave to lie or be unkind.
Make me too understanding, too, to mind
The little hurts companions give, and
friends,

The careless hurts that no one quite intends.

Make me too thoughtful to hurt others so.
Help me to know

The inmost hearts of those for whom I care,
Their secret wishes, all the loads they bear,
That I may add my courage to their own.
May I make lonely folks feel less alone
And happy ones a little happier yet.

May I not forget
What ought to be recalled, each kindly
thing,

Forgetting what might sting.

To all upon my way

Day after day

Let me be joy, be hope! Let my life sing!

—Mary Carolyn Davies.

¹ *Ministry of Healing*, p. 395.

² *Fundamentals of Christian Education*, p. 113.

³ *Testimonies*, Vol. V, p. 199.

⁴ *The Great Controversy*, p. 525.

⁵ *Life Sketches of Ellen G. White*, p. 196.

⁶ *Education*, p. 124.

⁷ *Testimonies*, Vol. II, p. 133.

⁸ *School Home Manual*, p. 172.

⁹ *Education*, p. 195.

School Industries

Continued from page 15

have made materials available to keep about eighty boys and a number of girls employed while attending the academy. In spite of the extremely high wages paid in defense work in that area, few of the students working in the school shop could have attended an Adventist school last year without the help of this work.

From the beginning of Seventh-day Adventist schoolwork, industries have been the gate of opportunity to thousands of young people who could pay but a portion of their school expenses.

Through the depression years, which may soon be repeated, industries were a real financial strength to the schools. In fact, without them many schools would have been forced to close their doors during those years. Board members, faculty, parents, and students were grateful for the industries and often prayed for their success. Work in a school industry was the only hope for hundreds to associate with other Adventist youth in securing a Christian education, sometimes even the only hope of employment. These industries are ordained of God.

School industries are needed today regardless of high wages, abundance of work, and ready cash. All need this work experience as much as ever. It is true that students work fewer hours than formerly; yet at least seventy-five per cent need to earn a portion of their expenses. Moreover, young people who stay out of school to earn big wages rarely have much of the big wages left when they return to school. Following the peace, these youth will be asked, not "What work have you done and how much have you earned?" but "What education have you had? What are you trained to do?" It is patriotic these days to stay in school until God or country shall call to service; until then let the school industries help the youth to stay in school and thus be better prepared to meet the difficult situation which, without doubt, will follow the war. Parents and teachers can do much to keep the eyes of youth on the goal of preparing themselves now for a place in the Lord's work.



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*Associate Secretary of General
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Who Is Sufficient?

Continued from page 14

stabilizing influence to hold them to the course upon which they have entered. With others it may be found that an earlier decision was not based upon an intelligent knowledge of the student's own abilities and limitations. In some instances a rude awakening has brought despair with the possibility of disaster in the life. Other fields of service, just as important, may be open to this student, but he needs wise and sympathetic understanding. The dean of men who by love and personal interest has gained his confidence may rightfully be the one to whom such a student will turn. By prayer and careful direction many a student has been brought happily through such an experience and has found his place in preparation and later in actual service in the cause of God.

Another very real problem which confronts the student in college is that of association with the opposite sex, which leads to one of life's most important decisions. It is a mistake to conclude that all youth wish to be absolutely independent in these matters. The secrecy and apparent independence of some is not due to their own desires, but rather to their inability to find older persons in whom they feel free to confide. Much tact and wisdom is needed, and this is no place for the expression of curiosity or personal opinions. If the youth have a thorough understanding of the basic principles of Christian ideals and conduct, they will make the application to their own situations. Undoubtedly some unfortunate experiences resulting in blasted hopes might have been avoided had counselors to youth been more approachable and entered sympathetically into their problems.

Among the dean's chief responsibilities are the disciplinary problems. Undesirable and vexing as these may be, they present precious opportunities for assistance to those who need it most. Without compromising with wrongdoing, it is possible in most instances to retain the offender's good will and to point him to the Saviour, thus

helping him to meet a crisis in his life. Disapproval of wrongdoing, but unmistakable love for the wrongdoer, is an ideal toward which to strive. There have been instances in which such experiences drew student and dean together in life-long friendship.

There is open just now a special field of opportunity. Thousands of our youth have been called into the service of their country. When the war is over, boys who have been interrupted in their plans will put aside their uniforms. Many of them should then return to college to prepare for a place in the service of God. A young man recently wrote: "I took part in the invasion of France. My duties were hectic, especially on D-Day. I have seen some horrible things. We all prayed and knew that you were praying. . . . It is good to hear everything is going so well at the college. When this war is over I plan on returning to those competent Christian teachers—they are the world's best." Who better than the dean can help to keep alive their devotion to God and their interest in Christian education?

These are a few of the many possibilities for helping and serving youth in the capacity of a dean of men. There can be no greater opportunity to influence lives and mold character. "Who is sufficient for these things?" The task must be undertaken with a humble recognition of one's own weakness, yet with an unquestioning confidence in God's ability to work through humanity.

The JOURNAL of TRUE Education

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