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INTO THE SECOND CENTURY—An Editorial

THE past, studied in an attitude of detachment but with understanding charity, can reveal the origin of doctrine, the cost of progress, the reward for sacrifice, and the location of achievement. Human history is too crowded with misdeeds and misfortunes for anyone who reads it rightly to put much confidence in man or in his best-laid plans, but inspiration for greater deeds and humility for more devout lives can be found as students review bygone incidents.

The first century of the Christian church was a period of great faith and heroic deeds. Then life and doctrine were pure, and conquests were spiritual and glorious. From the great Teacher men learned to exercise faith, to love their neighbors, and to perform works of righteousness. Under His inspiration and instruction the foundations of the church were laid. The shape of things to come was determined. In later centuries when heresies in doctrine and corruption of life appeared, men pointed again to the apostolic church as the pattern for all time.

The Seventh-day Adventist Church has, with the passing of the anniversary of an incident of striking significance, entered the second century of its development. Not centuries but a quick work lies ahead. The church must not lose time straining out the gnats of petty differences of opinion, or waste energy trying to assimilate the camels of undigestible nonessentials. Wise is the man who, like the pioneers, can discern an important and great cause, attach himself to it, and spend his life energies in its building.

The schools of the church pass in this month the seventieth anniversary of the

opening of Battle Creek College. There the pattern of Christian education began to unfold. Its beauty and symmetry, its value to the church, can hardly be overstated. The schools have been a treasure house wherein workers have been found for every activity of the church. Abroad they have supported the missions endeavor by fashioning the children and youth after a great pattern. There and in the homeland students have found inspiration for gospel work, loyalty to essential doctrine, preparation for the life activity of their choice, and devotion to the highest principles of character.

The way ahead for the schools seems clear. An examination of the guiding principles may be made, but only to acquaint the youth more fully with them and to find great assurance in their certainty and genuineness. Personal resources and denominational facilities will be adjusted to the grand objectives of the church. The youth will be taught to keep their eyes on the pattern, not on the past or on the bright prospects of the future. They will be trained to advance into new territory, to conquer it and occupy it for Christ, and to develop its spiritual resources for God.

As they enter this second century the schools accept anew the charge long ago given to them. They are determined to place the emphasis rightly, to catch the stride of the founding pioneers, to set as their first objective the development of genuine Christian character, to teach the abiding, eternal principles, to evaluate rightly the times and the issues facing the youth of today, to lift the students' eyes to the overripe harvest fields, and to prepare them for a quick work in finishing the gospel task.

"This One Thing I Do"

Raymond F. Cottrell

INSTRUCTOR IN BIBLE,
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YOUTH is the age of great decisions, the time of character crystallization. It is a time when life is real and earnest, and apathetic indeed must be the teacher who is oblivious to his privilege of making conquests for Christ. Satan has no more effective spiritual saboteur than the academy Bible teacher who is not positively, dynamically the comrade and leader of his students.

A Bible teacher may be defined as one who instructs classes for a living—and he must do it effectively—but whose business is to live with and for youth. Six factors are essential to his success in this business: a vision of the Master, devotion to the task, affection for and confidence in youth, companionship, and leadership.

The divinely appointed Bible teacher is as surely called to his work as is the gospel evangelist, and having once heard the call he can never afford to be disobedient to the heavenly vision. He must magnify his office and fill it with noble determination: Woe is me if I teach not the gospel! "The salvation of our pupils is the highest interest entrusted to the God-fearing teacher," states the inspired messenger; and again, "Eternal interest should be the great theme of teachers and students."¹ The transcendent objective, then, is to awaken in youthful hearts a desire to reach God's ideal.

Though the Bible teacher will always find some students waiting to be led to Christ, others must first be given a vision of Him and what He can be to them. Then all need to be taught by precept and example how to grow up into men and women in Christ. An experimental knowledge of righteousness by faith and

of sanctification are vitally necessary to the accomplishment of this objective.

Since no spiritual interest can accrue where there has been no soul investment, the Bible teacher who would succeed must willingly devote his whole being to the interests and problems of youth. He is not his own; he has been bought with a price by the Master Teacher. God has called him to a task, and he must permit no other voice to call him from it. Devotion will lead him to do "this one thing" profoundly well, rather than to dabble in several other good, but less vital, pursuits. Let him feel that he is doing God's work, that God is working through him, and he will have power for winning souls.

The teacher's "own heart should be richly imbued with love for his pupils, which will be seen in his looks, words, and acts."² In the annals of heaven it should be recorded that he has personally adopted his group of youth into the great household of faith as his own younger brothers and sisters. Such a teacher will permit no task of his own—even professional duties of undeniable importance—to take precedence over his students' claims upon him as elder brother.

Sincere affection bears interest in the form of confidence; which, nevertheless, must be mutual. Assume that every youth in the school-community wants in his inmost heart to do right, and wants to get to heaven. Apparent indifference is almost always a psychological compensation for not knowing how to make a success of the Christian life. "Let the teacher gain the confidence of the tempted one, and by recognizing and

developing the good in his character, he can, in many cases, correct the evil without calling attention to it."³ The Bible teacher's business thus becomes primarily that of assisting the youth to achieve the desire of his own heart. He is not on one side of the gospel fence trying to persuade the student to come over where he is. Both are on the same side and headed in the same direction.

"The best way to understand human nature is to be friendly toward people," said Henry Ford. Indeed, the hours and minutes invested in youth will prove to have worth beyond calculation. "The true teacher can impart to his pupils few gifts so valuable as the gift of his own companionship. It is true of men and women, and how much more of youth and children, that only as we come in touch through sympathy can we understand them; and we need to understand in order most effectively to benefit."⁴

In any companionship one is the leader, and it is the Bible teacher's privileged obligation to take this place. A leader may be defined as one who knows the way, who keeps ahead, and who inspires others to follow. He endeavors to light the way and cannot afford to carry his light in a smoky lantern. The Bible teacher is a modern living version of the Word of God, read daily by his pupils. He will do well to ask himself frequently if his "version" needs revision. "Only that which is entirely true in one's own life will have the power to change others," is a fact well stated by Confucius.

A leader will make a hobby of learning to know and like people, and how to please and serve them. Manifestly, the time to serve people is when they feel the need of service. Plato observed, "This, too, is evident, that a thing comes to nought when we let slip the right time for doing it." There are, therefore, two procedures which the Bible teacher must

follow to the point of perfection: He must cultivate the ability to see opportunities, and then habitually seize them, remembering that he will be required to give an account someday. Someone's eternal destiny may hang precariously on a fleeting moment when the stage is set for action. The true leader, therefore, is always accessible—he always has time for one who needs him.

Every personal contact should mean advancement for the student. Impress the fact that all life's problems may be solved when they are brought to God, and that the darkest lives are those which have no window opening toward heaven. But let the teacher remember that while it is true that the rays of the Sun of Righteousness will not strike a light in any life until brought into focus at the foot of the cross, it is equally true that effective decisions cannot be achieved under pressure. Assistance is valuable up to the point of decision, but there the student must take the critical step, and do so consciously and purposefully. The act then becomes something he himself has done, intelligently and voluntarily. The exercise of initiative is of profound significance in character formation.

Effective spiritual leadership for academy youth requires that the Bible teacher conscientiously cultivate these qualities of vision, devotion, affection, confidence, companionship, and leadership. An ancient Sanskrit proverb says, "Yesterday is but a dream, and tomorrow is only a vision; but today, well-lived, makes every yesterday a dream of happiness and every tomorrow a vision of hope." It is the Bible teacher's privilege and responsibility to make possible to his youthful associates just such dreams and visions.

¹ E. G. White, *Fundamentals of Christian Education*, pp. 117, 436.

² *Id.*, p. 19.

³ E. G. White, *Education*, p. 294.

⁴ *Id.*, p. 212.

Development of Good Study Habits

Paul Ford

INSTRUCTOR IN MATHEMATICS,
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IN these days of changing educational standards, accelerated programs, large classes, and grading by the "normal curve," teachers do well to check on themselves from time to time to see whether they really require study of their students. The average individual who attends classes studies little more than is required to get the grade with which he is satisfied. Young folks are quick to discern whether they need to study for any particular class.

Only by study and guidance in study will students develop good study habits. Neither can be safely overlooked. No one has ever learned out of the water to be a good swimmer, and few without some guidance while putting forth effort in the water. Practice and guidance go hand in hand. Just so, if students are to develop good study habits, teachers should see to it that study is required.

A teacher is badly mistaken if he thinks the average student in academy grades needs to do very much if any studying to pass a standardized test in the subject at the close of the year. Many A and B students could have passed such a test the first day, while others can absorb from class enough to pass at the close of the year. In the light of these facts teachers need to give careful thought to their lesson assignments. These should not be so easy as to require no effort to master, or so hard as to discourage the poorer pupils. To develop good study habits students should first feel a need of study, and second, realize that proper study will bring results. They should early discover that while daily work does not count everything, it does materially af-

fect the grade at the close of the period.

Clear, definite, reasonable assignments, which pupils know they are expected to master, will encourage the development of proper study habits. When an assignment is made for a particular day, seldom should that day pass without the assignment's being covered. Students who do not have their lessons should not be allowed to bring in unrelated discussions to sidetrack the teacher.

Too many young people feel that study is old-fashioned and only for those who know no better. A failure or a poor grade will often rouse such to study when nothing else will. On the other hand, nothing will do more to militate against a good study program than giving a passing grade to a student who does not deserve it, for fear of losing one's job or of what someone will say. Once a pupil learns that study is necessary in any particular class, the battle is half won.

However, training pupils to study cannot be accomplished by simply asking or exhorting them to study; nor by admonishing them to improve their habits of study. The development of proper study habits must be considered by the teacher to be as important as any other outcome of teaching. Time must be devoted to instruction in the best methods of studying a particular subject, and practice in such methods must be given. In other words, the teacher must give much time, thought, and energy to teaching pupils how to study effectively. He may often find it necessary or advisable to give some pupils individual help both in class and out of class. However, he should be careful not to give too much



help, but to guide the students in their thinking.

Students should be encouraged, as far as possible, to study independently. Very few have the same grasp of any subject; hence, if studying together, one soon becomes the leader and the others follow his suggestions. In all teaching one needs to be constantly alert to individual differences, since what may be best in one case may be far from the best in another.

Frequent tests which count heavily toward the period grades will stimulate most students to study. For freshmen these tests should not come oftener than once a week, while once in three weeks is sufficient for upper classmen. These tests should include fundamental facts covered since the latest examination, which students should remember as a basis for future work. They should also be stiff enough so that few who have not studied will pass, and even the best cannot make an A if they have not studied.

A teacher should be considerate in marking those who find their schoolwork difficult but are really trying. He should watch for opportunities to encourage such. On the other hand, he must be careful not to give too high markings to those who learn with little effort or to those who get what they get only by absorption from class discussion and cramming for examination. If this recommendation is carefully followed, most pupils will soon be putting forth real effort to prepare their lessons. The teacher is then in position to give them better guidance.

In addition there are those who are capable of superior work, but who have somehow slipped along without exerting themselves, and who expect to continue doing so, regardless. The teacher should early discover such and have a private talk with each, doing his best to secure co-operation. If he is unsuccessful in this he should use more drastic means. If after the teacher has privately and otherwise given counsel and warning a

student repeatedly comes to class without having made an effort to prepare his lesson, then it is time to make him uncomfortable, even to the extent of sending him from class until he co-operates.

The Christian teacher owes it to his pupils to make cheating difficult, and above all, to impress the fact that it does not help or pay in the end. The writer knew one academy teacher who would pass out standardized tests to students seated close together, and then pay no attention to those who copied from others sitting near. Such is very unfortunate. Nothing will more quickly cause a good student to lose interest in studying than to discover that there are those who by dishonesty are getting grades as good as or better than he.

There should be order, discipline, and attention in class. A student who will not behave and pay attention in class will not study outside of class. Let students sit where they like, so long as they behave and give attention. No one will ever develop into a good student who does not learn some degree of concentration. An ideal place to practice this is in class. It is unfortunate for teachers to try to teach while some students are whispering, writing notes, or doing other things rather than giving attention to the business of the class.

Not every student will respond and develop good study habits. This should not discourage the teacher. Even Christ, the Master Teacher, lost one in twelve.

Students should be encouraged to underline passages, but not too much; and to make note of points which are not clear to them after careful study. They should be encouraged to bring such questions to class for discussion.

In other words, if the teacher is to develop good study habits in his pupils, he must first require study, and, second, by careful guidance, inspire them with confidence in their own ability, thus leading them as far as possible to discover the solution to their own problems.

Vocational Guidance in Secondary Schools

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THE term "vocational guidance" came into use around the turn of the century. In 1901 Frank Parsons conceived a plan to give that service to the people of Boston, contributing his services to the venture which was first known as the Breadwinners' College. This later developed into the Vocation Bureau of Boston which was formally opened on January 13, 1908, on the premises of the Civic Service House. On May 1, Mr. Parsons made his first and only report to the Executive Committee on the work of the bureau. He died September 26, 1908.

Mr. Parson's counsel was based on the following principles:¹

1. It is better to choose a vocation than merely to hunt a job.
2. No one should choose a vocation without thorough, honest self-analysis, under guidance.
3. The putting down on paper of self-analysis is of supreme importance.
4. The advice of those who have made a careful study of men, vocations, and the conditions of success, is better and safer for youth than the absence of it.
5. Youth should survey the field of vocations, and not simply drop into a convenient or accidental position.

Alert educators have long realized the good that could come from guidance, and have enlarged its meaning to include guidance in all activities of life. The guidance-minded school administrator examines the physical plant to make sure that the equipment is modern, sufficient, and so arranged as to offer opportunities for growth. He thinks of the whole

school plant in terms of community needs, and adjusts the curricula to serve its interests. He selects a staff of workers whose talents will stimulate achievement and the reaching of worthy goals. Together they plan and equip a guidance program that helps the individual student to examine himself and his needs and to make the necessary adjustments.

Each teacher examines his particular field of work with individual student needs uppermost in mind. He does not teach mathematics or history as such; instead he endeavors to present his material in such a way that it will serve the student as a tool in building his life.

The critical years of youth come during the academy age, at which time they need a haven of refuge, a place where a consistent Christian life is made the desirable way. The primary purpose of every teacher should be first and always to teach the truth, and by consistent living to make that truth so attractive that youth will be drawn by its power. This is guidance of the highest order, and is an integral part of Christian education.

The need for workers has been a strong factor in the establishment of denominational schools both here and in mission lands. This noble objective has held a prominent place as schools have been established and their facilities enlarged to care for the youth of the constituency. Christian education is an accepted necessity today. Are all the needs of the youth being met? In harmony with the objective of some earlier schools, only those were accepted as students who were thought to be good prospects for

meeting the needs of the organized work. Now all youth of the constituency above the eighth grade who meet certain character standards are accepted by the secondary schools. From this group the future workers will be selected and given further training.

The writer recently made a survey of the records of those who were students of Auburn Academy during the years 1927 to 1930. It was found that only half of those enrolled were graduated, and of those who were graduated only half went on to gain a professional education and enter the organized work, either directly or indirectly. From this it will be seen that seventy-five per cent of those enrolled during these years are in nonprofessional activities today. Did Auburn Academy contribute as much to the vocational life of this larger group as to the fewer who chose professions? or was the major emphasis placed on the smaller group? It is right and proper that the needs of the work and the call of the hour should be magnified. However, it must be recognized that not all youth possess "five talents," and more interest should be manifested in those who have fewer talents. Ellen G. White points out that "God's plan of life has a place for every human being. Each is to improve his talents to the utmost; and faithfulness in doing this, be the gifts few or many, entitles one to honor."²

Much time and effort have been spent in providing preparatory courses. This effort has been well rewarded as the following survey by the writer will show. During the four years 1927 to 1930 Auburn Academy graduated ninety-one students. Today, 1944, five of these are doctors, eleven are nurses, five are gospel ministers, ten are teachers, six are in secretarial work, while five girls married doctors and four married ministers. Thus forty-six of the ninety-one are accounted for in the professions. The others found vocations in the work-a-day world.

Another survey was made of the vocational choices of Auburn Academy students during the school year of 1941-42. Of the two hundred four who filled out the questionnaire, one hundred seventeen were boys and eighty-seven were girls. Thirty per cent chose the medical profession as doctors or nurses; seven per cent, teaching; thirteen per cent, secretarial or business; three per cent, evangelistic work; twenty-seven per cent, miscellaneous; and twenty per cent were uncertain. The above surveys reveal that vocational guidance looking toward the professions is functioning well, with the exception that while the great need of the denomination is in the evangelistic field, the interest in this work is relatively small.

At the secondary teachers' convention held at Gladstone, Oregon, the writer was asked to review further the study presented, on the basis of familiarity with the students and the factors contributing to the choice of a vocation. The accompanying table has been set up to facilitate the drawing of some conclusions.

The I. Q. does not seem to be a factor of choice between the ministerial and medical vocations, since the average of those choosing the ministry is 111 and that of those choosing medical vocations is 112. The highest and lowest I. Q.'s of the entire group are found in those looking toward the ministry.

A correlation between the vocational choice and the measured vocational interest is revealed in the fact that five of the seven choosing the ministry have a high measured social service interest, and six of the seven choosing medical vocations have a high measured scientific interest. Considering the whole group the measured interest corresponds very favorably with the vocational choice and with the individual's success in school subjects.

This study shows the benefit of vocational guidance looking toward denominational service, but it is regrettable that

so little is being done for those not seeking a professional education.

Ellen G. White emphasizes the place of vocational training in the educational program: "Manual training is deserving of far more attention than it has received. Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training. Instruction should be given in agriculture, manufactures,—covering as many as possible of the most useful trades. . . . While every person needs some knowledge of different handicrafts, it is indispensable that he become proficient in at least one. Every youth, on leaving school, should have acquired

a knowledge of some trade or occupation, by which, if need be, he may earn a livelihood."¹

Observing that approximately three fourths of all secondary youth do not enter the professions and do not study beyond the secondary level, it is quite evident that whatever is done for them vocationally must be done in the academy. Secondary teachers should enlarge their vision of service to youth, especially thinking of those who will not have the privilege of a college training.

REFERENCES

¹ John M. Brewer, *History of Vocational Guidance* (New York: Harper and Brothers Publishers, 1942), p. 60.

² Ellen G. White, *Education* (Mountain View, Calif.: Pacific Press Publishing Association, 1903), p. 226.

³ *Id.*, p. 218.

VOCATIONAL CHOICE, VOCATIONAL INTEREST,* I. Q., AGE, AVERAGE GRADE FOURTH YEAR, AND PRESENT OCCUPATION OF 1943 SENIOR BOYS OF AUBURN ACADEMY

<i>Voc. Choice</i>	<i>Interest</i>	<i>I. Q.</i>	<i>Age</i>	<i>Grade</i>	<i>Occupation</i>
Medicine	Scientific	xx	18	B	Army
Aircraft designer	Engineering	108	16	C+	Army
Baker	Mechanical	117	18	C-	Army
Minister	Social service	125	18	A-	Study ministry
Minister	Salesmanship	128	17	A	Study ministry
Minister	Mechanical	93	18	C-	Army
Minister	Engineering	114	16	A	Study ministry
Minister	Social service	114	18	C-	Study ministry
Minister	Social service	94	24	B+	Working
Veterinary	Salesmanship	104	18	C	Army
Medicine	Scientific	112	16	B	Premedical
Medicine	Scientific	116	18	B	Army
Printer	Eng. & mech.	126	17	B-	Marines
Medicine	Scientific	108	17	C	Army
Medicine	Scientific	112	17	B	Army
Electrical engineer	Business	119	18	B+	Working
Business	Business	122	17	C+	Dental school
Minister	Social service	xx	17	B+	Study ministry
Medicine	Scientific	123	17	B+	Medical school

* Vocational interest as shown by Vocation Interest Inventories.

W. E. Howell—Scholar, Educator, Friend

Clifford A. Russell

DIRECTOR OF EXTENSION,
SOUTHERN MISSIONARY COLLEGE

IT is a privilege to express appreciation of Warren Eugene Howell, who left an indelible stamp upon the educational work of Seventh-day Adventists.

Professor Howell, as he was familiarly known to his friends, was born on a farm in Ohio in 1869. Here he attended public school and taught one term. Even before his college days, he engaged in soul-winning work as a colporteur and Bible worker. Entering Battle Creek College at the age of nineteen, he pursued the literary course and was graduated with a Bachelor of Arts degree. Later, in recognition of his attainments, Emmanuel Missionary College granted him an honorary Master of Arts degree.

A further foundation for his lifework was laid by several years of stenographic service in the General Conference offices, and as assistant secretary of the International Religious Liberty Association, which gave him a broad and intimate acquaintance with denominational leadership and policies. After these services he spent a decade in our schools—as a teacher in, and the president of, Healdsburg College, principal of the Chinese Mission School in Honolulu, teacher at Emmanuel Missionary College, and as the first president of the College of Medical Evangelists.

After two years as missionary in Greece, from which he returned in 1909 because of ill-health, he was again connected with denominational headquarters, where he spent the remaining thirty-three years of his life—serving as principal of the Fireside Correspondence School, assistant and general secretary of the Department of Education, and secretary to the president of the General Conference.

Through the years, Professor Howell gave unstinted service. He had a clear conception of the principles of Christian education and by voice and pen expounded these ideals in America and the world field, earnestly endeavoring to lead educational workers and people to find and follow God's plan in education as set forth in the Spirit of prophecy. For twenty-one years he was assistant editor and then editor of *Christian Education*, and made many contributions to other periodicals on educational and Biblical themes. His perfect command of English made his every contribution a masterpiece of correct diction.

Professor Howell was a gifted scholar, proficient in linguistic and historical research. He wrote *Gospel Key Words*, in order to help workers to a more perfect understanding of what the Scriptures actually say. His last contribution to the cause of Biblical exegesis was as chairman of the Committee for Revision of *Thoughts on Daniel and the Revelation*.

Also during the closing months of his life he was secretary of the Spirit of Missions Committee, which sponsored important mission language projects in the Theological Seminary and the colleges.

Professor Howell was a cultured and Christian gentleman, and it was both a privilege and a pleasure to be associated with him in service. He was approachable, friendly, kind, and helpful. Few educators have made more valuable contributions to the cause of Christian education than has Professor Howell, and surely none has been more deeply loved or truly appreciated than he. His memory will be cherished by those who knew him best as scholar, educator, friend.

The Emphasis Shifts

William A. Scharffenberg

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THE only thing that history has taught us," said one student, "is that history hasn't taught us anything." He had reference primarily to the lessons that past wars should have taught but apparently failed to teach—lessons which if learned would have prevented future wars.

While history never fully repeats itself in exact detail, yet it may truthfully be said that if certain attitudes of mind are developed toward fellow men, certain definite reactions will occur—reactions beyond man's control. Incidents will occur and situations will arise to develop certain fundamental differences, which, if not ironed out to the satisfaction of all concerned, will eventually lead to war.

It takes no prophet to predict what will occur when certain situations are allowed to develop. The expert chemist, for example, knows that when two parts of hydrogen are combined with one part of oxygen the result will be water. He knows too that when certain contacts are made with TNT the result will be an explosion. So the keen student of international affairs, understanding the culture, the civilization, and the characteristic psychology of various nationalities, knows what will result when certain situations are allowed to develop.

The attention and the interest of the United States is gradually shifting from the Atlantic to the Pacific. Slowly but surely minds and thoughts are turning toward Asia. Unfortunately for the United States, Asia is one region about which Americans know very little.

Millions have been spent in educating the Chinese to understand America

and American ideas, but little has been spent in educating Americans to understand China and Chinese ideas. The thirty million American children attending public schools, as well as the added millions of high school and college youth, are receiving practically no instruction regarding the culture and civilization of the peoples of Asia, with the result that Americans are lamentably ignorant of conditions on the other side of the Pacific.

A nation-wide survey recently conducted by the *New York Times* revealed a deplorable ignorance on the part of college freshmen with reference to the policy of the United States toward China. Only fifteen per cent knew that the United States has an open-door policy, and the large majority of students believed that the traditional policy of this country was to prevent immigration, to send missionaries, and to exploit the Chinese for all they were worth.

Some of the most typical answers to the question "What has been the traditional American policy toward China?" follow: "Try to wake up China;" "Get as much as possible for as little as possible;" "Sympathize, but do little else;" "One of not much interest but had one eye on her;" "A fatherly attitude, although sometimes not concerned;" "Exploitation;" "The closed-door policy;" and "Wanting China to win but sending little to help her."

Other comments were: "To help China out if it doesn't require too much effort on our part;" "Express friendship but ignore them when they need help;" "We have looked down on her;"

"Amused tolerance and exploitation;" and "To be friendly but not intimate."

One student, evidently greatly disturbed and indignant at the present policy toward China, declared that the American policy was to "buy their rice, drink their tea, and starve their poor." Still another replied, "We like China, but never fooled around with her relations until she became an ally."

Analyzing the results of this survey, the conclusion is inescapable that academy and high school students possess a very meager knowledge of China. The time has passed when Americans can look on the Orient as their commercial backyard or intellectual side show. The typical Chinese is in many ways more civilized than the Westerner. For example, the Occidental takes great pride in his frankness, seeming to admire the direct manner of dealing with one another. The Chinese, on the other hand, considers such frankness and directness characteristic of uncultured barbarians, and hence undesirable. His concern is to make others feel at ease; therefore, his approach is refined, tactful, and considerate. The Chinese know how to get along with one another and with those of other nationalities, perhaps best of any people on earth.

General Horace W. Carpentier once had a servant by the name of Ting Lung, a typical Chinese, who manifested the virtues and characteristics of his race. He was honest, and a hard worker, toiling from early morning till late at night. Ting Lung was a true democrat and had a keen sense of justice as well as humor. Above all, he was loyal and faithful to General Carpentier. Ting Lung died while in the service of General Carpentier, whereupon the General decided it was high time that the American people began to study the civilization out of which came the virtues manifested in the life of Ting Lung. He therefore donated

the sum of \$226,200 to Columbia University for the establishment of a Department of Chinese. The proceeds of this fund have been used for the purchase of books and for the support of a staff of instructors who have given courses in Chinese history, language, and religion. General Carpentier also provided a generous endowment for the establishment of an Oriental library at the University of California, which is maintaining its pre-eminence as a center for Far Eastern studies in the United States.

The majority of high schools, colleges, and universities, however, are still blind to the importance of the Pacific. Few, if any, students have at graduation an adequate conception of how much civilization has at stake in the tremendous changes now taking place in the Orient. On the other hand, the Orient is wide awake and is scrutinizing and analyzing every word, act, and motive of the democracies. They fear that Americans believe "there is only one first-class civilization in the world today, centering in the United States; that Europe's civilization is hardly second class and Asia's is about fourth to sixth class; that Americans are God's chosen people; that the American mission is to uplift the human race, and it behooves those who are to be uplifted to recognize their inferior position."

The peoples of Asia are demanding their place in the world of thought, culture, and civilization. They feel that there is just as great danger to the future peace of the world from American ignorance of the Orient as there is from Oriental ignorance of the West. The cultures and civilizations of the East, therefore, demand far greater attention by this denomination than heretofore. For Seventh-day Adventists, a global-minded people, carrying on a global work, should above all others be keen students and interpreters of current events and international affairs.

The Housemother Plan

Willis L. King

DEAN OF MEN,
EMMANUEL MISSIONARY COLLEGE

THE philosophy of dormitory administration is generally conceded to comprise at least three basic principles: cleanliness, quietness, and orderliness. Those responsible for the care of Burman Hall at Emmanuel Missionary College would contend that beauty, culture, and personal appearance, with the virtues of courtesy and obedience, are likewise parts of the pattern of right living.

Some may fear that this list omits the most important feature of educational planning, the religious factor. The only defense is that these qualities constitute "pure religion and undefiled." In Mosaic times Jehovah enjoined His people to scrupulous cleanliness and strict order. Now as then, teaching and preaching do not suffice; varied incentives are needed to implement the exhortations. One such influence is inherent in the housemother plan.

For the past year the residents of Burman Hall have had the motherly services of a gracious woman who loves her work and the men for whom she does it. It is pleasing to say that the men reciprocate with high appreciation. Under this plan the housemother supervises a thorough cleaning of all rooms about once in four months, in the old-fashioned spring-house-cleaning sense of the word.

This work is begun by setting in the hall all pieces of furniture small enough to be easily moved through the doorway. Ceiling and walls are cleaned by thorough dusting of papered surfaces, wall hangings, picture molding, window casings and sills, sprinkler pipes, and other places where dust is wont to collect. Then the closets are cleaned and put in order from ceiling to floor. Following this, all wood-

work and windows are washed, and the floors scrubbed and waxed. Finally the furniture in the hall, cleaned and polished, is replaced. As a result, when the occupants return to their room, they find it immaculately groomed.

A number of values in all this may not be too obvious from mere reading. Such a scrupulous cleaning and reordering of a room several times during the calendar year ensures a degree of sanitation, as well as an example of cleanliness and order, not resulting from traditional dormitory methods. Men are inspired to keep their rooms better because of this occasional, thorough cleaning. We know of nothing that helps so much to keep a school home clean or to preserve a real home atmosphere.

This is only a part of the really helpful things the housemother may do. Depressingly barren rooms that do not encourage good housekeeping may be improved by bedspreads, drapes, floor coverings made by the Dorcas members or secured in other ways. As the occupant finds his home-away-from-home taking on color and beauty, he manifests a new attitude toward his status as a dormitory citizen and acquires a taste for good housekeeping that one would not have supposed likely. Some of the best room keepers have been motivated in this way.

In addition to all this the housemother renders even more personal services for the boys and men of the dormitory. It often happens that a young man needs a garment ironed or mended, and does not know where to seek help. In such a dilemma the men frequently ask the housemother's assistance, and if her time

permits she does what she can to help meet some of "life's most embarrassing moments." The young men are given to understand, however, that all such purely personal services should be paid for, since this is done on the housemother's own time.

In considering the cost of this housemother program, let the expense be matched against the benefits derived. The one employed for this service works about forty hours a week. Part of her work may be the making or mending of drapes, slip covers, guest-room bedspreads and linen, and the like. Then there is the above-mentioned supervision of the room cleaning, or planning a surprise for one whose room needs the home touch. In case of illness or other real emergency she may do the work of one who cannot appear for duty; such as cleaning the parlor, guest rooms, kitchenette, reception room, office of the dean, or first-floor halls and lobbies.

About half the cost and benefit of the housemother's work involves tasks for which someone must be paid, but which may best be done by a housemother. The rest is sheer investment in morale-building cleanliness and home atmosphere.

Another feature inherent in the plan should be considered. Several times during the year appreciation for co-operation with college-home objectives was expressed by a social and refreshment hour, centering about the housemother and demonstrating school-dwelling ideals. The refreshments were prepared in advance by the housemother. Soon the housemother held as secure a place in the home as the dean of men. The full compatibility of the idea lies in the fact that the service of the housemother, detached from all governmental and correctional duties, and the service of the dean, involving administrative and disciplinary responsibilities, are not competitive, but mutually agreeable, since

each fills a place in which the other could not possibly excel.

Since the account here presented could result in distorted impressions of the housemother program, a word of caution may be good. First, no woman engaged as a housemother can be expected to do all the work connected with such a thorough-going cleaning process. She must have help for the high, heavy work. The cleaning of ceilings, sprinkler pipes, and even picture moldings requires the use of a ladder, which should not be expected of her. Likewise the moving of heavy furniture calls for strong help.

To be sure this increases the cost of such a plan; but this is work which should be done, yet never will be unless the institution does something about it. If such service is limited to general sanitation and cleanliness, it does not encourage indolence or "spoil" the men.

Second, the dean must believe in the efficacy and value of such a project. What has produced satisfactory results in one school home might fail in another at the hands of skeptics and novices. Most efforts terminate in defeat unless intelligent administrative energy is applied.

It is not to be supposed that all problems of cleanliness and order are thus solved. Reality is still more tangible than idealism. Many factors must be considered, not the least of which are the accelerated curriculum and the work program. In school planning there seems to be "time for everything under the sun" except the cleaning and inspection of rooms. There is no set time when this work should be done, but there is a morale-building satisfaction in the knowledge that one is leaving a reasonably clean, tidy room as he goes forth to the duties of the day.

Attention may well be given in the early future to a group consideration of the cultural and character goals of college home life.

Christmas in the Church School

James H. Rhoads

EDUCATIONAL SUPERINTENDENT,
TEXAS CONFERENCE

MYSTERY and ecstasy! Stockings hung over the chair. Evergreen and candlelight. Whispered expectancy. Secret places package-piled. Eyes of childhood wakeful, wide, and wondering! Cold white silence without; genial warmth and gaiety within.

Teacher, remember how breathless and intriguing it was a few years ago? How you looked forward to it, reveled in it when it came! Then after looking at and fondling your presents and eating a big dinner you slept to dream of your increased estate and awoke to wish that Christmas came every day. Or perhaps your childhood December 25 passed uneventfully. If it did your little heart felt starved and empty amid the festivities of neighbor boys and girls.

True, many children are told tales of hoofs on the roofs, and of a jolly fellow called Santa Claus with a pack on his back, filled with toys for good girls and boys, and of whips for the naughty ones. Years and wiser ways lead up to stern adulthood, where the winds of reality scatter the mists of childish fancy which once enshrouded Christmas.

Really, it does not seem quite fair that a fictitious little nobody should be credited with all the generosity which actually originates in the hearts of devoted fathers, loving mothers, and kind friends. One should never tell lies to boys and girls. Their bright little minds sooner or later discover the dissembling, and then they wonder and sometimes doubt. Truth is always appropriate and safe, and belongs particularly to childhood.

But Christmas is coming and you are the teacher. What can you do, and what should you do for the children under

your care? Should you ignore the whole matter? or tell your children that they should have nothing to do with a pagan holiday which has been christened as a papal holyday?

Certainly it is a settled fact that the day has no ecclesiastical or doctrinal significance to Seventh-day Adventists, and is not observed in any religious sense. It is not the time of Christ's birth but rather its blessed reality which is significant. However, while many think and sing and speak of Christmas, it is appropriate that every true Christian meditate upon Jesus as the wondrous gift of Heaven to fallen mankind. Such concepts are always appropriate, and the holiday season offers excellent opportunity for shaping attitudes. In the hands of the wise teacher, the occasion can be made to yield valuable character qualities.

Certainly Christmas programs are in order. The Christmas tree is acceptable even in the church if gifts to God's cause are placed thereon. However, in her planning the wise teacher will take into account the customs and attitudes of the community. Care should be taken not to violate denominational principles and standards. Dramatization should be omitted; discretion may indicate other omissions. Where the course to be followed is not obvious and clear, the school board should be consulted. The teacher may avoid misunderstandings and embarrassment by seeking counsel.

A school program, an evening social, well planned and organized, can enhance the spirit of fellowship in the church; draw the home and the school into a more intimate appreciation and understanding one of the other; be an occa-

sion for games, fun, and mutual good will; and be withal a constructive and character-building experience.

Teachers entrusted with the fashioning of youthful character have in the Christmas occasion a rich resource for adorning the lives of their pupils with the jewels of benevolence. If gifts are exchanged, they should be inexpensive but useful. No child should be left out; all should have the pleasure of participation.

While there is much liberality and good will manifested by many at Christmas time, yet the giving is often but a sordid exchange of gifts, and the entire institution reeks with commercialism and avarice. Still, even though it has been obscured by human tradition, dogma, fable, and selfish pleasure, the principle of giving, which is basic to the celebration of Christmas, is legitimate and right, for it is divine. At all times and in every place it is proper to cultivate the virtue of generous thoughtfulness of others.

Perhaps the natural attitude of childhood is expressed by one little lad, a child of devout Christian parents, who said to his father a few weeks before Christmas, "Father, I hope you remember that memory verse you taught me."

"Which one?" queried the father.

"Well," responded the boy, "the one that says, 'It is more blessed to give than to receive.'"

It is psychologically characteristic of children to be self-centered. It is the teacher's duty to socialize them. The Christian teacher has the further privilege of converting them, and this involves dynamic work which brings into existence a new creation.

"To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in His creation might be realized,—this was to be the

work of redemption. This is the object of education."*

Then why should not educators utilize the yuletide season to inculcate those unselfish attitudes, which are the essence of Jesus' life and ministry?

The pastor of a city church was assisting the church school children in distributing Christmas baskets which they had helped to provide.

"Robert," he said to one lad as they stopped by a shabby house in the slums, "this is your turn to take one in."

A few months later Robert was carried out from his own humble little home, as his widowed and crippled mother wept for her only dear one. But strangely, the pastor does not remember Robert as he lay in death, but rather his radiant face as he emerged from that old house. He had tasted the sweetest potion ever proffered human lips by angel hand, even the joy of service for Jesus' sake. "Inasmuch as ye have done it unto one of the least of these My brethren, ye have done it unto Me." Yes, he had served his Master in the ministry of that loving act. He had caught a fleeting glimpse of the glory of His face, and there was a little of the heavenly light in his own eyes that day. In the resurrection it will shine in immortal brightness, for "of such is the kingdom of heaven."

This world is so full of getting! And even the giving, when analyzed, is often selfish. But to the Christian teachers is given the privilege of leading little lives in the strange and blessed way of unselfishness.

The theme of the loving Gift is the beauty of the Book, the thought of God, the song of angels, the joy of saints, and the hope of sinners. Then why not build programs around it, hang wreaths upon it, plant Christmas trees for it, light it with candles? Yes, teach it, carol it, live it, and rejoice in it, for it is the essence of the gospel. Verily, it is the good news.

* *Education*, pp. 15, 16.

Mental Hygiene for Prospective Teachers

EVIDENCE is all too plentiful that the teacher's mental as well as physical health directly and indirectly affects the pupils' attitudes and behavior, but little has been done about the mental hygiene of teachers-in-training. Ellen G. White made the all-inclusive statement: "The teacher should be himself what he wishes his students to become."¹

Modern educators emphasize the fact that the teacher's first and last responsibility is to understand the child. It is important that those who deal with children possess tolerance, kindness, and humor. However, Ryan stresses another fact:

"We know, also, that they [teachers] must be more than merely understanding—that they need to be skilled in the art of living with other people, a quality teachers and prospective teachers appear to be deficient in if some of the current studies are reliable."²

To be "well adjusted to life" the teacher needs recreation, an interesting life, opportunity for growth and development.

A task, a plan, and freedom are minimum essentials to mental health. The task includes everything from the goal of the moment to the high ideals and objectives of the future. A plan is necessary to purposive work. In one's own task there is freedom.

Mason urges that "particularly should teacher-training institutions encourage participation in varied activities other than teaching, which the student could carry over into his teaching career."³

In preparing suggestions for acquiring correct mental hygiene, four different sources of information were consulted: (a) The writings of various authors on mental hygiene for teachers were examined; (b) the results of a questionnaire sent to eighty-eight teachers were studied; (c) sug-

gestions were secured from a leading educator; and (d) a psychiatrist was interviewed.

A. The following conclusions were drawn from the first source:

1. The teacher's conduct and attitudes are reflected in the behavior of her pupils.
2. Lack of skill in teaching and discipline, poor work habits, and personal peculiarities bring out bad mental attitudes and feelings of inferiority.
3. Unpleasant voice, appearance, and manners are evidences of a faulty personality.
4. The teacher should master the art of living with others.
5. Family cares and worries affect the teacher's service.
6. Fatigue causes ill-health and absence from work.
7. If the administrator's philosophy of education differs in theory and practice, the teacher does not feel secure.
8. The teacher must guard against perversion of her social instinct.
9. The teacher's mental growth may be dwarfed by continual contact with child minds.
10. The child is more important than subjects taught.

B. The conclusions resulting from the above-mentioned questionnaire follow:⁴

1. The importance of adult physical care needs emphasis.
2. More sleep was needed by those who filled out the questionnaire.
3. The teeth should be brushed three times a day.
4. Frequent fatigue indicates a condition that needs immediate correction.
5. More teachers should gain security and assurance by the use of definite teaching plans.

¹ Ellen G. White, *Counsels to Teachers*, p. 65.

² Carson W. Ryan, *Mental Health Through Education*, p. 25.

³ Mason, "A Study of Seven Hundred Maladjusted School-teachers," *Mental Hygiene*, July, 1931, 597-599.

⁴ Shirley Maurine Graham, "A Plan for Acquiring Correct Mental Hygiene."

6. Ability to make decisions lessens worry.
 7. Habitual worry indicates poor mental hygiene and should be overcome.
 8. Patience with pupils will eliminate many difficult situations.
 9. Criticism should be constructive; otherwise it causes emotional strain.
 10. Happiness should be a habit for teacher and pupils.
 11. Eyestrain contributes to nervousness, irritability, and a poor mental atmosphere in the classroom.
 12. The teacher should correct the habit of talking too much.
- C. These suggestions on mental hygiene were made by an educator lecturing to elementary principals and teachers:
1. Adults need to give more recognition to teachers.
 2. More men should teach in the elementary grades.
 3. Marriage of teachers should be allowed.
 4. The fear of loss of jobs should be removed.
 5. The teaching load should not be too heavy.
 6. If teachers are rated, they should be informed of their rating.
 7. Teachers should have the same civic and social rights as other adults of the community.
 8. Teachers should not be limited in their interests. It is their duty and privilege to participate in other activities besides teaching.
- D. The psychiatrist interviewed made these suggestions for teachers:
1. Teaching is very strenuous for women; they should try new jobs in other fields after teaching ten years.
 2. Teachers should be allowed to marry. However, they should not add their husbands' responsibilities to their own.
 3. Mental breakdown among adults in any profession may be due to overstimulation of ambition beyond intellectual ability, to lack of nervous stability, or to lack of social contacts.

This study shows the need of teaching simple principles of mental hygiene to pro-

spective as well as actual teachers. Behavior clinics for children are valuable and necessary; yet it will be more worth while to help teachers to form wise mental habits themselves, so that they may become guides to young children, thereby reducing the number of maladjusted teachers and pupils.

"In the preservice training, more and better courses should be offered in mental hygiene. Students typically like such courses and many gain a great deal of insight through them. If, in addition, enough psychological counselors or psychotherapist and medical services could be provided in all teacher-training institutions, great strides could be made in increasing the mental health of the profession."⁵

Many senior colleges give courses in mental hygiene, but most junior colleges are limited in the number of courses offered. However, simple principles of mental hygiene may be taught in many other classes, such as general and educational psychology. Mental hygiene should be an integral part of the school program, not merely a class subject.

A Plan for Acquiring Correct Mental Hygiene

- A. Physical fitness aids mental health. Regular habits are the best means of keeping fit. In addition to the annual physical examination, and regular care of the teeth by a dentist, daily health habits should be observed:
1. Eat balanced meals at regular intervals.
 2. Get sufficient sleep—at least eight hours.
 3. Take plenty of exercise and fresh air.
 4. Assure cleanliness in body and clothing.
 5. Drink at least six glasses of water.
 6. Avoid fatigue and constipation.
 7. Do not rush.
- B. Right attitudes contribute to mental health, and develop security and social adjustment.
1. Do not evade worries, troubles, fears; face them.
 2. Be content with the things you have.

⁵ Arthur I. Gates, and others, *Educational Psychology*, p. 777.

3. Have goals—but limit them to what is possible without undue mental or emotional strain.
 4. Have “a conscience void of offense.”
 5. Never indulge in self-pity or the “blues.”
 6. Be not “always right.”
 7. Stress health rather than real or imaginary illness.
 8. Base decisions on judgment rather than on emotions. Do not depend overmuch on others.
 9. Adjust tactfully to new conditions.
 10. Be interested in others, not solely in self.
 11. Make friends by being friendly.
 12. Be grateful, not hateful, when mistakes are pointed out.
 13. Control temper at all times.
 14. Overcome inferiorities.
- C. Successful classroom teaching involves adjustments.
1. Improve teaching skills and work habits.
 2. Study discipline and acquire skill in it.
 3. Keep voice low.
 4. Maintain contact with adults for mental stimulation.
 5. Teach pupils rather than textbooks.
 6. Make subject material interesting.
 7. Show consideration to each pupil.
 8. Avoid scolding and nonconstructive criticism.
 9. Plan work in advance.
- D. It is important that teachers do not become isolated from society. This means that they should have varied activities and interests.
1. Travel.
 2. Community affairs.
 3. Clubs: educational, social, nature.
 4. Church activities.
 5. Physical activities and hobbies.
- E. School administrators can contribute to the mental hygiene of teachers.
1. Make faculty meetings interesting and helpful.
 2. See that no teaching load is too heavy.
 3. If teacher ratings are made, inform teachers of these.
 4. In selecting teachers, consider more than scholarship.
 5. Be tactful in correcting mistakes.

6. Give encouragement.
7. Allow teachers to use their ideas and plans.
8. Eliminate nonessential regulations.

OLIVIA B. DEAN, *Director*
of *Elementary Teacher Training*,
Southern Missionary College.

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The School Band

YOUNG people enjoy a band. Playing in a group, wearing a uniform, and responding to the director's baton does something more than produce harmonious melodies. It is a cultural activity which solves problems of discipline and adds life to the school.

The managing board of the Glendale Union Academy was convinced that a school band and instruction on wind instruments should be offered in the academy and elementary school. The greatest obstacle was the problem of financing such a music program until it could become self-supporting. However, in the spring of 1942, the board voted to employ a full-time director and instructor to head this department. Clarence O. Trubey, a competent, experienced band leader, was secured during the summer months to begin developing interest in a band and in band instruments. Twelve or fifteen boys took lessons the first summer.

When school opened in September, 1942, there was a definite interest in the school band among students and patrons. Parents wanted their boys and girls in the band. Within a few weeks fifty pupils were enrolled. Two bands were organized—an elementary and an advanced—with twenty-five members in each. The school year of 1943-44 revealed a growing interest. Although a number of students who had played in the band the previous year were graduated or transferred to other schools, the school year opened with forty-six pupils enrolled for private lessons and nine for class lessons. Three bands were organized: a beginners' band with ten members, an elementary band of twenty-five, and an advanced band of twenty-five. The advanced band is provided with uniforms which are worn during all concerts.

During the first semester of the 1943-44 school year the beginners' band music included *First Steps*, *Paving the Way*, and *Top Flight* band books. The elementary band used the *Victor Band Book*. The advanced band played Sousa's "Stars and

Stripes Forever," "U. S. Field Artillery," and "Washington Post," Zimmerman's "Anchors Aweigh," Ed Chenette's "Men of the Republic," Peter Buy's "Horizon Overture," Chalmer's "The Old Church Organ," Schubert's "Unfinished Symphony" First Movement, Yoder's "Grandpa's Clocks," and Weber's "Trombone Antics."

Membership in the advanced band is by invitation of the director. Players in this group should have had at least one year of band experience and have completed first-year requirements in music fundamentals. Nearly every band member takes private lessons, which include technique on the instrument, musicianship, and solo and ensemble playing in public. It is the plan to have each member increase his playing ability and music knowledge one year level each year. The band improves as each individual player improves.

To help balance the instrumentation of the band, it is necessary that the school supply some of the less popular instruments. At present the academy owns one BB flat Sousaphone, one E flat upright bass horn, two bass drums, one snare drum, and one mellophone. Other instruments recommended for the school to own are a baritone saxophone, a baritone horn, an alto clarinet, and an oboe.

To have a representative band it is important that as much school time be given to the band work as to any class. The schedule of the academy provides a regular daily period for the advanced band, while the beginners' and elementary bands are cared for by a period before the elementary school opens on alternate mornings.

The school band is a success where the board, the faculty, and the community cooperate to promote good music. It requires patience, and a willingness on the part of teachers to be inconvenienced by pupils' taking private lessons during the school day, but the results are gratifying.

J. ALFRED SIMONSON, *Principal,*
Glendale Union Academy

NEWS from the SCHOOLS

EXCELLENT INGATHERING REPORTS from a few schools indicate earnest and enthusiastic co-operation. Atlantic Union College heads the list with \$8,525. La Sierra College reports \$4,200; Emmanuel Missionary College, \$3,500. Auburn Academy's field day yielded \$1,550, and Cedar Lake Academy's \$1,370.

RUPERT CRAIG responded to the urgent need for a dean of men at Atlantic Union College when it became apparent that Dean Robert Reynolds could not carry on because of illness. Formerly business manager of Forest Lake Academy, Dean Craig had already registered for advanced study at the University of Ohio, but he proved to be a minuteman.

OSHAWA MISSIONARY COLLEGE is rejoicing over the largest enrollment in six years. Dormitories are crowded to capacity.

CONSTRUCTION HAS BEGUN on the boys' dormitory at Southwestern Junior College to replace the building destroyed by fire last January. It will be modern and fire-proof, and the architect's drawings indicate that it will be an attractive home for the boys.

CHANGES IN FACULTY PERSONNEL at Southwestern Junior College not already noted include: William H. Shephard, lately of Champion Academy, president; James Whitlock, a student at the Theological Seminary, dean of men; Mary McConaughy, of Champion Academy, dean of women; Marjorie Bothwell, of Washington Sanitarium, health; R. A. Underhill, of Champion Academy, biology and vocational arts; Dorothy Dorland, of Sheyenne River Academy, home economics; O. E. Simon, of Maplewood Academy, printing.

THE HALF-MILLION-DOLLAR BUILDING PROGRAM at Emmanuel Missionary College is being enthusiastically launched as students and faculty endeavor to raise their quota of \$30,000.

LOUISE STUART IS ACTING PRINCIPAL of the demonstration school at Washington Missionary College.

PLANS FOR EXPANSION at Southern Missionary College include a new church and buildings for a library, store and post office, science, and music. Three new faculty homes are now under construction.

NEW FACULTY MEMBERS at Southern Missionary College are Dorothy M. Evans, music; Dr. and Mrs. I. M. Gish, science and health; Wilbur S. James, Bible and history; Violet E. Morgan, English and speech; Joseph A. Tucker, agriculture.

WALLA WALLA COLLEGE FACULTY, under the leadership of President G. W. Bowers, has formed a club "to promote research and scholarly achievement, foster interdepartmental understanding, and build an active community of interest, widen personal horizons, and stimulate to wider reading and deeper thinking."

UNION SPRINGS ACADEMY has completely rebuilt its milkhouse and installed a new pasteurizing system.

FORMER MOUNT VERNON ACADEMY teachers found this year at Takoma Academy are Mrs. Margaret G. Plymire, English, and Esther Bruck, French and librarian.

FRESNO UNION ACADEMY reports these new faculty members: Madge Gould, music, formerly of Union Springs Academy; Thelma Hemme, home arts, class of '44, Pacific Union College; Harold Mauk, science and mathematics, formerly principal of elementary school at Lodi Academy.

TEN COUPLES ARE STUDYING FRENCH at the Theological Seminary under the Missions Advance program. After a number of years' experience in France and Haiti, Andre G. and Mrs. Roth are helping to prepare these future missionaries for work in French-speaking lands. Language study in German and Russian is being continued.

PACIFIC UNION COLLEGE PRESS is printing 10,000 sets of a new butterfly card game called *Monarch* prepared by Mrs. Ruth Wheeler, author of *Goldfinch*, and several books. She was assisted in collecting the specimens by David Bauer, and in the art work by Mrs. Nellie Wilkinson.

CHRISTMAS BOXES were sent by students and teachers of Atlantic Union College to former students now serving overseas. This was done in collaboration with the Dorcas Society of the South Lancaster church, which is caring for its church and Sabbath school members and former local residents.

NEW INSTRUCTORS at South Lancaster Academy are Anita Britton, mathematics, bookkeeping, and typewriting; and Mrs. Frank Masaracchia, music.

B. M. KURTZ, who served as dean of boys at Columbia Academy, this year becomes its principal.

THE MAJOR ITEM OF REPAIR at Campion Academy is a revision of its heating system at an approximate cost of \$9,000.

BATTLE CREEK ACADEMY has added these teachers: J. G. Galusha, science and mathematics; David Hartman, commercial subjects; Mrs. Hartman, music; Joan Kewley, English and French.

NEW FLUORESCENT LIGHTING FIXTURES in the chapel and classrooms of Adelpian Academy are proving a definite help in study.

NEW TEACHERS AT PISGAH INDUSTRIAL INSTITUTE are W. H. and Mrs. Ferciot, E. E. and Mrs. Messinger, Mrs. Joan Holt.

NEW TEACHERS AT LA SIERRA COLLEGE not already mentioned are Lyman Ham, physical education; Martha Lorenz, home economics; Mrs. John Smith, school nurse; and Miss Langdon Elmore, cashier.

A SUMMER TERM at the National University of Mexico furnished both profit and pleasure to Margarete Ambs, professor of modern languages at La Sierra College and the four students who accompanied her to Mexico City.

JAMES E. SHULTZ is now teaching in the department of theology at Washington Missionary College.

THE STUDY OF SPANISH is gaining interest at Washington Missionary College, due to the conversation period conducted by a native of the language. The plan, initiated last year, is being continued with a doubling of the enrollment.

APPROVED INSTITUTIONS for the education of returning war veterans include Walla Walla College. Several already discharged entered school in the fall quarter under the provisions of the "GI Bill of Rights."

LEAVE OF ABSENCE from Walla Walla College has been granted to Claude E. Thurston, assistant professor of chemistry, for study at Washington State College, and to Henry Sonnenberg, instructor in modern languages, for study at the University of Nebraska.

LA SIERRA COLLEGE has added a new section to the administration building which provides a large lobby and eight offices for teachers and their readers; also a new unit to the elementary school building.

ARMONA UNION ACADEMY spent \$2,000 on improvements in preparation for the opening of the school.

AT A VICTORY BANQUET on October 9, Maplewood Academy's Booster Club awarded nineteen pennants showing forty-one gold stars, each star representing a new student for whom a Booster was responsible.

MAPLEWOOD ACADEMY reports seven new faculty members this year: Mrs. Anna Edwardson, school nurse; E. L. Sorenson, Jean Moncrieff Hill, Mrs. Standish Hoskins, music; Standish Hoskins, French and history; R. A. and Mrs. Strickland, commercial; Mrs. Bessie Dickinson, laundry.

LYNWOOD ACADEMY lists new teachers as follows: Maudie Bryan, school nurse; Grant Mote, accountant; Mrs. Vivian Smith, English; Harry Jenks, biology and physical education for boys; Victor Johnson, violin, cello, band.

THE CALIFORNIA COLLEGE OF MEDICAL TECHNICIANS has been designated by the Veterans' Administration as an approved educational institution where those discharged from military service may receive Government aid in furthering their education.

G. STRIFLING, dean of men, and Mrs. Strifling, prenursing instructor, are new members of the staff at Oshawa Missionary College.

SENIOR COLLEGE OPENING REPORTS show an increased attendance this fall. Beginning with slightly over 400, the climax is reached at Walla Walla where 515 are doing college work.

OPENING REPORTS FROM 42 ACADEMIES show increased attendance in all but twelve. The largest enrollment—341—is found at Lynwood, while Laurelwood has the largest increase over last year—47.

THE COLLEGE OF MEDICAL EVANGELISTS on September 24, graduated one hundred thirty-six students: seventy-three from the four-year course in medicine, and sixty-three from various other courses.

THE THEOLOGICAL SEMINARY will profit by Autumn Council action providing twelve months' continuous instruction for about forty students a year. These men are to be chosen by the conferences from among those who have completed internships or from the regular ministry.

NEW FACULTY AND OTHER STAFF MEMBERS at Pacific Union College not previously noted, are Helen Bliss Mathis, home economics; Carol Klooster, piano; Graham Maxwell, Greek and English; Charles Swan, accountant; Mrs. Marion Stearns, laundry.

IN CELEBRATION OF THE CENTENNIAL ANNIVERSARY at Pacific Union College, A. T. Robinson, aged ninety-four, and O. O. Farnsworth, aged eighty-eight, urged the youth of today to give themselves anew to God's work. At Walla Walla College the Missionary Volunteer Society presented a program of early Advent hymns, together with pictures of the pioneers projected on the screen.

PHYSICAL EDUCATION IS REQUIRED of all freshmen and sophomores at Pacific Union College this year. Army physical-fitness tests reveal the boys well above the average.

I. C. EMERSON, who recently retired as manager of Pacific Union College store, died September 16 in Sacramento.

M. J. SORENSON, principal of the West Indian Training College for four years, is returning to his former work in Ethiopia. C. L. von Pohle will act as principal of the school until permanent arrangements can be made.



SCHOLARSHIP CHECKS AMOUNTING TO \$35,000 were distributed to ninety students at Union College on October 11.

PHOTOSTAT EQUIPMENT was recently installed at Pacific Union College for photographing student transcripts, the first of its kind to be installed in any Adventist college.

NEW DIRECTOR OF TEACHER TRAINING at Walla Walla College is Bernice E. Searle. Other new staff members not previously listed are Beatrice I. Emery, biology; Irmgard Siemsen Hooper, modern languages; Mary E. Oliver, library. G. Lindley Beane is in charge of the store, and Darrell Cowin operates the garage. In the academy Wilmer Eiseman teaches algebra and Bible.

CHARLES E. WENIGER has resumed his duties as professor of English, speech, and journalism at Pacific Union College after a year of study at the University of Southern California.

"PROFESSOR OF INSTITUTIONAL HOUSEKEEPING," Gertrude Wheeler Carpenter makes serious business of supervising the crew of thirty students who keep the halls and classrooms of Walla Walla College clean and orderly.

AUTUMN COUNCIL ACTION authorized the College of Medical Evangelists to increase its teaching facilities and to develop larger opportunities for faculty research, especially in the preclinical departments.

The School Nurse

HEALTH work has long been a prominent factor in denominational work, but the employment of a full-time school health worker is comparatively new, even in public schools. Miss Helen Struthers started public school health nursing in New York City in 1902 on a thirty-day trial basis. At the end of the month her employment was made permanent. After three months twenty-seven nurses were employed.

The health of children is recognized as of vital importance, even in these times of stress. "Not one of our children is expendable, either in war or in peace. Whatever may happen to grownups, our children must be kept safe, strong, and assured. Never have so many children depended on so many people for their chance to grow in safety, strength, and security."—*U. S. Department of Labor Bulletin*.

The success with which conferences have employed a full-time school health nurse has depended to a great extent upon the qualifications of the nurse. This school health program is a highly specialized service, and if it is to reach its possibilities the nurse must have vision and experience on a par with other branches of educational work; she must have had training in education as well as in nursing. Several years ago a Central California teacher was encouraged to take nurse's training and then come back as conference nurse. The result is that she understands her work from the standpoint of both nurse and teacher.

The annual physical checkup of the children is important. The earlier defects are discovered, the more readily they can be remedied, and thus serious handicaps be prevented. Young children may not know that they are handicapped in sight or hearing, but when they are a little older they become self-conscious and embarrassed. A little third-grade girl made such slow progress in school that soon she would have been classed as subnormal. Her schoolmates called her "funny." At the time of the regular physical inspection of the pupils,

it was discovered that her vision was defective, and she was sent to an oculist who fitted her with glasses. When she could see distinctly she was able to do her school-work and soon became a perfectly normal, happy, and successful girl. Another little girl, not fortunate enough to be in a conference where regular physical inspections were given, was thirteen years old before her parents and teachers learned that she had very little use of one eye. Early attention might have saved the use of the eye and much suffering and embarrassment. Similar cases could easily be cited with regard to hearing.

Last year out of the twenty thousand children in the public schools of Miami, Florida, twenty-three hundred required dental treatment. Vaccinations and immunizations have saved the lives of thousands of children. There is need for careful work of this sort in every community. A trained nurse with a consistent follow-up program can solve these problems.

Teachers, school boards, and parents should counsel with the school nurse and all work together to ensure the best possible conditions for the development of the children. Light meters, audiometers, Snellen eye charts, with other simpler equipment, are available for use by school nurses.

In addition to the health check of the children, the nurse can encourage a survey of buildings and grounds, including a study of the lighting, ventilation, and heating. It is not uncommon for a listless, nervous, disorderly group of children to be transformed into happy, busy, and successful pupils, when improper lighting and ventilation are corrected.

The work of school nurses has been very important in the past. It becomes doubly important now that so many physicians have been absorbed by the Army and it is difficult to secure medical attention.

W. LESLIE AVERY,
*Educational Superintendent,
Central California Conference.*

"Books Are Gates"

"MAY I go to the library?" What a usual request from a child who has accomplished his assigned task and is now ready for a treat. LIBRARY—the word itself sounds glamorous to a child. Somehow it is associated in his mind with interesting, mysterious, grown-up things. It is the teacher's privilege to foster this interest, and to direct it in such a way as to develop a taste for the right kind of reading. This may be a determining influence toward happy, useful lives. Many a young man is now serving his country in a special capacity because as a boy he enjoyed reading on a certain subject. When the opportunity came, he had a fund of knowledge, gleaned during his spare moments.

Emilie Poulsson expresses this thought:

"Books are keys to wisdom's treasure;

Books are gates to lands of pleasure;

Books are paths that upward lead;

Books are friends. Come, let us read."

On the other hand, there are individuals who depend solely upon the newsstands for their reading material, having never been taught to go elsewhere. Should they wander into a library they would seek the light reading section, because they are not acquainted with anything else. Heretofore the importance and necessity of knowing how to use a library has been underestimated, and many a student has completed his formal education without ever acquiring this very essential tool for real living.

There should be some system of arrangement in every library, however small. The most desirable method, because it is the simplest and most universally used, is the Dewey Decimal System. *The Children's Book on How to Use Books and Libraries*, by Carolyn Mott and Leo B. Baisden, explains this method to children in a very attractive manner, which grownups will appreciate and enjoy along with the younger generation. This 207-page book contains fifty-four short chapters, each on a different phase of library work, and is illustrated by cartoonlike pictures. "Every chapter of this book . . . has been put to the test of actual experience with real children in a real school situation." This book was

published in 1937 by Charles Scribner's Sons, New York, and is priced at \$1.28.

All books should be numbered according to the Dewey System, which is not difficult for anyone who uses this book as a guide. The call numbers should be written on the backs, with white ink on dark bindings or with black ink on light bindings. After this has been done the backs and covers should be lacquered. This treatment takes some time but not much money, and it saves the books. Pockets and cards may be obtained at small cost, and a satisfactory file may be improvised from a shoe box.

A cheerful and helpful librarian is a necessity to any library, whether large or small. In the small school the teacher is the librarian, though where there are older pupils, one of them may assist her in this. An accurate record should be kept of books borrowed, and when they are due.

A bulletin board should carry lists of the various Missionary Volunteer reading courses, current and past, as an aid to students in completing courses. A reading table with picture books, pamphlets, and leaflets neatly arranged is a great asset to the library. If the jackets from new books are arranged about the room or in folios accessible to the children, they will be interested to read these books. All in all, the library should be a pleasant, restful place, where children will love to spend their leisure time quietly.

The child who is taught to enjoy and choose his reading material from a library thus arranged will later on be spared the agony and embarrassment experienced by one who is not acquainted with libraries, yet must prepare a research paper or other material and does not know where to find what he needs. One who is at home in the library will frequent it not only of necessity, but will find pleasure there; for to him "a book is an enchanted gate that leads to magic lands." Too many individuals who were not taught to use a library in their early years never learn to do so, and thus miss its sources of pleasure and usefulness. LOUISE KAE UNRUH, *Church School Teacher, Yakima, Washington.*

Have You Read?

"There is a cause behind all strange behavior." Teachers are often faced with problems of discipline which appear baffling, and if the child is to be helped, the cause of the trouble must first be discovered and then removed.

One who has taught some 4,000 pupils tells how she handled a dual personality when extreme temper was manifested; and how she helped to overcome feelings of racial inferiority in a child who shouted, "Can I help where I was born?"

"Children, like adults, have their inner problems and conflicts which often manifest themselves in strange behavior. These problems cannot be handled by exhortation or coercion. They must be handled by understanding."—*Lucy Swallow, "The Peculiar Child—What Lies Behind His Strange Behavior?" The Grade Teacher, September, 1944.*

One of the conspicuous needs of the postwar world will be leaders who will exemplify democracy in its truest sense. This may be met by the educational system established to meet the needs of the young men returning from the battle areas.

Harry J. Carman, dean of Columbia University and professor of history since 1931, in an article, "The Making of Leadership," presents the fact that the colleges of this land have a task before them to which they must measure up. There are three groups clamoring for recognition: "Some insist on a purely technological training 'because the world is ruled by science.' Others demand a so-called classical education 'because classics contain everything.' A third group is loudest in defense of the 'progressive methods' for training personality and adjustment of human relations."

However, a study of the problem reveals "that education for leadership must co-ordinate and effectively present the three great divisions of ancient and modern learning: science, social science, and the humanities." These three furnish the legs to a balanced stool, for postwar education must not wobble in any respect.

Fifty years of science teaching in schools and colleges have failed to give the grasp

of scientific method necessary for intelligent leadership. There seems to be little or no understanding of the relation of science to the welfare of mankind.

To meet this need colleges must devise new courses, designed principally for non-scientists "in which the nature of science, the concepts that apply to its various branches, the basic results achieved, will be presented systematically." This will provide a comprehensive view of the subject so that the average educated man will have a basic knowledge of science.

The "combining principle" in the social science group is employed in the study of history, embracing principles of economics, government, and sociology. The world of today is a result of the historical past plus present circumstances and reactions. No leader can succeed without a knowledge at his command of how and why certain things in the past developed, together with the reactions and results which followed.

Educators agree on the importance of the first two fields of study named, but many fail to see justification for a study of the humanities. Since these deal with morality, the author states, "There is no better way of getting young people to think about the moral life—the life of right action and right feeling—than through the study of the humanities." The marvel of this field of study is its diversity, as found in art, music, literature, architecture, even philosophy, which develops the individual.

As these youth return from the battle front, changed and matured by the experience of military service, many will wish to return to school. Are these institutions ready to recognize that "of whatever economic level, of whatever color and creed, the young men with good minds must be found and fostered; they are our greatest resource"? Young men of this class will be found outside college halls as well as inside. Provision must be made for those hampered by financial disability.

"It is no mere catchword that democracy depends upon the right education."—*Harry J. Carman, "The Making of Leadership," The Saturday Review of Literature, Sept. 16, 1944.*

New York State is planning the postwar "establishment of a comprehensive system of technical institutes that will combine the vocational and the liberal."

A committee of the American Council on Education recently outlined a pattern for general education for members of the armed forces. Ten objectives were agreed upon: health, English, social adjustment, family life, citizenship, science, literature, art, philosophy, and vocation.

The writer estimates that three fourths of all American youth "could profit by one or two additional years of formal education" following a rich elementary and secondary schooling. And in technical institutes and vocational junior colleges "the mind of the student must not rest exclusively on the forty hours per week in which he will earn a living." Attention must also be given to "the seventy waking hours that will be devoted to . . . activities which will determine his happiness, beyond anything available in most occupations."—George D. Stoddard, "The 'Last Chance' Curriculum," *The Saturday Review of Literature*, Sept. 16, 1944.

"Contrast the college freshman with the college graduate. Then contrast the squeaking infant with the kindergartner. In which of these four-year periods did the greater feats of learning take place? Who shall say that these parents are not teachers? They top a whole college faculty—only they don't know it."

"The way in which a little child succeeds in getting what he wants from his parents determines lifelong qualities of character. Many of the 'problems' of later childhood and the 'storms and stresses' of adolescence are the delayed outcomes of situations badly handled ten years earlier by well-meaning but ignorant and impulsive parents."

Religious ideals and motives provide the soundest incentive for dealing with children. . . .

"The realization that all parents are teachers and all homes are schools, whether for good or for ill, has disturbing implications for parents."—Harry C. Munro, "All Parents Are Teachers, All Homes Are Schools," *The Christian Advocate*, Oct. 5, 1944.

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By DR. FRANK LEWIS MARSH, *Professor of Biology, Union College, Lincoln, Nebraska*

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