The JOURNAL of TRUE Education

VOLUME 7 FEBRUARY, 1945 NUMBER 1

The JOURNAL of TRUE

Education

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

CONTENTS

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

ELEMENTS OF GREATNESS—An Editorial

GREATNESS is an elusive term, almost defying definition. For it there is certainly no recipe or formula by which, if certain ingredients are mixed under favorable conditions, inevitable results will follow. What men have done is a matter of history, but to reproduce from rules the spark of genius that gave them success and influence lies beyond the skill of man.

Greatness does not necessarily follow the pattern of the ages. Contrariwise, the originality and freshness of the individual or his work may be his special gift to the generation. His happy, unique combination of qualities or skills that produces something altogether distinctive and creative is acceptable not for its novelty but for its recognizable worth.

It is not required of a man that he excel in all fields of activity. He could be a great thinker yet a failure as a musician. He might stir the multitudes with his sermons, but a church erected according to his plans could fall in upon the worshipers. Students might learn quickly under his instruction, but the school would perhaps be financially embarrassed under his policies. The fruit marketed from his orchard might bring top prices, but cattle pastured on his ranch could be a shame. He might even be numbered among the great except for one disqualifying characteristic. The margin between greatness and mediocrity is sometimes very narrow.

Men are rare who have been unusually successful at all they attempted. Washington has often been overrated as a general, but his statesmanship was sound and his character suited to the delicate work of organizing a nation. Lincoln is classed as a great President and storyteller, but as a military strategist he was excelled by others. Some man may unify a nation, organize victory, overcome enemies, extend boundaries, develop economics, and be intelligent and able, but at the same time be cruel and ruthless. A man could be as fearless as Paul, as devout as John, as industrious as Wesley, and as ingenious as Edison, and yet fail as conductor of a philharmonic orchestra.

Where must the emphasis be placed? Shall it be on character, on devotion, on industry, on vision, on purpose, on service, on position, on wealth, on brains, on the number of servants, on the size of the battle fleet, on the accuracy of the gunners' fire? Or shall it be a happy combination of some of these?

Surely a man can be estimated by the cause to which he has dedicated treasure and life, by magnificent courage in face of death, by humility despite apparent success, by a sense of humor that helps him to laugh at his own errors, by the amount of his service even though it be unnoticed, unrecognized, and unrewarded, by his leadership in thought in the realm of the abstract, the beautiful, or the inspirational, or by his devotion and consecration of self and time to a worthy purpose. But none of these alone constitutes greatness.

The greatest Teacher announced a fundamental principle of true greatness when He said: "He that is greatest among you, let him be as the younger; and he that is chief, as he that doth serve." By that infallible standard true greatness is measured in terms of character and service. In the spirit of the younger the greatest will seek to serve the most.

The Seventh-day Adventist History Teacher

Daniel Walther
PROFESSOR OF HISTORY,
SOUTHERN MISSIONARY COLLEGE

DURING the present crisis, when nations are engaged in a war of enormous proportions and huge consequences, historians feel the need of self-examination. Teachers everywhere think that it is time to reconsider how history is being taught and its effects in the classroom and outside. In the last century history stood first among scholastic disciplines but today gives way to the mighty physical sciences and mathematics.

Christian teachers also need to re-examine their position, not only from the standpoint of world events and professional competence, but from a moral and religious point of view. The quality of a person's teaching depends largely on his objective. The world aims to make useful citizens, while the church aims to fit for the kingdom of God.

The Seventh-day Adventist history teacher is a privileged person. He has the most beautiful, the most thrilling subject to teach, one which is at the same time a scholarly discipline and an art. After the Bible it is the most important subject in college.

The history teacher has more freedom than some of his fellows who teach other subjects. No teacher, whatever his subject, can develop competence, dignity, and intellectual independence, when constantly beset by hampering restrictions.

The true history teacher is in love with history. He is a conscientious, honest master, "and gladly would he learn—and gladly teach." The man who dreads his daily teaching, who goes to the classroom with a heavy and somber heart, is not worthy of the calling. Teaching is the most adventurous, exciting, thrilling of professions. It has its perils, discouragements, successes, delights. Browning says, "It is an awkward thing to play with souls."

Although the Seventh-day Adventist history teacher may strive to be objective, most of his teaching and writing will be subjective and will bear the mark of his personality, his belief, his outlook on life. Therein lies one great problem. He craves intellectual independence; yet he cannot honestly subscribe to a statement or an assertion that is contrary to his belief and conviction based on faithful personal research. He must always remember that he is a Christian teacher. Because he studies the past in the light of God's Word, his personal convictions are in harmony with his creed.

The alert history teacher is not satisfied with the knowledge he has acquired, but is constantly improving professionally. He is anxious to fight the demons of routine, self-complacency, and mediocrity. He does not, after a few years, become prey to intellectual laziness and indolence. He does not use year after year the same arguments, the same illustrations. Mentally, intellectually, and professionally he is ever on the lookout for new viewpoints, new findings. "Seest thou a man diligent in his business?" applies also to the history teacher.

All too much history teaching is amateurish. Many *dilettanti* who have neither qualification, talent, nor preparation take up history teaching, which at first sight seems easy. The assumption that "anyone who can read can teach his-

tory," is unwarranted. This attitude takes for granted that the history teacher needs neither special qualification nor solid preparation, and explains why history is unpopular in some schools. The nonchalance of some history teachers, their inexperience, their lack of preparation for the classes, and their plebeian education make history intolerable and the teachers a bore.

History teaching is difficult. How can the teacher increase his efficiency? He must keep in touch with the latest findings of the masters of history, read scientific magazines, work with historical organizations, take graduate courses, and write articles on his favorite period. It is taken for granted that every history teacher has his "field," wherein he digs, plants, and reaps with particular success.

The historian will specialize in one field or in one portion of that field, but some bungling historians have taken specializing so seriously that they are incapable of a broad and well-balanced outlook. They dig a deep foxhole. The more they dig, the darker it becomes. Soon there is no air. They only gather a few lost pebbles and see only an infinitesimal portion of that gigantic mosaic which is history. Intelligent and diligent research is to be encouraged, but pity the man who goes around with blinders on his eyes and cannot see the complete picture of history. The historian must also nurture a keen appreciation for the finer things, such as poetry and art.

Today the so-called humanities make a poor showing, and one responsibility of the Christian history teacher is to build up their reputation and importance. What is the historian today as compared to the chemist, the engineer, the mathematician? Today there are more textbooks, more libraries, more classes in history than there were fifty years ago; yet there is less voluntary reading of history now than there was then. The romantic biographies and historical novels that crowd the book market are not history.

Too often the student comes to college for any reason except to study, seldom for the course itself. He often brings with him a poor high school preparation. While he should be led to appreciate and to love study, alas, he often starts the course with an air of daring the teacher "to teach me something." He says that history is hard, that he has never understood it and never will.

That is the time for the teacher to show his art. *To teach* comes from the Anglo-Saxon *toecean,* "to show how to do." To teach is to help to learn. The inexperienced, selfish teacher attempting to teach what he has never grasped, merely fills out the strict duties of the job and makes the course uninteresting and hard to understand. Whereas he should be simple and clear, he uses big words to hide his own ignorance. The more a teacher knows, the clearer and simpler will be his teaching.

Sometimes a dull or disliked subject becomes interesting and absorbing because of the teacher's winning methods and dynamic personality.

Students will long remember the glow in his eyes, the ring of sincerity in his voice, the inspiration of his enthusiasm for his subject. They will feel richer and happier because of knowing him; they will pattern their own subsequent teaching after his. As Emerson said, "There is no teaching until the student is brought into the same state of mind in which you are; a transfusion takes place; he is you and you are he."

The history teacher will refuse to use trite and superficial methods. He must be intellectually truthful and courageous in order to give his students respect for genuine scholarship and show the need for true and accurate quotation. He is responsible to impress students that they must not substitute enthusiasm for truth, assumption for solid work, loud talking for substantial thinking. He must warn ministerial students especially against a

Please turn to page 21

Harmonizing Classwork With Other School Activities

Jonathan V. Peters

PRINCIPAL,
PLAINVIEW ACADEMY

THE Seventh-day Adventist academy is unique in its approach to youth training. Administrators and teachers must be constantly aware of the basic merits of Seventh-day Adventist schools lest they fail to reach the objectives. This may be true especially of the program of classwork and the schedule of other school activities. Maintaining a balance between these is always a major problem.

Can classwork and school activity be arbitrarily segregated? Schooling is life as well as a preparation for life. In a broad sense, work on the farm, duty as a dormitory monitor, or a part in young people's meeting all fit into the right training of youth as much as a solid session in geometry or a science class visit to the local light plant. The importance of manual labor in the school program is succinctly stated in *Counsels to Teachers,* page 307: "Useful manual labor is a part of the gospel plan. . . . Now, as in the days of Israel, every youth should be instructed in the duties of practical life. . . . Without physical exercise no one can have a sound constitution and vigorous health; and the discipline of well-regulated labor is no less essential to the securing of a strong, active mind and a noble character."

The real value of labor is much greater than the mere satisfaction of physical needs.

"The more perfectly the youth understand how to perform the duties of practical life, the greater will be their enjoyment day by day in being of use to others. The mind educated to enjoy useful labor becomes enlarged; through training and discipline it is fitted for usefulness; for it has acquired the knowledge essential to make its possessor a blessing to others. . . . Every power at our command is to be brought into this training work, that students may go forth well equipped for the duties of practical life."—*Ibid.,* pp. 309, 310.

If equal place is given to the practical arts and the actual classroom work, how are they to be fitted into a smoothly functioning school plan? What school activities are accepted as worth while in the student program? Primarily, the following main types: (1) industrial and departmental labor, (2) music and related arts, (3) social and recreational features, (4) spiritual and humanitarian activities. These, with eating and sleeping, very nearly round out the student's daily life, and each plays an important part in the education of Seventh-day Adventist youth. Then how shall time be wisely and equitably allocated to these divisions? This is the key question.

What is the status of the work program? Can the work superintendent commandeer a lad's school hours? Should he? It would appear that he should not. Conversely, a teacher should not expect a department to suffer too much from Johnny's failure to meet his work requirement. Both good scholarship and faithful workmanship are essential to the boy's success, and a careful approach

should be made to any drastic shift one way or the other. When a boy has a fair work load—and many try too much—it must be the teacher who makes the arrangements if he wishes to take the boy from his regular work period; in turn the department head should do the same when the situation is reversed. In either case arrangement should be made through the principal's office.

Work is a blessing; so is classroom activity. But unless wisely guided a student can readily begin a pendulum swing of study—work, study—work, which may end in disaster. Through teacher-supervisor-principal co-operation, with the student doing his part, such a tragedy can be averted. To assure fairness and over-all understanding a well-organized clearinghouse for problems of daily program and student schedule should be established with authority to regulate these important matters. Two points are good to keep in mind. First, such a group must be representative; second, the distribution of responsibilities to the various members should embrace both classroom and out-of-class work to encourage tolerance for others' needs and problems and diversity of interests. No school is all music, all industry, or all science; rather it is a composite of many integral learning units. Open discussions in staff meetings help to bring a clearer understanding and unity which cannot be engendered by any dogmatic statement of policy.

The field of music has its own special problems. Fortunately, it has also its own special rewards. It seems a tragedy that the student who absolutely must work most or all of his way often forgoes the training of his talents or the privilege of following a natural bent. While music and other activities must step aside from time to time, he is gaining a sense of personal responsibility for his financial obligations, as well as the ability to meet them. An open-minded music teacher, an alert principal, and interested department heads can usually work out seemingly insurmountable problems.

Spiritual activities should at certain times have a priority over all other school business. If such opportunities for special blessings are neglected, there is failure to attain the very thing toward which all are striving. However, judgment must be exercised, for example, by nominating committees and boards, to avoid placing too much responsibility or too many duties on a few students. In fact, a master check list showing all the duties of each student enrolled is an invaluable aid in the fair distribution to students of church and school responsibilities. If properly kept, this can become a permanent record in the personnel office for reference as transcripts and recommendations are requested.

"There is an education which is essentially worldly. Its aim is success in the world, the gratification of selfish ambition. . . . There is another kind of education that is very different. Its fundamental principle, as stated by the greatest Teacher the world has ever known, is, 'Seek ye first the kingdom of God, and His righteousness.' "—*Ibid.*, p. 64.

To obtain the latter, Christian teachers must always have their Master Teacher with them and let His spirit be their guide. Constant, vigilant effort of the staff will result in a balanced program to strengthen body, mind, and soul, and prepare workers for God. Unless Christian teachers are careful to incorporate into their personal lives, as well as the lives of their students, a close walk with God, there is danger of losing all.

Holding the Ninth- and the Tenth-Grader in School

William H. Shephard

PRESIDENT,
SOUTHWESTERN JUNIOR COLLEGE

SCHOOLS have not been left untouched by the problems of the war and its many influences. The older boys have been called to military service. Better wages and freer money have given parents the feeling that they can do for their children what they were unable to do heretofore. Hence boys and girls do not need to do the many little chores once necessary in order to earn spending money. Those in the age level of the ninth and tenth grades are tempted by an abundance of remunerative work and an urge to be patriotic, if not actually heroic, in filling a man's place. They become restless and confused as they face opportunities to earn easy money. Yet irreparable harm will be done to the future work of the church and to the boys and girls, should they now neglect their education.

There is the urge on every hand to *do something*. The clarion call today is to action, adventure, dangerous missions. School with its traditional routine seems very dull and monotonous by comparison. Time drags so slowly. Perhaps one of the biggest obstacles to continuous school attendance by the ninth- and tenth-grade pupil is the feeling that it will take him so long to finish school. He is not sufficiently mature to appreciate delayed accomplishment. He wants something more immediate. Hence the problem of holding this group in school is a growing one and must be met.

It seems logical to attack this problem by an endeavor to make school and school life an experience with more immediate successes. For many this may be solved by sending them away to boarding school. Contrary to popular belief, it is the younger group who most successfully derive permanent good from boarding school. They more readily make the necessary adjustment to boarding school life and adopt the philosophies, standards, and ideals of the school than do the older group, whose ideas have been encroached upon by two or three years of growing independence and perhaps careless conduct in afterschool-hour environment. Going away to school provides the restless and adventuresome with change and new activity. It also adds responsibility, which in the majority of cases is stabilizing. The sense of being "on his own" gives a feeling of accomplishment and success which otherwise would be delayed for several years. The ideals, standards, and beliefs acquired early in life and held by environment and association through youth, are productive of permanent results in maturity.

However desirable boarding school experience may be, it does not solve the problem for all ninth- and tenth-graders. Schoolwork itself must be made interesting and attractive; and, especially important to this group, it must be practical. Not content with theory, they must have something with a future in it. They want to do something. This draws attention to the curriculum for the first two years of academy or high school.

Many attempts have been made to change the curriculum, such as revision, adjustment, and enrichment. Most of these, however, have been the desultory introducing of a new course or class, re-

naming already existent classes, or giving fancy titles to teachers who do no more than continue the same traditional methods and subject matter. It would seem that to be realistic in the desire to hold the ninth- and tenth-grade pupil in school, a number of short courses must be offered in the freshman and sophomore years of school. These need not be entirely new, but may be introductory courses of half-unit length which touch upon the main areas of the high school and junior college curricula. This will broaden the field of educational experience early in high school, affording greater opportunity for attracting and holding the student's interest. From this wider choice in areas he may find an interest which he will follow through high school and into college. The time element is shorter. The completion of courses comes more frequently. The student has an immediate sense of accomplishment. His more apparent progress gives a greater thrill of success, and he is inspired to remain in school.

For example, the field of science is rarely presented in all its areas until the last years of high school or first years in college. The ninth-grader sees only the traditional four units, and too often has not the opportunity to form probable interests because he cannot persevere.

Short courses in the industrial arts are especially practical from the standpoint of breadth of interest. It would seem advantageous for the student to be given opportunity to survey several areas of vocational experience, rather than spend a full year in one subject. These short courses may not develop a finished skill in any specific trade; yet as a result, the student may find an interest which otherwise he would never have known and may make a more intelligent choice of lifework. As to the academic value to be assigned to these short courses, that is a problem for the curriculum idealists and registrars. But if these young folks are to be held in school and prepared for the "joy of service in this life" their training must be practical. Where short courses have been tried, there is evident a definite correlation between the variety of areas offered and the holding power for further work.

The teaching personnel in the freshman and sophomore grades must be conscious that a big adjustment has to be made by the pupil who comes from the elementary school into high school. These teachers must be skilled in simplicity of language and clarity of thought. The common complaint of those who become discouraged with school during the early months of their high school experience is that "I didn't know what he meant," "I can't understand what he wants," "We don't know what to do," "I can't find what he is asking for." True, some of these discouraged students rate low psychologically, but too often they really are confused. It is extremely helpful if lesson assignments are made simply and positively, taking care to see that all the facilities for their study are available. Much more might be said about the teaching personnel for these grades, but nothing is more important than that they possess a genuine affection for the boys and girls for whom they work. They must like their work. There is need for teachers who will make a career of secondary teaching rather than work as "fill-ins" until something else is offered.

If the ninth- and tenth-grade students are to be kept in school, their school environment must be intelligently selected. They must be given school experiences with more immediate and practical success intervals. They must have teachers who are enthusiastic and happy in their work. After all this is done, it must still be realized that much responsibility for the student's continuation in school rests with his parents. It is they who should determine attitudes and instill in these young people ideals which will give them a vision of preparation for usefulness beyond the mediocre.

Learning Geography the Hard Way

William A. Scharffenberg

DIRECTOR,
INSTITUTE OF ORIENTAL STUDIES, 1927-1940

THE American people are today being introduced to the geography of the Pacific in a very real but tragic manner. The rapidity of the enemy's advance in early stages of the war bewildered the American people. They did not fully comprehend what was involved, because they had no adequate conception of the areas being overrun. But now as an all-out effort is being made to recapture these lost territories, Americans are amazed at the task confronting them. Island after island is being retaken, and yet scores more must be taken before a first-class offensive can be launched on the Asiatic mainland. Unfortunately, not only elementary schools, but high schools and colleges, have heretofore placed overwhelming emphasis on the Western Hemisphere, with the result that the Pacific region is more or less a blind spot.

There are approximately sixty-eight million square miles of water in the Pacific area, a territory thirty-three times larger than that of the entire United States. In that great body of water will be found some thirty-five thousand islands. The Asiatic mainland is also a vast area, as large as North America, South America, and Europe combined.

Allied forces are confronted with the greatest task in all history—to gain and maintain control of this territory. America was so utterly bewildered by the cyclonic pace of international developments during those hectic days immediately following Pearl Harbor that only such scattered places as Guam, Hong Kong, Singapore, Corregidor, and Bataan could be remembered, and there was but a hazy conception of even these places. Now, as the major offensive in the Pacific is launched, and these lost territories are regained, Americans are beginning to study the geography of the Pacific region with deeper interest.

The first major offensive was launched against the Solomons, and the word Guadalcanal was flashed over the air. This name held the headlines for over six months. As maps were pulled down and the Solomon Islands were studied in detail, it was found that they consist of ten major islands covering an area of approximately seventeen thousand square miles. As the Allied forces advanced and entered New Guinea, the greatness of the task was impressed upon the nation. Gradually such places as Samarai, Salamaua, Port Moresby, Madang, Buka, Bougainville, and others appeared in the headlines. While the conflict was still raging in New Guinea, the Allies suddenly struck at Tarawa, one of the Gilbert Islands. The Gilberts consist of sixteen small atolls with an area of less than one hundred and seventy-five square miles; yet they held the attention of the American public for many days, for a terrific price was paid to secure Tarawa—an island only eight hundred yards wide and two and one-half miles long. The Marshall Islands, consisting of thirty-two atolls and eight hundred and sixty-seven reefs, stretching over a distance of seven hundred miles from southeast to northwest, were next in the headlines as American forces attacked such places as Eniwetok, Jaluit, Wotje, Ujelang, and Lae.

Then came the attack on the Marianas, a group of fifteen islands covering a distance of five hundred miles running north and south. Guam, the largest of

the Marianas, is about eight miles wide and thirty miles long, and was formerly held by the United States, while the other fourteen islands of the group were held by Japan. The initial attack was made on Saipan, the second largest island of the group, approximately four miles wide and fifteen miles long. The battle of Saipan was one of the fiercest of the present war. It took seventeen days of continual bombing before Allied troops could be landed, and another twenty-one days to secure control. During this time much was learned about other islands of the group—Guam, Rota, Agiguan, and Tinian—as they in turn appeared in the news. The entire land area of the Marianas group is approximately two hundred and fifty square miles—no larger than that of Los Angeles—yet they were the center of attention for many days.

Following this came the invasion of the Palau group, consisting of some one hundred islands running from north to south, a distance of seventy-seven miles. The Palau Islands lie west of the Carolines, and are hilly, heavily wooded, and completely surrounded by coral reefs. The control of Peleliu was barely secured when came the attack on Leyte, the eighth largest island of the Philippines. As General MacArthur's forces advance through the Philippines, Americans will become definitely interested in Mindora, Luzon, Panay, Mindanao, Palawan, and other Philippine islands.

The American people are now being introduced to the geography of the Pacific, and are learning it the hard but impressive way. Very little had been heard of the Netherlands East Indies until those islands fell into the hands of the enemy. This, too, is a vast territory covering a distance greater than that from New York to San Francisco. Then there are the Bonins, that will be heard of more and more as Allied forces advance toward the Japanese home base. Undoubtedly more will be heard also of Formosa, Hainan, and Borneo; and soon the geography of the Asiatic mainland will be under study.

Now take a bird's-eye view of some outlying territories of this Asiatic mainland. There is Burma, a country that has as much land as Texas. This may not mean much to the majority of Americans, who have never traveled through the State of Texas, and to whom it is just one of the forty-eight States; yet it should be remembered that Texas, and also Burma, is larger than Germany. There is Siam, a territory as large as the combined area of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, Delaware, and Maryland. French Indo China is larger than France itself. Then there are Mongolia, Manchuria, Siberia, Tibet, and Sinkiang—vast territories in the central and northeastern parts of Asia.

Mongolia is larger than France, Germany, and Italy combined. Manchuria is as large as all the territory east of the Mississippi River, not including the States of Mississippi, Alabama, Georgia, and Florida. Sinkiang is two and one-half times as large as France. Wendell Willkie predicted that Sinkiang would someday become a great battlefield in the struggle between Russia and China. When one thinks of Asia he must think of China, India, Korea, and Japan, remembering that China is as large as the United States.

Space does not permit a detailed listing of population figures or natural resources of these countries. However, it is estimated that sixty-six per cent of the world's natural resources lie in Asia, and that sixty-six per cent of the human race, or manpower of the world, reside on the Asiatic mainland and islands of the Pacific. Would it be asking too much to suggest that in the study of world geography, teachers devote fifty per cent of their time to that portion of the world which holds sixty-six per cent of its nat-

Please turn to page 15

Mission Schools Carry On

Major Homer O. Stilson

As a medical officer in the armed forces of the United States, it was the writer's privilege to visit the South Pacific area. These island groups are widely scattered over a vast expanse of water. For this reason, and because of language and racial differences, each island group must be considered separately as far as educational and organized mission work are concerned.

The Hawaiian Mission Academy, under the able leadership of Principal Frank Rice, is located in Honolulu. This school has grown by leaps and bounds in the last few years, and has done a great work in breaking down prejudice and making friends. It is believed that fully ninety-five per cent of the people who give toward the Ingathering campaign there, do so because of their kindly feeling toward the school. There are definite plans for enlarging the elementary division of the school another year, since applicants have been turned away at the rate of twenty or more a day. The school has become the best missionary medium in the Hawaiian Islands. During the last school year more than seventy young people were baptized, and the school is largely responsible for these decisions.

The work in British-controlled islands is growing even during trying wartimes. In these areas the teachers and missionaries come mostly from "down under"—Australia and New Zealand—and they are a most consecrated, well-trained group. Transportation has been a problem in general, but especially so in these island fields. The Fulton Training School on the Fiji Islands has for headmaster A. P. Dyason, who is an able leader and well fitted for the position. The school atmosphere is one of entire consecration, and a more loyal group there never was. The work of this school is well recognized by government officials, and the students stand high in the examinations given. In these islands a well-trained native Christian teacher can do untold good. It is a real inspiration to stand before these dark-skinned natives; to see their earnest, intelligent, Christian faces; and to realize their tremendous potentialities for good, and for the finishing of the gospel. Many blessings were gained and lasting friendships formed by two visits to this institution.

The work is carried on for both Fijian and East Indian. Each forms about fifty per cent of the island population of Viti Levu. At this time Brother and Sister K. Gray, evacuated from New Guinea, are carrying on the Indian work, though they long for the time when they can return to their own field of labor. The school for the East Indians is situated on rolling hills in the country and is able to grow most of the native food needed. It is intriguing to hear native drums roll out the early-morning call to worship.

Both these schools are outside the actual war area. However, many schools are within that occupied ring from which all European workers have long since been evacuated. Still the work goes on, now in the hands of native teachers and workers, trained in the educational institutions of the church. What greater testimony could be borne for a divinely founded educational program? The work goes on! True, it may not be in all places carried on as previously organized, for the enemy has destroyed much of the tangible, temporal property of the

schools and missions in the occupied islands. In one area three teachers were killed. But the picture is not all dark. The native people have been driven from their homes, but the work goes on in individual hearts, and the believers are living exemplary lives before those with whom they work. The outstanding work which the native teachers have carried forward may not be known until the "other shore" is reached. In Munda the sawmill is functioning to good advantage, and all available garden produce is readily marketed to the armed forces.

A short time after the initial landing of Americans on Bougainville an Australian officer, many years a resident on the island, went out and gathered together a group of natives, most of whom had barely escaped from the enemy, to serve as a labor battalion. Among these were a few Adventists, who were given the Sabbaths free for worship. Through the courtesy of this officer, the writer was able to contact these good people, and to meet with them on Sabbath. There were some twenty-two of them, six mothers with babes, ten adult men, and the rest boys of varying ages. All were intelligent and quick to understand, which did much to relieve the language difficulty. They are a naturally hospitable people and were happy to be visited by an Adventist from America. Okira, headman for the group, came from Kavieng, New Britain, where he had taught for seven years. Pacco had begun work at the Kieta Mission, and Hubbard was from Rabaul. These native teachers held the group together.

When the American doctor was introduced, all lined up and there was a general handshake. All were clean, but they showed evidences of many tropical diseases. Though tribal markings adorn the faces of some, the light of the gospel is in their eyes, and they are happy. They made special mention of the fact that no longer do they scar their children as did their heathen parents. The women were clean and clothed, in marked contrast to the others about them.

Following these greetings, boxes of all sizes were brought to serve as seats. It was indicated to the native brethren that they should proceed with their worship as usual, for it is much easier for an American to understand them than it is for him to make himself understood by them. A number of well-used copies of *Christ in Song* and an early edition of *Hymns and Tunes* were produced, which marked the age and history of the work in the South Seas. The men sat on one side, the women on the other, and the native teacher took charge. There were song and prayer, followed by the teacher's short discourse on faith, given in Pidgin English. A more timely subject could not have been chosen. All had English Bibles and could read them, and every text was read in unison. Then there was more singing, which everyone enjoyed, and prayer closed a most delightful gathering with these black children of nature who reverence the same God as does the church back home. Many could read the church papers very well and were happy to receive them.

That simple worship, with a semicircle of crude boxes for pews, the tropic sky vaulted by towering jungle trees festooned with vines, rivaled the most elaborate service in the grandest cathedral, for the Spirit of God was there, through the humble medium of a native Christian teacher; and all were blessed.

Though the day was cloudy and the heavens the only cover, the rain was stayed until the service was finished. Then while it rained, the humble temporary abode of the headman gave refuge, and conversation was carried on as well as could be expected. They are a loyal people, and a good example of what the educational work done out there in the past is still accomplishing.

The crying need of all the educational institutions abroad is for health teaching and medical care.

Training in the Art of Refinement

A MARKED decline in courtesy and appreciation of the rights of God and their fellow men is apparent in young people of teen age. Every responsible adult realizes that there should be a "third front" against the looseness of youth in these feverish days of war, and asks, "What are we really going to do about it?"

This denomination is not left in doubt as to what should be done. Through the Spirit of prophecy message after message has been given to parents and teachers, outlining their duty. That overwhelming numbers of parents are recreant to their God-given duty to train their children in ways of obedience is evident wherever parent-child contacts can be observed. Some seem never to have heard that "any child that is permitted to have his own way will dishonor God and bring his father and mother to shame."[1] Teachers know well that the products of such lack of discipline come to them, thus placing upon them the burden of picking up the broken pieces and patching them together, of quenching in the children the flames of willfulness which have been fanned by carelessness or sinful indifference in the parents.

The teacher must accept this duty. There can be no personal victory in the life of any youth until he has learned obedience to law and order and consideration for others. The Christian spirit is the essence of true courtesy. The very purpose of Christian schools will be defeated if they do not help the youth to gain refinement. "Had the believers . . . felt the importance . . . of refinement of manners in Christ's work, where one soul has been saved there might have been twenty."[2]

Businessmen study courtesy, for it brings abundant reward. The children of the world are wiser in this than the children of light. Of all people in the world Seventh-day Adventists should be the most courteous. "The worker who manifests a lack of courtesy, who shows impatience at the ignorance or waywardness of others, who speaks hastily or acts thoughtlessly, may close the door to hearts so that he can never reach them."[3] The prime objectives of denominational schools are to save the boy and girl, and to train them in God's service.

All teaching is done by precept—"precept upon precept; . . . line upon line; here a little, and there a little;" and by example—what the teacher is. How will the student know unless he is told? How can he see unless he is shown?

Manners will take care of themselves if true courtesy is in the heart. Life is a social game, and the youth may be saved many heartaches if instructed in the rules of the game. Educators today recognize the need for safeguarding students against social failure, and some high schools are experimenting in the teaching of refinement. There have been courtesy weeks featuring talks, questions and answers, and demonstrations of good and bad behavior, with but slight surface impression. It is time to go far enough to really bend instead of only dent. Some schools now feel that they are bending. The junior high school at Jeffersonville, Indiana, conducts an experimental class in refinement, employing the three methods of reading, observation, and oral instruction. The teacher reports that "the deference the children began to show for their teachers, older people, and their classmates was astounding. A desire to do the correct thing was prevalent, and a spirit of courtesy seemed to radiate from the children taking the course." The sixty-three students taking this course were compared on the basis of age, sex, and intelligence with a similar group in another high school where no such class was conducted. Results were consistently in favor of those taking this special study. The spirit of courtesy which prevailed among the members of the class was measurable only by the intangible atmosphere of agreeableness and kindliness. This experiment is not an isolated one; many other schools are working along this line.[4]

In one academy a two-week course in courtesy forms a part of the work in English IV. Papers are written and talks are given on table etiquette, introductions, conversation, personal appearance, respect and consideration for others, manners at home, entertaining guests, classroom manners, church behavior, etc. Each student specializes on one topic and prepares material for presentation to the class and later to the student body in chapel. A most effective method is the portrayal of correct and incorrect behavior, with explanations, since but a small proportion of young people really understand the ABC's of refinement.

One thing greatly in favor of teaching refinement by precept is that to the adolescent a slight social blunder assumes the proportion of a major catastrophe. Thus, he is interested in learning what is correct behavior. However, since good teaching is cumulative, all effort to instruct by precept must be not for a week or two—to be soon forgotten—but a continuous repetition throughout the year, each time from a new angle.

A high school girl recently remarked, "I have heard a great deal about the pupil's manners toward the teacher but never anything about the teacher's manners toward the pupil." In spite of all that can be said to students, the fact remains that what the teacher does counts for more than what he says. Example really teaches. His fairness or partiality, interest or indifference, begets a like attitude in his students. "As in water face answereth to face, so the heart of man to man." Prov. 27:19.

"The teacher who is severe, critical, overbearing, heedless of others' feelings, must expect the same spirit to be manifested toward himself. He who wishes to preserve his own dignity and self-respect, must be careful not to wound needlessly the self-respect of others. This rule should be sacredly observed toward the dullest, the youngest, the most blundering students. What God intends to do with these apparently uninteresting youth, you do not know. He has, in the past, accepted persons no more promising or attractive, to do a great work for Him." [5]

If the teacher finds himself becoming impatient and irritated by the students' slowness and thoughtlessness, then it is time for him to go into his office and close the door—not for a conference with students, but for a conference with the Source of all love, for a renewal of the right spirit in his own heart.

Young hearts are like harps which may be played melodiously and sweetly. It is the Master's love in the heart of the teacher, playing upon the tender heartstrings of the boy or girl, which brings out the music of kindness and consideration for others. This calls to mind the story of the old violin which was apparently worthless until the master violinist made its strings to quiver with the heights and depths of his own emotion, until he swayed the crowd in the auction room. The teacher who is refined and courteous, and who has that Master love in his heart, will be given the power to draw his students to Christ.

[1] *Testimonies*, Vol. V, p. 325.
[2] *Ibid.*, Vol. IV, p. 68.
[3] *Ministry of Healing*, p. 157.
[4] *English Journal*, Vol. 27, 1938.
English Journal, Vol. 26, 1936, 1937.
Clearing House, Vol. 16, 1941, 1942.
School Activities, Vol. 12, 1940, 1941.
Practical Home Economics, Vol. 17, 1939.
Practical Home Economics, Vol. 18, 1940.
[5] *Counsels to Teachers*, p. 93.

HELEN A. OLSON,
Instructor in English,
Auburn Academy.

Learning Geography

Continued from page 11

ural resources and population? Would this not be an opportune time to place greater emphasis on the Pacific region?

The American people will more and more be attracted to the peoples of the Orient. In thinking and planning, it must be continually borne in mind that the Pacific is rapidly developing into America's front door. This applies not only to international affairs but also to the finishing of the work of God on earth. The young men and women in college must be equipped with a thorough knowledge of the Pacific region, for hundreds, perhaps thousands, of them will be called upon to assist in the finishing of the work in these lands.

Missionary Volunteers in the Academy

SEVENTH-DAY ADVENTIST young men and women have been called "to the kingdom for such a time as this." As no other group of youth in the world, they have been marked by destiny for special duty in a critical hour. Thousands of this generation will be saved from destruction by the timely witness of Seventh-day Adventist young people who respond to today's challenge. The Missionary Volunteer organization is the recruiting and training setup embodying elements of strength characteristic of the third angel's message.

This outstanding body of young men and women stems from a succession of illustrious youth of Bible times, conspicuous in hours of stress and crisis when courage and valor were a necessity. The noble pioneers who laid the groundwork for the present Missionary Volunteer structure were not dreamers dealing in abstract theories, but were men of consecrated action. Recognition of God's last call to a lost world filled them with an urgency to "carry the gospel message to all the world in this generation."

In this comprehensive sense there is imperative need of guiding the youth of academy age into the midstream of this throbbing movement. A very restricted and narrow conception of the Missionary Volunteer Society has developed, marked in some places by certain trite and worn rituals which have militated against its wholehearted acceptance. This erroneous conception must be discarded in favor of the larger vision of reality, concreteness, and vigorous action. The academy age is the restless, active age and a progressive, enthusiastic, purposeful movement bent on achievement will appeal.

These five objectives could form the first outline of a pattern of activity for the Missionary Volunteer Society in the academy: Fellowship, Religious Growth, Service, Recreation, Training in Leadership.

Fellowship is mentioned first because a group spirit, a sense of pride in belonging, must characterize a successful youth organization. That which produces this desired objective is the rallying of the group around a common standard of mutual devotion to a great cause, and the accomplishment of a series of projects advancing that cause. Group association in worth-while enterprises will produce a fellowship that is very desirable. The more courage and unselfishness, the more hardship endured and effort expended, the more enjoyable and prized will be the fellowship. Why not rally all academy students around the Missionary Volunteer Motto, Aim, and Pledge, and challenge them with stimulating projects?

This band of youth must ever realize that only as their consecration and submission to God are complete can they make the maximum contribution to a great cause. Daily personal study of the Bible, with group study and discussion leading to a systematic understanding of the Scriptures, together with the testimony of an intimate walk with Jesus, help to develop a fellowship much to be desired.

Bible study and prayer awaken young men and women to know their need, and then to obtain supplies for that need. The fuel for glowing lives comes only from the divine source.

Many statements from inspiration teach the necessity of encouraging youth groups to undertake projects of unselfish ministry, instilling the paramount motive, to save a soul from ruin. There is a vast field open to enterprising leaders in discovering new ways of introducing the good news of salvation to lost souls.

"No sinner should come within the sphere of a Christian's influence and feel that his interest has not been enlisted on the side of Jesus. . . . Young men and young women, cannot you form companies, and, as soldiers of Christ, enlist in the work, putting all your tact and skill and talent into the Master's service, that you may save souls from ruin?"—MRS. E. G. WHITE, *Signs of the Times,* May 29, 1893.

Please turn to page 19

NEWS from the SCHOOLS

A COURSE FOR GRADUATE NURSES is being sponsored by Pacific Union College in collaboration with the College of Medical Evangelists. This provides four quarters' work leading to the degree of bachelor of science in nursing education. A minimum of two quarters' resident study at Pacific Union College is required, while the remainder may be taken at either Loma Linda or White Memorial.

THE INTERNATIONAL RELATIONS CLUB of Walla Walla College is combining the Seventh-day Adventist mission program with its general study of South America through sound motion pictures. One student gives a short history of the particular country, and another presents the work of Seventh-day Adventists there.

FOREST LAKE ACADEMY has drilled an 813-foot well, laid a 1,000-foot main pipe line, installed a 10,000-gallon pressure tank, and built a concrete blockhouse over the pump and electrical installation. Also the old bathhouse has been moved and remodeled to make a modern home where Vera Lester, music teacher, lives and conducts her classes.

TWELVE $100 SCHOLARSHIPS for the first year's work at the Loma Linda School of Dietetics were announced in December by the Loma Linda Food Company. These are made available to students in denominational junior and senior colleges in an attempt to fill the urgent need for dietitians. Further scholarships of $150 each will be offered these students on a competitive basis for their second year.

THE ELEMENTARY SCHOOLS, with a total opening enrollment of 19,766, show a gain of 1,559 over last year's opening. Had qualified teachers been available, both the number of schools and the enrollment could have been larger.

EJLER E. JENSEN AND HIS WIFE have recently gone to the Alaska Mission, where he will serve as superintendent. Mrs. Jensen will be secretary-treasurer. Both are 1942 graduates of Pacific Union College.

MRS. VERA E. MORRISON taught three courses in education at Atlantic Union College the second nine-week period of the current school year.

THE BIBLE CLASSROOM at Auburn Academy shows marked improvement through the efforts of Robert Kitto. This includes a small rostrum with newly built pulpit and desk, shadowproof blinds to enable the use of a projector and films at any time, and neatly printed mottoes above doors and windows.

ACTING PRINCIPAL C. E. WHEELER of Solusi Training School, in Africa, reports the 1944 attendance to be exceeding all previous records. A new kitchen, dining room, and girls' dormitory must be added. The evangelistic course is popular. Of the one hundred and five girls enrolled, twelve are preparing for teaching.

MUSIC WEEK AT LA SIERRA COLLEGE was started in 1938 to cultivate music appreciation and to provide an outlet for student talent. Results have been worth while.

THE BOOK WEEK PROJECT, "Around the World With the American Soldier," was carefully planned and executed by third-year English students at Asheville Agricultural School. In addition to the books displayed on various countries represented, posters, post cards, pictures, souvenirs, and captured regalia sent home by the boys added interest to the exhibit set up in classroom and library, and gave a sense of nearness to the boys overseas.

WASHINGTON (D.C.) UNION ACADEMY for colored youth has an increased enrollment, and there is a fine school spirit. Eleven recent graduates are continuing in college their preparation for definite fields of service.

RECENT IMPROVEMENTS at Gem State Academy include fluorescent lighting for the chapel, which will later be extended to the classrooms; drapes behind the speakers' chairs on the chapel rostrum; and a transformation of the girls' parlor.

THE JOHN NEVINS ANDREWS SCHOOL, in Takoma Park, started its seventh year with an enrollment of 220. This school serves four near-by churches: Takoma Park, Capital Memorial, Review and Herald Memorial, and Mount Pleasant. Thirty-five children are from non-Adventist homes, but the parents sense their children's need of a Christian education. The school auditorium has recently been made soundproof through the united efforts of all concerned.

INCREASED ATTENDANCE in the elementary school at Southern Missionary College has made necessary a new classroom for grades seven and eight, also an additional critic teacher, Mrs. Betty Harter.

MR. AND MRS. ROY B. COMSTOCK are joining the faculty of Academia Adventista Hispanoamericana at San José, Costa Rica. Mr. Comstock, 1944 graduate of Walla Walla College, will supervise the school industries, while his wife, a registered nurse, will assist as needed.

EQUIPMENT INSTALLED at Southwestern Junior College dairy house early last fall produces ice cream for the school family.

THE FIRST CLASS OF FOUR-YEAR SENIORS at La Sierra College was recently organized.

THE ANNA WELLER NEWTON CHAPTER of the Future Teachers of America was organized at Pacific Union College shortly after the opening of school. Mrs. Newton, for whom the chapter is named, was the first normal director of the college after its relocation at Angwin.

EQUIPMENT RECENTLY ADDED to the laundry at Asheville Agricultural School has not only increased efficiency but has brought in laundry and dry-cleaning work from near-by towns.

POEMS BY FOUR PACIFIC UNION COLLEGE STUDENTS were recently accepted for publication in the *Annual Anthology of College Poetry,* sponsored by the National Poetry Association.

GEORGE E. SHANKEL has joined the teaching staff of Walla Walla College and will begin work in the history department in the spring quarter.

A. R. TUCKER, former principal of Mount Ellis Academy, has accepted a call to the principalship of Caribbean Training College, Trinidad, British West Indies.

THE LIBRARY AT LYNWOOD ACADEMY is becoming familiar to students and teachers through mimeographed manuals which give the library floor plan, general study hall rules, as well as rules for circulation of books. Book classification is explained, and lists of reference books and instruction on how to find material are included. The Teachers' Guide lists material available for making classroom assignments.

WHO'S WHO AMONG AMERICAN UNIVERSITIES AND COLLEGES will carry in its 1944-45 issue the names of seven students of Atlantic Union College.

ORVILLE C. BALDWIN, after twenty years as instructor in agriculture and manager of Pacific Union College farm, has left to take graduate work in agriculture at the University of California.

PRIVATE DUANE N. KINMAN, now internationally known as the pocketknife foxhole surgeon because of his experience on a battlefield in France, has been awarded a scholarship by Walla Walla College. This will cover all his expenses in finishing the academic course and three years of college premedical work.

CAPPING SERVICE for the preclinical class of the Loma Linda School of Nursing was held December 17. Thirty-four girls were presented their caps by upperclassmen.

The Campus Chronicle, student paper of Pacific Union College, now has a paid circulation of 4,576, the largest in its history.

A CONFERENCE ON NURSING EDUCATION for the Pacific Union Conference was held at Pacific Union College, December 27 and 28, under the direction of Dr. H. W. Vollmer. Mrs. Catherine Graf represented Loma Linda Sanitarium; Mrs. Mary Monteith, White Memorial Hospital; Blooma Woodard, Paradise Valley Sanitarium; and Irene Robson, St. Helena Sanitarium. Representing the health interests at Pacific Union College were Dr. Mary McReynolds, Ethel Walder, Joseph Fallon, and Percy W. Christian.

THE BIOLOGY CLUB of Walla Walla College is developing an arboretum on a formerly unsightly plot of ground near the Science Building. There are three sections: one for cultivated specimens, a second for native plants and shrubs from the Blue Mountains, and a third for desert plants. Sixty specimens of forty-five cultivated varieties were set out during 1944.

WALTER R. WHEELER and family, on furlough from Brazil College, at São Paulo, called at the General Conference office recently. Mr. Wheeler, professor of English and Greek, also directs the a cappella choir and is recognized as the outstanding director of chorus work in Brazil.

PACIFIC UNION COLLEGE this year is devoting one chapel period each week to activities of eight student clubs representing various interests.

AUBURN ACADEMY has spent $25,000 on improvements since June, 1944. Major items include development of the basement in the boys' dormitory, completing all sidewalks between various buildings, and finishing the fire-protection system.

THE LAKE-FRONT CAMPAIGN, sponsored by the Forest Lake Academy boys' and girls' clubs, provides a well-arranged outdoor pavilion which will seat two hundred and fifty persons. The lake is to be rid of weeds through the kind offices of a professional in that line, and a springboard and cement pier are also included in the improvements.

Missionary Volunteers

Continued from page 16

"It is not enough to show how much needs to be done, and to urge the youth to act a part. They must be taught how to labor for the Master. They must be trained, disciplined, drilled, in the best methods of winning souls to Christ."—*Gospel Workers, p. 210.*

There is great need for wholesome Christian recreation and social life among Seventh-day Adventist young people. The very fact that Satan has invented so much of the counterfeit makes it incumbent upon leaders of youth to suggest and provide positive and constructive ideas and plans. This is a frontier still open to the pioneer. Three specific fields are especially challenging:

1. Hiking, camping, campcraft.
2. Vocational hobbies.
3. Nature lore.

The Master Comrade training has developed into a vital feature of the Missionary Volunteer program. Its varied interests appeal to youth and the Master Comrades produced are of inestimable value to the organization. Young men and women who are to carry to all the world the gospel of the third angel's message need to develop qualities of leadership. The Vocational Honor program and Master Comrade requirements integrate very well with the academy curriculum, and some schools have made oustanding records along this line.

It seems altogether practical and workable to recognize the Missionary Volunteer organization in a school as the student organization, with faculty sponsors who will give counsel and guidance. Missionary Volunteer officers appoint, with counsel, committee chairmen covering the five branches of activity, each of whom will foster the particular phase assigned him. Various campaigns, social and recreational events, Master Comrade classes, consecration weeks, and missionary projects will be planned and executed by a faculty-guided student leadership. Thus the weekly Missionary Volunteer meeting becomes the rallying point for a youth program of activity seeking to interpret in deeds the avowed aim and motto.

This plan has been and is being successfully followed in isolated cases. Perhaps the transition to general practice will take time, tact, and strategy; but if the loyal Seventh-day Adventist youth can be welded together in a dynamic movement for God and fellow men, it will be worth all the effort involved. Then the name Missionary Volunteer will represent all that is desirable in youthful endeavor, and the young men and women of the advent message everywhere will be stimulated to do exploits for God. Then and only then will the divine predictions concerning advent youth be fulfilled.

LAURENCE A. SKINNER,
Missionary Volunteer Secretary, North Pacific Union Conference.

Patriotism Through Programs

SEVENTH-DAY ADVENTISTS have developed their system of schools for the purpose of educating their children and youth for the eternal kingdom. However, it is the responsibility of every teacher to train them to be good citizens here and now. If time should last, these boys and girls now in school may hold important positions in the world as well as in this denomination. It is necessary for them to understand what it means *to be an American*—what are their *privileges* and *responsibilities*. What does America do for me? What can I do for my country?

"Today, as never before in the history of our nation, it is necessary that the girls and boys in our schools be made to realize the privilege that is theirs in living in this great country. As teachers, we must be ever on the alert. Although we have tried to instill into our pupils a love and devotion for the flag, there are many things that may tend to counteract or destroy whatever principles and ideals we have succeeded in building into their thinking. Therefore, we must never miss an opportunity to make them conscious of the duties as well as the privileges of good citizenship."—*The Instructor*, April, 1942.

Why does a plain little piece of cloth colored red, white, and blue—waving in the breeze—fill you with emotion and cause a lump to come in your throat? It stands for a nation, born in poverty and hardships. It represents Washington, Lincoln, Jefferson; mighty rivers, wooded hillsides, prairies, forests; Concord, Lexington, Gettysburg, Valley Forge; covered wagons, streamlined trains, airplanes; perhaps your own son or daughter in national service at the present moment. You know why you are "proud to be an American," but how can you as a teacher instill this feeling into children?

At five minutes past nine each morning the two hundred thirty boys and girls in the John Nevins Andrews School stand and salute the flag of the United States of America displayed in the front of each classroom. This is one way to help the children know and love their country, its origin, and its ideals.

February presents many opportunities for patriotic study and public patriotic programs. It is a month to present Lincoln and Washington in dialogue, song, flag drill, and rhythm band. It affords an opportunity to place on bulletin boards not only the pictures of these two Presidents but the great American principles for which they stood.

Many phases of American life may be included in a February program—particularly stressing the patriotic, but showing a cross section of America by mentioning at least some of the following persons born in February, with the work they represented. *The Instructor* of February, 1943, contains short birthday stories of these, under the title "They Made Their Country Great."

Horace Greeley, February 3, 1811.
Sidney Lanier, February 3, 1842.
Mark Hopkins, February 4, 1802.
Thomas Edison, February 11, 1847.
Abraham Lincoln, February 12, 1809.
Susan B. Anthony, February 15, 1820.
Alice Freeman Palmer, February 21, 1855.
George Washington, February 22, 1732.
James Russell Lowell, February 22, 1819.
Winslow Homer, February 24, 1836.
Henry Longfellow, February 27, 1807.
Mary Lyon, February 28, 1797.

In presenting a patriotic program, there should be both general and specific objectives. A good public program is not merely an entertainment; it should "carry a message," "be carefully planned," and be "perfectly executed." The audience should go home feeling that they have learned something and happy that their children are "developing patriotism," "learning to respect our government," and "becoming familiar with the work of the pioneers." Such patriotic songs as "America, the Beautiful," "America," "The Star-Spangled Banner," "can be used as murals showing all the wonders of America and why we are proud that we are Americans." Pictures to accompany "America, the Beautful" may be found on

pages 11-13 of the February, 1943, copy of *Junior Arts and Activities.*

SOURCE MATERIAL

Quiz, "What's My Name?"—*Grade Teacher,* Feb. 2, 1942, pp. 8, 9.

Patriotic poems—*Grade Teacher,* February, 1943, p. 52.

American Slogan—*Grade Teacher,* February, 1943, p. 12.

Songs, "Salute the Flag" and "Our Country's Flag"—*Folk and Art Songs,* book 2. Courtesy of C. C. Birshard and Company, Boston, Massachusetts.

Poem, "Washington"—*Junior Arts and Activities,* February, 1943, p. 3.

Patriotic play—"Toni Learns to Love the Flag," *Grade Teacher,* February, 1943.

Patriotic Poster Outlines for Drawing and Coloring. Milton Bradley Company, Springfield, Massachusetts.

Patriotic songs—*Washington Day Entertainments, Lincoln Day Entertainments.* (These are 40-cent books.) A. Flanagan Company, Chicago, Illinois.

The Instructor Book of Program Selections for All the Year, by F. A. Owen. F. A. Owen Publishing Company, Dansville, New York.

Manual for the Flag of the United States of America. F. A. Owen Publishing Company.

Democracy and Patriotism (teaching material for all grades), edited by Florence Hale, L.H.D.

Book of songs, dialogues, etc. Poster materials. Educational Publishing Company, Darien, Connecticut.

Grade Teacher. Educational Publishing Company, Darien, Connecticut.

The Instructor. F. A. Owen, Dansville, New York.

American Childhood. Milton Bradley Company, Springfield, Massachusetts.

Junior Arts and Activities. 740 Rush Street, Chicago, Illinois. Postcard Flag Series. (Pictures of flag; as [1] Signing of the Declaration of Independence, [2] Pledge to Flag, etc.) Tichnor Quality Views, Tichnor Brothers, Inc., Boston, Massachusetts.

MIRIAM G. TYMESON, *Principal,*
John Nevins Andrews School,
Takoma Park, Washington, D.C.

The S.D.A. History Teacher

Concluded from page 5

tendency to distort certain facts to accommodate an argument, or to use history in making dangerous, hasty prophecies.

The Seventh-day Adventist history teacher is not a mere dealer in antiques or a collector of old dusty facts. He deals with human lives. To the dignity of history teaching is added the sacredness of missionary endeavor. The business of the Seventh-day Adventist teacher is to permeate his teaching with the consciousness of God's plan, His will, His work; and to train young people for an efficient part in that work. Mere teaching of facts may be mechanical, but the teacher who builds character through his teaching is an artist, and an evangelist of the highest order.

Too many historians of the world are propaganda agents for nationalistic ideals, culture, ambitions, military grandeur. But the American ought not to look at Europe through the glasses of his nationalistic culture; and the European must not look at America with his prejudices. Their ideas of other countries should not be stereotyped on the narrow pattern of national or intellectual pride, but each should recognize and acknowledge the excellencies, accomplishments, and advantages of the other.

The Seventh-day Adventist history teacher is a citizen of his nation, loves his country, and cheerfully accepts the responsibilities as well as the privileges of citizenship. But as he loves his own country, so he respects other countries. The world-wide scope of the Advent Movement makes him world conscious. He is a world citizen, and as such should have a broad, tolerant, and generous outlook on the world. In this the Seventh-day Adventist has an immense advantage, and a great responsibility to inspire students for missionary activity.

Furthermore, the Seventh-day Adventist must be positive in his teaching. He will not leave the student to wander at will in the primeval forest of history, but will guide in understanding the significance of events and personalities. Without pedantry or tiresome insistence, he will always show the divine hand that intervenes, the divine will that decides, the divine heart that

judges. In his everyday teaching the will of God and the beauty of the gospel will appear.

The history teacher may have a great influence on the student's spiritual life. He is not a preacher, a theologian, but the student will soon know whether he really believes and practices what he professes. It does not hurt his prestige to interrupt routine work for a heart-to-heart talk on things eternal or on the meaning of everyday occurrences. In this the history teacher may have a greater influence than the Bible teacher, for while the Bible teacher is expected to stress the spiritual side of life, if the history teacher does, it will be because he feels the urge.

There are certain dangers which the teacher should avoid. He should not overemphasize one activity or event at the expense of others. In his enthusiasm he may be biased and partial to certain interpretations, and although it is humanly impossible to be entirely objective, he should repress personal sentiments in order to give students a balanced knowledge and understanding of history and of current problems.

The teacher at times may be tempted to flirt with dangerous doctrines and complacently quote insinuating statements that appear witty, amusing, and clever. This is done at the expense of sound, serious doctrine, and such may introduce wrong ideas and arouse doubt in the students' minds.

Then, again, a teacher might think to sacrifice opinions or interpretations in order to please someone, perhaps a student or patron, whose influence is desired. The history teacher must be a man of character who does not stoop to low and humiliating attitudes. He will not sell his convictions for a crust of bread, or to court student popularity. Yet this does not mean that he is unforbearing, distant, unapproachable.

The pattern for the true philosophy of history has been given this people:

"Let it be considered from the divine point of view. As too often taught, history is little more than a record of the rise and fall of kings, the intrigues of courts, the victories and defeats of armies,—a story of ambition and greed, of deception, cruelty, and bloodshed. Thus taught, its results cannot but be detrimental. . . .

"Far better is it to learn, in the light of God's Word, the causes that govern the rise and fall of kingdoms. . . . Such study will give broad, comprehensive views of life."—*Education,* p. 238.

The old, charming Italian painter Fra Angelico, before mixing his paint to create on canvas his candid saints, knelt to pray. The teacher does not deal with madonnas and saints; he deals with human souls. How much more, then, should he implore the Almighty to make him strong and humble, efficient, and truly consecrated to his task. His prayer will not be, "Lord, make my students better," but, "Lord, make *me* better, that I may win my students to Thee." He will be concerned to save not only his students' souls but their lives. He wants them to be Christian scholars, not because they might die tonight, but because they are going to live and witness tomorrow.

MRS. FLORA H. WILLIAMS, former editor of *Home and School* magazine, and for twenty-one years a member of the office staff of the General Conference Department of Education, died at Washington Sanitarium from a heart attack on December 6, 1944. Funeral services were held at the Takoma Park church, and C. A. Russell accompanied the body to Middlefield, Ohio, where burial was made in the family lot.

THE editors of THE JOURNAL regret to reduce the size of this and the April issue to twenty-four pages, but do so in co-operation with the general plan of paper conservation. The June number will have thirty-two pages.

The JOURNAL of TRUE

Education

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

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

THE JOURNAL OF TRUE EDUCATION is published in February, April, June, October, and December, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington 12, D.C. The subscription price is $1 a year.

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

WHO SHOULD READ LIBERTY MAGAZINE?

. . . MINISTERS . . .

Many of them—sincere, honest men—mistakenly believe that the observance of Sunday should be enforced by law. They particularly need the information that LIBERTY brings.

. . . TEACHERS . . .

The attempts of the Catholic Church to secure public funds for parochial schools arouse the fears of teachers, and they want to know what legitimate, forceful arguments can be offered against the course proposed by so many Catholics.

. . . ATTORNEYS . . .

They understand and appreciate LIBERTY'S articles and the close reasoning of our contributors concerning the fundamental principles that govern the proper relationship between church and state. Most of the nation's legislators—State and Federal—are lawyers.

HOW TO BUILD A GOOD LIBERTY LIST

★ **NAMES WANTED.**—It is desired that our people gather names of attorneys, clergymen, and teachers in high schools and colleges. People are moving so much these days that it is important to get the names of professional folks and the addresses at which they can be reached at the time papers are mailed.

★ **SECURING NAMES.**—List the names of those with whom you have personal acquaintance. Take names and addresses from telephone directories or other available records.

★ **REPORTING NAMES.**—If directories are available for the purpose, sheets containing the desired names can be torn from the books; otherwise copy carefully (print or use typewriter), being sure to identify each name as "attorney," "doctor," or "teacher."

★ **WHEN TO REPORT.**—These lists should be sent to the conference office by March 1, if possible.

LIBERTY MAGAZINE

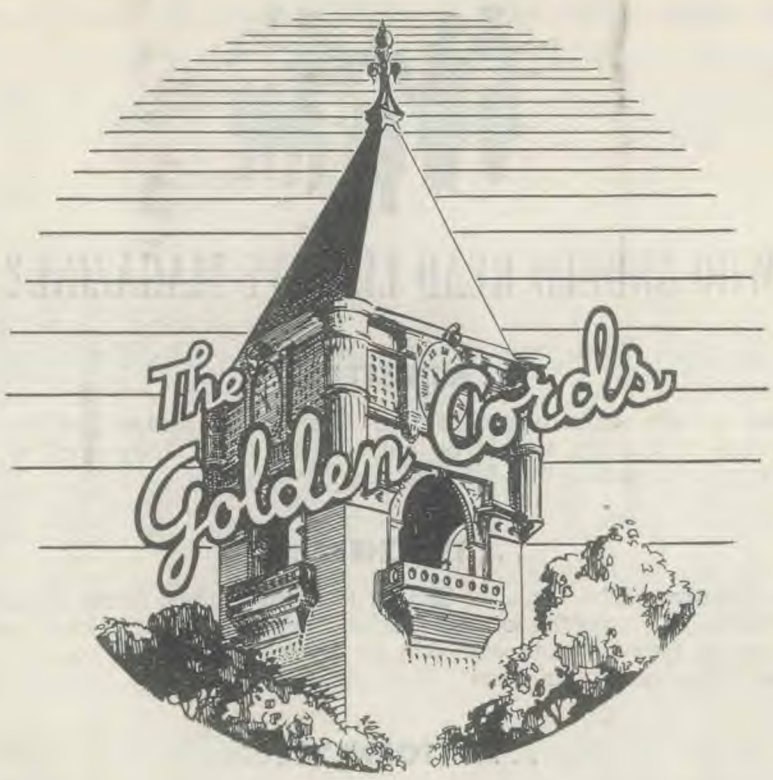
One Year, 60 Cents

REDUCED RATES TO SEVENTH-DAY ADVENTISTS

35c *a Year*- 3 *subscriptions* $1

(In countries requiring extra postage add 5 cents for each subscription.)

Order TODAY from Your BOOK & BIBLE HOUSE



"THE FRIENDLY COLLEGE"

Union College—the school with a great past, a progressive present, and a bright future. Founded by men of vision, it has given its sons and daughters a view of the needs of a troubled world.

Write to—

Registrar, Union College, Lincoln 6, Nebraska