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CONTENTS

Cover Photograph <i>By H. M. Lambert</i>	
The Teacher—A Personal Worker <i>By Ronald D. Drayson</i>	page 4
Motivating Literary Appreciation <i>By Dorothy M. Bartlett</i>	6
Landscaping the School Campus <i>By Joshua C. Turner</i>	8
Training Schools in the Inter-American Division <i>By Arthur H. Roth</i>	10
In Whose Image <i>By Victor H. Campbell</i>	12
Mrs. Flora H. Williams—Mother of Mothers <i>By Arthur W. Spalding</i>	13
Practice Teaching in the Summer School <i>By Evelyn Grimstad Herrmann</i>	14
Have You Read?	15
The Teaching of Nature <i>By Margaret C. Drown</i>	16
A Newly Recognized Responsibility <i>By Paul P. Adams</i>	18
News From the Schools	19

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 12, 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.

"STRENGTHEN THY STAKES"—An Editorial

THE record of educational work during the past quarter century shows a steady and healthy growth: in enrollment from elementary school to college; in number, experience, training, and success of teachers in all these fields; in curriculum offerings; in number of buildings and improvement of their appointments; and in the facilities and materials for better teaching. Besides these marks of progress and growth mention should be made of definite improvement in the economic status of the elementary teachers, including higher salaries and payment from the conference office. This last feature is comparatively recent in its operation but is being accepted with enthusiasm by the teachers and with increasing confidence by those churches that have adopted it.

This plan of paying teachers from the conference office is now followed by union and local conferences that are among the strongest educationally in the North American Division. The result of the plan is that every teacher gets his full salary on time. In the largest union conference using this plan last year not one of the more than two hundred fifty teachers was forced to wait for overdue salary.

It is earnestly hoped that every local and union conference in the North American Division will recognize the strength, certainty, and confidence which this new plan brings to the participating churches as well as to the teachers, and will heartily fall into line.

There is another problem facing the elementary schools, and that is the shortage of teachers to meet the needs. This is the most pressing and most critical problem confronting the educational work at the present time. For several

years past there has been a shortage of from twenty-five to fifty elementary teachers at the opening of the school year. This shortage has meant that a number of prospective new schools could not be opened, and schools already established had to get along with last-minute recruits who, though willing to help, often lacked adequate training for the work.

What can be done to help solve this serious problem? Here are two suggestions which should be laid upon the heart of every teacher in the elementary and secondary schools and colleges. First, make your own teaching so vibrant and magnetic that the students in your classes are thrilled with the joy of learning and are unconsciously inspired to be like their teacher. Second, choose from among the students in your classes, one here and one there, a few young people of character, vision, poise, and courage who have the interest and the potentialities to become successful teachers—particularly elementary and intermediate. If every one of the present group of teachers in all areas of educational work would pick out only one potential teacher each year, there would soon be a mighty stream of hand-picked recruits flowing toward the training departments of the colleges. Who can measure the possibilities of such a plan, followed earnestly and conscientiously by all present teachers? Think over this idea, reflect upon it, pray about it, and then see what you can do during the remaining weeks of this present school year to spot a few potential teachers in your classes, be they in the seventh and eighth grades, in the academy, or in the college. A personal word from teachers who believe in such a plan and who will do their part to make it a success will be appreciated. w.

The Teacher—a Personal Worker

Ronald D. Drayson

BIBLE TEACHER,
LAURELWOOD ACADEMY

THE term "personal" describes an essential quality that binds the teacher and his work together in a wholesome and purposeful relationship. Work, of itself, is often mere drudgery, but with a personal interest it takes on beauty, warmth, and pleasure. The teacher discovers possibilities in even the most unpromising adolescent, while the student unconsciously begins to share the ideals of his teacher.

The writer has often wished that he could devote his full time to the spiritual, social, and vocational guidance of his students. Such work, for one suited to the task, would be a pleasure and would provide practical assistance to students and teachers. One engaged in this work might be called a personal worker or a guidance specialist. By various methods and the use of an adequate filing system he could collect and record information relative to the spiritual, social, and emotional background of each student. He would then be in a position to work in a personal way for individuals as opportunities and necessities arose. As various faculty committees find it necessary to deal with social, disciplinary, or labor problems, he would be indispensable as a representative of students individually.

However appealing and ideal this plan might be or however efficient such a specialist might become, there is no substitute for personal work on the part of every teacher. If it could be done by proxy the joy of service would be lost. No teacher can reach the heart and inspire the confidence of every student, but every teacher should take a personal, practical interest in as many as possible.

As the teacher becomes a direct agent of the Holy Spirit in working personally for others, his own life will be enriched.

The first qualification for a teacher, then, is love—Christlike love and sympathetic understanding that is reasonable and not emotional. Another necessary qualification is unselfishness. Too often the tender, sensitive age of the student is overlooked; he is not shown the proper degree of Christian courtesy; and eventually he cannot be reached, even by kindness. Teachers should be especially careful not to wound a student by careless and thoughtless impatience. So disinterested should the teacher be in himself as to find joy and satisfaction in a student's progress and attainments, even when they exceed his own abilities. A fine attitude for the teacher is expressed in the words: "He must increase, but I must decrease." John 3:30.

Of vital importance also is the youthful viewpoint. Some fail to remember their own early dispositions or to recognize the social changes taking place in the world of today. Youth will place confidence, not in those who agree with all their whims and fancies, but in those who understand them. A kindly sense of humor will often soothe the disturbed emotions of the adventurous, revolutionary adolescent.

Opportunities for personal work with students are many and varied. In the classroom the teacher may gain the confidence of his pupils by his attitude both to the group and to individual students. However thoughtless an inquiring student may appear, he should be regarded as sincere until it is evident to both class

and teacher that he is not. Students will appreciate and trust one who relates himself to them as a guide rather than as a dictator.

Informal contacts outside the classroom provide excellent opportunities for student-teacher association, but care must be exercised not to be forward or overanxious in seeking entrance to hearts. Youth anchor their confidence in a friend and counselor who is stable and secure. A few words, an understanding smile, or merely absorbing emotional adolescent outbursts with little or no comment, may open the way for confidences. Feeling that he has found a friend, the student may then ask for advice and help. The teacher's problem is to relate himself to the pupils in such a way that they will share with him their troubles and aspirations. Some teachers have the ability to keep calm even when duties are most pressing, and to appear at leisure to receive the inquiring student. Such a virtue is rare and should be coveted and cultivated by every teacher. Golden opportunities are lost by one who is too busy to work a problem, go for a hike, or write in an autograph album. The sidewalk, campus, study hall, dining room, playground, and other scenes of student activity provide life settings where personal work will bear fruit.

According to divine instruction the best opportunity to teach young people how to live is while working side by side with them. Teachers should be given the privilege and the time to engage in physical labor together with the students, on the farm or in the shop. This provides common ground; the student will respect and admire his superior who is willing to work with him; prejudice will be broken down, and a youth may be inspired to see a purpose in life that will never be forgotten. The greatest spiritual help may be given in such a setting.

More specifically, any teacher can gather to himself a group of students with whom and for whom he may labor. One may choose to work with his Sabbath school class; another prefers to select a group personally, as a Friday evening prayer band, or Sabbath afternoon visiting of the sick or distributing papers. Some time might be spent in reading, singing, or walking together when weather permits. The Missionary Volunteer Progressive Class work provides a means of directing youthful energies toward worth-while objectives. Teachers should take care not to withdraw too much from students during the Sabbath hours.

Youth also should have experience in doing personal missionary work. As the teacher works with and for students he must show them, not merely tell them, how they too can work for others. Very often students can work more effectively for their fellow students than can someone who is older; but they do need encouragement and guidance in this. Many a student has accepted Christ as a direct result of the prayers and personal interest of another student; but more than likely a tactful Christian teacher was a behind-the-scenes counselor. A prayer band is an excellent center from which to promote student activity for others. Certain students who need help may be mentioned by name so that the prayer group will become interested in these specific cases and suggest ways to reach them. Not only will they pray but they will work for them and report any progress. Of course such a group must be wisely selected from among the steadier and more spiritual students.

Surely every teacher can be a guidance specialist in his own sphere of influence. A nicer work, a more gratifying experience, cannot be found. No investment will pay greater dividends in eternity.

Motivating Literary Appreciation

Dorothy M. Bartlett

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SOUTH LANCASTER ACADEMY

GONE are the days when only wealthy people could afford to buy books, when a man was rated according to the size of his library. Today presses are busy producing printed material for world-wide consumption. Books are on sale everywhere. The American people are print conscious and are gaining many of their facts and ideas through reading. It is their taste in reading which makes best sellers and determines the quality of books which publishers will produce. Those who read and think are the ones who formulate public opinion; who go to the polls and vote; who, as loyal citizens, are building for tomorrow. The aim of every true teacher, regardless of his special field, is to make good citizens.

Formal education centers about the written word, so good reading is naturally a teacher's problem, and all should be trained in reading selection, else how can they hope to formulate good taste in the classroom when the bookstand just around the corner offers cheap novels and comic books? One might well say that what is studied in English class today should be tomorrow's best seller. That this is not so is partially the fault of the teacher. The responsibility of developing true literary appreciation is large. It belongs not alone to the English teacher, for every teacher has the opportunity to stress good reading, thereby aiding his students to lay the foundation for literary appreciation.

The term "literary appreciation" is malleable, and can be construed to fit any one of several definitions. Largely speaking, it is the ability to recognize art in writing from the standpoint of thought content, and the equally impor-

tant standpoint of the vehicle which carries the thought. This last is often set aside with only vague reference to its value, or it is avoided altogether. The teacher who emphasizes the moral to be found in a selection and ignores the method by which the lesson is presented makes a grave mistake. Truth is truth however or wherever it appears, but it is much more interesting and appealing when attractively dressed. Literary appreciation is not alone a study of specific forms of writing. In defining a particular selection it is easy for the teacher to stress its construction by saying it is an elegy or an essay; but this is only one phase of appreciation, and not always the most important.

Francis Donnelly makes this comment on classifying art and artists: "Great artists escape all formula and cannot by any critical acuteness be pinned down to a definite spot . . . and label. . . . An artist reflects human nature and all nature, and nature is too grand to have its secrets revealed and classified by any one formula."¹ Again he says: "Language is an instrument for use. It is a power; it is a habit; it is an art, and it should produce its kind. Then the primary purpose of literary art should be to develop literary artists."² This, of course, would solve the problem of literary appreciation.

One may safely conclude that literary appreciation comes from a well-balanced study in three different ways: thought analysis, structure analysis, and an effort to produce like compositions.

¹ Francis P. Donnelly, *Literature the Leading Education*, Vol. I, p. 502.
² *Ibid.*, p. 125.

Having accepted this general conception of literary appreciation, the teacher's next step is to recognize, define, and evaluate various viewpoints for a critical study of literature. These are the contrasting teacher-student viewpoints, and those which differ with student individualities. The teacher's approach necessarily varies with the class membership.

A teacher's literary likes and dislikes are the result of years of personal study and reaction, and not necessarily the same as the first impressions received in high school study. Teachers do not always remember this, and thus mistakenly judge their students' reactions. It is easily forgotten that a taste for good literature deepens with experience and study.

High school students do not stand alone in their failure to discriminate between good and bad poetry or in their lack of appreciation. An English teacher once said, "I didn't like 'Thanatopsis' when I studied it in school, and I hate to teach it." Another, "I never liked it until I had a first-hand knowledge of death." A history teacher added, "As a child I was always afraid of the dark, of death, and many other things; but when I studied 'Thanatopsis' I lost that fear in the understanding that death is only a long rest."

To illustrate: the question "Do you like it?" was asked of a group of twenty-five who were studying "Thanatopsis" for the first time. Nine gave unqualifiedly affirmative answers, but only four, upon further questioning, were able to tell why. "It sounds pretty." "It rolls along smoothly and gives the impression that death is nothing to be afraid of." "It gives me a peaceful feeling." "It teaches a good lesson." Ten did not enjoy it at all. They found it "uninteresting," "stuffy," "boring," "a waste of time," "a gruesome subject," "all mixed up." Probably the most outstanding reaction of this group was, "I don't know why, but I just don't like it." The

remaining six generally agreed that it was no better or worse than most poetry. "He must be a good author; look at the big words he uses."

After a unit study on Bryant which included "Thanatopsis," "June," "To a Waterfowl," and several less-known poems, these same students were again quizzed in a unit test in which thought questions were presented: 1. After studying Bryant and his poetry, what is your opinion of "Thanatopsis"? 2. Tell in the manner used by Bryant in "June" when you wish to die. The answer to this last was optional. Twenty-five opinions were freely given, and it is interesting to observe that fifteen had decided that "Thanatopsis" was worth studying, and seven of them quoted lines from the poem as illustrations of why they considered Bryant an artist. The boy who had previously said, "I just don't like it," now wrote, "Bryant describes death as if he had already died and knew what it was like. I like the way he has of convincing folks that good people don't need to be scared of dying." Then he added an original couplet:

"I'd like to die in the month of
November
When autumn leaves flame golden
with amber."

It is not great poetry, but it is a personal literary appreciation, reassuring the teacher that her efforts are not in vain.

In preparing to teach literary selections, the teacher should consider them from the student's viewpoint rather than from that of long acquaintance. Unless teacher and students meet on common ground, complete understanding and appreciation are impossible.

There will always be students whose literal minds cannot assimilate the finer points of appreciation. They are geared for facts; they learn by rote, and their unimaginative questions are "flies in the ointment" of a teacher's efforts toward

Please turn to page 22

Landscaping the School Campus

Joshua C. Turner

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LODI ACADEMY

A BEAUTIFUL campus pays big dividends. "Landscape architecture with its lovely lawns, its shading and enframing trees, its shrubberies, and its flowers make more appeal than any of its kindred arts." This is true, not alone because it is so in evidence, but also because most people have been trained to appreciate outdoor beauty. Too often outdoor appearances are overlooked. Shoes can be kept shined, or they can run over at the heel. Likewise, a school campus can be properly planted and cared for, or it can be allowed to grow up to weeds and grasses. The one attracts and draws appreciation and support for the school; the other repels and depreciates.

The school grounds are to be regarded as a lesson book in nature, from which teachers may draw object lessons. The grounds are to be planted with beautiful shrubs and flowers as befits a school dedicated to God. (See *Testimonies*, Vol. VI, pp. 182, 183.)

Some may feel incompetent and unprepared to attempt campus landscaping; yet with the desire to have a beautiful campus something can be accomplished even by the most untrained. Upon a newly elected principal's arrival at a certain school, his daughter said, "Father, I wish you would hurry and do something for the campus before you get used to the way it looks." Continual beholding of a deplorable condition without effort to better it dulls the perception until the condition no longer appears bad.

Often the campus is given little care because those responsible do not know how to begin, and truly the beginning is important. However, regardless of

lack of training in the art of landscaping, anyone can do much to improve and beautify a school campus.

Only the artist may be able to visualize the finished product from the beginning, but this need not prevent efforts toward outdoor designing. Possibly but one idea or objective at a time can be entertained. In many cases the accomplishment of that objective will of itself lead to others. One's success will be determined by practical considerations, by topographical and climatic conditions, and by the amount of interest and enthusiasm manifest.

After some thought and study a drive through the better residential districts and parks of the city, carefully studying the particular plantings about homes and churches as to kinds of plants and their arrangement, will help one to see what might be done for his campus. On such a tour variety, color, size, and shape as well as arrangement, should be observed. To the outdoor designer all this means repetition, sequence, and balance. Such observations will do more than the study of many books to acquaint one with the principles of composition.

A visit to a first-class nursery will also be a great help, for there may be seen many species and varieties of ornamental shrubs. Their names and growth habits can be learned. Such acquaintance will be a strong factor in making a proper beginning.

Beautiful shrubs also cover a multitude of mistakes in the construction and design of school buildings. Make the hiding of an ugly chimney or a wrongly designed front the first objective. A tall, exposed chimney can be made a thing of

beauty by the use of clinging ivy, or by planting directly in front of it a slender, tall-growing evergreen, such as Italian cypress, Japanese yew, or Irish juniper. These may also work well against the blank wall between windows or on a steep grade or incline. Low-spreading junipers, such as Pfitzer, may be used under low windows, in corners of walks, or wherever low effects are wanted.

For color and variety the Nandina, or Heavenly Bamboo, is an attractive, graceful shrub, having a delicate tinge of red on its leaves and clusters of red berries in the autumn. It fits in nicely among the taller evergreens. The leucophyllum also is lovely and effective when properly placed.

In northern States where a windbreak is needed, such evergreens as the Baker arborvitae with its compact foliage, make a decorative protection. Rows of these tall, conical-shaped evergreens, silhouetting against snow-covered fields, lend charm and dignity. The Irish juniper may also be used for this purpose; and in extremely cold climates, Austrian pines placed back of arborvitae further protect from biting cold. Why should deciduous trees be used as windbreaks when these particular evergreens are dense, compact, hardy, drought resistant, and far more decorative?

Trees are sometimes planted promiscuously here and there with no thought or plan as to location. Some large trees are needed on every lawn or campus, where their lofty height and enframing branches give strength and dignity to the landscape, as well as provide cooling shade. However, they should not be planted where they would minimize the size of lawns. These larger members of the plant family should be given plenty of room to spread and grow, making sure that in time to come they will not obstruct the view.

Because of the desire for immediate effect, shrubs are often planted too compactly. The designer forgets that within

a short time there will be a solid mass formation, crowding out all proportions and individualities of plants. It is much better to have the planting a bit "thin" and "sparse" at first. Plants grow rapidly and will soon come up to expectations, and final results will be far more satisfactory.

Everyone appreciates a well-kept lawn; yet it should not be permitted to creep into the shrubbery beds. There should be a well-pronounced line of demarcation between the lawn and the plant beds—regular, not jagged and uneven, with vertical edging of two or three inches depth, the dirt sloping up toward the beds. This will give a sharp obtuse angle with the vertical side next to the lawn. In all plant beds the soil should be kept cultivated, pulverized, and raked, giving much the same effect as well-groomed hair.

When not too large some plants can be easily transplanted barerooted. This is true of most deciduous trees, but evergreens should be taken up with a ball of dirt attached to the roots, care being used to prevent cracking the ball. Successful transplanting of many types of evergreens requires much care and training.

Schools financially unable to purchase ornamental shrubbery in sufficient quantities for complete campus planting at once, may overcome this by devoting a part of the vegetable garden to "lining-out" stock—tiny trees and shrubs six to twelve inches in height. A few dollars invested in this way will furnish abundant nursery stock. Select only the kinds that will be needed, and place them in rows for cultivation. Within two years some will be ready for transplanting to the campus. Nursery stock growing in the garden will of itself be a thing of interest and attraction.

Rightly directed efforts will bring joy and satisfaction, and will prove many times over that a beautiful campus pays big dividends.

Training Schools in the Inter-American Division

Arthur H. Roth

EDUCATIONAL AND MISSIONARY VOLUNTEER
SECRETARY, INTER-AMERICAN DIVISION

BARELY had the world of the West been discovered by Spain's admiral of the seas when the first seeds of formal education were planted on Espaniola with the establishment of Santo Domingo University. From that beginning, schools of all types, grades, and sizes have sprung up and grown in the Western Hemisphere. The early schools in North, Central, and South America were church controlled; those in North America, largely Protestant; those in Central and South America, Roman Catholic.

Within a comparatively brief time elementary and secondary schools, colleges, and universities in North America were secularized, and a large proportion came under Government control. In lands south of the United States the ruling church always has had and still has a large influence in education, especially in the levels above the elementary. Most of the countries have good government elementary educational systems—at least on the statute books—and many of them have fine universities; but those who are thought to “know,” still feel that the best education available in Latin America is to be obtained in state church-controlled schools.

Naturally such a situation makes Adventist education a first essential in the Inter-American Division if it is to have men and women properly prepared to advance the advent truth in its fields. Therefore the leadership of this largest overseas division—in point of membership—increasingly realizes the importance of training indigenous workers throughout its territory.

Nine training centers now operate in the Inter-American Division. They are: Academia Adventista Hispanoamericana, Costa Rica; Academia Colombo-Venezolana, Colombia; Caribbean Training College, Trinidad; Collège Vertières, Haiti; Colegio Adventista de las Antillas, Cuba; West Indian Training College, Jamaica; New Hope College, Jamaica; Panama Academy, Panama; and Escuela Agrícola Industrial Mexicana, Mexico. The last three of these are new institutions, one having been established during each of the years 1942, 1943, and 1944. Still more schools are urgently needed to accommodate the ever-increasing number of young people who should receive the distinctive Seventh-day Adventist type of education.

It is conservatively estimated that the Inter-American Division has among its families of advent believers and members at least thirty-five thousand children and youth who need a Christian education. Right now Guatemala, Puerto Rico, Santo Domingo, and the Bay Islands are calling for schools capable of giving secondary work. Nor are these needs imaginary. Every secondary school now operating in Inter-America is filled beyond capacity, which has required an expansion program in each case. Two schools must have entirely new plants. Collège Vertières in Haiti, where French-speaking youth are trained, will soon begin building on a desirable property a few miles from the capital city, Port-au-Prince. This land, formerly owned by an ex-president of the Republic, will ably meet the industrial and agricultural

needs of the new Collège Vertières. The Panama Academy is now erecting its new dormitories and small industrial buildings on a site some eighteen miles east of the Panama Canal. While these two new building projects are under way, the Escuela Agrícola Industrial Mexicana and the Colegio Adventista de las Antillas, are likewise striving to complete their plants.

Four Inter-American Division training schools offer work in the Spanish language, four in English, and one in French. West Indian Training College of Jamaica has for a number of years offered work on the junior college level for English-speaking youth. Beginning with the school year 1945 Colegio Adventista de las Antillas will offer the same privileges of junior college training to Spanish-speaking young people.

As Adventist secondary training becomes more essential to denominational work in Inter-America, it also becomes more evident that vocational training and experience in practical industry and agriculture must be given. This industrial-agricultural training offered by Seventh-day Adventists wins the hearts of government officials and educators more than does any other feature of education given by religious minorities in lands controlled by a powerful church majority. Established secondary schools offer Adventist schools little or no competition in the combined development of head, heart, and hand, which in many areas of Inter-America is a new and unknown venture in secondary education—considered a Seventh-day Adventist specialty. It is closely observed by friends and foes alike; one group hoping for its success, the other praying for its failure.

The attitude of friends may well be summed up in the words President Manuel Avila Camacho of Mexico, who two years ago visited the Adventist Escuela Agrícola Industrial Mexicana on its opening day: "From the day I learned of

the establishment of this school I have wanted to visit this institution and learn for myself about its activities in helping to make our country great. Your objectives of practical education are not unknown to me. Now as I see what you have already done, I congratulate you for what has been accomplished and at the same time use this occasion to exhort you to do even greater things; to work with increased zeal and enthusiasm for the upbuilding of Mexico." Probably no other denominational school has been launched with such a straightforward challenge from the president of the country in which it is located.

At the opposite end of the Inter-American Division, Caribbean Training College is a key factor in the life on Trinidad. The college is the sole manufacturer of brooms on the entire island. Recently, due to a wartime shortage of broom corn, the factory was idle for six months. Everywhere there was a clamor for brooms. After months of waiting the broom corn finally arrived and production was resumed. That was a day of rejoicing in Trinidad households. Newspapers ran articles announcing that Caribbean Training College, "the clean-up institution of Trinidad," was again in a position to help keep the island clean from dirt and filth, as well as to continue building clean and decent lives.

Adventist secondary training schools of Inter-America are doing much to break down prejudice against the truth that must be proclaimed in lands so long ago discovered by Columbus. But their main purpose is and always will be to prepare efficient, practical, consecrated, and loyal indigenous workers for the advent message in the twenty-three countries and major dependencies that comprise the Inter-American Division. For such a work it will be increasingly necessary to strengthen the schools already established, by adding well-prepared men and women to their industrial and teaching staffs.

In Whose Image

Victor H. Campbell

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EMMANUEL MISSIONARY COLLEGE

ESSENTIAL to the concept of God the Father is the thought of creation, in which Christ is recognized as the active agent, who rejoiced in "the work of His hands." Man was originally of the family of heaven, created a little lower than the angels and "in the image of God"—so much so, that the first generations were called the "sons of God."

Being in the similitude of Him who created all things, man shares with Him a characteristic joy in bringing into existence, even as He did. Of necessity man's creation must be on a finite scale; yet it is nonetheless a deep-rooted part of his being. To be fully in accord with God is to co-ordinate head and hand in useful creative activity as did Adam in his life in Eden. This same creative instinct, an endowment from God, will still be possessed by the inhabitants of the new earth, for "they shall . . . build houses . . . and plant vineyards."

Joan, age three, holding up a penciled scrawl, lisps proudly, "See, Daddy—see what I made!" Jack, age eight, whittles and shapes balsa and tissue and, with head high, produces the model plane: "Look, Mother, I finished it!" No cake is sweeter than the first one Mary made "all by herself," and when Tom brings home the tie rack he made at school, it is taller than the Empire State Building, and of more moment than the planning of cities. Mother cuts the five-foot stalk of delphinium, bears it proudly to the flower show, and, blue ribbon or not, it is the best one there. Dad grew those tomatoes. He *knows* they are good.

Teachers who are supposed to guide and instruct the youth sometimes are guilty of cornering them in a room and,

with much maneuvering, forcing them to swallow the chaff, husks, and dry pulp of knowledge from which the elixir of life has been extracted. Oh, it is not quite that bad, for some of the chaff is new to them, some of the husks show the Creator's infinite care in wrapping the grain of His creation, and some of the pulp has still a residue of moisture that by diligent effort may be made to flow sparingly. A few brave souls reach over the second-hand material and taste the joy of discovering for themselves wisdom and understanding.

The teacher misses a real opportunity through assigning study of only what others have created, without direction for its use or application to everyday activities. On the other hand, what joy and humbleness come with the knowledge of having guided youthful hands in the small tasks of field and garden—hands that since are creating in much larger spheres. Paul, Charles, Merle, Clyde—the writer could name dozens of young men with whom he has had the privilege and inspiration of being a co-creator with God, of working in partnership with His sun and wind and rain and warm brown earth, bringing roses from the clod and the red blush of the apple from the muck. To grow, to build, to design, to create; herein lies salvation for young minds and hands.

One may love books; he may love to read; he may even enjoy study. But of itself study is entirely inadequate unless the effort finds fruition in the creation of something tangible. Merely learning the formula for the parabola is but feeding on the husks from which Descartes

Please turn to page 17

Mrs. Flora H. Williams— Mother of Mothers

Arthur W. Spalding

SECRETARY, HOME COMMISSION,
1922-1941

SHE had had much experience in teaching teachers—prospective teachers, novice teachers, veteran teachers—in her twenty-eight years of service as principal, normal director, educational superintendent, and editor, when a new and basic work was proposed to her. Stressed by keynotes from the writings of Ellen G. White, that work was the laying of the foundation education, the training of parents.

It was almost my first acquaintance with Flora H. Williams when, on that January morning of 1922, Mrs. L. Flora Plummer and C. A. Russell led me up the hall to the little cubbyhole office where the assistant secretary of the Department of Education and associate editor of the journal *Christian Educator* sat touching with her toes the little box that supplemented her earnest efforts to keep her feet on the ground, and introduced me to the lady with whom for twenty years I was to work in closest harmony in the Home Commission.

There are, all over the land, scores, yes, hundreds of teachers, active or retired, who cherish the memory of Mrs. Williams as their mentor, tutor, helper, and friend in the blessed work of training the children and youth of the church. There is not space here to speak of her yeoman service in that work. But there are not only scores and hundreds, there are thousands of mothers, those "first teachers" who lay the foundation of habit, bent, and character in the child, whose hearts are entwined with her memory, and whose cheeks were wet with tears at the word of her death on December 6, 1944.

Mrs. Williams entered with heart and soul into the new and almost untried field of the training of parents in the church. Her service was mostly in the office, handling the bulk of the voluminous correspondence which soon developed, but she occasionally took the field for brief parents' institutes and conferences with workers. With the issue of September, 1922, *Christian Educator* was changed in name to *Home and School*, serving the interests of both the preschool home and the elementary church school. Mrs. Williams was for some years continued as an associate editor, but in 1930 took first place, a position she occupied until the magazine was, in 1939, superseded by *THE JOURNAL OF TRUE EDUCATION*. At the close of 1941, the Home Commission then being merged with the Department of Education, Mrs. Williams closed her half century of service in the denomination and retired.

Through all these years Mrs. Williams' cheery but determined spirit was a large factor in the maintenance of the work of the Home Commission, a work which not only spread through North America but reached into South America, the Islands, Australia, China, the Far East, Africa, and in some degree Europe. She was the counselor by letter of a multitude of parents, a helper especially in mothers' problems, a mother of mothers. "None knew her but to love her, none named her but to praise." She was no formal echo of any voice, no subservient rubber stamp, as I very thoroughly learned; but she was open to reason, fair-minded, femininely impartial, good to depend upon—a beautiful Christian character.

Practice Teaching in the Summer School

FOR some time it has been felt at Union College that church school teachers should be given opportunity during the summer for practice teaching. Many have had difficulty in securing certification because they were teaching during the regular school term and could not fulfill the requirement for "hours of practice teaching." To meet this need Union College has, during the last two summers, operated an elementary summer school as an adjunct of its regular elementary teacher training.

This has also been an advantage to many children who for various reasons needed special help. Some came to summer school upon recommendation of their supervisors because of certain failure in their work the previous school year. Some came to receive help in problems encountered in "skipping a grade." Few have been given double promotion, but those who have were asked to attend summer school. Others came for the benefit of enriched curriculum offerings. The summer school provided for all three types.

As a basis for promotion or recommending that a child come to summer school, achievement tests were given at the close of the regular school term in the tool subjects—reading, arithmetic, and language arts. The tests used were different forms of those given the previous September.

During the summer of 1944 there was a morning session from nine to twelve, and an afternoon session from one-thirty to three-thirty. The morning program was conducted as nearly as possible like a model church school. All classes were held in one room, with the supervisor doing most of the teaching, since the program was designed especially to give student-teachers an opportunity to observe the operation of a school by an experienced teacher.

There was a class of forty in observation and participation. One hour of credit required six hours in the elementary classroom, observing and participating as suggested by the supervisor. Most of the ac-

tual teaching done by this class was carried on in the afternoon.

From eleven to twelve o'clock on Tuesdays and Thursdays the supervisor taught a special observation lesson which all were required to attend. At the beginning of the period mimeographed copies of the lesson plan to be followed were distributed. Then at the close of the hour the children were dismissed and the lesson was discussed with the students as a guide in planning their own schoolwork. Lessons of all types, grades, and subjects were taught during the summer; thus the students were given a worth-while view of the year-round procedures in a church school. As for the child himself, the morning session provided enrichment for the average and served to advance the retarded as well as those preparing for double promotion. The afternoon program was designed especially to help those children who were generally weak or who needed remedial or advanced work in a specific subject.

In order to provide maximum aid for the children, their test scores and cumulative records were carefully studied. All students had access to these pupil records, and each was required to make a case study of one pupil. However, the supervisor and her assistants made the general plans for the work to be covered.

Students were given the privilege of teaching one or more children for a week or two at a time. Small supervised classes were held throughout the building. Each teacher was given experience in as many different situations as practicable.

On Tuesday afternoons an hour's group conference was held which all elementary education students were required to attend. Here the director of training and the supervisor made announcements, called attention to errors, and gave general instruction regarding methods.

Many interesting problems arose during these summer sessions. One concerned a non-Adventist boy who had attended pub-

lic school for five years, and yet was an absolute nonreader. After a few days of trial it was discovered that he could learn by the Fernald-Keller kinesthetic method of teaching remedial reading and writing. This method was explained to a group of the teachers who continued to work with him throughout the summer, as it was thought unwise to change teachers.

Naturally at first the child was dull and uninterested, because he had never known success in reading. However, after a few days he had learned to write several sentences, and his attitude changed noticeably. His eyes grew bright, and he was happy and eager to learn more. At the end of seventy hours' work he had a reading and writing vocabulary of about seventy-five words. As a result of the summer's work, his parents are continuing to send him to the church school, where he is receiving some private instruction.

Special help in speech correction was given to three children, two of whom are

from homes in which a foreign language is principally spoken.

The abundance of helpful material available in the curriculum library, opened three years ago, includes samples of outstanding textbooks, workbooks, seatwork, reference and free materials published by leading book companies of the United States. Besides being a useful guide in the selection of materials, this library is a source of inspiration to student teachers looking for new books and other supplies for their schools. Textbooks, workbooks, and other material not used during the regular school term were ordered and used in the summer school, so that there would be no lessening of the pupils' interest in their next year's work.

Thus summer work in the elementary school has proved highly beneficial to children, and an essential part of the church school teachers' training.

EVELYN GRIMSTAD HERRMANN,
Union College.

Have You Read?

Long experience in training young men for the ministry shows the value of the summer vacation which becomes a clinical period for preaching, teaching, and other pastoral activities. During this period the young student is given an opportunity to mature and develop as he secures his professional training. Thought should also be given to the work of those teaching in the theological field. To keep abreast of developments and be prepared to furnish inspiration and incentive, time must be allowed for "intake" as well as "outgo."

To overcome the deficiency in theological education on the accelerated program with the summer vacation period dropped out, many seminaries are now introducing a full clinical year into the training of these young preachers. Instead of shortening or crowding, enough time should be arranged in the program to develop "strong, mature-minded ministers of the gospel."—*E. E. Flack, "Acceleration in Theological Education," The Religious Digest, October, 1944.*

Busy days are not an excuse for neglecting hobbies, for hobbies will do much for a child or an adult. A hobby is not a luxury in these days of tension and stress, but a real necessity. "The best hobby rests us, relaxes, refreshes—not in idleness, but in pleasing, fascinating activity."

Much has been written on the subject, but this is a schoolboy's definition of a hobby: "What you do and like to do when you don't have to do anything." Real happiness results from this experience.

Psychologists and doctors say that each person should have at least two widely different hobbies, while the suggestion is made that children should be interested in many hobbies, with a change being made every year or so. This provides variety, and may also lead the child into a field which later may prove most helpful. Do not overlook the possibilities for development in the much overworked hobby.—*Mabel Worth, "What! No Hobbies?" The Christian Home, February, 1944.*

The Teaching of Nature

IN teaching nature, as in other school subjects, more can be accomplished if the important objectives are kept in mind. Pupils need to have a knowledge of certain facts of nature as a part of their stock of general information. This knowledge is often very practical, as in growing a garden. One likes best the things he knows best, and the child's love of nature will be increased by increasing his knowledge of it.

Many things studied in nature require attention to details which most of the world does not even see. Therefore a prime objective in teaching nature is to improve the powers of observation.

If the subject is approached in the right way, the children will be led to appreciate nature as God's handiwork, and the lessons will have spiritual value. The pupils will learn lessons of obedience to natural law as they see how wonderfully God has planned the workings of nature, how perfect are even microscopic objects, and how God cares for His creatures. Jesus taught many spiritual lessons in His nature parables. However, as in other lines, poor teaching here may cause the children to dislike nature rather than to enjoy it.

The greatest beauty in the world is found in things of nature: sunsets, landscapes, birds, flowers, and countless other things. Children should be helped to see this beauty.

A knowledge of natural resources and wild life creates an interest in them and a desire to protect them. Future citizens must know the need for conservation and learn what they themselves can do about it.

Hodge, in his book *Nature Study and Life*, suggests the aim: "Learning those things in nature that are best worth knowing, to the end of doing those things that make life most worth living."

The teaching of nature cannot be confined to a certain period in the daily schedule. Much nature teaching may be incidental, not necessarily in school hours. If a monarch caterpillar is found in the schoolyard, that is the time to learn something

about the monarch. A lesson on weather would be of interest on a stormy day. The best time to study the lovely form of snowflakes is when snowflakes are falling. Work directly with nature. Nature lessons can be used as part of the morning exercise period or of the Junior Missionary Volunteer meeting. A nature club may be organized.

The science books which are now in use give a good background for the study of wild life. Children enjoy organizing what they already know and gradually adding new information. In addition to the science texts there may be supplementary reading from nature and science stories and reading course books in the library. The Unitexts (Row, Peterson) and the Unit Study books (American Education Press) are well written and well illustrated. The teacher may choose one or more of these booklets on whatever phase of nature she wishes to teach. The Audubon Society has material for children.

Every teacher needs to plan her nature teaching, but she must be willing to deviate from the plan as occasion arises. The nature program must be suited to the class, adjusted to children of different interests, abilities, and experience. The Sunbeam requirement to recognize three trees is a real challenge to some younger children; while others may have a goal of twenty or thirty. Begin with what the children already know, leading them on as fast and as far as their interest carries them.

The teacher can arouse interest in nature by her own enthusiasm, shown not by words alone but by actions. The same nature lessons need not be repeated year after year, for there is enough material to provide something new each year.

When possible, an excursion will bring the children into direct contact with the things to be studied. It may be only a trip around the schoolyard or around the block, to the park or to a museum.

In planning such a trip concentrate on one phase but do not ignore anything unusual or of special interest. The teacher

should know the possibilities of the place to be visited, and should prepare herself and the class for what they will find. When there is opportunity, play nature games or have contests. Use nature facts in treasure hunts or tracking and trailing. After returning, clinch the results by discussion, quiz, question box, or some activity based on the experiences of the trip. Opportunities for nature study are afforded by a school, church, or Sabbath school picnic.

Children are natural collectors, and exhibits of their nature collections will add interest. Pressing, blueprinting, or spatter work with flowers, ferns, and leaves may be an "old story" to the teacher, but new and absorbing to the children. Other collections may include seeds, shells, rocks, wood, grasses, mosses, twigs, galls, birds' nests, insects, water life in aquariums, spore prints of mushrooms. Without special training or experience, children can learn to kill insects with Carbona, arrange them on a layer of cotton in a box, and cover the box with cellophane. Seeds can be attractively arranged on boards, cardboard, or in transparent envelopes. Some children enjoy collecting nature stories, poems, and pictures for a scrapbook, or making attractive objects of pine cones, maple seeds, and other dry seeds and pods.

If nature is taught by units, the units can be chosen according to the season. For example, bird migration is a good topic for spring or fall. Decorative maps can be made showing the routes followed by the birds in their travels. Some children will enjoy making graphs of the comparative distances covered by different birds in their migrations. At the conclusion of the unit these maps and graphs, with stories, pictures, and original drawings may be made into an attractive booklet. Modeling in clay may be used effectively in this unit. All grades may work together on such a unit, each group doing something different.

The requirements for the Missionary Volunteer honors in various phases of nature study may form the basis for a unit in the upper grades. In studying for the tree honor, for example, one may make a collection of twigs to illustrate alternate and opposite branching, and varnished or naked buds. This collection can be made in the

winter when there is not much else to collect.

Our nature study can be correlated with most school subjects: arts and crafts, music and poetry, science and geography, composition and penmanship, Bible, reading, and perhaps some incidental arithmetic.

The teacher may feel that she has attained at least a measure of success when her boys and girls find their recreation in nature, suggesting activities for themselves or for the class; when they show curiosity about natural objects and are interested in conservation, in practice as well as in theory; when they independently study nature outside of school, and find their own moral and spiritual lessons therein.

MARGARET C. DROWN,
Church School Teacher,
Worcester, Massachusetts

In Whose Image?

Continued from page 12

reaped the grain; but building a better reflector because of knowing this formula, is reaping. Studying philosophy, and learning what Plato and Hegel taught, profiteth nothing; but if by building upon this study one can create sounder and better thought, then he is "dressing the garden," even as Adam. Only to the elect is it given to create in the realm of mathematics or philosophy, but all may learn to create in the everyday world of growing, building, and doing.

"For the fitches are not threshed with a threshing instrument, neither is a cart wheel turned about upon the cummin; but the fitches are beaten out with a staff, and the cummin with a rod." Isa. 28:27. How often educators try to grind out with the cart wheel of classroom and textbook study alone that which God designed to be worked out with the rod of experimental activity. Man was created "in the image of God," and he will never be truly educated until he is taught to be and allowed to be that "image" in the act of creating. Agriculture and manual arts provide the A B C of this creative urge, and in forms so simple that all can participate. Some may go on to D E F, and a few will come to Y and Z; but let it be remembered that A B C come first. This is sometimes forgotten.

A Newly Recognized Responsibility

THE American people are awakening to the need for proper dental care, and there is a growing demand that full "health insurance" be made available to all. No one will deny that every citizen is entitled to adequate care. Groups are studying ways to provide both medical and dental care for those who have not had it.

While dental care of the child should be a matter of parental consideration before he starts to school, the teacher's responsibility for such care begins with the child's entry into school. This has been partially recognized in the teaching of toothbrush care; yet the need for dental inspection and treatment has seldom been considered.

The common belief that because the deciduous teeth are temporary they are therefore of little importance has been endorsed by some who should have known better. The fact is that deciduous teeth are just as subject to carious processes as are the permanent teeth. Children two and three years of age often need operative dental care, and when this is not provided teeth are lost which should have been retained to fill a useful place. The consequent prevalence of toothache in children, and of deformities of the face and jaws, has been too commonly accepted as natural. The inconvenience of a toothache is not the most serious thing resulting from neglect of proper dental care. Habits which affect development of the face and jaws often cause maldevelopment, which in turn affects the health and happiness of the child. Few have awakened to the fact that much pain and disfigurement can be prevented.

As children mature, the alert teacher does not fail to notice that behavior is affected by diseases of the teeth and malformation of the jaws and face. This opportunity to observe is not the only advantage held by the teacher, who has become increasingly the source of wisdom for the small child, and to a degree for the youth of high school and college age. The word of the teacher may awaken the parents' interest.

What can the school do to give the child a fair beginning?

1. Secure the services of a recognized dentist who is interested in child dentistry:
 - a. To instruct the teachers in the growth and development of children's teeth and jaws.
 - b. To give talks to parent-teacher groups, showing the results of both proper and improper care.
2. Provide thorough dental examination as well as medical examination.
3. By means of talks and demonstrations stimulate the children's interest in their own dental development.
4. Make use of the "helps" available through the American Dental Association.

PAUL P. ADAMS,

*College of Physicians and Surgeons,
Dentistry College, San Francisco.*

California College of Medical Technicians

San Gabriel, California
(Suburb of Los Angeles)

Offers the following
one-year courses:

X Ray

Physical Therapy

Medical Office Assistant

NEW CLASSES BEGIN EACH
FEBRUARY and SEPTEMBER

Write for bulletin

NEWS from the SCHOOLS

FOUR SENIOR THEOLOGY STUDENTS were recently ordained to serve as local elders of La Sierra College church, in order to give them supervised experience in pastoral work and leadership in church affairs before entering upon internship in the field.

LODI ACADEMY FARM WORK will be greatly improved by use of the new tractor purchased by the board and products of the greenhouse which the farm manager, assisted by some of his boys, has recently completed.

A BEAUTIFUL OIL PAINTING forms the background of the baptistry in Auburn Academy chapel. Two distinguished artists who worked on World's Fair murals in New York and San Francisco painted Mount Jefferson with a beautiful lake scene in which a rushing waterfall gives the illusion of flowing directly into the baptistry.

OSHAWA MISSIONARY COLLEGE has recently purchased a new sound projector for entertainment and educational purposes.

THE BIOLOGY DEPARTMENT at Union College claims almost thirty-seven per cent of the college enrollment for the present school year. Ten new three-objective microscopes have recently been purchased.

THE FIELD EVANGELISM CLASS at Union College, under the direction of J. A. Buckwalter, is conducting seven efforts in the territory surrounding Lincoln.

SOUTHERN MISSIONARY COLLEGE is busy with its building and expansion program. The \$15,000 store and post office building located on the "lower road" of the campus is nearing completion. The foundation has been laid for the A. G. Daniells Memorial Library, with the hope that it will be ready for use by fall. This will be followed by erection of the new Music Hall. The workmen who excavated for the library building showed their interest in student activities by assisting with the excavation of the swimming pool at a reduced cost. Much of the lumber used in all this building program is being cut by a portable mill on the campus, from timber on the college property.

THE HOME ECONOMICS CLASS at Kern Academy has enrolled twelve girls; and the ten boys in the vocational agriculture class are learning to be better farmers.

A SCHOOL FOR MOTHERS was opened at Malamulo, Southeast African Union, in January, 1943. Having no place to meet, all joined in erecting a "pole-and-mud" schoolhouse, later known as Community House. Eighty-two wives of workers, students, and pastors were organized into four classes for instruction in needlework, housewifery, baby care, cookery, hygiene, reading, and Bible. Classes met four days a week for eight months. Instruction was very practical, and on the level of possibility in native homes. In order to receive a certificate completing any course, a mother must not only know the principles taught but demonstrate their application in her home. Requirements included a good vegetable garden and sanitary conditions about the home premises, adequate diet, health care, and clothing for the family, the memorizing of certain Bible portions, and ability to read and write in the vernacular and to tell Bible stories. At camp meeting in 1944 twenty of these women presented a program and received their certificates. Plans for 1945 include a second, more advanced course, with instruction in conducting village work along these lines.

EIGHTY PER CENT OF THE STUDENTS at Union College are enrolled in one or another field of music, and 225 private lessons a week are given. There are eighteen music majors and half as many minors. The college band has been reorganized, with new uniforms, and the class in choral music and conducting is being especially emphasized as related to evangelism.

A NEW DAIRY HOUSE is being constructed at Emmanuel Missionary College, and the farm barns are receiving new white asbestos shingle siding.

IN TRAINING "HEAD, HEART, AND HAND," students at Walla Walla College find employment in various fields which give financial aid as well as practical training, for each dormitory student is required to work at least eight hours a week. There are the college store, bakery, powerhouse, kitchen, print shop, bindery, laundry, grounds, farm, garage, and general maintenance, construction, and repair that give opportunity for work. Because of man-power shortage, girls are taking over effectively in many lines.

ENCOURAGING PROGRESS is being made at Emmanuel Missionary College in raising the half-million-dollar building fund. Student, faculty, and alumni groups have already raised more than fifty per cent of their six-year \$30,000 quota.

EMMANUEL MISSIONARY COLLEGE CHURCH surpassed by nearly \$1,000 its quota on the Million-Dollar Missions Rehabilitation Fund.

RIVER PLATE JUNIOR COLLEGE granted diplomas to twelve young men and two young women upon completion of their work in November. Two young men and four young women from River Plate Sanitarium received certificates indicating the completion of their studies in the nurses' course, and will receive diplomas upon completing required practical work.

STUDENTS OF EVANGELISM at La Sierra College are conducting well-attended efforts in Home Gardens and La Sierra Heights.

FOR THE FIRST TIME AT MODESTO UNION ACADEMY a course in automobile mechanics is offered this year, including textbook study and practical work. The class of fourteen are also learning to do acetylene welding. Eleven boys are enrolled in the woodworking and mechanical drawing class.

YAKIMA VALLEY ACADEMY CHAPEL was re-decorated during the holiday season with the help of faithful boys.

A STUDENT PRAYER ROOM at La Sierra College is being furnished by the Missionary Volunteer Society. It will be quiet, home-like, and suitable for small prayer groups or individual meditation.

INTEREST IS HIGH in the woodwork and mechanical drawing class at Arizona Academy. Table lamps turned on the lathe are a favorite project. Fifteen girls enrolled in the sewing class are already making their own dresses—and wearing them.

GLENDALE UNION ACADEMY is offering work in three lines of vocational education—home arts, woodworking, printing—in which sixty students are enrolled.

A LOCAL CHAPTER OF THE W.C.T.U. was recently organized at Pacific Union College, with Mrs. P. E. Quimby as president. For a number of years the college press has printed the official paper of the W.C.T.U. for northern California.

CHLOE ADAMS SOFSKY joined the staff of La Sierra College in February as art teacher.

INCREASED ENROLLMENT in the elementary school at La Sierra College calls for the addition of three new classrooms and three more teachers.

THE JUNIOR SERMONS presented at the Model Church in McKibben Hall, Pacific Union College, are proving most popular. Upper-division students of theology are members of the Philalethian—lovers of truth—organization, and this weekly service is their laboratory for presenting pastoral, evangelistic, and junior type sermons. Thus actual experience gives expression to classroom theory.

THE POWER PLANT at Walla Walla College is being increased to occupy four times its present floor space, and new water-tube boilers are being installed. A reinforced concrete smokestack 120 feet high will be the first such among Seventh-day Adventist colleges.

AMONG GRADUATES OF WALLA WALLA COLLEGE this spring the department of theology leads, with twenty-one majoring in this field.

AN EXTENSIVE BUILDING PROGRAM at Union College includes a three-story science building, now under construction, which will house the physics, chemistry, and biology departments; an addition to the Don Love Industrial Building; remodeling of the swimming pool with the addition of showers and men's and women's rest rooms, to be completed by May 1; and tennis courts so constructed as to provide ice skating in the winter.

A SEVEN-YEAR DEVELOPMENT PROGRAM for Pacific Union and La Sierra colleges calls for an investment of \$800,000 by the Pacific Union Conference. Close co-operation between the two institutions includes both business policies and scholastic standards.

THE INDUSTRIAL PROGRAM at Loma Linda Academy is of growing interest and proportions, especially the class in general mechanics, which offers opportunities for beginning experience in electric and acetylene welding, machine lathe, plumbing, practical electricity, forging and tempering, with some concrete work.

THE "LITERARY TALENT SEARCH," sponsored by the *Signs of the Times* magazine, has announced the topic for 1945, "What Is Youth Thinking?" This gives opportunity for discussion of various topics of current vital interest, and the articles submitted should prove illuminating and instructive.

TWO THOUSAND VOLUMES have been added to the Pacific Union College library since last summer, mostly in the fields of history, public health, nursing education, science, English, vocational guidance, and Spanish literature. Increased book circulation and library patronage show that the library is appreciated.

FIRE DESTROYED one of the dry kilns of College Industries, Inc., at Southern Missionary College, the evening of February 16. Heroic boys and girls, men and women, labored before—and after—arrival of fire trucks from near-by towns, to save other buildings. The woodshop employs forty-two students and thirty-eight full-time workers.

A NEW \$1,600 HAMMOND ORGAN has recently been installed in the chapel at Union College.

THE HOME ECONOMICS CLASS at Mountain View Union Academy has enrolled ten girls. The first semester was devoted to sewing, while cooking will be featured the second semester, with classroom and laboratory work, and the construction of scrapbooks on foods.

A NEW THREE-INCH PIPE LINE between the library and San Fernando Hall at La Sierra College increases the water supply for the science department as well as the men's dormitory and gives extra pressure for fire fighting.

THE PHYSICAL EDUCATION DEPARTMENT of Walla Walla College conducted a class in skiing during the winter quarter. Insurance provided for accidents, but among the fifty-nine members there were only two minor injuries.

LYNWOOD ACADEMY welcomes several changes in the woodwork shop. The large tool and paint room has been divided into three sections: first, a toolroom and office; second, a dust-free room for paints and the recently purchased \$118 DeVilbiss paint spray equipment; and third, overnight storage for unfinished products. Glass partitions make all parts of the shop visible from the office.

PERCY W. CHRISTIAN has been appointed dean of the department of graduate studies at Pacific Union College.

THE 1944-45 SCHOOL YEAR AT MALAMULO opened with the largest enrollment on record; yet there were at least two hundred students excluded who wished to attend. Standards two and five run two sections, morning and afternoon, and standard one runs three sections. More than three hundred are enrolled above the village school level.

LA SIERRA COLLEGE has definite plans for a four-year curriculum leading to the degree of Bachelor of Science in Secretarial Training.

ADVANCES IN RANK were recently given to seven Walla Walla College teachers, as follows: J. I. Robison and Agnes L. Sorenson to professor; K. A. Aplington and Ernest Booth to associate professor; John T. Hamilton, Henry Sonnenberg, and Myrtle M. Walker to assistant professor.

NEW TEACHERS caring for classwork of teachers on leave of absence from Walla Walla College are Clara Rogers, English; G. E. Shankel, history; and Vernon Emmer-son, speech.

Evolution, Creation, and Science was used by its author, F. L. Marsh, of Union College, as the textbook in Origin of Species, a course first offered during the past winter term. The book is attracting attention among scientists of the world in regard to its special creation theory. A discussion of evolution versus creation being conducted by mail with Columbia University's professor of zoology is furnishing interesting material for the class study.

LODI ACADEMY Press facilities for instruction are taxed to the limit, with twenty students enrolled in the three classes.

THE ELLEN G. WHITE CHAPTER of the Future Teachers of America was organized at Collegedale in 1940, being the first organization in the schools of this denomination to join the national F.T.A. This year twenty-two college students are members of the chapter at Southern Missionary College.

A CARNEGIE-ENDOWED INTERNATIONAL RELATIONS CLUB unit has been organized at Southern Missionary College under the leadership of Daniel Walther, professor of history.

Motivating Literary Appreciation

Continued from page 7

appreciation. There will always be students whose abilities will not be developed until long after they leave high school classrooms, but the teacher never knows what rocky ground may be made to crumble and yield fruit. Her aim should be to reach each student from his own particular stance. Well-rounded study will give statistics for the factual-minded, fancy for the imaginative, and side lines of motivation for the slow student as well as for his keener brother. Then composition,² in imitation of the writer's style—but revealing the individual student's thought—should be the aim of each study unit. The teacher should make both poetry and prose beautiful and vivid to the student, who in turn should be inspired to write. Donnelly says, "Subordinate all information to composition, do not subordinate literature to any science. . . . Real education comes when the student finds an echo of his own self in what he reads, and proceeds in a similar self-expression."³

Literature is an art, not a science. Science is knowing; art is doing. Original composition will help to develop artistic self-expression. It should have the incentives of activity and originality, and should motivate permanent broadening and perfecting of intellectual powers. If such a course were followed, the student would acquire an ability to think coherently for himself; he would not leave English classrooms with his mind crammed full of facts which he has not learned to evaluate and apply. Imitation of the good is the oldest teaching method in existence. Oliver Wendell Holmes learned by reading an article and then trying to reproduce it. Woodrow Wilson's father required the same of him.

One unit study conducted with student composition in mind centered around Chaucer. Before the literary selection was assigned, various students gave reports on the English language in Chaucer's time; Europe during 1340-1400; customs, fashions, educational facilities, and politics of the period. This was followed by a study of

Chaucer's life, showing his qualifications to write about the people of his time. Finally, a careful study was made of the "Prologue," from the viewpoints of style, art, and emotion. Thus armed with a knowledge of human nature and the details of Chaucer's writing style the students were able to analyze critically several of the tales.

Then, as a class, they made a parallel study of present-day types. Chaucer's characters met in an inn and, after becoming acquainted, proceeded to Canterbury. Their modern counterparts met in a subway train and were conveniently halted between two stations while their creators took inventory. Compare the Wife of Bath, the Friar, the Student, the Knight, Squire, and Nun with these characters: Susie Sag, a factory worker; Mr. Bilt-Rite, a businessman; Mr. Smutz, a driver of a city garbage truck; Mrs. Schwartz, a Bronx housewife; Mr. Wealthy, a society man. Herein students demonstrated ability to recognize types and to describe them with accuracy and humor. They enjoyed this work and acquired a clearer understanding of that art which is called literature.

An English IV class studied a unit on journalism, which included samples of various types of newspaper writing: obituaries, feature articles, briefs, war news, fires, weddings, interviews, editorials. At the close of this study they named and produced *The Corn Harvesters' Gazette*—a good-natured lampoon of the class members and their activities.

Nineteenth century teachers asked thought-provoking questions and lived to see their students make nation-wide answers to nation-wide problems. What are present-day teachers doing?

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² *Ibid.*, pp. 173, 174.



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