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## A LITTLE CHILD SHALL LEAD—An Editorial

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IF ears are still atune to pleasant sounds, they may hear peals of silver-bell laughter in the distance. The shadowy figures off there are those of childhood days. They shout merrily from that distant land and live again in the carefree past. If one listens youthfully he will hear again the echoes of his own laughter, that may have lingered away there on the horizon of maturer years. Children's voices today may awaken the echoes of the sunrise years and swell them into choruses of song that cheer the hearts of weary travelers.

The world is deeply scarred by the acts of war. Men's hearts have known haunting, persistent fears. Hunger has been a daily resident in many homes. Even the house itself may be a heap of rubble, and those who knew the glow on its hearth be separated and embittered by ill fortune. Plans have been disrupted, efforts frustrated, education nullified, strength exhausted, and hopes blasted. Sons, the pride and hope of the family, have been lost in the futile struggle. The very name of the family is about to perish. Every word of the record is drenched with bitter tears.

But little children in their innocence know not the murderous passions stimulated by war. They play together without fear or prejudice, and learn one another's language quickly. They make adjustments readily and unconsciously, and recite to parents one another's merits. They are free from immoderate ambitions and have not tasted the bitter cup that must be drained by the conquered.

Before errors in vision and dislocations of viewpoints are perpetuated, or unholy purposes developed, teachers of growing children have a marvelous opportunity

to sow seeds of concord and to set right patterns of thought and action. If only the child could be spared the hatreds and distortions of evil men, the world might overcome its envies and greed, and learn righteousness. It may be that the children of the nations, being taught the virtues and rewards of peace, and learning none of the motives, methods, and empty glories of war, can lead the world to a fuller knowledge of the Lord, a knowledge that will sometime cover the earth as the waters do the sea.

Not only in time of war do men need to learn right principles of conduct. If righteousness were established in peacetime, the nations would learn war no more. In time of conflict communication of ideas is usually interrupted. Even the conveyance of good wishes is hindered or completely obstructed. Hence the time to build for permanent good will among men is before their ideals and purposes too seriously conflict.

A little child shall lead not because of his power or knowledge or experience but because of his freedom of suspicion, of envy, and of ulterior purpose, and because of his innocence, his confidence in others, his learner's attitude, and his kindly spirit. If the church in all lands can acquire and retain the qualities of the child emphasized as so important by the Great Teacher, a day of great spiritual achievement will dawn. Men will trust one another as they do the child. With released energies they will accomplish more, and do it with joy. Through dark valleys, past a ravenous beast, and into the consummation of the work of the church a little child shall lead. In the habitation of dragons grass will grow, with jasmine and fragrant roses.

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## Strengthening the Citadel

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Merlin L. Neff

BOOK EDITOR,  
PACIFIC PRESS PUBLISHING ASSOCIATION

AMONG the allegories of the Middle Ages for the presentation of spiritual truths, one of the most popular was that of the "castle of the mind." Edmund Spenser, one of the great men of letters of the Elizabethan era, used this common symbol to represent the intellectual development of man.

It is fitting to bring this symbol into modern life, for today the castle, or citadel, of the mind is beset by a myriad of foes. These sinister enemies would assault its defenses and overthrow the guard. It is high time for every Seventh-day Adventist youth to strengthen the citadel of his mind, for truly, as the English poet, Edward Dyer, of the sixteenth century, said:

"My mind to me a kingdom is;

Such present joys therein I find,

That it excels all other bliss

That earth affords or grows by kind."

To appreciate learning, one cannot taste or sample. He must become a part of the mind and thought of the great men of the ages. He must dive deep and stay under for a long time. A young Greek once came to Socrates and said he earnestly desired to become a student. The philosopher took the young fellow to a near-by swimming pool and tossed him into the water. When he swam to the side of the pool, Socrates held his head under the water. Finally, gasping and sputtering, the youth was allowed to come out.

"What did you desire more than anything in the world while you were under the water?" asked Socrates.

"Air," replied the youth.

"Very well," returned the philosopher.

"When you desire learning as much as you desired air, you will be a student."

What is the value of scholarship to the Christian today? For what purposes shall scholarly study be used in the advent movement?

There was a time, not a quarter of a century ago, when advanced scholarship and graduate study were looked upon as nonessential to the educational system of the church. This attitude was not basically sound, however, for it was founded neither upon the Word of God nor upon the philosophy of the Spirit of prophecy.

Ellen G. White sets the highest standard for Christian scholarship when she says, "The students should tax the mental powers; every faculty should reach the highest possible development."—*Fundamentals of Christian Education*, p. 373. The learning processes are recognized as a development of the mind of man. When they become static, he is either dead or fossilized. That God holds His leaders accountable for mental growth is verified in these inspired words: "God requires of every Christian scholar more than has been given him."—*Ibid.*, p. 230.

There are those who would say that because the pioneers of the work did not have formal scholarly training such standards are unnecessary today. But such reasoning fails to take into account the changed conditions in religious thought that must be faced in this generation. They forget, too, that God demands the finest perceptions and the keenest intellectual strength.

If leaders refuse to develop their minds to their full capabilities, they are misus-

ing them, even as they might any other God-bestowed talent. "Men of ability have labored at a great disadvantage because their minds were not disciplined for the work. Seeing the need of laborers, they stepped into the gap, and although they may have accomplished much good, it is in many cases not a tithe of what they could have accomplished, had they had the proper training at the start."—*Ibid.*, pp. 108, 109.

For what purpose shall the citadel of the mind be strengthened? If it is merely for degrees or titles, it will be worse than useless. Among too many Seventh-day Adventists the lure and novelty of a doctor's degree have led to anything but true scholarship. Some men and women have gone to diploma mills to obtain a degree for a bit of shoddy work and a fee. Such pseudo scholars are a disgrace to education.

Never measure scholarship by degrees alone. They are a very unreliable measuring rod. Furthermore, if a person takes graduate work he is certain to learn that the university recognizes high scholarship above making it easy to obtain a degree. He ought not to change from the field of study he most desires, in order to take his degree in another field, simply because the requirements are easier or the work is lighter. If he does he has failed to grasp the true meaning of scholarship.

A student deep in graduate study at one of the most respected universities in the West was recently asked to take six months more research when he thought he was ready to complete his doctorate. At first he was disappointed. He told his major professor that he had friends who were getting their doctorates in a much shorter time at another school. His professor gave this classic reply: "Yes, I know what you mean; but this university has the aim of producing scholars, not simply Ph.D's."

Degrees in themselves do not make scholars. In the one hundred years of

the history of this church there have been outstanding Bible students who had no degrees after their names. Among them were Uriah Smith, J. N. Andrews, and O. A. Johnson. They were men steeped in the study of the Scriptures and of history. True, they might have been more efficient with modern techniques and scientific methods of study; but as scholars of the denomination in their day, they stand without a peer.

There are dangers to the Christian as he seeks to strengthen the citadel of his mind. John Milton spoke truly when he put these words in the mouth of Satan, "The mind is its own place," and in itself can never be substituted for consecration and a living Christian experience. The scholar is in constant danger of feeling his self-sufficiency because of his attainments. He may attempt to substitute self for the Saviour. "The reason why we have no more men of great breadth and extended knowledge is because they trust to their own finite wisdom, and seek to place their own mold upon the work, in place of having the mold of God." Only the humble Christian scholar who says, as did Kepler, "O God, I am thinking Thy thoughts after Thee," has attained the true vision of learning.

Another hazardous result that sometimes develops from an overemphasis on scholarship is a superiority complex. Some begin to feel that those who are not so highly trained as they are can contribute little to the service of God, and they are prone to minimize the results of the efforts of the less educated. This is a serious flaw in character. Jesus Christ saw in humble, unlettered men those whom He could entrust with the message of heaven. Where is needed greater proof of true values than in the lives of His apostles?

Another dangerous attitude that may arise from a warped view of learning is that physical work lowers the dignity of man. If the "white collar" prejudice de-

velops in Christian schools, which are to be patterned after the schools of the prophets, the vision has been lost.

In close relation to the development of sound Christian scholarship is the problem of raising denominational standards of culture, particularly in the fine arts. Standards in music, in painting, and in literature, are often inferior to those of many men and women of equal ability in the world who make no profession of Christian ideals.

The highest standards in music are found in the colleges; but in many of the churches the music is deplorable. The new *Church Hymnal* has not met with the favor it deserves. When will the denomination raise its standards of music to equal those of many other Protestant churches? When will it stop allowing songs from operettas and musical comedies to be sung as solo numbers for weddings in the churches? Upon the educational leaders rests the responsibility of bringing music to the place of the rich, true complement it should be in the worship of God.

In art the same could be said, only with even more cause. The correlation between art and the spiritual experience of the Christian has had little consideration in the educational system of the churches.

Standards in prose and poetry are very

low. The ministry has failed to use as it should the profound religious poetry and prose that is the heritage of Christianity. Where are the ministers who can use the organ tones of Milton, the nature poetry of Wordsworth, the spiritual message of love from Robert Browning, the smooth-flowing prose of John Donne, and the majestic descriptions from John Ruskin?

Upon the educational leaders of this denomination is placed the task of raising the standards, of revealing the "beauty of holiness" in the advent movement.

Scholarship and knowledge will avail nothing, however, unless they are turned to the service of God and fellow men. There was an educator who studied long and diligently. He used his knowledge in the test tube of life. He lived with his students. He was a scholar, but above all, he was a Christian who walked humbly with his God. He literally burned his life out in the cause he loved, and he willingly sacrificed it for the ideals he believed. He used his talents and his knowledge to inspire and lead youth along the way to heaven.

Strengthen the castle of the mind and make it a fortress that shall stand impregnable for truth and for principle when the final attack of doubt, delusion, and skepticism will sweep the world.

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# Purpose of Secondary Education

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*John M. Howell*

PRINCIPAL,  
FOREST LAKE ACADEMY

**T**HEORETICALLY, secondary education starts at the conclusion of the elementary school and carries the pupil up to the beginning of his lifework or to his entrance into college. Practically, it must take the student where it finds him: at the theoretical point of the mastery of fundamental processes or elsewhere; in a state of good physical, mental, and spiritual health, or without it; in whatever state of preparation or lack of preparation that he may be. It must guide him in the most difficult period of his life. It must inspire him with such ideas and ideals, with such attitudes and appreciations, and with such sound mental and moral principles that even though he advances no further with his school education, he will come forth a useful member of society—a real lifter and not a leaner.

In accomplishing these aims secondary education can no longer depend solely on what has been known as the schoolroom, nor can it depend on traditional schoolroom equipment alone. The entire vicinity, yes, the nation and even the world itself, with all the propensities for good or ill, must be taken into account, and employed by those who are to guide the youth to the place in life where they are to work and to continue to learn. Teachers can no longer be mere pedagogues who think with pleasure or disdain of the hours between nine o'clock in the morning and four o'clock in the afternoon. Their horizon must include the planet inhabited by their pupils, and they must have a sane outlook on life. They must be statesmen, economists, vocational and educational guidance ex-

perts, cultural and spiritual specialists. Their tasks do not begin nor end, but are ever in process.

Their textbooks are the printed pages of book, magazine, and newspaper; the examples of great men and small, their achievements, attitudes, and appreciations; the world of nature, science, industry, and political and social and religious thought; every known object of the heavens above, the earth beneath, and the regions under the earth. Their laboratories are no longer those of the schoolroom alone, but every known place where mankind does the world's work. The laboratory equipment includes every known instrument, from the smallest to the greatest—the microscope that reveals the minute details of the "mote in the sunbeam," and the powerful telescope that discloses the secrets of the heavens—every instrument that is capable of examining the elements that compound the necessary things for physical, mental, and spiritual birth, growth, and maintenance.

And no education worthy of the name can fail to take into consideration the limitless years of eternity. Its roots are grounded in the eternity of the past, its trunk and branches are bathed with the atmosphere of the present, and its towering top reaches out toward the eternity of the future. It must take into consideration the life that has been, that which now is, and that which is to come, as regards the individual as well as the world in which he lives. The proper relationship of the individual student to all phases of life is and must continue to be the field of secondary education.

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## School Homes and the Personnel Program

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Edwin C. Walter

DEAN OF MEN,  
PACIFIC UNION COLLEGE

AT the present time the attention of more and more educators is being focused upon student personnel work and its problems. In the final analysis these problems are an outgrowth of the contacts between the college and the student. All these contacts may be classified under these headings: instructional, business, and extrainstructional.

From the point of view of the student and what becomes of him there is a basic unity which underlies all these contacts or relationships. In a well-regulated college they are so co-ordinated that for all practical purposes the student is dealing with a single unit—the college.

Of these relationships between the student and the college the instructional is usually thought of as the most important. Nevertheless, the relationships of the student to the residence hall or dormitory constitute such a major portion of the total relationships of the student to the college that it would appear that many schools are neglecting one of the most vital units of their personnel system by not recognizing the important role which the deans of men and the deans of women can and should play in guidance.

Hand corroborates this: "Ranking over any other factor in college learning is the twenty-four-hours-a-day influence of the student living group. A student's adjustment to society, his scholarship, his attitudes, and his mental and physical health are as a whole largely determined by where and how he lives."\*

True education should produce an individual that is physically, mentally, and

morally sound—an integrated personality, free from mental conflicts—physically healthy, socially responsible, and appreciative of spiritual values.

If true educational philosophy holds that education includes the development of all the factors that govern optimum growth for each student, and that growth is the result of the student's total relationships with the college, then what happens in the dormitory must of necessity become a very vital part of the process by which the student is educated. And whether or not the outcomes of this part of the process are desirable is largely dependent upon those who are responsible for supervising the dormitories, for formulating the policies which govern them, for molding student attitudes and habits, and for governing in other ways the daily environment of the individual student.

The residence hall should serve as one of the principal means of giving continuity to the extracurricular phases of college life. The intimacy of contact between the dean and the student offers rich possibilities for the cultivation of friendship and, rightly used, places the dean in a more advantageous position than that of any other faculty member.

The opportunities for counsel and guidance which are his can be equaled only in the experience of a parent. But it is only as the dean becomes aware of the values of group living and makes these values meaningful by application that dormitory life can become a vital factor in character training and the extracurricular partner of the curricular phase of personnel work.

\* H. Hand, *Campus Activities*, p. 147.



An integrated personality is basic to character development, and conversely, every individual whose behavior is undesirable or antisocial is the result of the complex social or emotional problems with which he has had to deal. This being true, the dean should make it his primary purpose to know his students, to become sensitive to their needs, and to center his work around their vital problems and experiences. He should seek to develop attitudes and habits which will not only assist in solving their immediate problems but make real and lasting contributions toward their total education.

Within a properly supervised dormitory the student has a well-ordered existence. Here he learns his particular place in the general scheme and how to perform his part with due regard for the rights and interests of the whole group. He is provided with opportunity for self-development and for acquiring self-control. Good standards of living, study, and health should be fostered by the housing environment. To the extent that the college wishes these ends to be maintained, to that extent should plans be made for integrating the personnel services of the dormitories into the total personnel program of the college.

When the college considers guidance as a service to be administered mainly by a single department of the school within the limited sphere of action to which such a department must of necessity confine itself, there is danger that problems may be dealt with unwisely and without a full knowledge of all the factors involved.

No one is so capable of dealing with student problems that he could not profit

considerably by an exchange of information, ideas, and suggestions with his fellow faculty members. One of the important problems of the personnel worker is that of securing data, making sure that it is reliable and that it represents all the significant information that can be obtained concerning the individual student and his problems. When isolated facts are gathered by one person and interpreted wholly by him, the result is likely to be a subjective and unreliable personal estimate, but when facts secured by a number of persons are assembled in such fashion as to show their relationship to one another, they become much more valid. It is only when facts are interpreted in reference to other facts that they assume their true values.

The dean of the dormitory has opportunity to observe the student in the many types of situations which are an outgrowth of group living. Since these experiences of the student constitute such a vital portion of his total educational experiences and have a direct bearing upon his adjustment scholastically, the dean should make the results of his observations available to those members of the faculty whose relationships are almost wholly instructional.

If personnel services are to function effectively, they must bring together and co-ordinate every agency of the college that deals in student relationships. If this is to be accomplished, the values of group living and their relation to the total educational process must be recognized and the personnel services of the dormitories so integrated into the total campus personnel program that they can work together in a unified and consistent way.

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## Learning to Learn

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*Catherine Shepard*

FORMERLY DIRECTOR OF ELEMENTARY TEACHER  
TRAINING, UNION COLLEGE

**M**ENTAL life begins at birth, and so does learning. The brain is engaged in going through a series of developmental changes; each one is adding its bit to the whole. At any stage of life each individual is the sum total of all the experiences to that time. How important this becomes when the beginning of behavior patterns is considered. The ability to vary behavior does not appear at any particular age or level of development, but it is a characteristic of the whole life.

Stimulating environment presents to the child new and interesting possibilities, challenges his creativeness, his enthusiasm, and his perseverance, and causes learning to take place. This is true not only for the wee babe but for the adult, except in case of a diseased organism. An environment so routine and dead that it fails to provide continuous stimulus actually hinders mental growth. The exploratory character of the child's venture into the realm of learning cannot be emphasized too strongly. All learning, whether good or bad, is something near the child, not remote from him, something that elicits a response because it helps solve his present difficulties; thus learning becomes significant and worth while. He remembers because the knowledge gained benefits him and is useful to him.

From his earliest years a child's learning influences his character. Whether it conforms to the standards of Christian living as set forth in the Word of God or according to the principles manifest in ordinary decent society, or gives evidence of lack of refinement and genteelness, depends largely upon the behavior patterns established before the child reaches the

age of six years. Psychology recognizes the great importance attached to the beginning of behavior patterns; from these beginnings comes the mature character of later years. Upon parents rests the responsibility for the establishment of the foundation of the character structure. What a wonderful privilege for the Christian parent who above all others senses that character determines the destiny of the individual.

The child actually gains more knowledge during the formative years than at any other period of the same length not excluding his college life. Learning is more vital at this period, because it is intensely meaningful in terms of his personal patterns; yet each grows physically, socially, and mentally according to his own growth rate. There is seldom much concern about this rate of growth unless it appears unusually slow. Nevertheless, regardless of the growth rate, much can be done to induce maturation of the mental processes quite the same as physical growth is accelerated by certain aids.

Life and education, or learning, cannot be separated. In the divine plan of education the school as it is known today had no place. The child was to gain knowledge direct from the source in all its freshness and loveliness, just as he needed it. To Adam and Eve, God and the angels were the guides for the gaining of knowledge; from them it was transmitted to their children. After disobedience marred the perfect plan, to parents was entrusted the gift of teaching—the opportunity to guide their children into the paths of truth and knowledge necessary for success at every stage. As life has become complex, institutions

have arisen to take from the parent this privilege. But no institution is capable of competing with the parent during the formative years of life if the parent takes the rearing of children seriously.

Learning is exploratory in its nature—this challenge during the preschool and elementary school life, extending into junior high school and many times into senior high school, is so strong that it should be seized by the teacher as the avenue of success for educational achievement such as the school offers. During the first three years of school life this challenge is particularly strong. If interest is maintained at every step this challenge is usually sufficient to keep the child progressing according to his mental maturity. When the child arrives at the school room door he knocks for admittance, that he may become master of certain tools which will enable him to explore the realm of knowledge found in books. He is usually eager to begin and is thrilled as he masters the meaning of the printed page; with pride he uses the new tools at his command. It might be well to suggest that the growth rate of every child varies and that three or four years' attendance at school does not guarantee the completion of kindergarten and grades one to three. No child should be taken any more rapidly than his mental maturity permits.

The teacher must always be consciously striving to perfect the most efficient study procedures peculiar to the material at hand. In the making of any study assignment great care is needed, that it direct the learning process at the child's level, that it provide for a vital approach to the problem, and that it point the way to each step in the procedure. A failure on the part of the teacher to recognize the need of each child in his class in relation to his study procedure often retards the mental growth of some child who starts blindly into the unknown only to meet failure. When this happens, school becomes discourag-

ing, disconcerting, and irksome. Unless the difficulty is quickly detected, the child soon loses interest in learning. He feels it is too hard, and does not care to continue with books. Every step in the reasoning process should be made plain to each child before he attempts to work alone. Interest, sincerity, and concentrated application are the motive powers of successful accomplishment; they are the fundamental study habits.

In all periods of child development emotional processes provide one of the dynamic forces of behavior. As educational goals, procedures, and outcomes are conceived, they imply correlative emotional factors in child interests and satisfactions. Emotional characteristics are especially noticeable at the junior level. Each child is coming into his own. His life is linked with others, but he is most concerned with personal rights— independent action and personal accomplishment. There comes a challenge to think for himself, to decide the issue and proceed.

During these years many physical changes occur. The boy and girl fail to understand themselves and often are misunderstood by their superiors. It is a critical period in general life development; it is equally as critical in their mental development and in their school life. It necessitates unusual sympathy and understanding of adolescent nature—a great and true insight into their problems and a recognition of their potential possibilities.

This is the period when firmness must be united with love and patience as at no other time. The junior craves companionship, assistance to make his dreams come true. Guidance in Christian principles is of supreme importance. He must be led to gain a perspective of life which will aid him in discriminating and evaluating for himself, and be brought to a realization of his individual responsibility in living a life of unselfish service. He now discovers a source of

strength and a feeling of confidence that have not been his before. It is a time when teachers should exemplify the riches of the glory of Christian living, making it the most attractive life.

Psychologically, the appeal for learning must come through the recognition of relationships, reasoned understanding, and practical application of facts gathered to solve individual problems. The curriculum of the school seeks to refine his tools and study habits, provide remedial instruction in reading and handwriting if needed, and develop ability in the use of the English language—both oral and written—to an excellence which affords satisfaction in achievement and presents ventures into the world of interesting fact through the social studies and the science problems of everyday life. Thus the elementary school aims to keep pace with the laws governing the mental processes, whatever his growth rate may be. It is the first duty of any teacher at any level to study the growth rate of each child and as completely as possible meet his individual needs. When this is done, there is no stoppage of mental growth, and it may be assumed that there is no limit to the possibilities of mental devel-

opment. The psychologist tells us that few people live to their full capacity at any given time of life.

The study of the Bible will do more for the development of the intellect than can be accomplished through the study of any other book. No subject if rightly taught will be divorced from the guidance which is found in the Bible. There is no other source as authentic as the words of Holy Writ. Character education must dominate the entire curriculum of the first eight grades of the school. The Word of God is the center of all education worthy of the name in either the home or the school. God is truth; God is wisdom; God is light. Apart from Him there is no education that will lead the individual to attain to the highest possibilities of his nature. Not only in this world can the learner continue to extend his horizons, enlarge his vision, and experience the glory of achievement, but throughout eternal ages the mysteries of the universe will continue to unfold, and with a perfect environment as well as a perfect learning instrument it is impossible for finite creatures to imagine the degree of mental maturity to which one may attain.

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# My Reasons for Studying Hebrew

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Winnifred Holmden

FORMERLY TEACHER OF LANGUAGES,  
WALLA WALLA COLLEGE

MY reasons for desiring a knowledge of this language are as follows: First, that I may see the finer shades of meaning which cannot be transferred into the English tongue through any version. The thought in many a verse cannot be fully expressed and made clear in English without a circumlocution of words which if used would destroy the beauty of our English translations. In one's personal study of the Old Testament a knowledge of Hebrew is like a telescope in the study of the stars. Just as through the lens of a telescope one can clearly see the rings of Saturn or the satellites of Jupiter—which are not visible to the naked eye—so through the medium of the Hebrew language, by means of its word order, tenses, and roots, one can grasp a clearer, more complete picture of truth.

My second reason is that having sometimes read in our church papers certain statements based on the Hebrew, although I may have great confidence in the writer, I do not feel satisfied to accept another person's conclusion. I must know for myself whether the argument will stand.

Recently I read an article, one paragraph of which was based on a Hebrew word. The statement made was true, but even to one with less than a year of Hebrew two facts were evident: that it was dragged in for effect, and that if the writer had studied the Hebrew language he would never have used this illustration.

A preacher or writer may never make use of Hebrew or Greek in sermon or dissertation; yet if he reads his Bible in these languages he will show an intel-

lectual acumen, a depth of understanding, which otherwise would be lacking. Much of color and shade and vividness clearly apparent in the original languages of the Scriptures cannot appear in a translation because of its natural limitations.

A third reason for my study of the Hebrew is the fact that I have in my file at least a dozen articles based on Hebrew words, which I have kept, looking forward to the time when, with some knowledge of this language, I could read them more intelligently and to my own satisfaction.

Still another reason is that when I hear a minister quote from Moffatt or Weymouth or some other translation, I want to know whether he does this because of a personal preference or because this translation actually conveys the truth more clearly.

One further reason for my study of Hebrew is its relationship to the Spirit of prophecy. Having compared many verses in Greek with statements in Mrs. White's writings, and having found that her comments on these verses add a clearness of understanding to them in exactly the same light as does the Greek, I wanted to see for myself that the same is true with respect to the Hebrew of the Old Testament. A copy of *Patriarchs and Prophets* was lent to a Jewish rabbi who, on returning it, said, "The author must have written it by inspiration. No ordinary person could write a book like that."

So, as a summary, the following are my chief reasons for studying Hebrew:

1. To discover untranslatable shades of meaning in the Scriptures.

*Please turn to page 30*

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# The Teacher's Second Mile

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*M. Ellsworth Olsen*

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HOME STUDY INSTITUTE

**T**HERE is nothing more characteristic of the Saviour than His teaching concerning the second mile. The Jews hated the Romans and submitted only outwardly, and often with very bad grace, to the Roman laws. One very obnoxious regulation permitted a soldier on duty to require any Jew he could find to carry his kit a mile without remuneration. Jesus told His followers that when their turn came to carry the burden, they should carry it a second mile, not from compulsion, but from love for the soldier and a real desire to render him a helping hand.

The teaching profession is in many ways an arduous one. It calls for large knowledge of the subject taught and full professional training. The first mile is a formidable one. Passing by the years given to general culture, there follows a period devoted to professional training and knowledge of the subject to be taught. Usually there must be added three or four years of actual classroom experience before the teacher has really found himself and is in some reasonable degree competent in the exercise of his calling. To keep up to date in his knowledge of the subject taught means several hours every week devoted to the increase of that knowledge. Other hours, not few in number, must needs be given to keeping in touch with the best methods of teaching. When the teacher meets all these requirements he is professionally competent. He has traveled the first mile.

What, in addition, may be expected of a teacher who aims to travel the second mile? In this brief article only a partial answer can be given. First, the sec-

ond-mile teacher will not only make a clear, full presentation of his subject but somehow clothe it with his own personality, so that it will take on new life and color in the eyes of the students. They in turn will catch the spirit of their master and follow him joyfully as he leads them, sometimes by rocky paths, to fresh pastures and streams of living water. Teacher and pupils are on a tour of discovery, and they willingly endure the hardships and fatigue, because they are continually gaining fresh knowledge and a larger outlook over the world's needs.

Second, the teacher who travels the second mile is not satisfied merely with leading his pupils into fresh fields of knowledge. He goes beyond the knowledge of men and things and events to study the meaning of events and the inner lives and motives of the men and women involved. Here moral ideas come into view, and the pupils are given glimpses of great spiritual principles, which underlie the great events of history and the characters of men who make history. These great principles are not taught in a narrow spirit, as if the teacher would impose his own personal opinions on his students. The principles are not so much fully explained as hinted at and given in outline, leaving the students free to form their own conclusions. Such a presentation of principles that lie at the foundation of society and enter into the lives of men and women the world over, can but grip the interest of a large majority of the pupils and give them patterns of conduct that will serve as guideposts in afterlife.

Third, the second-mile teacher will awaken latent powers in his pupils by

making them feel that it is their response to his questions and their personal reaction to facts and principles that he places before them which will largely make up the sum total of their well-rounded preparation for life. In other words, he gives them richly of his knowledge and enthusiasm, in order that he may draw out from them the large, free response that proves them to be growing in knowledge and personal power. Thus he is following the Saviour's command and receiving the promised reward. "Give," said that matchless Teacher, "and it shall be given unto you; good measure, pressed down, and shaken together, and running over, shall men give into your bosom. For with the same measure that ye mete withal it shall be measured to you again." Luke 6:38.

A fourth feature of second-mile teaching consists in the ability to give wise guidance to the student who is deficient in some of the qualities that the others possess, and needs a good deal of personal attention in order to become a fully developed individual, able to do his part in life. Here the second-mile teacher finds his greatest problem; here also, when successful, he finds his greatest joy, because in this delicate work he is following most closely the example of the Good Shepherd, who leaves the ninety and nine sheep safe in the fold and goes out into the wilderness in search of the lost one.

The teacher must put himself in the place of each student and endeavor to think his thoughts and enter somewhat fully into his emotional reactions. In this very delicate work the Christian teacher feels his need of divine aid. He remembers that the love which God has for all His children, however wayward

and disobedient, is shed abroad in human hearts by the Holy Spirit, which is freely given. And love is the great essential in all creative teaching. It is especially needed in dealing with the difficult student.

Teaching that is real and vital always means giving of one's best to one's students, who in turn will become channels through which divine grace may flow out in living streams to needy men and women. To come before a group of young people day after day with an open mind, eager to learn some new phase of God's truth and equally eager to share it with his pupils—this makes the teaching job interesting and satisfying to the teacher, and it makes the pupils want to go on studying for the rest of their lives.

It might seem at first glance that while all this is possible to the teacher who meets his pupils day by day in the classroom, it simply cannot be done when he must do his work at long range, that is, on the home-study plan. But experience shows that it can be done to a certain extent. Garfield used to say that Mark Hopkins, his favorite teacher, at one end of a log and a boy at the other end constituted a college. Correspondence teaching in the hands of a second-mile educator is personal and individual. The instructor is at one end of the log and the pupil at the other end, though the log is sometimes a pretty long one. If the teacher is a twentieth-century Mark Hopkins, there is a real contact of soul with soul. Virtue goes out of that teacher and enters the heart of his pupil. Words of counsel and encouragement do not lose savor by being communicated through the mails, and the mutual prayers of teacher and pupil are not unheard in heaven.

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## Reminiscences of a Church School Teacher

VARIETY is the spice of life" is an old adage. If it be a true one, the church school teacher leads a life filled with spices—sweet ones and stinging ones.

The year 1903 found a girl of sixteen facing the "commencement" problems of life, having just completed the normal course then given at South Lancaster Academy. A dying mother's request that her little girl of seven years should be educated in a Seventh-day Adventist school had been faithfully carried out by a hard-working father. A fond aunt says that the first word ever spoken by this little girl was "teacher." Be that as it may, one thing is true—this girl's only aim from her earliest recollections was to become a teacher.

From the age of seven until she was sixteen she found a home mostly with one family. These foster parents were of the strictest sort. The home was a model of neatness and order. They held fast to Seventh-day Adventist standards. The one thing lacking was music. No musical instrument or singing was countenanced. Just why, I do not know, but this proved one handicap to the would-be teacher of a church school.

September, 1903, found Beth in her first schoolroom. This was in Rome, New York, then the headquarters of the New York Conference. In those days there were no critic teachers or normal training centers to fit teachers for duty. To be sure, Professor Griggs had given instruction in psychology, pedagogy, history and philosophy of education, and child study. No up-to-date teachers can outdo that wonderful instruction which, by at least one teacher, is preciously cherished in notebooks and often restudied.

It is a great question as to who learned the most that first year: the teacher or the pupils. In fact, as the years go by, that still remains a question to her each year. In the thirty-six weeks of school the young teacher boarded in thirty different homes. "Boarding around" was the custom, and who can say it does not have its advantages?

A bicycle (even the poorest had one in those days) made the daily trips of from one block to six miles a real joy. When winter weather set in, good fortune smiled on Beth. Her foster parents had boarded and been kind to a son of one of the church members of this place. They in turn said that Beth should have a room at their home for the remainder of the year. Then the thoughtful school board planned that the distant boarding places should be arranged for in the spring.

The schoolroom was in the basement of the conference building. The conference president was Elder S. H. Lane. He was a real father in Israel to Beth. To this day her heart thrills as she recalls the thump, thump of his wooden leg on the floor above. This told her that Elder Lane had returned to the office and that as soon as school closed she could flee to him for counsel.

One member of that school board she can, in imagination, still hear singing, "My Heart's a Tuneful Harp"; but still more distinctly can she feel the sting of his hand when he dealt her a slap at a board meeting for some impudent thing she had said. Teachers need discipline sometimes.

After this first year Beth learned something of her inefficiency and returned to school as a student. A school had begun in a near-by city with a man teacher. In a few weeks this young man came to Beth, imploring her to take over the school. Professor Griggs' counsel was sought, and the school was accepted, after a good understanding with the school board. This schoolroom was located in two small upstairs bedrooms of one of the patrons, whose two children were in the school, and who had been the chief cause of the former teacher's troubles. When Beth arrived the first morning she found sixteen disorderly boys and girls already there, waiting to see what the new teacher would be like. They soon found out, for discipline did not happen to be her weak point. Two of the boys in the school were only three years younger



than she. This proved to be quite a problem, not in discipline, but in attempted romance on the lads' part. But the teacher came through without any serious disaster. The boys learned that she was their teacher and that that was her business there. Some twenty years later one of these boys attempted to renew his friendship.

That first morning the local elder came to visit the school. At the close of the opening exercises he made a little speech. In his hand he held a neatly wrapped package, which he presented to the new teacher, telling her to use its contents freely and when it was gone the board would replace it. Wishing her God's blessing and a successful school year, he left. Opening the package, she was astonished to find a lovely little riding whip. With much dignity and ceremony she hung it on the wall, and no one was ever allowed to touch it. Strange to say, she never had occasion to use it, although she remained in this school for three of the happiest years of her life.

The second year the school had grown larger, and a store was rented. Besides the schoolroom proper there were two rooms used by the teacher for her living quarters. Here she began the habit of always keeping a home of her own and also of boarding schoolgirls in her home. With very few exceptions this has been a service of love for some needy child. Probably this accounts for the fact that a bank account is unknown to her. In this school, also, she first experienced the joy of leading youth to the foot of the cross, seeing them take up the cross, and in later years bear it to lands beyond. One of those "big boys" entered the gospel ministry and died in service.

Among the patrons of the school was one family of three boys and one girl. Those young people had a wonderful home training. The parents were considered too strict by most of the church folk, and it was predicted that when the children grew older they would break from such restraint, especially the boys. Before the mother had married she had determined that she would not have any wild oats sown in her family. She was not a Seventh-day Adventist at that time, but the knowledge of this truth served to strengthen her determination. In matters of courtship (as her young folk grew

older) that mother stood like Abraham of old. The results: one son in the Far East, holding responsible positions for many years; another son in a sanitarium on the Pacific Coast, heading a department; the third son (the family baby, who so often put his head on the teacher's shoulder and fell asleep during the lengthy prayer meetings) heading a leading college; and the sister a Bible instructor for a strong evangelist. Each of these men has a noble wife. Why? Because one mother had the conviction and courage to tell her sons that she would not allow them to trifle with just any girl they might fancy.

Summer vacations are always hard on any teacher. There used to be no summer schools for refuge. To live on one's foster parents was too much to expect, although the noble souls were always willing. Why not canvass? Beth went to work for Elder S. N. Haskell, selling *Bible Training School*. Not only did this little magazine give the truth to those to whom it was sold, but from its proceeds the truth was made accessible to the blind. One day Beth and her fellow worker were to sell in certain factories of a large Eastern city. For some now-forgotten reason the partner failed to meet Beth. There she was with two hundred magazines. She sold all of them that afternoon. It always seemed to her that an angel did the selling that day.

It was during that summer that Mrs. E. G. White paid her last visit to New England. At the Portland camp meeting Mrs. Haskell took the young worker to Mrs. White's room and introduced her. Those few moments are still very precious ones to think upon.

Beth spent one summer as Bible instructor with a city tent effort. She spent many others in doing housework, and two in student campaigning and Ingathering. At one time the teacher and Bible instructor lived together. They had many interesting experiences, especially in keeping the wolf from the door. When it grew dark at night they went to a near-by wood and gathered up dry sticks with which to build sufficient fire to cook their food the following day. This was not because they were not receiving their pay but because both were carry-

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## The Seventh-day Adventist in the Army

**T**HE observance of Saturday as the Sabbath is one of the most difficult problems that the Seventh-day Adventist has to meet when he is called to serve with the armed forces. In view of this and other problems the Seventh-day Adventist must face in time of war, it was proposed after the first World War that a medical unit be organized whose personnel would be largely, if not entirely, members of the church. This group came to be known as the 47th General Hospital, and was made an affiliated reserve unit of the Army to which new graduates of the College of Medical Evangelists could be assigned.

Before World War II meetings were held from time to time at which general military procedures were studied as well as problems directly associated with an army hospital. One must realize that in an organization as large as the United States Army there are certain regulations to follow and that these military principles carry over into the Medical Corps units. Any hospital unit in the Army must conform to these regulations, regardless of the church membership of its personnel. This also applies to the individual officer and soldier, regardless of his religion. Discipline is essential in the Army, and any infraction of regulations must be dealt with appropriately. It is easy to understand how an individual following a strict religious code will at times have difficulty upholding the principles of his religion.

The Army has been very considerate with Adventist personnel, and there are only isolated instances in which Adventists have been inconvenienced while trying to observe the teachings of the church. As a rule, when approached properly, the commanding officers of various units are willing to allow the Adventist certain privileges on the Sabbath.

Several months after entering the service in a large general hospital, I was transferred to another medical unit, which was preparing for overseas duty. A program had been outlined which included class-

work and military training of nonmedical nature, much of which was scheduled to be given on Saturday. I was the only Adventist officer assigned to this unit at that time. When Friday came, permission to speak to the commanding officer was obtained, and the matter of Sabbaths off was presented. I was excused from classes for the following day, but the problem "was to be given consideration."

The next week I was called by the colonel and told that this training would be given only once, and as it was essential, my presence at class would be expected. I was dismissed without any opportunity to present my case further. I had been given a direct order to attend classes on Saturday, and I hardly knew how to handle the problem. One does not go about disregarding the orders that are given. The next Sabbath, a few minutes after the class was begun, the adjutant entered and asked for me. On reporting to the colonel, I was told that each Sunday it would be necessary to have an officer on duty at headquarters and that if I would like to take this extra duty on Sunday, he would arrange for my Saturdays to be free. A few days later an order was published, assigning me to Sunday duty and relieving me of all Sabbath duty.

There was also a school for medical technicians at this post, and the executive officer was a doctor with whom I had worked prior to going into the Army. Knowing I was familiar with the Adventist faith, he called me to his office and presented this problem. A number of Adventist young men were assigned to his unit for training and had been given Sabbath off. Recently the Army had stepped up the program, making it necessary to have some classwork seven days a week and also at night; so there would be no opportunity to repeat any work that might be missed on Saturday. This officer finally decided that as long as the Adventists felt it was right to treat the sick on the Sabbath, he would require attendance on Saturday at only such classes as dealt directly with the care of the sick. These men

were being trained for a task at which they would not have to carry arms and at which they would be serving their country without going against the principles of their faith.

A group of farsighted doctors in the Officers' Reserve Corps of the Army, who were also active in the 47th General Hospital while it was still a reserve unit, saw that just such problems would arise when Seventh-day Adventists were called to the armed services. They worked out a medical training program that was accepted by the Army and put into effect at a number of schools. This work gives the young men who have had no medical training an opportunity to get instruction, both medical and military, which fits them for Medical Corps work. More training of this type for the young men under eighteen years of age would help in solving these problems of the Adventist in the Army.

In the spring of 1943 the 47th General Hospital was called from its inactive status to active duty, and during the rest of the year officers, nurses, and enlisted men were assembled at a general hospital in California, where further military and medical training was received. All the medical officers and dentists and several of the other officers were Seventh-day Adventists. A large group of the nurses belonged to the church but only a very few enlisted men.

Out of this situation a difficult problem arose early in the training program and at a time before there was a Seventh-day Adventist in command of the unit. Training for the setting up of a field hospital was to be given and on a certain Saturday morning. Tents were to be pitched in a vacant lot, and the unit was to function as though casualties were being brought in. The Adventist officers felt that this exercise, while essential, could be given on a weekday; yet one cannot deliberately disregard the orders of his superior officer, and the situation became strained. The commanding officer of the hospital to which the 47th was attached for training was very considerate and in this case smoothed out the difficulties, and the exercise was carried out at a later date, to the satisfaction of all.

After approximately a year of training the unit was ready for overseas duty. I

wondered how our movement overseas, with all the activity of embarking and debarking, would fit in between the Sabbaths. Ships arrive, are loaded, and depart as rapidly as possible. The 47th was only one small unit compared to the masses of military personnel being moved, and schedules could not be changed to convenience so few, but when the time came to go to the staging area the move was made on a weekday. After a number of days at sea the island of New Guinea was sighted. One Saturday morning we heard the rumor that we would debark that afternoon, but later, as the ship dropped anchor, we were told that we would not leave the ship till the next morning. The nurses sailed on another ship, but they did not embark or debark on the Sabbath.

The few civilians who had lived in that area prior to the war had been evacuated from the port in New Guinea at which the 47th General Hospital arrived, and only large numbers of American and Australian military personnel were there. As there were no cities or towns near, there were no civilian Seventh-day Adventists to visit. Before the 47th arrived at this base, a small group of Australian and American soldiers had been holding Sabbath services at a small chapel, and those from the 47th swelled the small group to a rather large church. The chaplain has written of these meetings from time to time in the *Review and Herald*.

With the urgency of the war activity, there was little chance to do missionary work among the military personnel at the base. However, the chaplain held regular services, and he and other officers helped with meetings other than those for the Adventists located there. The best missionary work was for each individual to be an example and a witness at all times before the military personnel outside the unit and to the patients in the hospital and to the non-Adventist personnel within the unit. The 47th General Hospital has moved to the island of Luzon in the Philippines and surely will now have more contact with believers in that area.

Having a unit made up largely of Seventh-day Adventists is a definite advantage.

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## Educational Progress in Chile, Argentina, and Uruguay

**T**HERE are few countries in the world which present greater opportunities for the advancement of primary education than Chile. The government favors private schools—even pays a reasonable sum to the school for each pupil studying therein—provided the school is duly listed and there are no other schools in the zone. Requirements for the opening of a school are very modest. There is a great interest generally in opening more schools, and the public responds willingly and liberally to any call for the support of a private school. The result of these favorable factors is that there are at present seventeen elementary schools in this one field, with a total enrollment of more than one thousand. This number could be greatly increased were there sufficient teachers available. The only real requirement which in itself is a stimulus to the teacher is the stipulation that all teachers be placed on the government pension list. This guarantees a minimum wage fixed by the government, twelve months' employ, medical attention, and child and family allowances. During the past three years considerable advancement has been made in the improvement of standards of teaching, equipment, and living conditions for the teachers. A twenty-five per cent increase in total enrollment has been made in these years.

The training school for Chile is located near Chillán. Under the steady and consecrated hand of C. D. Christensen this institution has made encouraging progress. The institution has been placed on a much sounder financial basis. School charges have been increased more than one third because of increased costs and the necessity for placing the school on a sound operating basis. From a condition of near bankruptcy, the cash position has improved until the working capital is in a fairly satisfactory state, having reached the authorized amount. Meanwhile the total enrollment has increased—especially in the secondary

and higher grades. In 1942 the secondary enrollment was 52. The opening report for 1945 shows 107 enrolled in the secondary and 9 in the college department. There are 154 in the primary department.

The future of the educational work in Chile is bright indeed. If proper attention is given to the preparation of teachers and if additional facilities may be provided for industries in Chillán, an ever-enlarging number of youth may find their way to the training school and thus on into the field of service, not only in Chile, but also in other parts of the world field.

The educational work in Argentina has gone through severe tests during the past five years. These problems have affected both the secondary and the primary levels of education. In the field of higher education very serious study has been given to the problem of how to supply the needs of the youth. For forty years the college in Puiggari has attended to these needs and has accomplished noble work.

Out of a study of the educational needs, there did arise the definite conviction that the River Plate Junior College in Puiggari should seek state recognition for its secondary course. This determination came about as a result of various factors: the desire of parents that their children secure recognized credits, which would enable them to pursue professional curriculums after finishing the secondary school; the acute situation with regard to church school teachers' titles; and the belief that the enrollment of the college would be increased.

There were, however, very serious problems to be solved before this could be realized: teachers' professional titles, Sabbath classes, and military training. Each of these problems had been solved either in a satisfactory manner or on a transitory basis pending a permanent and satisfactory solution. A special request to the government and favorable intervention by friends, plus the special intervention of the Lord,

brought a favorable answer regarding the Sabbath problem. The problem of rifle practice has not yet been permanently solved, even though it has thus far been successfully by-passed. The problem of teachers' professional titles has in part been solved by sending teachers to outside institutions to secure the necessary titles.

There have been those who have raised serious doubts regarding the whole incorporation program, not only because of the above-mentioned points, but also because of the extremely heavy program of studies which this imposes upon the student and which without doubt brings a tendency to relegate to a position of less prominence the teaching of the Bible and which makes it much more difficult for a poor but worthy student to earn his way through school. While we freely admit the basis for this concern, we have found no other way to proceed than to go forward with the incorporation program. The absolute necessity which exists for preparing church school teachers with proper state qualifications is in itself sufficient justification for the step taken. In addition, the incorporation of the entire five-year secondary course has made it possible for those looking forward to a professional career, such as medicine or dentistry, to secure their basic training in a Christian school.

The necessity for eternal vigilance in the maintenance of the Bible as the foundation of all education and the missionary ideal as the motivating power in all higher education, are fully recognized, and every effort is being made to maintain these ideals—in spite of the natural tendency in the other direction caused by the incorporation program.

Each year during the past three years has shown an increase in enrollment in the Puiggari school, the total enrollment—primary, secondary, and college—having climbed from 206 in 1942 to practically 300 during the present school year. The most encouraging feature is the increase in the secondary department and in the dormitories—the latter having increased from 90 to 143. The dormitories at present are full to overflowing. Financially, the school has considerably bettered its position. During 1942 and 1943, under the experienced

leadership of T. W. Steen, the working capital climbed from practically zero to almost the authorized amount fixed by the board. The industries were placed on a self-supporting basis. At the present time Fernando Chaij is giving strong and enthusiastic leadership to the school, which is much appreciated by the field.

The elementary school situation in Argentina has passed and is passing through a very severe crisis because of rapidly increasing government requirements that all elementary teachers complete the recognized normal course. The degree to which these requirements have been enforced varies in different provinces. In some it is absolutely impossible to open a church school without having properly qualified teachers. In one province four church schools were closed because the teachers lacked the necessary state certification. Unquestionably the time is not far distant when it will be necessary to have properly certified teachers in all parts of the country. Until these teachers are made available, progress in elementary education will be practically nil.

Every possible effort has been made to solve the problem. The ideal solution, naturally, would be to offer an incorporated normal course in the Puiggari school. It has, however, been found impossible to do this. As a temporary provision it has been arranged, for some students who have finished the three basic secondary years in the college to study under supervision in a government normal school. This will eventually provide a few teachers to bridge the gap until a permanent satisfactory solution can be worked out whereby teachers can be fully trained within a Seventh-day Adventist environment and schooled in the principles of Christian education.

In 1942 the Uruguay Mission with over 1,000 members had only two church schools with a total enrollment of 36. This represented the extent of our educational work in that country. Under the leadership of Henry Westphal, president of the mission, there took place an unusual awakening regarding the necessity of strengthening Christian education. On the part of the small but influential group of Swiss and Waldensian Adventists, there was an in-

sistent demand for the establishment of a secondary school in which the youth of Uruguay might be trained within the country. It was perhaps somewhat early to think of the establishment of such a school before placing the primary education on a wider and firmer basis. Nevertheless, the enthusiasm of the brethren, their willingness to sacrifice for the project, the possibility of securing financial help from the General Conference for the project, together with uncertain factors existing in Argentina, led to a favorable consideration of the project.

In order to shepherd the school through its fragile infancy, T. W. Steen accepted the principalship at the very beginning of its existence. The opening of school found twenty-one hardy youth living in the Benzo House, and in improvised quarters in the barn. As time went on, more arrived, until at present there are 59 dormitory students and a total enrollment of 73. This is indeed an encouraging beginning. The second year academic is being taught, with eventual plans to add the third and fourth in order to complete the full academy curriculum. Every room of the Benzo House is filled to capacity, with five or six girls in each room. The boys live in rooms in the administration building, pending the time when their dormitory can be erected.

The Uruguay school has a bright future. Owing to the general poverty of a large part of the membership, it will be necessary to give careful attention to the development of the industries. The school is, however, so well located that it enjoys unique advantages in this respect over many other schools in South America.

Attention has been given this year to the development of the church school work. The two schools of last year have increased to five. The enrollment of 101, while not large, does, however, have the distinct advantage of being almost exclusively composed of boys and girls from Adventist homes. A number of additional churches are looking forward to having schools next year. When these are all in full stride, there will be no further need for concern for the future enrollment of the academy.

At present there are no legal restrictions in Uruguay which impede the establishment of church schools. However, it would seem wise to make preparations to give the necessary training to prospective teachers, so that they may hold state titles. Fortunately, this is possible within the academy. Students may study in the school, take the state examinations, and secure the same titles as those granted by a state institution.

#### GENERAL OBSERVATIONS

During the past three years much has been accomplished in the improvement of the physical plants of our schools. New schools have been erected. Old ones have been strengthened. Grave problems have been met and partially or wholly solved. The number of students in the secondary grades of the various schools of the union has more than doubled during the past three years. This augurs well for a future supply of workers.

Attention should be given to building up the industries of the schools, which will make possible the attendance of a much larger number of ambitious but poor youth who deserve the benefits of a Christian education. The church school work should be fostered by every means available, for this constitutes the very heart of all Christian education. Attention should be given to another item within the next two years, just as soon as there is available a sufficient number of ministerial graduates—the establishment of a theological seminary, centrally located, where a more adequate and practical training may be given those preparing for the ministry. This will meet a longfelt need and will be of untold benefit to the evangelistic work. Promising youth should be encouraged in ever-increasing numbers to look forward to the ministry as their lifework. Above all, the principles of Christian education so clearly enunciated in the Spirit of prophecy should be restudied frequently, and carefully followed, for only thus can the program of education be truly successful.

EDWARD N. LUGENBEAL, *President,*  
*Austral Union Conference,*  
*South America.*

## BOOK REVIEWS

REBIRTH OF LIBERAL EDUCATION. *By Fred B. Millett.* 179 pp. New York: Harcourt, Brace & Company. 1945. \$2.00.

For the last several decades there has been an innocuous battle raging in the rarefied atmosphere of higher learning as to the type of subjects college students should study. On one side of the controversy is the so-called utilitarian group who believe the student should study in college the subjects that would help him earn a living in a real world. Broadly stated, their emphasis is placed on vocational subjects, which very nicely include what might lie between banking and archery. That these subjects give comfort and grace, elegance and beauty, as well as security to human lives, is the claim of the so-called cultural group, who believe that the college student must be taught to think, and that he will of necessity have to have in his mind a broad basic background of language, literature, the fine arts, music, philosophy, and history in order to have something to think with. The one hope for preserving democracy in a world filled with totalitarianism is for the public to train its citizenry to think. The recent impact of the global war has lent aid and comfort to the advocates of technical education and specialized knowledge.

Fred B. Millett, professor of English at Wesleyan University, Middletown, Connecticut, is the author of this work. He spent many months in carrying out the survey. He visited sixteen college campuses, which included Vassar, Stanford, Chicago, Michigan, Colgate, Princeton, Cornell, Colorado, and others.

The style in this well-written book is not without charm, even though it is didactic, direct, and forceful. The author recognizes weakness where it is and strength where it stands out. He has poured out his acidulous wrath on graduate schools in general and on their scholastic minutiae in particular. He questions the graduate school's emphasis on more and more statistics, its concentrated study of small areas of learning, which make inevitable the graduate thesis on a hole-in-the-corner subject. This

has brought the most scathing denunciation in the entire book.

The author significantly points out that one who teaches in a college usually has secured the doctorate, and in getting it has had his viewpoint narrowed rather than broadened. The pursuit of the modern Ph.D. degree is thought by the author to foster the idea of the materialistic, the utilitarian, and specialized because of the very nature of the curriculum and thesis requirements. He hopes that courses of specialization may soon give way to subjects calculated to give depth and width to the scope of student learning, that courses will be introduced into the curriculum which stress synthesis rather than analysis, and that increased emphasis will be placed on aesthetic and personality values.

It seems probable to him that the cultural courses have not been emphasized in an objective, materialistic civilization because of their subjective content, and he feels that their proponents have contributed to this loss by repeated claims that the so-called cultural subjects were not outside the realm of accurate objective measurements.

This book might be read with profit by every teacher in grade school, academy, and college, and by parents of college students who would like to understand the mystical procedures through which their children may pass as they travel the royal road to learning.

TAKE A LOOK AT YOURSELF. *By John Homer Miller.* 200 pp. Nashville, Tennessee: Abingdon-Cokesbury Publishing Company. 1943. \$1.50.

By actual test the average young man can run ninety-five feet while Gunnar Haigg or Gil Dodds is running one hundred feet; thus world-famous champions are only five per cent more efficient in running than an average unknown, unsung runner from any small town in the U.S.A. Or to carry the simile a bit further, a wrestler who is one per cent more powerful and efficient than his opponent should

win wrestling matches quite consecutively even with that small margin of advantage.

This book is for professional people and is written largely around the idea of doing the ordinary tasks of daily life in a more efficient way. The over-all theme is that the average speaker, teacher, writer, preacher, housewife, or husband can, by increasing his efficiency a few per cent, raise himself from the plains of drab mediocrity to successful achievement. Albeit, the book is not one of the mill-run variety of the so-called personality books, but rather a treatise on vocational psychiatry.

The author is a minister of many years' experience. The style is slightly pedestrian, but the illustrations are apt and adept. There is a tincture of humor or pleasantness induced by illustrations and examples. Stories enunciate the principles under consideration even in a clearer way than would be possible by literary description. The book starts with people where they are and takes them along the road leading to the kind of people they would like to become. It opens up new vistas of improvement, and overlays the mind of the reader with a desire to do more efficient work in whatever calling he has chosen and followed.

The hidden theme is that there is a small percentage of difference between peak performance and the ordinary sermons preached, classes taught, tasks accomplished, or jobs done. By bringing to the daily tasks thoughtful and prayerful applications of the principles suggested, all may feel the delightful thrill of lasting improvement.

*IF I WERE YOUNG.* By Clovis G. Chappell. 217 pp. Nashville, Tennessee: Abingdon-Cokesbury Publishing Company. 1945. \$1.50.

This is a delightfully refreshing book written to and for the young people. The author is a Harvard man and has written some twenty books in the field of religion. He is one of America's outstanding preachers. The title might tend to suggest that the material is detached and objective and in retrospect, but such is not the case. It is written with the viewpoint of companionship with the young people. It starts with

childhood and journeys to maturity. In fact, the first chapter has the title "I'd Form Good Habits" and is appropriately headed by the text, "And, as His custom was, He went into the synagogue on the Sabbath day." Luke 4:16.

From this point the writer proceeds to discuss the problems that come to young people in terms of realism. He discusses their problems rather than the young people. Certainly it carries no Pollyanna ideas. The titles of some of the nineteen chapters are indicative—"I'd Mind My Own Business," "I'd Meet Life's Requirements," "I'd Learn to Remember," "I'd Face Up to Life," "I'd Avoid Being Half Baked," "I'd Learn to Forgive," "I'd Have a Good Time," "I'd Claim My Own," "I'd Be Sensible." Each chapter begins with an appropriate text.

This book is well written and has many choice stories and well-chosen illustrations. The writer has used deftly the idea of numbering his main points. He has presented excellent material for use in preparing young people's sermons, chapel talks. This work is fortified by more than ordinary use of texts and Bible references, and thus it is theological as well as sociological. It is good reading for laymen, schoolmen, or ministers.

*THE ART OF USEFUL WRITING.* By Walter B. Pitkin. 261 pp. New York: McGraw-Hill Company. 1940. \$2.00.

Everyone who reads this could in times past probably have improved his efficiency if he had written more effectively. Workers and laymen have countless opportunities to express their opinions, prepare reports, set forth beliefs, or make suggestions. Many of these activities demand that the material be written—especially where the radio is used.

This book is one of many from the prolific pen of Walter B. Pitkin, who is dean of the School of Journalism at Columbia University. He is a master of the art of writing and one of the leading teachers of journalism. The style is chatty and interesting, with witticisms, epigrams, and good common sense sprinkled all through the book. It is different from the ordinary



book on how to write in that it deals with the whys and wherefores of certain basic laws of expression. There are no suggestions of how to do it easily without pain and toil, but it does suggest ways of doing it pleasantly and effectively. Age is considered no barrier to learning, and youth is no guaranty of success in the field of writing.

Most helpful are the suggestions regarding the selection of a subject on which to write, and the processes by which one who writes may eliminate the extraneous material from the main theme under consideration. There are chapters on "The Mechanics of Useful Writing," "The Logic of Useful Writing," and "The Psychology of Useful Writing." The suggestions on how to take dry statistical material and make it lively and vital are especially valuable.

This book is as interesting as a good story and holds forth no one-two-three rules that, when memorized, are supposed to transform a poor writer into a good one. It suggests methods, procedures, techniques, and ideas which will make possible the writing of better reports for the boards, more interesting articles for the public, and more personal satisfaction to the one who prepares material for publication. It is excellent instruction and interesting reading for men and women in any walk of life.

THE ANNIHILATION OF MAN. *By Leslie Paul.* 214 pp. New York: Harcourt, Brace & Company. 1945. \$2.50.

This book is really literary protein and should be read a little at a time. Its chapters are evidently arranged for this plan. Probably not more than six or eight pages should be attempted at one time. It has no narration and no animation. The style is ponderous and heavy but not wearisome. It is filled with background material which any public speaker or teacher or student should have. Incidentally it would be difficult indeed for an author to prepare a lovely treatise on the thirty years that have passed since 1913, about one third of which have been spent in a global war. There was in these three decades also one world-

wide economic disaster, the effects of which were almost as terrible as war. Three major revolutions must be counted also — Russian, German, and Italian, besides many minor ones such as the Turkish and Chinese. In addition to all this there were scores of minor political eruptions, frantic social fevers, and shiftings in the body politic.

Chapters on "Why Britain Went to War," "Why Germany Went to War," "Is Capitalism the Cause of the War?" "The Enigma of Fascism," "The Enigma of Marxism," "The Revolt of the German Youth," and "Limitations of the Scientific Attitude" make up the book. It was written before the atomic bomb's capacity for human annihilation was known, and it seems that the title is more apropos now than ever. This is an excellent and most worth-while book.

ROMEO L. HUBBS,  
*Educational Secretary,  
Atlantic Union Conference.*

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## NEWS from the SCHOOLS

CONARD N. REES, principal of Takoma Academy 1940-45, will teach courses in secondary education in Washington Missionary College after a summer at Nebraska University. W. H. Wood, who has been teaching science in the college, has been elected principal of the academy.

D. J. BIEBER, principal of Maplewood Academy 1941-45, has accepted a call to the principalship of the Hawaiian Mission Academy, and succeeds F. E. Rice, principal 1940-45, who returns on furlough to the States, where he expects to study for a time.

CLAUDE D. STRIPLIN, who has just completed his doctorate at the University of Washington, will serve as head of the department of secondary education at La Sierra College.

ELAINE GIDDINGS, who has this summer received her master's degree in speech at the University of Southern California, joins the faculty of Southern Missionary College to teach speech and English.

THE THEOLOGICAL SEMINARY held its third graduating exercises the evening of September 5. The master's degree was conferred upon the following: Otto H. Christensen, Ronald D. Drayson, T. Kenneth Ludgate, James M. Whitlock, Jacob Justiss, Gerald H. Minchin, Norval F. Pease, J. Wilson Rowland.

MINNIE E. ABRAY, dean of women at Washington Missionary College, is on leave until January 1, 1946. Her work is being directed by Agnes Eroh, who has been her assistant for several years, and Maybelle Vandermark, director of the Student Placement Service.

DUE TO THE LARGE PROSPECTIVE ENROLLMENT of college women, the rooms formerly occupied by Emmanuel Missionary College Academy have been remodeled for dormitory purposes. Academy classes will meet in unused college classrooms. To ease the community housing facilities, three new cottages are now in process of construction.

VARNER J. JOHNS, teacher of Bible at the College of Medical Evangelists, Loma Linda division, is now a member of the Bible department at La Sierra College.

C. L. WITZEL, teacher at Auburn Academy for three years, is principal of the former Yakima Valley Academy, now located at Spangle, Washington, near Spokane, and known as the Upper Columbia Academy. A large farm, two large housing units, a fine heating plant, and many farm buildings were purchased for the school site during the past summer.

THE JESSE O. GIBSONS, who expect to leave in the near future for the missionary field in West Africa, were recently honored by members of the office staff of Atlantic Union College at a picnic supper at the Gibson home in Groton. Mr. Gibson is the former business manager of the college.

M. S. CULVER, principal of Adelpian Academy 1939-45, has accepted the position of dean of men at Union College. His former place has been occupied by V. E. Garber, principal of Battle Creek Academy 1941-45.

W. B. CLARK, who has served as dean of men at Pacific Union College for several years, is now business manager. His former work is now carried by Edwin C. Walter, former assistant dean of men at La Sierra College.

L. G. SEVRENS, teacher on the Atlantic Union College campus for fifteen years, and principal of South Lancaster Academy 1936-45, is now head of the science department at Southern Missionary College.

E. R. MAAS, returned from South America, is now at Enterprise Academy, succeeding R. R. Newman, principal 1935-45.

A LARGE ADDITION is being built to the science building at Washington Missionary College, and an architect is drawing plans for a new classroom building for Takoma Academy. Construction will begin as soon as material is available.

NEW FACULTY MEMBERS joining the staff at Emmanuel Missionary College for the school year 1945-46, are as follows: H. E. Edwards, department of secondary education; Louise Ambbs, assistant professor of elementary education; Justina Batiuk, instructor in home economics; Clarence Noblitt, instructor in agriculture; Ruby McDonald Tarbell, secondary instructor and critic teacher in social science; Mrs. V. H. Campbell, secondary instructor and critic teacher in English; Bernice Webber, supervisor in elementary school, instructor in education; John Christensen, secondary instructor in science and mathematics; Mildred Martin, assistant dean of women; Arlene Friestad, secretary to the president.

J. V. PETERS, for several years principal of Plainview Academy, succeeds D. J. Bieber as principal of Maplewood Academy.

L. W. WELCH, teacher of Bible at Canadian Junior College for a time and later at Walla Walla College, has joined the same department at Union College.

PAUL G. WIPPERMAN, instructor in German and history at Lynwood Academy since its opening, succeeds A. W. Millard as principal at Fresno. The latter becomes the educational and Missionary Volunteer leader of the Hawaiian Mission.

W. G. McCREADY, teacher in the North Pacific Union Conference for some years, is now principal of Plainfield Academy in New Jersey.

NEW APPOINTEES to the faculty of Pacific Union College besides those listed separately: Richard B. Lewis, assistant professor of English; Irene Wakeham, instructor in French; C. Warren and Sophia Becker, instructors in organ and piano respectively; Richard E. Fisher and Walter W. Mattson, instructors in industrial arts; Charles S. Hansen, instructor in agriculture; George W. Meldrum, instructor in history; Lois J. Walker, assistant to the librarian; Helen C. Kannenberg and Wallace W. Konzack, critic teachers; Frances Pollard, instructor in violin.

J. H. RHOADS, educational superintendent in Texas, has accepted appointment to the same work in the Minnesota Conference.

NORVAL F. PEASE, pastor of the Temple Church in Boston and formerly teacher at Auburn Academy, is moving to Loma Linda, California, where he will teach Bible in the College of Medical Evangelists.

PHILIP GIDDINGS, principal of Shiloh Academy in Chicago 1943-45, has given up his work there to take some courses at the Theological Seminary before leaving for mission work in West Africa.

H. M. JOHNSON, president of Canadian Junior College 1940-45, is now business manager of Washington Missionary College. The presidency is now filled by E. E. Bietz, principal of Indiana Academy 1942-45.

RUTH M. INGRAM, dean of girls at Maplewood Academy for several years, accepted a mission call and is now teaching in the Academia Adventista Hispanoamericana, near San José, Costa Rica.

THE T. R. LARIMORES gave up their long connection with Emmanuel Missionary College and are now heading the business administration and secondary education departments of Atlantic Union College.

H. J. ALCOCK, who has served as principal of Battle Creek and Plainfield academies, is now principal of the Walla Walla College Academy.

VERN C. HOFFMAN, principal of Bethel Academy 1943-45, is now the leader at Indiana Academy.

R. D. DRAYSON, teacher at Laurelwood the last three years, is now teaching Bible at Walla Walla College.

C. O. SMITH, head of the Bible department at Oshawa Missionary College for several years, now takes up work in the same subject at Atlantic Union College.

ROBERT KITTO, Bible teacher at Auburn Academy for two years, returns to the Pacific Union Conference to join the Bible department of Pacific Union College.

H. W. TAYLOR, teacher of English in Oshawa Missionary College 1938-45, continues his work in English but now at Atlantic Union College.

J. L. MORAN, president of Oakwood College 1933-45, has recently accepted a position as secretary-treasurer of the Allegheny Conference. The presidency of the school is now carried by F. L. Peterson, former secretary of the Negro Department of the General Conference.

FOUNTAIN HEAD ACADEMY, long operated as an independent school near Portland, Tennessee, has been recently taken over by the Alabama-Mississippi and the Kentucky-Tennessee conferences. M. E. Moore is principal of this new setup.

W. E. McCLURE, principal of Helderberg College, South Africa, reports that there were eleven students who sat for the examinations as set by the joint matriculation board of the South African Universities. The results obtained are as follows: "first-class passes, 5; second-class passes, 3; third-class School-leaving Certificate, 2; failures, 1.

"The same high standard of scholarship is evident in the results obtained in the national commercial examinations. As a result of these examinations the National Senior Certificate was awarded to two students. One of these students received honors in three of the six subjects written, and the other received honors in one subject. In the senior typewriting examination Miss Lois Marx and Mr. Stanley Maxwell tied for first place in the Union out of the 679 students who passed the examination. Miss Marx was also first in the Union in the 100-words-per-minute shorthand examination."

C. A. SCHUTT, principal of Vincent Hill School and Junior College, Mussoorie, India, in the following paragraph gives a good scholarship report for the students at the school.

"This last year we sent up four students for the junior and nine for the senior Cambridge examinations, and all of them passed. We consider the senior Cambridge a very helpful examination, and while it is not as practical as it might appear to be, yet we feel that it is holding up the standards of the school. Up until two years ago we allowed students to enter college by taking either our school examination or the senior Cambridge. Two years ago we made the senior Cambridge examination a requirement for entrance into college, and I

must say that it has very definitely strengthened the scholarship of the school. Our college students now all have this government qualification, and it is a definite improvement."

PACIFIC UNION COLLEGE has recently been authorized by the Pacific Union Conference committee to maintain an extension program of instruction at the Hawaiian Mission Academy on the college level. The plan provides that two members of the college faculty be sent to the islands, rotating at six-month intervals. Instruction will be limited to the lower-division level. Faculty members will be drawn from the faculties of both La Sierra and Pacific Union College. All credits will be recorded on the books of the latter institution.

THE EMMANUEL MISSIONARY COLLEGE FACULTY, the educational secretary, and the president of the Lake Union Conference, with their families, went recently, not to a "desert place," but to quiet little Pottawatamie Island in beautiful Gull Lake, near Battle Creek, Michigan, where they enjoyed the housing facilities of the Michigan Conference Junior camp.

Profitable faculty discussions centering in the spiritual and scholastic interests of the college were conducted during two morning hours on Friday and Sunday. Other hours of each day except Sabbath were spent in various types of recreation.

C. P. CRAGER, one of the secretaries of the Department of Education 1930-35, and a leader in the conferences and mission lands of South and Central America for many years, died May 9, 1945. He was at his post of duty as superintendent of the Puerto Rico Mission, a place he had but recently taken after enriching for two years life and instruction on the campus of the Colegio Adventista de las Antillas, at Santa Clara, Cuba. To the cause of missions and education he gave the full measure of devotion. Few have given so much.

R. J. ROY, educational secretary of the Southwestern Union Conference 1941-45, is studying at the University of Nebraska. W. A. HOWE, superintendent of the Minnesota schools, is now educational secretary for the Southwest.

J. T. PORTER, superintendent of the elementary schools in the Southern California Conference, has recently accepted the work of educational secretary of the North Pacific Union Conference.

H. M. LODGE, principal of Atlanta Union Academy for two years, is now educational secretary for the Carolina Conference.

H. A. HABENICHT, farm superintendent at Shenandoah Valley Academy 1943-45, is now managing the farm of the Escuela Agrícola Industrial Mexicana, in Mexico.

EVLYN LINDBERG, dean of women at Atlantic Union College 1942-45, succeeds Dorothy Foreman, dean of women at Walla Walla College 1931-45.

SIGNS OF GROWTH at Pacific Union College: a topographical survey of the campus as a preliminary step in the master building plan for the future; plans in preparation for a fireproof dormitory for women; a ten-inch well, yielding in excess of 7,000 gallons of water per hour, and three miles of pipe line for irrigation; more than four thousand volumes added to the college library last year; approximately \$3,000 in new laundry, cleaning, and pressing equipment; a complete lithographic unit for offset printing; and new courses in audio-visual education with a laboratory in preparation.

DOROTHY M. BARTLETT, teacher of English at South Lancaster Academy the last two years, is the registrar of Atlantic Union College. Her work in the academy is now carried by Mrs. Mary van Slyke.

MILO W. HILL, teacher at Laurelwood Academy 1942-45, is now at Pacific Union College as instructor in orchestra and band.

LITTLE CREEK SCHOOL, near Knoxville, Tennessee, is the youngest member of a group of self-supporting schools. Its work is directed by Leland Straw and Alice Goodge Straw, both former members of the Madison College faculty.

C. C. MORRISON, teacher of science in Philippine Union College some years before the war, has joined the science department faculty at Washington Missionary College and will teach chemistry.

ADAM RUDY, principal of Union Springs Academy 1944-45, has accepted a call to educational work in Africa.

C. E. KELLOGG, principal of Ozark Academy and former business manager of Atlantic Union College, returns to South Lancaster as principal of the academy.

MABEL CASSELL, director of elementary teacher training at Washington Missionary College, served as chairman of a committee which met during the summer in Takoma Park and prepared the Bible textbook and workbook for the third grade. Associated with Miss Cassell were Mrs. Annie Bell Hall, of the Atlantic Union Conference; Vesta Webster, of the Columbia Union; Flora Savelle, of the Southern Union; and Kathleen Kachuck, of the Pacific Union.

THE PHILADELPHIA CHURCHES have recently purchased within the city a large property formerly used by a divinity school affiliated with Princeton University. The main building has ample space for the academy and elementary school besides providing rooms for the teachers. A gymnasium, including a swimming pool, is on the same campus and in addition to school purposes can be used as a recreation center for the youth of the city.

GERALD H. MINCHIN, principal of the Malayan Seminary at Singapore 1939-41, is the head of the Bible department at the Canadian Junior College.

H. C. KLEMENT, educational secretary of the North Pacific Union Conference 1939-45, is now in charge of the educational work of the Southern Union Conference. H. B. Lundquist has accepted the presidency of the Antillian Union Mission, with headquarters in Havana, Cuba.

OAKWOOD COLLEGE had a summer enrollment of sixty-four, twenty-four of whom were teachers from various conferences. Eight courses of the upper biennium were offered, with O. B. Edwards serving as director of the summer session.

H. K. MARTIN, one of the Bible teachers at Atlantic Union College for seven years, is this year at Lodi Academy, taking up the work of T. H. Jemison, who is now a member of the Pacific Union College faculty.

## **The S.D.A. in the Army**

*Continued from page 19*

It makes it easier from a military standpoint for the group to observe the Sabbath. Certain general plans can be followed which would be impossible in a unit to which only a few Seventh-day Adventists were assigned. A unit as large as the 47th can also have an Adventist chaplain assigned to it.

The Seventh-day Adventist need not fear that military duty is going to prevent him from keeping the Sabbath and upholding the principles of the church. However, he must many times make a definite effort to arrange for Sabbaths off, and he must remember to earnestly ask the Lord to direct these efforts.

AN ARMY MAJOR.

## **My Reasons for Studying Hebrew**

*Continued from page 13*

2. To understand and verify statements made by others based on this language.

3. To know, when a speaker or writer uses a certain translation, whether he does it from a personal bias or for a better reason.

4. To the end that I may appreciate more fully the marvelous gift of the Spirit of prophecy.

## **Reminiscences**

*Continued from page 17*

ing heavy burdens in helping other needy youth. They really were not burdens, for it was a joy to be of help to someone else, and they had some real fun gathering sticks by moonlight.

Each year found the teacher growing older and her love for her chosen work growing stronger. Several times other allurements flashed upon her path, but after serious consideration her decision would be, "My life for teaching." Sometimes she taught in the great cities and again, in the

wilds of the country, far from any village. In these country places her childhood knowledge of farming and farm animals came in handy. To be able to milk the cows when the head of the house fell sick counted a point when that man's boy acted unruly in school.

In one place the teacher and pupils shingled the schoolhouse. At this same school, while playing tag, Beth turned an icy corner too sharply, slipped, cracked a rib, and played on. It hurt, of course, but nothing was ever done about it, and not till years afterward did she know what really had happened. To play is a part of every teacher's life. That is what keeps her young and happy. Past fifty, Beth still plays.

In all her years of teaching, absences from school because of illness could be counted on one hand. Accident and sickness have played their part in character development, but the Lord has been good to her in the matter of loss of time. One summer, while attending a Vermont camp meeting, an attack of pleurisy sent her to bed. It became worse, and one night it seemed that she would not see the light of another day. One of her pupils, a boy of eleven years, slipped into the tent and to her bedside and said, "Miss —, wouldn't you like to have the ministers pray for you?" She whispered; "Yes"; and in a few minutes the lad had the ministers (Elder Stray and Captain Johnson) at the bedside. The teacher was up at the six o'clock meeting and has never had a recurrence of pleurisy. Before this she had often had attacks.

*(To be concluded)*

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