The JOURNAL of TRUE Education

VOLUME 7 DECEMBER, 1945 NUMBER 5

The JOURNAL of TRUE

Education

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

CONTENTS

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

THE TEACHER AND TEACHING—An Editorial

TO one who has had the privilege of coming under the influence of a great teacher, the word "teacher" becomes almost sacred. Everyone who has the privilege of belonging to the group so named should strive earnestly to bring that high inspiration and love of learning and love of righteousness to each one that comes under his influence. Many do not realize what a large part of teaching is expressed in Christian living. The silent forces are frequently the deepest.

Emerson said, "There is no teaching until the pupil is brought into the same state or principle in which you are; a transfusion takes place; he is you and you are he; then is a teaching, and by no unfriendly chance or bad company can he ever quite lose the benefit"; and he also said, "He teaches who *gives* and he learns who receives."

It was this transfusion and giving that characterized the Master's teaching. Such teaching pulls on the lifeblood of an individual. Great opportunities are open to those teachers who have this concept of their obligation and give themselves fully to it.

The first necessity is to give motivation, to create interest. This cannot be done completely until the pupil feels and understands that the highest interest of the teacher is centering in him.

The pupil's heart and mind must be made to glow with the vision of his own possibilities. His instructor must understand the pupil and his experience, and thus adapt his methods to bring about this glow.

Most minds need a great awakening. Those who have neared the mastery of the fine art of teaching have found many ways of creating the right desire and of nurturing that desire to fruition.

Teaching resembles agriculture in that the first and one of the most important things is to prepare the soil that is to receive the seed. Creating desire and bringing vision is the preparing of the soil. Human hands cannot make the seed grow, but they can assist in creating the conditions and environment that are favorable for growth. Neither can the teacher force the child to learn or to arrive at right and helpful decisions; but he can give those impressions which create the atmosphere that will lead the child to long for learning and for right living.

The teacher must be filled with vigor, for youth is greatly attracted by activity. There must be a freshness that brings a quickening power. It takes much of this to bring inspiration and awakening.

Teachers should be quick to discern, able "to inspire thought, arouse energy, and impart courage and life."

Although the teaching of children is different from secondary or college teaching, the principle of awakening and developing original thinking is the same. We need to recognize each personality as an entity in order to develop this to the full. Dr. William H. Kilpatrick, who motivated students and inspired thought in the students of Columbia University for so many years, is a good example of this principle.

For one who has been lifted to his highest and best in intellectual thought and power, and to his highest in true and noble thinking, to have the privilege of lighting the candle of another soul and pointing him to the road which leads to these heights of learning and devoted living is an experience worthy of a life's endeavor.

H. M.

The Training of Our Ministry

Denton E. Rebok

PRESIDENT,
S.D.A. THEOLOGICAL SEMINARY

PREACHERS learn to preach by preaching and by practicing what they preach—and that in more ways than one. A sermon that does not grow out of what is practiced in everyday life had better be left unpreached, or possibly left to another to preach.

Perhaps in this very approach is seen a prevailing and yet a wrong conception which many hold regarding the work of a Seventh-day Adventist minister. Sermonizing, or preaching, is not all there is to the work of a minister; neither is it the only important part. "Less sermonizing" and "more of the work done by the Master" as He did it, is the oft-repeated instruction which runs through the writings of Ellen G. White.

It is, indeed a significant fact that Jesus spent much more time in His medical ministry—relieving the physical, mental, and spiritual sufferings of the people—than He did in either the preaching or the teaching phase of His work.

"This work God would have us do. Christ's example must be followed by those who claim to be His children. Relieve the physical necessities of your fellow men, and their gratitude will break down the barriers and enable you to reach their hearts. Consider this matter earnestly." [1]

Therefore, the training of the ministry becomes a much broader and deeper problem than educators have been wont to consider it in the past. It involves many types of work and includes many kinds of duties and responsibilities. In professional and vocational training the objective is to thoroughly equip the man for every duty and supply him with all the facts and knowledge requisite to his profession or vocation. The medical men have very carefully analyzed the work of a physician and have built their training program to meet all his needs. The same is true of the training for the lawyer, the chemical engineer, and the architect. In all these training programs there is a fine balance between the theoretical or classroom work and the practical, laboratory, clinical, or field work. Certainly the same careful analytical study should be given to the work of the minister, and the course or program of training for him should be just as thorough and complete as is the one for training Seventh-day Adventist physicians.

The Seventh-day Adventist colleges and theological seminary have as their primary purpose the training of Seventh-day Adventist ministers, men who are charged with the one responsibility of preaching the message which has made Seventh-day Adventists a people, and which will keep them Seventh-day Adventists. Thus the objectives are clearly defined, and there is no need to fear for the future except as the schools lose sight of their objectives.

The Bible gives to the church its special message, which is often called "present truth." The Bible, the whole Bible, and nothing but the Bible becomes the only rule and standard for that message. The business of the minister is to know and thoroughly understand that message with its backgrounds in history—ancient, medieval, and modern—both church and secular; in archaeology, with its timely uncovering of the ancient evidences, which corroborate and substantiate the

[1] Ellen G. White, *Testimonies to Ministers*, p. 424.

Biblical records; in Biblical language—Greek, Hebrew, and Aramaic, in which the Scriptures were originally written.

With a thorough knowledge of the message itself must go an understanding of the best methods for the proclaiming of that message. This phase of the minister's work brings into the training program many courses in the field of practical theology. Here the college or seminary endeavors to offer instruction, practice, and training in the duties and responsibilities of a minister.

Some time ago a questionnaire was sent to our ministers in the churches and districts with the request that they make a list of the duties and responsibilities which they were actually called upon to perform in connection with their regular work. This was done to help make up the courses to be offered in the ministerial training program. Below is a summary of the items listed in the returns on that questionnaire.

Summary of Duties and Responsibilities of Seventh-day Adventist Ministers

I. The Preacher
   1. Sabbath morning worship services
   2. Prayer meetings
   3. Funerals
   4. Weddings
   5. Communion services
   6. Baptismal classes and baptisms
   7. Church music
   8. Sermon preparation
   9. Special services
      (1) Dedications
      (2) Community affairs
      (3) Speeches in service clubs, etc.
      (4) Commencements
      (5) Baccalaureate sermons
   10. Giving the people the message they need and want, from the Bible and Spirit of prophecy

II. The Evangelist
   1. Evangelistic services or efforts
   2. Evangelistic advertising, and church notices
   3. Radio evangelism
   4. Bible studies and cottage meetings—personal evangelism, work for individuals in homes
   5. Health evangelism—from the pulpit, in cooking schools, in the homes of the people
   6. Conducting music—church choir, music for evangelistic efforts, junior choir work
   7. Pitching tents and tabernacles

III. The Pastor
   1. Social leadership
   2. Meeting errors and objections
   3. Pastoral visiting—duties as shepherd of the flock
      (1) Sick calls
      (2) Work with the aged
      (3) Human relationship problems—acting as peacemaker
      (4) Social calls
      (5) Counseling and guidance—physician of the soul
      (6) Missionary visits
   4. Good-will activities in the community—ministerial associations, public-service clubs
   5. Assisting church members in figuring and paying the tithe
   6. Working for backsliders

IV. The Executive
   1. Building churches and caring for church buildings and equipment and grounds—ability to read blueprints and specifications
   2. Church finance—the church budget—supervising the church treasurer's work
   3. School board meetings
   4. Church business meetings
   5. Preparation of reports and records
   6. Handling church problems and discipline
   7. Necessary correspondence
   8. Foster, promote, attend, and

assist the Home and School Association
9. Ordaining elders and deacons
10. Building up church attendance

V. The Promoter
1. Ingathering work—personal and leading the church members
2. Dorcas Society
3. Religious Liberty work
4. Temperance and antitobacco work
5. Newspaper reporting and writing for our periodicals (keeping the church in the news)
6. Organizing the church for work —using children, youth, adult members, in church activities
7. Promotion of church campaigns —financial, church building, Ingathering, literature distribution
8. Goals—*Signs, Review and Herald, Liberty,* Missions Extension, Ingathering, Missing Members of Sabbath School, etc.
9. Promotion of the cause of foreign missions

VI. The Teacher
1. Sabbath school work—teachers' meeting, Sabbath school teaching, promotion
2. Church school work—visits and talks for the children, baptismal classes for children
3. Missionary Volunteer work—work for children and youth—young people's activities—attend their meetings
4. Sytematic teaching
5. Instruction in personal conversion—personal work
6. Answering difficult Bible questions
7. Conducting laymen's Bible training classes
8. Helping and training church elders and other officers
9. Teaching Christian education—getting our children into our own schools

VII. Personal
1. Reading and study—personal improvement program
2. Recreation and physical labor
3. Voice and personality culture
4. Preparation and use of visual aids
5. Personal prayer and Bible study — personal devotion — maintaining a rich, ever-deepening, Spirit-filled experience
6. Family worship and devotional period

Committees and faculties are now working on this problem. They are analyzing every phase of the minister's work and attempting to determine what general cultural courses of the college curriculum should form the background and give the wealth of knowledge in the form of specific materials from which the minister can and must draw for his sermon content and his work in general. One theological seminary put it this way, "The materials to be studied during the Seminary course fall into three divisions: (1) What is Christianity? (2) What is the modern environment of Christianity? (3) What are the methods of preaching and teaching Christianity?" This requires years of the most careful and thorough study in order to encompass the three areas mentioned. No, ministers are not made in a hurry.

Ministers today must be well-educated men with disciplined minds and clean, pure hearts. They must be men firmly anchored in personal faith and devotion to the cause of God. They must be real pastors—shepherds of the flock—capable of ministering to the souls of men as well as to their minds and bodies. They must be priests, preachers, teachers, administrators, and pastors. It takes a good man, well trained, to meet successfully the needs and demands of modern life in the churches of today. But above all else, it calls for men who are spirit-

Please turn to page 24

Farming Among the Frutabombas

Glenn A. Houck

FARM MANAGER,
COLEGIO ADVENTISTA DE LAS ANTILLAS

ABOUT halfway across the islands of Cuba and five miles from the city of Santa Clara, a beautiful tract of land was secured for the Antillian Union junior college. This tract of land is in a very scenic part of the island. To the east and to the south rise hills and mountains, covered with the stately royal palms and many other tropical trees. Winding along one side of this farm is a beautiful little river, bordered on either side with royal palms, and through the farm winds a small spring stream, which gives life to the creaking bamboo swaying in the tropical breeze. Facing the mountain scenery to the east and south, on a rolling portion of the farm, is the Colegio Adventista de las Antillas.

The brethren who picked the school site kept in mind the blueprint given by Ellen G. White, "Study in agricultural lines should be the A, B, and C of education given in our schools. This is the very first work that should be entered upon." [1] She also describes how agricultural work can be a real avenue for missionary work.[2] The agricultural work here in Cuba is just that. Many of the Cuban people are having their attention drawn to the third angel's message through agriculture. It has been demonstrated that this work is an entering wedge into many of these homes.

In the past little study has been given to scientific farming throughout the island. Agriculture is carried on today in much the same way as in the time of grandfather and great-great-grandfather. The island contains many large tracts of land which are individually owned. The owners have divided this land into small tracts and have leased it to the farmers, who work the soil with very meager equipment. Many times their possessions consist of a yoke of oxen, a cow, a pig or two, a few mongrel chickens, and a pony. Usually oxen are used as the farm power, and the pony is the means of transportation for all farm produce. The two most important pieces of equipment on these farms are the plow and the hoe.

Among the agricultural population of the island is found a very fine class of people. Many of the young folks who enter the school come from these homes. These youth are interested in a better way of living. The young men have a desire to learn improved methods in agriculture.

About twenty-five young men are assisting in the agricultural department this semester. They are entering into this work with much expectation and curiosity. During the past season they helped to erect a silo, the first silo they had ever seen. They filled it with corn, which was chopped with a homemade chopper, as no other could be obtained. All are now anxiously waiting for the dry season to appear, so the silo can be opened. It is difficult for them to understand how this corn can be preserved in this large *deposito,* as they call it. This and other agricultural secrets are revealed to them as they progress in their work.

The dairy methods at the school have been changed during the past year. The Cuban custom is to milk once each day.

[1] Ellen G. White, *Testimonies*, vol. 6, pp. 179, 180.
[2] Ellen G. White, *Ministry of Healing*, p. 193.

It is also believed that a cow cannot give milk without first being primed by her calf. A native cow giving two quarts of milk per day is considered a good cow. The modern milk barn at the school accommodates twenty-eight cows. When first built, it was as new to the boys as it was to the cows. The boys used different methods to entice the cows to enter the barn, but all failed. It was finally decided to continue milking outside in the usual way. During the past year a change has taken place. Both the cows and the boys have enjoyed the barn, especially during the rainy season. Every evening and morning at four o'clock, the cows march down the center of the milk barn and take their respective places on either side. Here the cows are milked while they eat their grain. Plans are being made to improve the dairy herd by importing some pure-bred stock from the United States.

The winter months are usually very dry. During these months vegetables grow well, but not without water. By the use of a Champion irrigation system, located on the bank of the little spring creek, fifteen to twenty acres of vegetables can be irrigated. This past year many vegetables were grown on an experimental basis, but most of the experiments were successful. This winter we plan to grow fresh vegetables to sell in the city of Santa Clara. The city population was much pleased during the past year with the vegetables that were grown for them.

Tropical fruits of some kind are available nearly every month of the year. The mango, *frutabomba,* grapefruit, orange, lemon, banana, and pineapple are the most popular; however, there are a number of very delicious wild fruits growing throughout the island. The *frutabomba,* or papaya plant, is one of the most interesting. It is called *frutabomba* in Spanish because it grows in the shape of a bomb. These plants bear both flowers and ripe fruit at the same time. A single plant will many times yield one hundred pounds of fruit.

This land has been spoken of as the land of *mañana.* People have time to live without worrying about the morrow. This can be understood when given a little thought. With the favorable temperature for plant growth throughout the year, fruits, vegetables, and grain can be grown almost every month of the year.

There are many possibilities here in this island, and it is planned that the agricultural work done at the Colegio Adventista shall play its part in carrying the third angel's message to the Cuban people.

The Changing College Library

Theofield G. Weis

LIBRARIAN,
WASHINGTON MISSIONARY COLLEGE

THE college library does not exist as an independent institution in itself. It derives its objectives from the college of which it is a part. If the college library is to be significant, its services, organization, and administration must contribute to the realization of the objectives of the institution it serves." [1] Philosophies and theories of education are in a constant process of adaptation. Changes that affect form, content, and methods of teaching should imply changes in the library. Unless college library leadership is aware of the need for this unity, library efforts are semipurposeful and guilty of the observation, "It is a trite saying that the library is the heart of the college. If there is truth in that remark, a good many colleges are suffering from weak hearts. Being so vital an organ, it deserves care and attention, in order that the liberal learning may have vitality." [2]

To say that today teachers are teaching with books,[3] that vitality and freshness exuberates from the content of every class syllabus, remodeled and rewritten each year, is not saying that education has no restrictions, no standards, no patterns, no set fashions, and that libraries need no goals and no administrative policies. Definite objectives are essential.[4] Leadership in the educational program of a liberal arts college does not rest with the librarian. It is the responsibility of the academic faculty to give life and freshness to its courses. However, librarians can do much to aid instructors in their efforts to keep abreast of the times.

In the last ten years every conceivable phase of the college library's activities has been scrutinized and discussed in written form. Technical processes, book purchases, use and abuse of reserve shelves, rare book collections, browsing rooms, open and closed stacks, library personnel, and finances—all have received microscopic consideration. Not even the collecting of newspaper clippings or the janitor service has been omitted.[5]

Careful reading of library literature and much correspondence with other librarians in both colleges and universities have fastened upon me the conviction that the libraries in the liberal arts colleges of this denomination are not so progressive and united in their efforts as they should be. Much more effective work could be done if librarians were better informed on the doings and accomplishments of their fellow denominational librarians. Personal research work, voluntarily initiated and assumed, in order to serve better the library at Washington Missionary College, has led to the formulation of eighteen essential factors to which the changing college library must give recognition. Space permits only a brief statement of each factor.

Administration

1. The status of the library should be clearly defined by the college administration.

2. The librarian should have faculty status. His responsibility should include

[1] Guy R. Lyle, *The Administration of the College Library* (1944), p. 19.
[2] Henry M. Wriston, *The Nature of a Liberal College* (1937), p. 77.
[3] Harie Branscomb, *Teaching With Books, a Study of College Libraries* (1940).
[4] B. Lamar Johnson, *Vitalizing a College Library* (1939).
[5] William M. Randall, *Principles of College Library Administration* (1941), p. 191.

more than clerical and technical routine. He should be a teacher at heart and know the teacher's and the student's problems.

3. The librarian should receive his authority from the president of the college and should be responsible to him.

Finance

4. At least twenty-five dollars per student should be spent annually on the library. Ten dollars per student should go toward improvement of content and fifteen dollars for service (not building maintenance). (With a minimum enrollment of four hundred this stipulates $4,000 annually for books and $6,000 annually for librarians' salaries plus student and clerical help.)

5. The money annually allotted for book purchases should be divided among the departments of instruction according to some formula. (There are several in operation.)

Committees

6. A faculty library committee should exist to aid in fostering the educational purposes of the college through the library. Whatever the duties of the committee are to be, they should be clearly defined in the college's policy of administration. Since this is a faculty committee not burdened with any library administrative responsibility, the librarian should not be the chairman.

Personnel

7. At least one technically trained assistant should be on the library staff, in addition to the librarian, for every three hundred students the library is expected to serve.

8. The librarian should work with the business manager in the selection of the student library help.

9. Library training should be required of all student workers. Staff meetings should be held on a pay-time basis and attendance required.

Services

10. Stacks should be guarded. They should be neither tightly closed nor wide open to the average student. The most effective work can be done in a small library by a personal direction of students to books. Turning students loose to roam unguided through the stacks is wasteful of their time. Individual directions to the stacks, the card catalogue, the shelf list, are far more effective than merely opening the stacks to students.

College seniors should be provided with a carrell in the main book stack of the library and should be granted free access to the library's content.

Faculty members should be provided with special study rooms and facilities.

11. Reserve shelves, or a separate reserve-book room, should provide copies of books needed for specific courses. Recommended reading should not be included with required reading. The reserve-shelf content should be kept at a minimum.

12. Students should be encouraged to suggest new books for the library.

13. Teachers should be required by the administration, as part of their teaching responsibility, to build up the library's content in their respective fields.

14. The library should publicize recent accessions by:
    - *a.* Lists to faculty members and students. These lists should be made out in main bibliographic fullness. (Author's name, initials, title, date, classification number.)
    - *b.* Book reviews in student papers.
    - *c.* Book displays.
    - *d.* Displays of book jackets, posters, etc.

15. Instructors should be encouraged to add the library's classification number to all standard lists of books prepared for student use. The library should aid in supplying this information.

Please turn to page 28

A New Era for the Foreign Languages

Arabella J. Moore
INSTRUCTOR IN GERMAN,
EMMANUEL MISSIONARY COLLEGE

THIS global war has focused attention on the necessity of knowing a foreign language. North Americans learned at last that they could not locate a translator at every turn of the road as in the days of peace. As a nation, Americans have been too lazy to acquire another language either for business or for pleasure. The other fellow could speak his language—why should he bother? Americans have learned that languages as weapons are second only to guns, planes, tanks, and ships. The Army and Navy needed men versed in languages when they took over conquered territories, set up prison camps, and questioned prisoners. Everyone realizes that languages are of supreme importance in "winning the peace" and in reconstructing the postwar world.

The Army Specialized Training Program was set up to meet this urgent need, to fill the apparent gap in the modern educational program. The impressive results have been heralded far and near in countless educational and popular magazines, by teachers, educators, and reporters. The world is beginning to sit up and take notice of the language problem. How much more should Seventh-day Adventists, a world movement with a huge mission program, be vitally interested in these discussions.

Is it true that the whole process of learning a language has been revolutionized, that anyone can learn a foreign language in a few easy lessons? One is almost bewildered in reading the many astonishing results, reports, aims, observations, conclusions, lessons to be learned, recommendations, weaknesses, and defects brought out in the articles on the new language program, new language needs, and the ASTP.

It is claimed that the ASTP classes teach today's students to talk like natives in six to nine months, whereas the average college student, after three years of a language, couldn't go to a hotel to make arrangements for a night's lodging. Why this enormous difference?

To begin with, the ASTP classes consist largely of bright students with a natural aptitude for languages. They are in every sense a carefully selected group, the A class of the boys in the Army, subject to strict discipline. In contrast, the average high school or college language class has but a sprinkling of these A students, who can learn quickly and with comparative ease. Most of the members are of average intelligence. Several are below average and find it difficult to keep up with the rest of the class. In the ASTP, there are no slow students to hold back the rest of the class. Students are given a chance to progress according to their several abilities, and there are frequent promotions. The classes are small.

The time element in the intensive method is of utmost importance. In one school enrollees met with instructors seven hours and twenty minutes a day, five days a week. The students devoted their entire time to the acquisition of a foreign tongue. What language teacher wouldn't be delighted with such a schedule for his language program? "There is no doubt," says Schaeffer from Cornell University, "in 36 weeks of 15 periods each, i.e., in 540 periods or the equivalent of a four-hour college course through

nine semesters, the student is bound to learn something, to master the foreign tongue to such an extent as to understand it and make himself understood to a certain degree." [1] Compare these hours with the three or four periods a week that the student meets with his teacher in the average college course. Moreover, he is so busy with his balanced program of studies that he usually spends just enough time in study outside of class periods to get by.

At the Naval Officers School at Boulder, Colorado, "we have eighteen class hours a week plus a weekly three-hour examination on Saturday morning. Most of us average at least six hours a day of outside preparation. Classes are in five- or six-men sections. The schedule is divided into reading, dictation, and conversational classes, and each class has six different teachers (mostly native)." [2] Nothing like this is to be found in any regular college course.

Why does the average student study only enough to get by? Because he does not yet see the need of studying a foreign language he does not expect to use. He has been forced to take the course because it is either a requirement in his college curriculum or a prerequisite to some course he wishes to pursue later on. The learning of Chinese, French, or German is not a matter of life or death in college, as it may be in the Army. Hence the college student lacks the powerful drive for intensified study that impels the ASTP student to absorb one and one-half times as much instruction in nine months as he would have received in three easygoing college years. The soldier-student realizes that he is shortly to be sent to an area where the language studied is in use; where he not only is going to have the opportunity to use it but will be called upon to speak it, in order to accomplish his specific task; where he may have to pass an examination the like of which he never dreamed, under circumstances never before imagined, an examination that spells not just a grade of A or F but life or death. There is no such powerful motivation in college classes.

How lasting the knowledge acquired in the intensive courses is, cannot yet be determined. The experiment is still too new. However, it is well known that any young immigrant who settles in a community where he no longer uses his native tongue, loses the ability to speak but retains his reading knowledge. Missionaries have the same experience: unless they continue to practice their use of the spoken language, they soon lose the accustomed ability to converse, while their reading ability diminishes only slightly.

Having compared the two fields of language training, one naturally comes to the old question of aims. Granted that the ASTP methods bring about the objectives desired by the military authorities, it does not necessarily follow that these methods should be used in the college foreign language course. To speak the language may not meet the needs of all students. Science students preparing to read scholarly journals in their field would not reach their objective most efficiently with the oral approach. The cultural atmosphere is largely rejected under the intensive program. But surely the study of foreign civilizations and cultures is indispensable in an educational program on any level. There are teachers who feel that "even for modern languages, ability to read and understand the language is the most important objective for the liberally educated man, . . . that the best way to get *en rapport* with the civilization of South America and Europe is to read the literature (in the original) of Spain, France, Germany, Russia, etc." [3]

Nevertheless, there are lessons to be

Please turn to page 23

[1] *School and Society*, May 13, 1944.
[2] Quoted from "A Phi Beta Goes to War," cited by Aaron Schaffer in *Modern Language Journal*, 28:204, 1944.
[3] Mark E. Hutchinson in *School and Society*, July 15, 1944.

Co-operative Teaching

Florence K. Rebok

OFFICE SECRETARY FOR PARENT AND HOME EDUCATION, GENERAL CONFERENCE DEPARTMENT OF EDUCATION

NO other institutions claim more of the growing child's time and interest than do the home and the school. Therefore, close understanding and co-operation between these two will mean security and success for the child. The text, "No man liveth unto himself," has its application here, too. Of course, the schoolroom teacher is interested in home education, for the things which take place in the home greatly affect the work of the school.

The child enters this world as a very helpless creature, but it does not take him long to learn certain things that stay with him through life. From the very earliest days habits are formed and attitudes developed that will largely determine the kind of man he will become.

Every teacher will readily agree that the child who comes to school from a well-ordered, well-disciplined home is a joy to his teachers and his associates; while the one who has been allowed to have his own way neither has attained full happiness for himself nor is any pleasure to his associates.

Even so there has been, through the years, a tendency for parents and teachers to go their separate ways, feeling that they were responsible for only what went on in their own little sphere and that they need not concern themselves with things outside that realm. This brings us face to face with the fact, however, that in God's plan parents are considered as teachers—the first and most important teachers; and the relationship of these two teacher groups is very clearly stated:

"The teachers in the home and the teachers in the school should have a sympathetic understanding of one another's work. They should labor harmoniously, imbued with the same missionary spirit, striving together to benefit the children physically, mentally, and spiritually, and to develop characters that stand the test of temptation." [1]

Occasionally both parents and teachers make the objection that there is conflict in the teaching program if the child is kept at home until he is physically ready for the close confinement of the classroom. This conflict is usually caused, however, by the parents' inexpert effort to do the routine work of the teacher during this preschool period, instead of carrying on the teaching program that is theirs by right. On the other hand, when parents faithfully perform the work that is assigned to them, the task of the classroom teacher is made easier.

But you ask, What *is* the parent to teach? A careful study of the writings of the Spirit of prophecy reveals that while there is to be a definite teaching program in the home as well as in the school, the curriculums are decidedly different. The schoolroom teacher has to do with teaching certain recognized skills, such as reading, 'riting, and 'rithmetic—all very necessary in the everyday life of the well-equipped adult. The home teacher, however, consciously or unconsciously, begins her program of teaching while the child is a babe in arms, laying the foundations of life's habits and attitudes.

"One of the first lessons a child needs to learn is the lesson of obedience. Before he is old enough to reason, he may be taught to obey. By gentle, persistent effort, the habit should be established. Thus, to a great degree, may be prevented

[1] Ellen G. White, *Counsels to Teachers*, p. 157.

those later conflicts between will and authority that do so much to create alienation and bitterness toward parents and teachers, and too often resistance of all authority, human and divine." [2]

Here are given a few of the subjects that should be progressively taught in the home curriculum, as they are listed in Lesson X of the course in home education: "Elements of self-government, obedience, reverence, diligence, frugality, home arts and handicrafts, mental alertness, reason, natural science, health and physical culture, literature, music, social law and usage, spiritual aspirations and experience, and unselfish service."

Rightly understood, there is no conflict between these two teaching programs, but the work of each is to supplement that of the other. The sad fact is, however, that while it is recognized that the classroom teacher must receive special training for her work—and she is not permitted to teach without such training —yet tragically little is being done to prepare young people, either before or after marriage for their responsibility of homemaking. Should not the home teachers receive special training for their vital work? Since there is such a close relationship between the work of these two teacher groups, would it not be natural for those who have received special professional training to encourage and assist the teacher group that is so commonly forgotten as such?

It is worthy of note that more recognition is being given today to the place of the home in the character of our everyday living, and that where the desired results are not forthcoming, definite study is being given to the problem. One of the most constructive attempts of recent time to help parents in their work is found in the city of San Francisco, California, where officials united to establish a Parental School which offered the following lectures:

1. The Legal Responsibility of the Parent
2. The Parent's Responsibility for the Child's Health
3. The Parent's Responsibility for Maintaining an Adequate Recreational Program
4. What Are the Community Facilities For?
5. Your Child's School Career
6. The Relationship of the Church to the Home
7. The Child's Emotional Life
8. The Importance of a Job for Your Child

Rather than administer all the discipline to the delinquent child, the plan was to go back to the source of the difficulty and deal with the parent, for "back of every delinquent child stands the shadow of delinquent parents." In the city courts parents were even "sentenced" to attend these lectures, and if one series was not sufficient to produce a change, the course was repeated.

Most parents honestly desire to do a better job than they are doing, but many do not know how to do it, nor where to turn for help. To assist such, at least among Seventh-day Adventists, an attempt has been made to gather the instruction so graciously given us by the Lord through His servants into lessons suitable for study. These are known as the Home Education courses, prepared especially for parents—actual and potential. Each conference educational superintendent has full information.

As a classroom teacher, are you doing all that you can to assist your co-teachers in the homes to do their part in a better way? There is an opportunity here for you to help yourself, as well as the parents and the children; for the promise is that "if more attention were given to teaching parents how to form the habits and character of their children, a hundredfold more good would result." [3]

[2] Ellen G. White, *Education*, p. 287.

[3] Ellen G. White, *Ministry of Healing*, p. 352.

Teachers of Tomorrow

WITH the unprecedented rise in enrollment in Seventh-day Adventist schools during recent years, and the corresponding decrease in available teachers as a result of war conditions, it became increasingly apparent that some method of recruiting additional teachers was imperative. It was decided that an organization be formed for the purpose of channeling more of the outstanding young people into the teaching profession. It was felt that with a bit of guidance and some information about the profession and its opportunities more young people would become interested in it as the responsible calling that it is.

An organization known as Teachers of Tomorrow has therefore been formed, with chapters already functioning in two senior colleges and with local clubs in various academies. A charter, a statement of objectives, and a constitution have been drawn up by educationally minded young people who have enthusiastically enrolled in the organization. As a symbol of membership, attractive bronze pins formed of a tiny lamp of learning and scroll bearing the words, "Teachers of Tomorrow," are now available and are presented to members by the local conference educational department. Each member retains his pin as long as he subscribes to the ideals and purposes of the Teachers of Tomorrow.

Various activities are carried on by the clubs. These have included cultural and study groups, lively discussions, luncheon meetings, and social gatherings. Programs arranged by members have been presented in chapel periods, and some college groups have visited near-by academies to become acquainted with future teacher prospects there and to promote the teacher-training department by means of an interesting program. These groups have been entertained by academy young people who are themselves looking forward to becoming teachers someday, and the contacts made were mutually pleasant and profitable.

Wherever the Teachers of Tomorrow have been active during the past year, there has been a lively interest, a spirit of good fellowship, and a crystallizing of decisions as to the profession to be chosen for a life-work. That the members have enjoyed their experiences as Teachers of Tomorrow is beyond question.

Certain printed materials have been prepared for use in promoting the work of the organization. One of these is an attractively illustrated reprint of an article that appeared in *The Reader's Digest* entitled "A Woman to Warm Your Heart By." Another is a clever little folder of pen sketches in cartoon style, showing a cadet teacher at work and eventually receiving her contract. It has action and appeal for young people.

"Education for Teaching" and "Why Teach School?" prepared by directors of teacher training, present the challenge, privilege, and advantages of the elementary teacher-training course in senior colleges. Both booklets are well illustrated and have had a wide circulation.

In process of production are a single-fold leaflet, "Teaching—A Career of Service," a booklet, *The Teacher Speaks,* consisting of interesting experiences as told by classroom teachers, and "They That Be Teachers," a digest of articles by teacher-training directors of denominational colleges, plus the feature story of the experiences of a pioneer Seventh-day Adventist teacher in one of the very early church schools of the West. Soon to be ready for distribution is a small pamphlet setting forth the ideals and purposes of the Teachers of Tomorrow. It contains suggestions for organizing clubs and for a variety of activities in which members may choose to engage. A sample constitution and list of objectives are included. This little pamphlet should be of real assistance to one who assumes the responsibility of directing the activities of the Teachers of Tomorrow chapter in his locality.

These printed materials are sent to interested young people or distributed at schools,

Please turn to page 25

Healthful School Living

HEALTH is more than freedom from defects or disease. It is the realization of the highest physical, spiritual, and mental powers, which denotes optimum health. This is the goal toward which those enrolled in the Seventh-day Adventist schools should strive. The goal is indeed high, and its attainment necessitates the co-operation of students, parents, teachers, doctors, and nurses. However, this article deals largely with the privilege and responsibility of the teacher.

The opening exercises Monday morning may well be devoted to health. This subject will be integrated with others taught during the day, but it is well, at the beginning of each week, to give consideration to some phase of this important topic. "The School Health Program," a bulletin issued monthly by the Medical Department of the General Conference, is designed to meet the need of the busy teacher. Instruction for integrating the subject of the week with other areas of teaching is also given. Material may be obtained from the *Health* and *Life and Health* magazines. The pupils may wish to join the Wings of Health club sponsored by Aunt Madge in the former, or the Junior Life and Health League sponsored by the latter.

Not only on the first morning of the week, but daily, the children should be inspected. This should not necessarily be obvious to the pupils. In fact, it is, in most instances, preferable that this be accomplished without their knowledge. Attention is given to cleanliness of person and clothing, condition of skin, and symptoms of illness. During class recitation mental note may be made of Johnnie's inattention, Mary's squinting as she copies from the blackboard, and George's mouth breathing. These are symptoms to be watched, for John may have defective hearing; Mary poor vision; and George enlarged tonsils and adenoids.

If there is a school nurse, these observations should be brought to her attention. In the absence of such an individual a talk with the parents is advisable. One should not be discouraged if parents do not respond immediately, although it is difficult to be patient when one realizes the permanent impairment resulting from the parents' delay. Yet the responsibility is theirs; that of the teacher or nurse is only to counsel and encourage.

Evidence of illness, such as flushed face, unusual pallor, headache or dizziness, acute cold, chills or fever, sore throat, red or watery eyes, pain in chest or limbs or back of neck, rash or spots on the skin, stiff or rigid neck, or nausea and vomiting, should be reported immediately to the one in charge of the health service. In her absence the child should be removed from school.

Some parents think nothing of sending a child to school who is suffering from a bad cold. What appears to be an acute cold may be the beginning of a serious illness. The exclusion of this child may prevent many an absence from the schoolroom.

A few comments may be in order regarding skin diseases. The most common are scabies, or itch, impetigo, and ringworm. An alert teacher will note the presence of these diseases and act immediately. The city and county health departments are always very co-operative and stand ready to assist when there is a question of communicable or skin diseases.

1. Scabies, or itch, is characterized by an itching rash, usually starting between the fingers and spreading to other parts of the body. It is most noticeable on the back, abdomen, and upper extremities. The child scratches frequently, especially when warm. He should be excluded from school until a written notice from the doctor is received by the teacher.

2. Impetigo is characterized by isolated sores of varying sizes, containing pus. Later scabs form. When there is a question, the child must be excluded from school.

3. Ringworm is characterized by slightly reddened, circular spots with fine scales on the surface. Children may remain in school,

but the spots must be under treatment and covered.

Vaccination against smallpox provides protection from a dreaded and disfiguring disease. The practice is recommended in late infancy and again upon entering school. Revaccination is also advised upon exposure to the disease.

The recommended procedure in regard to diphtheria is immunization in early infancy. Sometimes this is repeated just before the time of school entrance. Immunity for diphtheria usually lasts a lifetime. The Schick test is the method used to verify immunization. It is generally administered a few months after the diphtheria shots are given.

Teachers should know which pupils have been protected. If the children are given a physical examination periodically, and the records left with the teacher, she can determine at a glance. Otherwise, she may look for a smallpox vaccination scar, which usually appears on the upper left arm. Most pupils can give the necessary information regarding their diphtheria inoculation; but where there is a question, the Schick test is advisable.

The teacher may arrange with the city or county health department, depending on the location of the school, for inclusion in its immunization program. The parents' written permission must be obtained for either vaccination or inoculation. Leaflets explaining the procedure and its importance should be secured and if possible given to the parents personally. The response will be much greater if this is done. As children are more or less apprehensive and fearful at such a time, it is advisable for the doctor or nurse to explain the procedure.

If health teaching is to be effective, it must be not an intangible theory but a living reality. The teacher herself must be an example of what she is teaching. A child from a very poor home environment may receive a lasting impression from that of the school. Health principles cannot be successfully taught if the rest rooms are dirty, one or two towels are used by the whole room, and flies are swarming about open lunch boxes.

The physical surroundings of the school will emphasize the objectives. Is the school building painted? Are the grounds tidy? Is the playground equipment suitable for various age groups? How are people impressed as they pass the Seventh-day Adventist church school?

Are the lunches put away neatly in the cloakroom? Is note taken of the content of the boxes as they are opened, and the importance of three well-balanced meals a day stressed as opportunity affords? Screening the windows will help to prevent the entrance of flies, and a quick disposal may be made of those entering. As suggested in "The School Health Program" bulletin, the formation of a health club with various monitors can relieve the teacher of many details, such as checking on the ventilation, lighting, and rest rooms.

The temperature of the classroom should be 68° to 70° F. If the old-fashioned wood stove is used, humidity may be cared for by keeping a pan of water on the stove.

Shades should be adjusted so as to provide adequate natural light without glare. On dark days artificial lighting must be depended on. Fifteen to twenty foot-candles of light are necessary for reading and writing. A meter may register only five to ten foot-candles on the far side of the room. Light is deceiving. To make sure the children are not studying with inadequate light, the teacher may ask the educational superintendent to check the room with his light meter. If he has none, one of the electrical appliance stores may be of assistance.

Ill-fitting seats are not conducive to good posture. The teacher is not responsible for the seats provided, but she must make the best adjustment possible. If the seats are too high and not adjustable, and there are no others available, a block of wood under the feet is of value. Children with defective vision or hearing should be seated in a position favorable to participation in classwork.

The rest room facilities themselves should be disinfected daily, and sufficient paper and individual towels supplied. In some sections insanitary outside toilets are used. Particular attention should be given these daily. If wash pans must be used for hand washing, they must be disinfected often. Paper towels should be provided. Soap should be in evidence at all times. A few schools are not provided with sanitary foun-

Please turn to page 23

A New Approach to Vocational Training

FOR several years administrators and teachers have felt the need of giving seventh and eighth grade students something different in the vocational subjects. It seemed there was something lacking in the traditional sewing for the girls and woodworking for the boys inasmuch as the students seemed to have no particular interest in them, and they did not give the proper setting for vocational training in the academic grades. The Pacific Union Conference educational secretary, A. C. Nelson, determined to do something tangible, and it was under his direction that all the academy vocational teachers were sent to a workshop at Pacific Union College for two weeks during the summer of 1944 just preceding the secondary teachers' convention. Here they studied the whole field of vocational offerings, and it was felt that an exploratory course for the eighth grade should be given as an experiment in several of the larger schools.

The teachers of Glendale Union Academy accepted the challenge with these objectives in mind: 1. To assist the student in choosing his occupation by introducing the occupational measuring stick, for example, what the worker does, what the worker offers, and what the work requires; 2. To direct the student to a consciousness of his place in the occupational world in relationship to his interests, abilities, and aptitudes; 3. To assist the student in extending his own powers of self-guidance.

The primary interest was the eighth grade, which consisted of forty-four students. The teacher divided these students into three groups with as nearly as possible an equal number of boys and girls in each. The plan was to divide the school year into three twelve-week periods giving simultaneously Home Arts, Home Mechanics, and Printing. Each of the student groups completed one of these three courses every twelve weeks. The classes met each Tuesday and Thursday for forty minutes.

The Home Arts course consisted of classwork as well as laboratory work. It was taught by the academy home economics instructor, Norma Lou Rhodes, in her classroom and laboratory. Both sewing and cooking were taught, sewing for three weeks and cooking for seven weeks. The remaining two weeks were spent studying table service. Some of the activities were cooking and serving a breakfast, including cereal, beverage, bread, and eggs; table service and manners; fundamentals of sewing by hand using thimble; darning socks; decorative stitches; parts of the sewing machine. The textbook for cooking was *Our Food*, by Baxter, Justin, and Rust. No text was used for sewing.

The course in Home Mechanics was taught by Richard Geier, instructor in woodwork, physical education, Medical Cadet, and history. It consisted of approximately four weeks each of mechanical drawing, woodworking, and general home repairs, during which the students did the primary drawing; made in wood an article or two such as book ends, vanity boxes, and candlestick holders; and learned how to repair electrical outlets, irons, vacuum cleaners, how to paint and touch up furniture, and the general safety and upkeep of the fuse box and electrical appliances. Mr. Geier chose the textbook *Home Mechanics for Girls*, by Woodin, in preference to *Home Mechanics for Boys*, because he felt it was more comprehensive.

Printing was given by Clarence Dye, the printshop superintendent, who was also instructor in academy printing. Mr. Dye was working on his master's degree in the field of vocational education, and he engendered much of the enthusiasm for this whole experiment. The textbook used was *Junior Printing*, by Lush. During the laboratory periods the students learned to set type and run the hand press. They set up and printed name cards and announcements for school programs and church services.

A fee of one dollar a student per year was charged, which included all materials used during the year. The textbooks were school

Please turn to page 28

Reminiscences of a Church School Teacher—II

FOUR years on old New Hampshire hills were very pleasant ones. Here in winter months sleds or snowshoes were the cars that took teacher and boys to school. Each one had his own, and after securing lunch and books, started on his way for the thrilling mile and a half stretch. This school was a boys' school for two years. In the spring the making of maple sugar used all spare minutes of day and night. After the snows were gone the path to school lay across a goat pasture. Each morning these beautiful Angoras nosed the children's pockets for tasty tidbits, and if unsuccessful there, often pushed off the lids of the dinner pails.

From a large city a mother moved to this community to give her boy a Christian education. She was a musician. Among the country folk she found a few musically inclined, and so many pleasant evenings were spent. The teacher had once taken three violin lessons. Her father, being eager for her to play the violin, had purchased one for her, but this action was not approved by her foster parents. Now she had her opportunity. In two winters the little country orchestra made an attempt to play every piece in *Christ in Song*. Just how much music was made remains a matter of doubt, but at any rate there was much pleasure blended with the many groanings and squeakings.

The teacher also found time to hold Bible studies. With the combined efforts of the Seventh-day Adventists located there, the public school teacher accepted the message and is teaching in one of the denomination's colleges. The sponsor of this school, seven miles from the nearest settlement, was Elder F. W. Stray. In his home the teacher had her room and boarded herself. The associations of that home will always remain as pleasant memories. One Fourth of July stands out above other events. A picnic dinner on the cliffs behind the Stray home brought an unusual surprise. As the group looked to the south, the blue Atlantic could be seen. Then they looked north, and there in all its glory, some fifty miles distant, could be seen Mount Washington, wearing a glistening cap of snow.

The days of the World War and the influenza epidemic found Beth in the capital city of the Empire State. With her were three girls. The first year, to save expense, they lived in the attic of the school. Here the schoolma'am met with her first serious trouble, an accident which affected her health for many years. She was struck by a boy with a cudgel that left its shape on her forehead. The boy was arrested the next day for breaking into several places around the school, probably after money. The next year Beth and her girls found rooms with a new family of Seventh-day Adventists. This family all had the flu, and Beth nursed them through it. One day she and the girls went for a long walk. As they started back one girl became very ill. She was seized with the influenza germ. It was a great struggle to get her home, with at least five miles of walking. Once at home, she was given a treatment and put to bed, and to the great joy of all, Lue got up well in the morning. Many a time since, they have had a good laugh about "walking off the flu." Several times since then diseases have been turned from their destructive path by a long walk in the open country. Every teacher needs a long walk each day. Try it.

Another happy four years were spent in the Queen City of Toronto. These were the most successful years financially of all her teaching. It was here that Beth learned to prize her Bible. The brother of one of her pupils was a spiritualist medium. She was invited to the home for supper. Without her knowing it, the family planned to ask her questions of a nature that her answers would expose the errors of Spiritualism. About the first question that arose she answered with, "The Bible says —," and before the sentence was finished, the young man said, "Excuse me, please," and left the table and did not appear again. He was

much chagrined, however, and told his small brother he would get that teacher some dark night.

Some weeks after the foregoing event Beth went to visit a non-Adventist friend on the outskirts of the city. She was just nicely seated in the suburban car when in walked the spiritualist brother. He was extremely polite, asked whether he might sit with her, and seemed surprised to see her so far out of town. After a few moments of general conversation the teacher opened her handbag and took out her Bible. Immediately the visitor said, "Good night," signaled for the car to stop, and got off. He never troubled her again. God's Word can make the devil run. From that day to this Beth's Bible has stayed close by her.

The wife of the educational secretary being very ill, it became the privilege of the teacher to spend many afternoons after school in Toronto's beautiful parks, caring for her little girl and her cousin, who was there with his grandmother, the latter having come to care for the sick mother. These were busy days. Busy-ness is what makes the joy of living. Differences in customs of Canada and the United States made life rather interesting at times. Two girls had gone from the States to Canada with their teacher. One day one of these girls went to call on a schoolmate, but returned almost immediately, looking very angry and saying she would never go there again. She said the mother met her at the door and told her to go home. Upon further questioning it was found that the kindly woman had met her at the door and greeted her with "Good night, dearie." This was the customary afternoon greeting in that community.

In many of her schools Beth had taught ninth- and tenth-grade work. Her training had been such that she seemed better fitted for this than for the first grades. On the other hand, she knew that if she was to keep on teaching secondary work she must have a better education. She had attended several summer schools. Then, too, her accident had lessened her strength. A change of some kind seemed necessary. Elder F. W. Stray had become president of the Eastern Canadian Union Conference, and in counsel with others and the General Conference, he arranged for the teacher to be placed on the sustentation roll for a time. This opened the way for her to return to school. She had saved a little in Toronto, and with this conference assistance and plenty of hard work, she completed her college work at Emmanuel Missionary College.

This school was a real "city of refuge" to the tired teacher. The joy of studying, the pleasure of association with other students, the privilege of sitting as a pupil at the feet of the learned—for what better vacation could one ask? Here once more, after more than twenty years, she found herself again under the counsel of Professor Griggs. One of her greatest thrills was to have this much-respected teacher sign his name to her college diploma some twenty-two years after signing her academy diploma. Heading the foreign-language department was her first-grade pupil from that first school in Rome. Then there were the returned missionaries, who were also enjoying a short study period at E.M.C. Many of these had been former friends. Travel through the Central West was in itself an education. Two years passed all too quickly, but they had brought to Beth a wealth of knowledge, new health, and growth in grace. Work in the greenhouse, laundry, library, and in homes had, with the conference help, brought her through without a cent of debt. The lasting friendships formed can never be fully valued. During each of these years, some teaching maintained the continuity of her teaching record. Among the most precious memories is the day when three of her teachers united in prayer and anointing for her healing. The work of restoration was slow but certain.

After graduation one year was spent in teaching in a church school in Michigan, and then Beth returned to the East, expecting to go back to Michigan in the autumn to teach. During the summer a call came for her to remain in the Atlantic Union and teach in a new school being started for the Portuguese people. Here was an opportunity to be a foreign missionary. In the city of Taunton were many of the Portuguese people, and the gospel had reached some of them. The worker, Elder J. F.

Knipschild, believed that a minister's work was not done until he had established a school in his company of people. Coming out from Catholicism, they were not much interested in education. Most of them had to be educated to the idea of an education.

In the fall of 1926 Beth found herself teaching the first S.D.A. Portuguese church school in America. The large dark eyes of those boys and girls went right to her heart. For thirteen years she remained with them, until the church school became an eleven-grade junior academy, embracing the three Portuguese churches, and also English youth from the near-by churches. These people had great faith in their minister and their teacher. Coming out from priestly rule, and many of them unable to read, they must lean heavily on someone. In all kinds of trouble and sickness the minister or teacher was sent for and sometimes both were called.

One day a boy came running into the school and said his mother was dying and wanted all the children home, and could the teacher come too? This family numbered nine. Five were in school. To be around the sick was never Beth's calling. Surgery was all right, cuts, operations, emergencies of all kinds, but just sick folk was different. She felt so helpless. As she ran on with the crying children (and they know how to wail), she kept wondering and praying. The Lord heard and flashed into her mind a remark she had heard many years before regarding what to do in certain lines of medical work. She quickly did what came to her mind. Then she gathered the crying family around the bedside and knelt in prayer. The doctor had been called, and he came soon. He told the teacher that she had saved a life, but she knew it was the loving Saviour who had saved this woman's life.

Sleepless nights watching over the sick, giving treatments, caring for needy children in her home, paying their tuition in the school, carrying heavy burdens in the church, praying with and encouraging the discouraged, made up the foreign mission program. When this program came to a close, she left her mission field penniless, but happy in that she had done what she could; sad that she had failed so many times, for there was so much more she might have done. One's best is so poor when compared with the Master's work.

No matter how hard the day one can find some amusing incident to help dispel the gloom. Here are a few of the funny incidents met by this teacher. One of the teachers working with Beth was teaching Bible stories to the little tots. She told the story of the visit of the angels to Abraham and the hospitality shown by Abraham to his guests. Then she added, "When the angels were about to leave, what do you think they said to Abraham?" Before she had time to tell the promise made, several little hands were waving; so, thinking some of them probably knew the story, Miss G. said, "All right, Gilda, you tell us." Gilda very enthusiastically said, "The angels told Abraham that Sarah was a good cook."

The eighth graders were deep in square root. All seemed deeply interested but one, who was gazing out of the window. Then he raised his hand. The teacher said, "Yes, Lester, what is it you do not understand?" Lester replied, "Miss K., do you know whether chickens ever walk backwards? Those I see in the clouds look as if they were walking backwards."

In morning worship one of the ninth graders stood up to read a paragraph about the pioneers. He came to the name of Joshua V. Himes. He said Joshua and then halted, but soon began again and read, "Joshua Five Himes."

In cooking class one girl read in her recipe, "Frost if desired." She seemed quite puzzled, and then inquired, "What shall I do, put these out of doors to freeze?"

Among the saddest experiences of our teacher was when in a country place, death occurred. She helped prepare the corpse and then preached the funeral sermon, or made an attempt to.

Yes, the teacher's life is one of spice. 1903 to 1939. How quickly the time has flown. Oh, that they might have been better used, and all the wasted moments filled. But the "Good All-Father" knows how frail we are, and when He writes up His books, our prayer is that our teacher and all such teachers, for she is only one of thousands who daily serve at the teacher's desk, may share the reward of Daniel 12:2.

Textbooks in Preparation

DURING the summer of 1944, a committee representing the elementary and secondary fields of education met to consider the status of the teaching of Bible at these levels. Gratitude was expressed for the materials that have been provided; but after study it was decided that a new series of Bible textbooks and workbooks should be developed which would more nearly meet the needs of our children and youth today. The work was to be done by groups of teachers selected for this purpose.

In the elementary field the work was to begin with the third grade, since some preliminary work had been done at the first- and second-grade levels. To date six workbooks, known as Series I, have been published for these grades. Two others, to complete the series, are in the hands of the printers and will be ready for distribution the second semester.

Wherever these workbooks are used they have been well accepted. They have apparently met a longfelt need in connection with the Bible stories for these grades. In harmony with committee action those used last year are undergoing revision before being published in permanent form.

This past summer a workshop committee, under the leadership of J. E. Weaver, of the Department of Education of the General Conference, met on the campus of Washington Missionary College to begin work on Series II for the third- and fourth-grade Bible materials. This committee consisted of four elementary teachers of long years of experience, selected as follows: Annie Bell Hall, of the Atlantic Union; Vesta Webster, of the Columbia Union; Flora Savelle, of the Southern Union; and Kathleen Kachuck, of the Pacific Union. The writer served as chairman of the group.

The first task before the committee was a careful review of the outline prepared by the original 1944 committee. This required considerable time, for the outline needed to be more carefully synchronized with the work of the other three series. This the former committee was unable to do in the limited time in which they had to work.

The topical rather than chronological approach has been used in the development of the lessons for grades three through five. For each grade there are six main topics, one for each six-week period. The topics for the third grade will serve to illustrate. They are Obedience, Thankfulness, Unselfishness, Faithfulness, Kindness, and God's Care. Lessons other than that suggested by the topic may be emphasized as the occasion demands. Under each topic there are stories from both the Old and the New Testament, interspersed with early denominational and mission stories. Each lesson is written in story form.

During the eight weeks which this committee worked, the entire manuscript for the third-grade textbook and workbook was developed. This was no small task, as much research preceded the writing of the stories. Seventy-seven stories were written, sixty of which are Bible stories, with seventeen early denominational and mission stories.

In keeping with the 1944 committee action, great care was exercised to control the vocabulary so as to make it third-grade level. The *New Basic Vocabulary of Elementary School Children* by Rinsland, which indicates the frequency of use of words at each grade level, and the Thorndike *Word Book* were used in checking and selecting the vocabulary. It was also checked against the vocabulary of modern third-grade readers by means of the Washburne-Morphett formula. A group of second- and third-grade children of varying reading abilities, chosen to read some of the stories, served as another check.

Most of the manuscript has been read by several individuals with a view to having it Scripturally true, grammatically correct, and interestingly written. It is hoped that it may be available for use, in temporary form, during the school year of 1946-47.

A teacher's manual with teaching aids is in the process of development. It is felt that this will be of great assistance in the

teaching of the Bible lessons. "The teaching of the Bible should have our freshest thought, our best methods, and our most earnest effort." *

MABEL CASSELL,
Professor of Elementary Teacher Training,
Washington Missionary College.

* Ellen G. White, *Counsels to Teachers*, p. 181.

Foreign Languages

Continued from page 12

learned. College and secondary school authorities should allow students more time for concentration in foreign-language study. Beginning classes should meet at least five hours a week, if not more. Even the three-hour-a-week courses should be superseded by a daily class course. More attention should be given to the oral language, and every means fostered that gives students an opportunity for hearing and using the language, in clubs, language tables, the foreign Sabbath school class, and evenings at home with the teacher. Language classes must be reduced in size if the example of from five to ten students per class in the intensive courses is to be followed. It would probably be advisable for the student to commit to memory short sentences illustrating grammatical principles as a new approach to grammatical instruction, for it is impossible to omit such instruction if one is to train students to speak and write a foreign language correctly.

An important aim in every class should be to get the students to reach a point in their foreign-language studies from which they will want to go on of their own accord, increasing their speaking, reading, and writing abilities. Travel around the world has been reduced to a matter of hours. Soldiers are returning from all corners of the earth bringing with them a knowledge of another language, if not several. Postwar problems call for bilingual men. Mission doors will be opened again. There should be no lack of motive or interest in serious language study on the part of every student.

Healthful School Living

Continued from page 17

tains; and for these a large crock with spigot for drinking water may be purchased quite reasonably. Individual drinking cups can be kept in a cupboard if paper cups are not provided.

It will not be out of order to present a few hints on first aid at the opening exercises on Monday morning. No school should be without a first-aid kit well supplied at all times. It might well be added that the teacher should have had the standard course. *The American Red Cross First-Aid Textbook* will be helpful in selecting the contents of a kit.

Ideally, the child is examined by the family physician before entering school. However, this is not done in the majority of cases. The next best procedure is an examination at school by a doctor (preferably) or a nurse. Of course, such an examination is superficial, but any existing gross defects are found, and a favorable impression is made on the child. This experience can be of educational value if the doctor and nurse talk over problems or defects with the child, teacher, and parents. The findings of the examination are left with the teacher in the form of a permanent record, to which she may refer at any time.

The city and county nurses from the local health department will co-operate with any school, not only in an immunization program, but also in giving tuberculin tests and in testing hearing by use of an audiometer.

Many a teacher works under a handicap. She is hired to teach a school with very poor facilities. By being tactful and patient, she can secure the co-operation of the school board in bettering the condition. This should be her aim.

"He who has health has hope, and he who has hope has everything." May the school health program be one to prepare for a life of service here, and never-ending life in the hereafter.

—AGNES D. KEZER, R.N.
Medical Secretary,
Central California Conference.

Training of Ministry

Continued from page 6

ually minded and who have a close communion with God, Christian gentlemen in the fullest sense of that term—cultured, refined, courteous, kind, polite.

More study needs to be given to the kind of training which will produce this type of Christian Seventh-day Adventist ministers. It may call for courage to revamp radically the whole training program, especially when it comes to the careful integration of the theoretical and the practical.

Some have felt that something like the following suggestions might be a point of departure for faculty study and consideration of the whole matter.

1. The first two years of college should be devoted to laying the foundations in the broad cultural courses and should not include any professional training other than several courses in Bible, Greek, public speaking, and music as they may meet some of the specific requirements of the ministerial training program. The lower division, or pretheological, student should begin at once in the practical work of the local or institutional church and develop his talents and thus satisfy himself and his brethren that he is being called of the Lord to the sacred work of the ministry. Such work might include helping the pastor as a Sabbath school officer or teacher, as leader or member of a home missionary band, as officer or helper in Missionary Volunteer work, choirs, choruses, directing music, etc., during the regular school year. It is highly desirable that the student spend a portion of the year in colporteur evangelism. All this field work should be supervised and become a part of each student's permanent record. Definite plans should be made so that every lower-division theological student will have definite and required activities in church work on the same basis as class appointments. During those two years each student should have had experience in the various phases of church work as mentioned above, with special emphasis given to personal work within the student body.

2. Near the end of the second year the records of each lower-division theological student should be examined by the faculty or a committee of the faculty, and on the basis of those records recommendations be made as to whether he should continue his study in the upper division of the college for his professional ministerial training.

3. The last two years of the senior college should include, along with the cultural courses, specific professional courses for the ministry. The ministerial courses offered should aim to give the student the essential help he needs to begin his ministry and to qualify him especially for his ministerial internship period of two years in the conference. As to practical field work, the third-year ministerial student should continue the church activities listed above, but at this time should begin to enter into church duties and responsibilities in a larger way, such as assignment as junior officer, deacon, assistant to pastors in near-by churches and companies, or as leader in Ingathering campaigns, Missions Extension campaigns, etc. During this year the ministerial student should spend the summer in connection with an evangelistic effort, to assist and observe. All this field work will be supervised and become a part of the permanent record of each student. The fourth-year ministerial student should now be ready for assignments in field work to near-by churches, companies, and evangelistic efforts, assist in music, community Bible schools, Bible readings, and cottage meetings, conduct Sabbath services and Sunday night evangelistic meetings. This work should be supervised, graded, and recorded in the permanent school records for each student.

4. From among the college graduates majoring in Bible, religion, or theology, the local and union conference presidents in the respective college territories, in conjunction with the faculties of the colleges, shall select the most promising and recommend them to the General Conference Committee as ministerial interns for the two-year period of supervised and directed field work under the conference committees to whom they may be assigned.

5. Following the two years of the ministerial internship the union conference committees should arrange for a certain num-

ber of those who have done successful work to attend the Theological Seminary for more specific and more intensive study on the graduate level, thus giving them greater confidence and courage to meet the educated classes and enabling them to deal with the many errors and false teachings characterizing this age.

6. While they are in the Seminary, plans should be made whereby these graduate students may continue their direct contacts with the churches, and their courses in practical theology should be made more practical by their being given an opportunity to put into practice every method and device taught in the classroom.

The time is ripe for a more thorough and more carefully integrated program for the training of the ministry. Paul, in writing to that young minister, Timothy, said, "Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth."

Teachers of Tomorrow

Continued from page 15

regional meetings, and young people's rallies. Whenever the opportunity arises, use is made of them, in order that the teaching profession and its place in the finishing of the Lord's work may be kept before those who will be the educational workers of tomorrow.

Mimeographed bulletins are sent out periodically. These bulletins contain news items of the Teachers of Tomorrow groups in academies and colleges, suggestions for club activities, poems, art patterns, directions for new games—things worth clipping for the scrapbook of a future teacher. By this means individuals who may be far removed from a local club may yet have a sense of "belonging."

Large wall posters were prepared and displayed in lobbies and on bulletin boards at schools and churches. Others are in preparation for the future. These are to be at least sixteen by twenty inches, colorful, and arresting in nature. It is the hope of the sponsor that this continual appearance of promotion material and the constant effort to keep the teaching profession before the eyes of the young people will have the desired effect and will cause many of them to become conscious of the slogan and to "Think First of Teaching."

Similar activities may be carried on in grade schools, as has been demonstrated in some localities. Felt chevrons in gay colors bear the insigne "Teachers of Tomorrow," and these individuals are chosen to be "teacher aides," to be entrusted with certain responsibilities, and to arrange club meetings occasionally.

That the program, still in its infancy, is accomplishing worthwhile results is indicated by letters received from girls who have decided, since belonging to a Teachers of Tomorrow club last year, that this autumn they will enroll in the teacher-training course at a denominational college.

This school year it may be your good fortune to inspire some wide-awake young person of your acquaintance to "Think First of Teaching."

—ELSE NELSON,
Glendale, California.

NEWS from the SCHOOLS

THE ROSTER at Pacific Union College as of the first week of October was as follows: College, 482; Academy, 178; Elementary, 98. Total, 758.

OAKWOOD COLLEGE began its forty-ninth year with the largest enrollment in its history. According to the November issue of the school paper, there were 213 college and 235 academy students enrolled. More than 100 students who applied for admission could not be accepted for lack of living accommodations.

A FOREST FIRE which burned for nine days covered twenty-five square miles or more on the slopes of Howell Mountain. It burned to within two miles of Pacific Union College. The college boys gave nearly 3,500 hours of service in fighting the fire, in addition to the work done by public and other private agencies.

THE BOARD OF TRUSTEES OF ATLANTIC UNION COLLEGE voted to begin the construction of the new administration building during September. This building will be located on the corner of Main Street and George Hill Road near the present site of the College Press. When the administration building is completed, it will consist of three main units. The chapel-auditorium wing and the classroom wing will be joined by the administrative offices and seminar rooms, which will occupy the center of the building.

UNION COLLEGE reached the highest enrollment in its history this fall, with more than 650 students registered. Of this number, 113 are academy students. The previous record enrollment was reached last year with 578 students. Union College is now the third largest college in the State of Nebraska and is crowding second place. It has had to purchase a large house to accommodate the overflow of men students, and the women have taken over the home economics classrooms in North Hall. In addition, a number of students are living in the homes of faculty members in the village.

SOUTHERN MISSIONARY COLLEGE welcomes the inevitable growing pains concomitant to a sudden increase in scholastic stature. The first year as a full senior college finds a 10 per cent increase in over-all enrollment and a 34 per cent increase in college enrollment over that of last year. Additions to the girls' dormitory and the conversion of the former college press into apartments for married students and teachers have solved the housing problem temporarily.

H. R. EMMERSON, long-time head of industrial arts and construction departments at Walla Walla College, has accepted a General Conference call to become building superintendent of the Far Eastern Division, particularly assigned to the rehabilitation program. Mr. and Mrs. Emmerson expect to leave shortly after the close of the winter quarter for Manila, where he is tentatively scheduled to begin construction on a new publishing house in that city.

THE NEW PROJECT for providing adequate classroom facilities for the Arizona Academy is now moving forward rapidly. The foundation has been cast for the elementary building, and work has begun on the concrete blocks for the walls. The academy chapel has been moved back to its new position forty feet eastward from its former location, making way for the new administration and classroom building to stand where the chapel formerly stood.

A GRAND TOTAL of 948 students, including 417 of college level, have registered to date at La Sierra College—an enrollment unprecedented in the history of the school. The preparatory school enrollment hits a new high with 244 students registered. The elementary school boasts a roster of 287.

PORTLAND UNION ACADEMY launched its annual Ingathering field day campaign on October 4. In 1944 $500 was raised. This year the young people felt they should set their goal at $600. When the reports were all in and everything had been accounted for, they found they had $822.

ENTERPRISE ACADEMY BOARD has voted to proceed with the erection of a new chapel and dining room at Enterprise. This will be a new building, located between the girls' dormitory and the administration building.

UNION COLLEGE STUDENTS greatly exceeded their $2,000 Ingathering field day goal when they brought in over $2,600. The business manager estimated that about 90 per cent of the student body of 650 took an active part in the day's activity.

ACTUAL WORK in the construction of a new gymnasium for Atlantic Union College has begun. The gymnasium will have a floor space of 60 by 140 feet. Included in the building will be facilities for roller skating, basketball, indoor baseball, tennis, shuffleboard, and other recreational games.

PACIFIC UNION COLLEGE is negotiating with the National Housing Authority for the release of furnished trailers for the use of veterans. These are available only for veterans and are rented at a very nominal rate. They are completely furnished, with heater, gas stove, two beds, kitchen sink, and running water.

MOUNTAIN VIEW UNION ACADEMY opened its doors with an enrollment of 75 students. The principal's office, business office, and new rest rooms have been added, and the building has been finished with stucco on the outside. New linoleum has been laid in the hallway. The science department has been enlarged by removing a partition and adding a storeroom and gas hood.

CARIBBEAN TRAINING COLLEGE has splendid prospects for the future under the guidance of A. R. Tucker. For the first time in the history of the work in that union the Scholarship Plan was started in 1944. That year 10 young people went out and 9 returned with full scholarships. During the next vacation period, 25 went out and 23 returned with scholarships of varying values.

The broom industry at the school is meeting a real need in keeping the island of Trinidad clean. One of the Port-of-Spain newspapers, the *Trinidad Guardian*, published the following story: "Straw brooms which were practically off the market for weeks now will be back in big supplies by the end of the month. . . . The reason for the shortage was that the factory at Caribbean Training College, on which the market here depends, was completely out of straw, but not only is straw here now in sufficient quantities for many months' operation, but the factory capacity has been stepped up from 400 dozens to 700 dozens by the installment of a new machine."

NEW FACULTY MEMBERS joining the staff at Southern Missionary College for the school year 1945-46 are as follows: G. W. Boynton, academy science and history, and consultant on architecture and landscaping; S. W. Dake, business administration and academy mathematics; Mildred Eadie, director of health service and instructor of physical culture for girls; Lois Heiser, head of home economics department; F. B. Jensen, head of theology department; H. A. Miller, associate director of music department; Ramira Steen, French and assistant in college English; Dr. Ambrose Suhrie, resident educational consultant, English, and history.

THE FOLLOWING NEW WORKERS have been added to man the departments at La Sierra College: Religion—Walter Specht, S. L. Frost; Social Studies—E. S. Cubley, Aileen Dixon, Dorothy Vollmer; Fine Arts—Ellen Short, C. O. Trubey; Education—Ruth Fries, Arva Johnston, Nellie O'dell, Mavis Smith; Nursing and Health—Gwendolyn Nydell, Shirley Rusche; Industrial—Walter Kennedy, E. W. Matheson, L. H. Aufderhar; Administration—E. B. Matheson, Mary Champion.

THE FACULTY AT SOUTHWESTERN JUNIOR COLLEGE welcomes the following newcomers: Mr. and Mrs. Colin G. Fisher, Mrs. T. M. French, and Mrs. D. F. Rugg, music department; V. L. Bartlett, commercial department; Mrs. V. L. Bartlett, librarian, Max Williams, dean of men, New Testament History; E. I. Mohr, Spanish; Morris Lowry, history department; G. A. Spaulding, mill superintendent.

R. L. REYNOLDS, who has been on the staff of Oakwood College for the past two years, has been elected as the first principal of the academy attached to the college.

Vocational Training

Continued from page 18

owned, and their use was included in the regular book-rental fee.

This project was also carried into the seventh grade. The group was divided about the same way, and met during the same periods on Tuesdays and Thursdays. Different courses were chosen for this group because they would get the other courses the next year in the eighth grade; and because the seventh and eighth grades were both large, it was highly important that classes be kept small.

Art was taught by the seventh-grade teacher, Mavis Smith. She gave work in pencil, crayola, pastels, and water colors. Also the class made plaster of Paris figures with rubber molds.

Agriculture was given by one of the bus drivers, C. H. Dye, Sr. The students used *Introduction to Agriculture,* by Grin. General instruction was given in seeds and their care. Some seeds and cuttings were planted in bottles and other containers. Agricultural moving pictures were shown.

The eighth grade teacher, Truman Reed, taught the class in leathercraft. *General Leathercraft,* by Cherry, was the textbook. The pupils each did at least one project; some did as many as five or six. They chose such articles as comb cases, bookmarks, coin purses, belts, billfolds, and key-tainers. The steps necessary in the preparation of leather were studied, and instruction was given in tooling, dyeing, cutting, and care and finishing of leather. For those who made expensive billfolds using the commercially made liners, there was additional cost.

The academy teachers felt it was a worthwhile and workable program, and that it added much to the enrichment of vocational work. The teachers expect to see some of the girls enrolling for woodworking and printing and the boys enrolling for cooking; it was satisfying to see greater interest taken in these classes than the interest in the regular sewing and woodworking, that had been given previously. It was felt by both students and teachers that vocational training was put more nearly in its proper setting. With the smaller groups, the teachers felt they had accomplished much more, and the students enjoyed the variety of subjects. It is the definite conviction of all that this exploratory program should be continued. And it is the definite program of Glendale Union Academy for this year.

TRUMAN REED, *Supervising Principal, Glendale Union Academy Church School.*

Changing College Library

Continued from page 10

16. Rental shelves should contain the best of the recent "best sellers" and should indicate alertness and fine taste in harmony with the denomination's standards.

17. Some training on how to use the library and the standard reference tools should be required of every college freshman.

18. Accurate statistics should be kept of accessions (both gifts and purchases), bindery costs, student use of the library, faculty use of the library, reserve-book use, and special library projects. These statistics should be analyzed and presented in the form of an annual report.

Do you as a librarian in a Seventh-day Adventist liberal arts college have other ideas about library standards? Why not write them out?

THE JOURNAL OF TRUE EDUCATION

INDEX TO VOLUME VII

February, April, June, October, and December, 1945

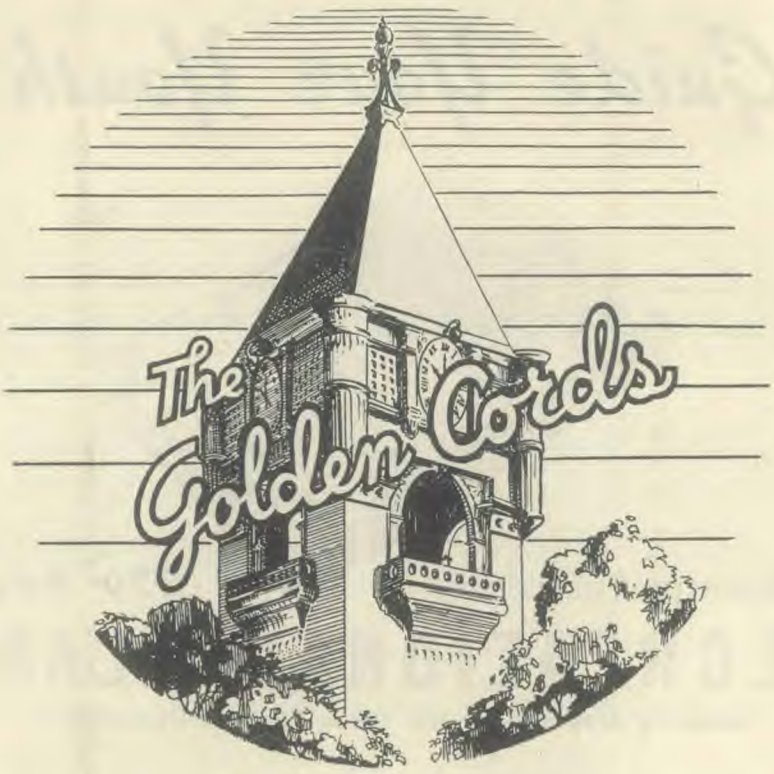
The JOURNAL of TRUE
Education

Printed by
Review and Herald Publishing Association
Takoma Park, Washington 12, D.C.

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

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

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



"THE FRIENDLY COLLEGE"

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

Write to—

Registrar, Union College, Lincoln 6, Nebraska