

The JOURNAL of TRUE Education

VOLUME 8

OCTOBER, 1946

NUMBER 4



The JOURNAL of TRUE Education

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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.

YOUR TASK AND MINE—An Editorial

HIGHER than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached." True education will give "to the successful student his passport from the preparatory school of earth to the higher grade, the school above." This is our goal, our pattern for youth.

Just as the pilot steering his ship across the trackless sea must constantly keep his eye on the compass; and the pilot of a plane, winging his way through space, must be alert, watching lest he fail to follow his charted course, so time and time and time again in our busy lives we must look to our chart and check ourselves to see that we are not deviating from the course that has been outlined for us. Following that course, we need have no fear, but we must follow it precisely.

The aim of our education should be the fourfold development of the student. Emphasis should be upon the student rather than the subject. We must develop and encourage the "learning drive" from within, a consciousness of the need of sound practical education, following the pattern given in our chart.

We must live closer to our boys and girls, that we may know them better. A friendship must be developed with them that is based upon mutual confidence and regard. Our youth today are confronted with tremendous problems. While they need us as teachers, they need us much more as friends.

We must ever be alert to new educational methods and techniques for better ways of doing things, but in all these our chart must be our guide.

Most of our schools are already under way. Young people have come to them in faith and confidence, believing that

Christian teachers will lead them to great and noble heights. They believe that you have something better than the public school can offer. They have confidence that you know your God in a very personal way, and they are ready to place their futures, their very lives, in your hands. What a challenge! What an opportunity! You are their guides as they prepare to go out into life's great trackless unknown. To a large degree, their success or their failure lies in *your hands*. This demands that each and every one of us think soberly of our task, study daily God's plan and pattern for our youth. It requires the personal consecration of our own lives, for who dares to attempt the molding of a human life unless God be with him?

"Let us remember that a Christlike life is the most powerful argument that can be advanced in favor of Christianity, and that a cheap Christian character works more harm in the world than the character of a worldling."

Often the youth who come to us are careless, indifferent, and sometimes downright antagonistic; but, with the blessing of God, as His plan is followed we see them leave our schools with an experience, understanding, and consecration that belong to the converted child of God. The world has demonstrated that education without religion leads to destruction. Science has bent every energy to produce instruments of death. It is our task to make of our youth instruments of life. It is given us to direct our youth to become well-balanced, sincere Christians.

Let each one of us pray daily that God will so direct us in this work for our youth that from our classrooms will go out that great army of youth needed to finish the work.

E. E. C.

A Challenge to the Church

Nathaniel C. Wilson

VICE-PRESIDENT, NORTH
AMERICAN DIVISION

AS THOSE responsible for the education and training of our children and youth, and as those also responsible for the success and triumph of God's work on earth, we cannot be reminded too often of the sacredness and importance of the trust that is ours. The doctrine of Christian education has been committed to us by God and we must not lose this goodly and precious treasure. The education of the children and young people of the advent movement in our denominational schools is fundamental to the growth and success of this movement. The prosperity and triumph of God's work in the great home bases, as well as in the fields out to the very ends of the earth, is vitally related to, and largely dependent on, our giving Christian education a large and growing place in all our planning.

The messenger of God has had good reason for writing so extensively to the church today on the subject of the importance of our schools and Christian education in all its aspects. It is evident that in all this clear and challenging instruction there is the recognition of an ever-present danger. Pressed as they are with the burden of many duties and responsibilities, there is often a tendency on the part of new leaders to forget that only as our denominational schools and program of education are kept strong and growing can we face the future with assurance and confidence.

Every church leader, as well as every teacher in our schools, should read often the positive, challenging statements given to us which set forth the vital importance of our denominational school program. Such statements as these help

to impress the importance of this matter:

"Nothing is of greater importance than the education of our children and young people."¹ "The work that lies nearest to our church members is to become interested in our youth."² "The schoolroom is needed just as much as is the church building."³

The church of God, directed and inspired by her leaders, should experience a great revival of interest in the education of our children and youth. The time is long overdue for such an awakening, which will lead to action on the part of our workers and churches. This awakening should be so marked and positive that there could be no question as to our belief in the proper training and salvation of our youth and our readiness to sacrifice toward that end.

We should recognize that the establishment of a church school is as important and vital to the success of the church as is the conducting of a Sabbath school or the carrying on of any other church activity. It is neither sufficient nor satisfactory to confine the religious training of our children and young people to the few hours of Sabbath worship or even to the religious training received in the average Christian home. The teaching in school during the week must support that of the Sabbath day and the home. Here is some very clear instruction: "Workers in new territory should not feel free to leave their field of labor till the needed facilities have been provided for the churches under their care. Not only should a humble house of worship be erected, but all necessary arrange-

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A CHILD SPEAKS TO HIS TEACHER

By Charles J. Hemmig,
High School Principal

O teacher, I come to you for guidance in this troubled world. So many things seem insecure, unstable, and changeable.

In you I hope to find certainty, security, and definiteness. Do not leave any doubts in my mind as to the worth-whileness of education and the nobility of character, so that I may understand them and strive for their achievement.

You will lead me, guide me, have faith in me. Won't you?

I want you to be sincere and straightforward with me.

Treat me as a human soul with nerves, feelings, and thoughts.

I have secrets and aspirations. You will treat them with the utmost confidence and respect. Will you not?

Show me that it is safe for me to reveal my secrets to you and never betray my confidence in you.

Do not ask me to betray my confidence with other people.

Spread before me daily my educational table of good things for my body, mind, and soul.

May I learn from you a way of life which will build my confidence in myself and in humanity.

If I am conceited, help me to be humbled, and if I am abased, help me to gain confidence.

I put my trust in you. May that trust never be betrayed.

Treat me as your friend and fellow workman.

I want to become acquainted with all the best things that life has to offer. I know you can help me.

I want to go to school willingly without fear of being laughed at or punished for things that I cannot help.

Remove sarcasm and ironical and personal remarks from your sayings. If you have to criticize, speak to me alone and without passion.

Do not hold me up to ridicule.

Study my educational needs and adapt your methods and materials to these needs.

Make your teaching so simple and direct that the difficult lessons will be made easy, and unpleasant tasks will be made enjoyable.

Remember that I am more important than any subject, and do not humiliate me because of my lack of ability in any subject.

Try to understand me and help me to explore and understand myself.

Help me to analyze my own problems and face the future without fear.

Cause me to be critical of my own work, to analyze my own weaknesses, and to evaluate my own conduct.

Inspire me with a burning zeal always to do my best, to speak the truth, and to live a noble, useful life.

Create in me worthy ambitions. I do not wish to be a child always, so help me to mature gradually.

Show me how to become a worthy citizen and how best to serve the community in which I live.

Create in me worthy ideals. Help me to worship the good, the true, and the beautiful in sincerity and in truth.

Lead me to believe in myself.

Inspire me to a full realization of the joy that comes in using myself to my full capacity.

Help me to make decisions for myself.

Teach me how to do things well and always to complete whatever I undertake.

Teach me to appreciate good workmanship.

Expose me to all the beautiful things in art, in education, in literature, in nature, and in proper human conduct.

Teach me good sportsmanship so that I may always play fair. Show me how to be a good loser and an honored winner.

Speak to me with your heart, your hands, your life, for I can understand what you are better than what you say.

Inspire me with your kindness, your thoughtfulness, and your sincerity.

Be yourself both in and out of school but make that self be always the finest example of a worthy life.

Pour out your life in sacred acts so that when I become a man I, too, may be led to be as you are.

May I be prompted through your acts, your looks, your words, to drink deeply of all the opportunities that education has to offer.

Be consistent in all you do and say, so that I may not confuse "right" and "wrong."

Encourage me to LEARN TO LIVE and to LIVE TO LEARN!

Among the Schools of Inter-America

John E. Weaver

ASSOCIATE SECRETARY OF THE DEPARTMENT
OF EDUCATION, GENERAL CONFERENCE

IT WAS my privilege to spend almost three months during the winter of 1945-46 visiting schools, teachers, and churches in the British West Indies Union, the Colombia-Venezuela Union, and the Caribbean Union of the Inter-American Division. We left Miami on December 10, 1945, on a Pan American Douglas DC3, two-motor, twenty-one-passenger plane for Jamaica. This trip was taken in company with Arthur H. Roth, educational and Missionary Volunteer secretary of the division, whose social and travel traits as well as his color-photography bent, make him an interesting traveling companion; and M. E. Olsen, then president of the Home Study Institute, who was making his first airplane trip as well as his first visit to the beautiful, verdure-covered, tropical island of Jamaica.

The West Indian Training College—a school of junior-college rank—received our first attention. It is located at Mandeville, Jamaica, about sixty miles from Kingston, and is the training center for workers in the British West Indies area. As the school year closed, ten young women and one young man were graduated from four of the college courses, and arrangements were practically complete for all to enter the work.

It was encouraging to see the recent changes and improvements at the college. A new building for the bakery was nearing completion and a number of items of new bakery equipment were on hand, ready to be put into operation. B. R. Hamilton heads this department and is giving a good account of his stewardship. The college press has always been a busy place, but is more so than ever since the new linotype machine has

been in operation. Gordon Premier had arrived only a few weeks earlier but was getting hold of the manager's duties quickly and efficiently. The wood products department is under the direction of L. A. Horning and Aston Mullings, and is growing under an impact of increasing orders. The sheet-metal department is doing its share of work under the guidance of Ivan Walters, and the farm and dairy are carrying on under the diligent and faithful direction of Headley Anderson, in spite of a heavy drouth in the early part of the year. A new 80,000-gallon water tank has been built recently at the college, and it will fill a real need in making more adequate provision for the school's water supply.

Toward the end of December, 1945, B. G. Butherus, from Shelton Academy, in Nebraska, arrived to become the new president of the West Indian Training College. C. L. von Pohle had done valiant service as head of the school, following the resignation of M. J. Sorenson, who had responded to the urgent call to be superintendent of the Ethiopian Union Mission. Stanley Bull, of England, had come during the past year to take the headmastership of a new secondary day school, known as the New Hope College, in Kingston. This school was opened in 1943.

Traveling by way of Panama and the Canal Zone, we left Jamaica and headed for the Colombia-Venezuela Union Training School, located at Medellin, Colombia. M. V. Campbell, president of the Northern Union Conference, took passage with us from the Kingston airport in a Boeing B307—a thirty-three-passenger, four-motor Stratoliner.

On reaching Panama, we visited the

new Panama Industrial Academy, situated on a very good highway about twelve miles from Panama City. As is often the case, however, the half mile from the main road back to the school was not so good. Here were L. A. Wheeler, the principal, and several other members of the faculty. As this was the Christmas vacation period, the students had gone to their homes for the holidays. A new girls' dormitory had been built, but only a few individual rooms had been provided. The kitchen and dining room were housed in a small temporary building just behind the dormitory. The administration offices, classrooms, chapel, and library were all in this dormitory building. The boys were housed in a temporary building in a rather crowded condition. Two well-appointed and attractive teacher cottages had been built and were in use.

The farm was receiving some needed attention by the size of the banana grove being increased and by other plantings and cultivation. The school desperately needs a new boys' dormitory, which by careful planning and adaptation might serve also as an administration building for a time. The high-voltage power line should also be brought up to the campus to provide adequate power and light. This new industrial school has been established to meet a crying need of the young people in Panama, and it is most earnestly hoped that funds will soon be in hand to complete it.

After spending the week end in Panama City and Colon, visiting the English and Spanish churches, we flew on to Medellin, Colombia. The academy here is located across the valley from the city of Medellin, up the hill far enough to give one a full, beautiful view of most of the valley and the city itself. The view of the city at night from the school campus, with the hundreds of twinkling lights in the distance, gives one a thrill and an inspiration that lingers.

Even before reaching the campus we

could see that between the two dormitories a new service building had recently been erected. The dining room and kitchen are on the second floor, and provision has been made for the academy bakery in the rear. The primary school will occupy part of the first floor in the front section of the building. The new principal, C. L. Powers, was just beginning his work following the resignation of W. H. Wineland, who had served as principal for the previous four years.

The vacation period was on at the time of our visit, and only a few of the students were present. Newly improved quarters had been provided for the printing and woodworking industries. The bakery was still doing a good business in the city; however, a reorganization of this industry is needed in order to put it on a more businesslike basis. The readers of the JOURNAL will be glad to learn that George A. Thompson and his wife and children, recently from La Sierra College, are located here, and he is carrying a heavy load in the school. They are picking up the Spanish readily, and Professor Thompson has been teaching his class in Spanish almost from the beginning of his work in the school.

Recent reports from the school indicate that the new administration is solving the problems of the school in a strong and efficient way. This school has wonderful possibilities in the training of workers for the Colombia-Venezuela field, but suitable individuals are needed to fill certain key posts in the institution such as Bible teacher and dean of girls.

Following the union and academy business sessions, we joined a group of eleven primary teachers from the field and a few others in a very interesting and profitable institute. These teachers were alert to the problems in their schools and participated enthusiastically in the program of the institute. The principles and practice of Christian ed-

ucation are safe in the hands of such a loyal, consecrated group of faithful teachers. May their worth be fully appreciated by the fields and churches where they serve. From there we flew to Trinidad, stopping briefly at Barranquilla, Colombia; Caracas, Venezuela; and Willemstad, Curaçao.

Upon arrival at the Port-of-Spain airport, we were met by A. R. Tucker, principal of the Caribbean Training College, which is located in the beautiful Maracas Valley about twenty miles distant. This school has grown remarkably in the past few years from an enrollment of 80 students to 150. Applications for admission to the school year just opening were taxing the facilities of the college to the utmost. In fact, some of the students may have to be turned away until another year.

Plans are under way now to increase the scope of the offerings to the junior-college level, which will enable it to give a training to the young people that will be more nearly in line with their interests and needs as well as the needs of the work in the Caribbean Union, of which this institution is the training school.

It was very heartening to see the strong industrial program that is being carried on at that college. The press only recently moved into a new, well-lighted, airy building planned especially for its needs. I. W. Baerg is the superintendent of the press and is doing a commendable work in this department. Two of the students in the print shop demonstrated the operation of a ruling machine—the only one in the entire island of Trinidad. The high-class and special type of work done by this press gives it all the orders that can be taken care of satisfactorily.

The broom shop is the second such shop to be found anywhere in the Caribbean Union field. For a number of months past the broom shop had averaged one hundred and seventy dozen brooms a week and on a recent day fifty

dozen brooms were made. These well-made and attractive brooms have found a ready market in Trinidad, but a wider market in some of the surrounding islands is being sought. Brethren Hills and Wilson have greatly improved the quality of the brooms and the efficiency of the shop, with the result that the income from this department, and that from the press, is giving substantial cash assistance in operating the school.

The farm and garden are being developed slowly, and the nucleus of a dairy has been started. Bananas and citrus fruits have been planted, and nearly ten thousand cocoa trees have been cut-lashed. The agricultural possibilities of the school are large and should be developed under well-trained leadership.

Plans and funds were in hand for the erection of a new service building to house the kitchen, dining room, and laundry. Increased facilities and rooms will need to be provided in both the girls' and boys' dormitories to take care of the increased enrollment for the school year just opening. Several homes for teachers also are needed, and it is hoped their construction may begin soon.

After the union mission and college board meetings there opened a very interesting and valuable teachers' institute for the dozen primary teachers of the South Caribbean Conference. J. T. Carrington, educational secretary of the union, led out in the program. These faithful teachers participated heartily in the round-table discussions and returned to their schools with renewed determination to be more faithful in their work.

From Trinidad we went to British Guiana for a Youth's Congress and a teachers' institute, and then on to Barbados for another congress and teachers' institute. Time and space will not permit interesting details concerning these meetings as well as the Youth's Congress held at Mayaguez or the teachers' institute at San Juan, Puerto Rico. The last

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Rural Living and Self-supporting Missionary Work

Edward A. Sutherland, M.D.

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COMMISSION ON RURAL LIVING

THE Seventh-day Adventist Commission on Rural Living was organized at the last General Conference session. Some main objectives of this commission are to foster and encourage rural living and self-supporting missionary institutions, and to aid church members in the cities to study country living and develop plans whereby they can establish their homes in rural places.

The divine plan of life for man has never changed, and the best place to establish a home for the family is on a small farm surrounded by the beauties of nature. The terrible damage suffered by many cities during the last war, with the serious difficulties arising from troubles between labor and capital, have brought many people to realize that not only the comforts and conveniences of city life but the very necessities of food and fuel can quickly be swept away. The atomic bomb and other modern methods of wholesale destruction are causing serious-minded people to feel that the message to get out of the cities into country places should be heeded now.

Our leaders, however, realize that frightening people into leaving the cities will bring no lasting good results. Without a love for country life and a knowledge of how to meet the problems of country living successfully, little would be accomplished. To carry out God's plan of life will require a definite, strong, active educational program on the part of all our leaders and teachers. To accomplish the work of the Commission on Rural Living, the aid and co-operation of every agency of the church will be needed. Naturally, we think first of

our schools and our large body of well-trained, loyal teachers.

The value of a school is measured by its objectives, and its ability to train students to carry its ideals into every community in which they live. Thus the school has a great influence in the lives of the people. Let us teach God's plan that our homes should be in the country, and that our church members should be self-supporting missionaries co-operating with the ordained and chosen "regular workers" of the church.

If our teachers will co-operate in keeping this objective before their students, they will become rural-minded and love God's plan rather than the city pattern of life. It will not take long until great and good results will be seen. Then these students will exert a telling influence over their parents, their relatives, their friends, and neighbors.

As an illustration of what can be done by education which has definite objectives, we need but refer to recent history. When the leaders of the Axis nations decided that they were a super-race, destined and able to rule the world, and that they should prepare an army able to subdue all who opposed their philosophy, they set their teachers to the task of preparing the minds of their students to carry out the program. This plan, zealously promoted, resulted in the most gigantic, powerful, and effective war machine ever known.

When the Allies understood the purpose of the Axis nations and realized the necessity of organizing, not only to resist, but to destroy the war machine of the enemy, they, too, resorted to educa-

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The Arts in the Curriculum

Richard B. Lewis

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THE unity and the interrelation of the arts are well established in college thought of today. The usual method of conveying the idea to the undergraduate is to offer a course in the humanities, constituting from six to twelve semester hours of lower division work. The present interest in the graphic arts and music, engendered by the radio, the ever-enlarging press, and, most of all, by the new encouragement given by Federal projects in creative work, make such courses popular and in a degree necessary. To what extent this trend and interest affect the schools of the church is a question worthy of some investigation.

It may fairly be taken for granted that some readers have not thought out a philosophic justification of a pursuit of any of the arts beyond the stage of immediate practical necessity. Students should learn enough applied music to render service in the church and the evangelistic effort. They should know their language well enough to be able to tell the gospel story, and some pieces of literature may be included as a means to that end. They need to be able to write clear reports for the church papers, and a few should learn to pen convincing doctrinal articles for the general public, just as a very few need to have commercial art for the purpose of illustrating denominational books and periodicals. To this extent all subscribe to the arts.

Since some difference of opinion might arise over the value of the arts aside from the purposes of pure propaganda just cited, a brief discussion of the justification for such may here be appropriate. Let us consider the aspect of the united arts, which at first appears not to relate to any practical application but by later

analysis may be seen to have such value.

The English department teaches the literature of England and America in a rather thoroughgoing fashion. An understanding of the music and painting and architecture of a period is indispensable to a thorough understanding of the writings of that period. The student must appreciate the influence of the music of Handel and the painting of the classical school in order to feel the significance of the literature of the eighteenth century. The Gothic revival and the Pre-Raphaelite movement in literature are incomplete ideas without some knowledge of the graphic arts involved. What can better illuminate impressionism in literature than the parallels in music and painting? So we might multiply examples of the need of an integrated study of the arts as an aid to the study of literature.

Most of the temptations to the youth of today are offered through the medium of some phase of the arts. The youngster who has had good literature read to him in the family circle and who continues during his school days to be led through great pieces of literature, is in little, or at any rate less, danger of being intrigued with literary trash. By the same token a proper understanding of, and acquaintance with, fine music will be a safeguard against the devil's music and all that it leads to. Though less definite in application, the principle relates to the graphic arts as well. The refinement of the sensibilities and morals gained from the study of fine paintings and sculptures serves as a guide in what the eye is allowed to contemplate.

In the establishment of homes young people need the guidance in taste that

a study of the arts will give. They will be selecting houses and furniture and interior decorations, and creating the musical and visual environment in which their children are to grow up.

In at least these three ways, then, the study of the arts may be considered practical aside from direct application: as an aid to the study of literature, as a safeguard to youth, and as a guide in creating a wholesome home atmosphere.

In addition to these considerations there is an intangible and immeasurable benefit to the soul in contemplating beauty. In the schools of the prophets two of the subjects were music and poetry. Because the graphic arts were in those times invariably connected with idol worship, their development among the Hebrews was restricted. There is no mention of them except in connection with the temple, in which, incidentally, they were very highly developed; but the other arts of the Hebrews were widely developed and have been preserved to us. These studies were pursued for their intrinsic value, as soul meat. God is the author of beauty. For saints that will one day design, build, and decorate their homes, who will write poetry which they will set to music and sing, is it not appropriate that they go at least as far as to develop an appreciation of those forms in their highest phases here on earth?

In short, there are two aspects of preparation for the coming kingdom. One concerns itself with developing skills and engaging in work directly connected with evangelizing the world; the other involves more specifically the refinement of heart and mind leading to fellowship with the creatures of heaven and the enjoyment of its beauties.

The problem now arises as to the proper method of introducing a study of the arts for A.B. candidates in Seventh-day Adventist schools. If the art and music departments were developed sufficiently and along the right lines, an argument might be introduced for re-

quiring the student to sample courses in each department. Let each A.B. candidate include in his course of study a class in art appreciation and another in music appreciation, together with at least one course in literature. This plan is defective in that it divorces one form of art from the others. At this point in the discussion the suggestion should be made, why not offer an interdepartmental course, the literature to be offered by a member of the English department, the art by the art department, and the music by the music department? The answer is emphatically negative.

Granting that students would be interested in such a course and that the growth of the other departments would warrant it, this plan has a fatal defect. The purpose of the study here suggested is to gain a comprehensive idea of the inter-relation of the arts—not music for the musical interest and art for the art interest, but music and literature for those interested in art, art and literature for the music major, all three for the history major. These will not be seen piecemeal in sample courses in the various departments, not taken tandemwise in a checkerboard course, but integrated. The teacher should be what the student is to become. The music student must see literature through the eyes of a teacher who is not merely an interpreter of poetry but also a connoisseur of music. The English major gains a more wholesome appreciation of art when his teacher of literature is the one to interpret painting and architecture for him. More important still, the teacher of the integrated course is the one to know and explain the influence of one art upon the other. The purpose is to produce an A.B. graduate who is indeed a bachelor of arts, who knows and appreciates the best in all forms of beauty.

The ideal curricular adjustment to the needs discussed would be, in denominational schools, a requirement in the

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Posture in the Classroom

Isobel J. Hansen

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COLLEGE OF MEDICAL EVANGELISTS

IN 1932 the White House subcommittee, appointed by the White House Conference on Child Health and Protection, having studied the reports of several thousand American children, reached the conclusion that "75 per cent of the male and female youth of the United States exhibit grades of body mechanics which, according to the standards of this subcommittee, are imperfect."¹

This alarming proportion could be greatly reduced if teachers in the schools would unite in an effort to make the children and youth under their supervision "posture conscious."

Although well-supervised gymnasium classes and thorough physical examinations are important, they are not enough. At these times the child is conscious that his posture is being checked, and will make an effort to assume correct positions. Thus some of his faulty habits may be overlooked. The teacher in the regular classroom should keep a record of the posture habits of each child, to aid the physical education instructor in giving individual corrective help.

Frequent reminders of correct postural attitudes should be given in the schoolroom. These appeals, however, should not take the form of nagging,² or the child is likely to show resentment by taking a negative attitude.

Posture may be said to be excellent when the head is held erect, the chin in, the chest high, the abdomen flat, the hips rolled under, and the normal back curves reduced to a minimum.³ The weight of the body should be evenly distributed on both legs, and should be borne on the outer borders and fore

part of the feet. In walking and standing the feet should be parallel.

Some of the common attitudes in poor posture are forward head, stooped shoulders, flat chest, round upper back, prominent abdomen, and an increased lumbar curve. These faulty positions will impair the child's health, and if uncorrected, may result in serious disease and permanent deformity in later life.

Incorrect posture habits can be overcome more easily if the reason for the child's assuming faulty positions can be determined. Poor health, faulty nutrition, mental and physical fatigue, unhappiness, improper clothing, unsuitable school equipment, and inadequate lighting may all be contributing factors. The child should be intelligently observed, in order to ascertain whether personal habits may be the underlying cause for faulty positions.

The teacher may notice, for example, that Johnny's right shoulder is lower than his left one. An examination of Johnny's back may reveal that he has a scoliosis, or lateral curvature of the spine. Observation of his habits may disclose that he habitually carries his books to and from school in his right arm. The spinal curve he now has is probably functional and can be corrected easily by alternating his load of books from arm to arm. If the habit persists, however, actual bony changes may take place. He will then have a structural scoliosis, a condition which is extremely difficult to treat.

Uneven leg length, asymmetrical reading and writing positions, a slouched, one-legged standing habit, prolonged violin practice (the child forming the

habit of standing in a violin-playing position),⁴ have all been known to cause functional scoliosis. Forward head positions may result from poor eyesight or impaired hearing. Round shoulders, flat chest, and kyphosis may be caused by clothing that is too heavy or poorly fitted, habitually slumped sitting positions, and fatigue. Sleeping with pillows may aggravate these conditions. Slouched positions may result from fatigue and are often caused by school desks and seats not adapted to the child's size.

Adequate school furniture cannot be overemphasized. Too often the child is required to sit in just any seat. School desks should be adjustable so that the child's individual needs are met. Seats should conform to the natural curves of the body in the sitting position. The seat should slope slightly upward toward the front. Its depth should be such that it permits the hips to come in firm contact with the back without striking the bend of the knee. The desk should be high enough to permit free leg movement, and its top should slant toward the pupil at approximately an angle of fifteen degrees, so that the child, when sitting correctly, may read and write without strain.⁵ Needless to say, prompt attention to all physical defects is important in corrective postural training.

The teaching of correct posture habits can be made a very interesting part of classroom work. A few minutes could be profitably set aside once or twice daily for posture drills and instruction. In order for any posture program to be successful, however, the child must be led to see the value of good posture habits, and how he, as an individual, will benefit from them. It might be well to mention here that children are very observing and have retentive memories. The instructor may be the victim of Johnny's or Mary's critical eye at times when she is least aware of it. Unless the teachers and parents at all times set a good example, the bewildered child may

wonder why his elders insist that he assume the "abnormal position of correct posture." He must have a clear picture of what correct posture is, and must be shown how to assume the right attitudes in sitting, standing, and walking.

The teacher must, therefore, thoroughly understand the fundamentals of body mechanics, and know how to explain good posture simply and correctly.

A failure to understand correct principles will lead one to give commands which tend to exaggerate faulty posture rather than correct it. Examples of incorrect posture commands are listed by Dr. Frank H. Krusen, of the Mayo Clinic.⁶ They are: 1. "Turn your toes out like a lady." This position shifts the normal weight-bearing line of the body, and results in painful foot strain by flattening the longitudinal arch and causing pronation. Other faulty commands which likewise cause the child to assume strained, unnatural positions are:

2. "Pull your stomach in."
3. "Throw your shoulders back."
4. "Throw out your chest."
5. "Pull your chin in."

The same author lists the five proper commands which help the child understand what is expected of him and bring his body into correct alignment.⁷

1. "Walk with your feet pointed straight ahead and throw your weight forward on the balls of your feet."
2. "Roll your hips under."
3. "Raise your chest up."
4. "Try to stretch the back part of the top of the head toward the ceiling."
5. "Walk, stand, and sit as tall as possible."

A full-length mirror so placed in the classroom that the child may visualize correct and incorrect attitudes would be of value. Photographs or simple shadow-grams made at intervals would assist in making the child conscious of his appearance and would help to give him an interest in his progress.

Please turn to page 28

America Is Different

Dyre Dyresen

MINISTER,
MINNESOTA CONFERENCE

BEFORE the European traveler can leave his ship in the harbor on the east coast of the United States he has to have his papers checked by representatives from the Immigration and Naturalization Service. Remembering the exceedingly long questionnaires he had to fill out to secure his visa from the American consul in the land of his origin, the European is sometimes afraid to meet these officials. He discovers soon, however, that they are just ordinary men, some of them in uniforms and others not. If it is a warm day, they throw off their coats, roll up their shirt sleeves, loosen their neckties, and go ahead with their business. This is the European's first introduction to the down-to-earth, practical, hard-working American who never will let customs, traditions, or anything else hinder him from doing a good job.

Before this friend from Europe has been in the New World a week, he probably has visited a corner drugstore more than once. What would America be without the corner drugstore? There he sits, not at a table served by a slow waitress, but on a high chair at the counter itself. The pharmacist rolls up his sleeves and prepares different dishes of ice cream. Could anyone visualize his dignified European colleague doing that? At the counter with the European are high school boys and girls, a policeman, a college professor, a doctor, a bricklayer—people in white shirts and people in overalls, people speaking immaculate English and people who “murder” the world language with every sentence they speak. They are all Americans, and the one is as good as the other.

Each one of them adds his contribution to making this country the envy of the world in nearly every field of human endeavor. He knows it and is proud of it.

As businessmen are constantly looking for new markets and manufacturers are looking for new ways and means whereby they can improve their services, so the American educators roll up their sleeves to devise new educational processes or improve the old ones, utilizing recent discoveries. The curriculum is constantly being adapted to the changing demands of society. Higher institutions of learning are centers for research in modern scientific and technical lines as well as in the humanities. The kind of teamwork which has brought such remarkable success in factories, in business enterprises, and on the battlefields is also employed in the libraries and laboratories of the universities.

The American student learns for life and not for school. Therefore, when he plans his education he can select subjects and skills which best fit his individual abilities and his purpose in life. He is not, as his European cousin, confined to a prescribed curriculum and a fixed set of textbooks from which he cannot deviate. Here are high schools where girls get “credit” for playing basketball! Here are colleges that teach home economics, dressmaking, printing, painting, machine-shop work, and other vocational skills besides the more traditional school subjects. Here are universities that are interested in something as unacademic as bookbinding, ceramics, and woodwork.

To learn how to learn is stressed much in this country. Instead of sitting pas-

sively watching his teacher perform experiments in chemistry, for instance, each student puts on a rubber apron and does the experimenting himself in a large laboratory provided for the purpose. The student in history must learn how to make use of a library rather than limit his studies to the textbooks provided him by the teacher. Recently an instructor at the University of Oslo, Norway, in a newspaper article strongly argued for the abolition of the old Prussian textbook study as it is practiced in Norway. He said that "many students are so busily engaged in cramming in their assignments that they very rarely have time or strength really to study or have a single independent thought."

In connection with many colleges and universities in the United States are industries whereby students can earn their way. The semester-hour or quarter-hour systems make it possible for those who cannot leave their regular employment, to secure a higher education, although it takes longer that way. Summer schools make it possible for professional men to take refresher courses and to keep abreast with new ideas within their professions. University radio stations, cafeterias, clubrooms, and other institutions connected with the schools are manned by students who have part-time employment. Nobody is ashamed of being seen in work clothes between classes. This tends to make the schools more democratic than would otherwise have been the case, and valuable experience is gained by the students. Campus life, with its dormitories and varied activities, promotes the students' ability to take part in democratic community life, and the social side of human nature is thereby recognized as something valuable.

During the recent war several European educators spent years in this country as refugees and otherwise. Some of them have returned to Europe and now are endeavoring to bring about reforms

over there. Scandinavian newspapers which have found their way over to this country report discussions about such American "inventions" as summer schools at the universities, dormitories, and educational rights of "GI Joe's" comrades-in-arms. They even discuss the advisability of getting American school administrators over to Europe. The flow of Scandinavian students, who in earlier years went to Germany because of the similar educational systems in Germany and Scandinavia, have now turned toward the English-speaking countries.

American public education helps to develop the student physically, intellectually, and socially. Seventh-day Adventist schools have one more objective, namely, an education of the heart. This is possible only by having consecrated teachers and school administrators, and by giving the teaching of Bible and related subjects a broad place in the school program. The one thing must be done and the other not left undone.

In this country it is possible for denominational educational institutions to be accredited without losing their peculiar character. Even classes in Bible doctrines and denominational history are accredited, provided they are presided over by men holding public degrees and teachers' certificates. In Europe the problem of accreditation seems unsolvable. There the curriculums are fixed, and any special Adventist teachings must be in addition to the other subjects. Under those circumstances European schools have the choice of seeking accreditation and losing their Christian purpose, or teaching according to the denominational principles and being without accreditation.

Europe greatly needs material help from America. But the greatest and most important items they can get from here are American progressive ideas. It cannot be denied that America is different, and the difference is, more often than not, to her advantage.

Teachers of Tomorrow

Else Nelson

ELEMENTARY SUPERVISOR,
PACIFIC UNION CONFERENCE

YEARS before, he had attended church school—this tall, serious-faced sergeant who was an ambulance driver. He had stood up with the other children on Sabbath to repeat the verses learned day by day at school. With them he had recited many familiar lines. "Thou shalt have no other gods before Me." "Remember the Sabbath day, to keep it holy." "Thou shalt not kill." Clear, childish voices had rung out strongly until the last stately phrases, "Thou shalt not covet . . . anything that is thy neighbour's." But those days were far away, and the words and meanings had long been forgotten. He had grown up and, away from the teachings of the little church school, had forgotten the admonitions of the church school teacher. He had grown adept in the ways of the busy world around him. His absorbing life in business, the attractive girl who knew nothing of his early beliefs and who was now his wife, his cigarettes, his whisky, his love of the theater and the dance, his friends of like interests—these were the world he had exchanged for the drab uniform, the days of tension, and the heartbreaking work of the ambulance corps.

First he had faced the London blitz, then the war-weary fields of France. Now, in the heat of a raging battle, amid the sights and sounds and smells of war, he worked frantically in his efforts to rescue the injured and to relieve their sufferings. He was seeing much of the carnage and horror of war when suddenly, in the midst of his gruesome task, there flashed before him a long-forgotten picture of his childhood. He was back in that Sabbath school, repeating the

words of the commandments once more. The face of his church school teacher came vividly before him as she taught those solemn words. The quiet voice retelling again the story of the love of God, the earnestness with which she had explained to little minds the solemnity of His commandments, her consecration and devotion to the principles of right and truth—all these came to his mind in crystal-clear focus.

Years had elapsed since he had last thought of his teacher and that church school experience, but now, as the Holy Spirit spoke to his heart, he exclaimed involuntarily, "If only the world had followed the teachings of the Bible and had lived up to those Ten Commandments, all this would never have happened." Other memories of church school days crowded in upon his mind until, there on that battlefield, he gave his life to his Lord. Lessons learned long ago came back to him. The cigarettes were discarded; the whisky went untasted; a life was made right with God. He found no one with whom to share his new-found religion, no other Seventh-day Adventist with whom to talk and to pray. On through the war he fought, but the light of a new purpose burned steady and strong. With the end of the war came his return to his home. Today in a far Western community his life of devotion and service is a living monument to the work of that teacher, who long ago had fulfilled the commission of the Master Teacher, "Go ye therefore, and teach."

To the teacher, primarily, comes the opportunity of planting seeds of truth at the time when receptive minds and

youthful vigor can most readily grasp and retain them. Not always can the teacher bring the results of his work immediately to the baptismal service, but God works in a mysterious way to carry out His purposes. Though the work apparently may be lost and lessons seem forgotten, God sometimes brings men to situations like that of the prodigal son in order that the long-dormant seeds of truth may grow and bear fruit.

To implant in the hearts and minds of young people the principles which will return in times of stress and turmoil, to inspire and point the way to a life of consecrated service for the Master, these are the privileges of the teacher sent from God. Far more than a profession, the life of the Christian teacher is a ministry of service. Beyond the responsibility of teaching a knowledge of the fundamental skills and understandings necessary to the growth of the child, is the privilege of leading him to know and love the Lord. This is the teacher's greatest joy, highest privilege, and source of deepest satisfaction.

Because of an ever-increasing need for talented and well-trained teachers as enrollments continue to grow rapidly in denominational schools, it has become imperative that more young people be led to see the opportunities for service in the ministry of teaching.

To accomplish this, the organization known as the Teachers of Tomorrow was formed. It is the denominational organization of prospective teaching talent, the purposes of which are:

To establish an organization of future teachers within the Seventh-day Adventist denomination, in order that such individuals may be bound together in common fellowship.

To encourage those who have been entrusted with the gift of teaching to prepare for the use of that gift in the cause of God.

To arouse an interest in, and an understanding of, the teaching profession, in order that a large number of talented young people may choose to enter it.

To provide opportunity for exchange of ideas.

To provide for enrichment of the pre-professional experiences and opportunities of future teachers.

To indicate denominational recognition of its future teachers.

Since the beginnings of the Teachers of Tomorrow, a little over a year ago, the organization has developed steadily. At the present time chapters in academies and colleges are working actively, and interest is growing. Commission services have been held in many places, at which time members have received their pins and have accepted the charge. "GO YE therefore, and teach."

The tiny pin which members wear bears the words, "Teachers of Tomorrow," and features a lighted lamp of learning. True symbol of the work of the Christian teacher is this little emblem with its steadily burning flame.

"His lamps are we
To shine where He shall say;
And lamps are not for sunny rooms,
Nor for the light of day,
But for the dark places of the earth,
Where wrong and shame and crime
have birth,
Or for the murky twilight gray,
Where wandering sheep have gone
astray."

Teachers, His lamps are you.

Sunnydale Academy

Harvey C. Hartman

SUPERINTENDENT,
SUNNYDALE ACADEMY

FOR over half a century our believers in the growing State of Missouri have realized the urgent need for an educational institution to care for their young people of academic age. That long-cherished desire is now being realized in a miraculous way in answer to their united prayers, and they are thrilled to see an academy being established that promises to be an asset to our denomination as well as a wonderful training center for Christian youth.

God directed the committee that was seeking a site. After many weeks of fruitless search they were led to a large, modern farm located on a fertile stretch of land in the northern part of the State. Stories as interesting as the Bible tales of old grow out of the experiences of this subcommittee as God marvelously directed them to the beautiful location on which the school is now developing.

The name chosen for this new school—Sunnydale Academy—gives the initials S.D.A., and to us in Missouri it represents faith and sacrifice akin to that spirit which prompted the early work of this Seventh-day Adventist movement.

Sunnydale Academy stretches over 863 acres of exceptionally fertile land, yielding bountiful crops. Clean, spacious barns and buildings electrically equipped throughout, and which have been constructed within the last six years, add to its value. A modern milking parlor, immaculately kept, is equipped with five De Laval electrical milking units and interests each of the many visitors. A recent inspection gives the report that our milking setup stands first in the State.

The farm is equipped with all modern machinery. Four tractors, four

trucks, five plows, three disks, a hay loader, pick-up baler, combine, corn picker, field ensilage cutter, feed mill, mower, and other equipment help to make this part of the institution one of the successful units of the school.

Two beautiful dormitories are nearing completion and should be ready for occupation at the beginning of school. Rosewood Hall, the girls' dormitory, and Hawthorn Hall, the boys' dormitory, are 120 feet by 38 feet and will house eighty students each. The buildings are of brick and are completely fire-proof. Each dormitory is equipped with a well-planned dean's apartment, which has its own kitchenette and private bath. Student rooms are fourteen by eleven and one-half feet and each contains a large closet, a new chest of drawers, individual study desks, and single beds. Special features of the dormitories are a dinette for the girls, a large recreation room for the boys, lounges, worship rooms, an infirmary, and guest rooms with bath.

To provide for classrooms this year, a few partitions are being left out of the student rooms on the first floor of each dormitory. These will make nice large rooms for classes, library, music studios, and laboratories. A central heating plant, together with a filtration sewage disposal system which meets the State health department requirements, is being installed. Future plans include an administration building to accommodate two hundred students, a recreation building, and a church.

In addition to their prayers and the exercise of their faith, the Missouri church members are giving liberally of

ACTION TAKEN AT SECRETARIES' COUNCIL

Boulder, Colorado, August 6-8, 1946

REPORT ON STANDARDS

VOTED, To adopt the report of the committee on standards. The report is as follows:

Resolution—Worldliness

WHEREAS, Worldliness and evil are at the epidemic stage and still rising rapidly, constituting the "overflowing scourge" foretold in the Spirit of prophecy; and

WHEREAS, The resulting temptations for Seventh-day Adventist children and youth are more powerful and subtle than ever before in sin's long reign; and

WHEREAS, There appears to be a liberalizing of standards of conduct on the part of Seventh-day Adventist children and youth and their parents and spiritual counselors, especially with reference to social life, recreation and amusement, dress, and reading; *Therefore*,

We, the educational secretaries of the General Conference and the union conferences of the United States, assembled in council in Boulder, Colorado, this 8th day of

August, 1946, after earnest prayer and much careful restudy, do hereby

(1) Reaffirm our belief and confidence in these fundamental principles and standards of conduct set forth so clearly in the Spirit of prophecy; and

(2) Earnestly appeal to our children and youth and their parents, church and conference leaders, to renew their loyalty and allegiance to these long-accepted denominational standards; and

(3) Urge the controlling boards of our educational institutions of all grades to hold firmly to these fundamental standards when admitting and retaining students, and that students who persist in attending motion-picture theaters and/or other conduct out of harmony with these standards be denied entrance or retention in our schools; and

(4) Ask that the acceptance and retention of non-Adventist students be placed on the same basis as described in (3) above for Adventist students.

funds to establish this school. Reservations at the time of this writing indicate that they plan to send one hundred and twenty of their children this first year. The aim of the faculty is to give a well-rounded, well-balanced Christian education to the young people of Missouri, with emphasis on practical education.

We give credit and thanks to our heavenly Father for His blessings that have attended our efforts in securing funds, materials, and labor which have enabled us to accomplish what we have done. With His guidance we know the work of this institution will succeed. We solicit your prayers.

NEWS from the SCHOOLS

DR. K. J. REYNOLDS has accepted the call to the General Conference as associate secretary of the Department of Education. With his background of successful school experience in our academies and colleges, he will bring real help to the department. Along with other responsibilities, Dr. Reynolds will be editor of *THE JOURNAL OF TRUE EDUCATION*, and direct the research activities of the department.

At present Dr. Reynolds is dean of La Sierra College, where he has served in that capacity and as a teacher for over twenty years. Because of his present responsibilities in the college, he will not take up his duties in Washington until the first of the year.

AUBURN ACADEMY has had an extensive building program during the past four or five years. With the completion of the girls' dormitory the amount expended in buildings, improvements, equipment, purchasing farms, and homes for teachers, will go over the \$500,000 mark.

THE HOUSING SHORTAGE at Broadview Academy is greatly relieved with the completion of ten new faculty homes. At the recent Illinois camp meeting, Elder Carcich, the new conference president, presented the school's need for a new power plant and nearly \$6,000 was raised.

PINE FOREST ACADEMY, one of our younger schools, is fortunate that the Mississippi Dorcas Federation has chosen the academy as its main project. The federation has furnished the girls' parlor, purchased a chest of drawers for each student room, and it also plans to furnish completely the boys' home.

BECAUSE OF THE DIFFICULTIES that the graduates of Canadian Union College, as well as those of other schools in Alberta, have encountered when taking advanced work in the United States, the curriculum of the secondary school has been completely reorganized. Officers from the educational department of Alberta Province have been most sympathetic and co-operative in effecting this change.

THE NEW PHILADELPHIA ACADEMY has been in operation just one year. The spacious rooms, and the use of the academy's own gymnasium building, which includes a swimming pool, have contributed toward making the past school year a very pleasant one.

THE NEW GIRLS' DORMITORY at Campion Academy will house 140 girls, and has these special features: a two-room hospital, washing and pressing room, hair-drying room, lobby, trunk room, sewing room, recreation room, parlor, worship room, guest room, and dean's quarters.

EXTENSION COURSES IN BIBLE AND EDUCATION were offered by the Pacific Union College summer session held at the Hawaiian Mission Academy in Honolulu. T. H. Jemison and Alice Neilsen offered the courses which were open to graduates of the academy and church school teachers of the islands. The session lasted for eight weeks, and 351 were enrolled.

THE NEW SCIENCE HALL at Union College welcomed its first classes during the summer session. The building and its equipment cost \$125,000. The music department of the college enters its new home with the fall term. This building was erected at a cost of \$65,000.

TWO WORKSHOPS, one for crafts on the elementary level and the other for guidance on the secondary level, were held this summer at Emmanuel Missionary College. Each conference and academy sent one or more representatives. Demonstrations were given on how to teach crafts, and a handbook was presented to each elementary teacher. The guidance workshop prepared a manual on guidance for use in the academies, and copies were presented to each academy teacher. It is planned to have these workshops each summer.

COUNCILS HELD IN WASHINGTON this past summer included the deans of colleges and nursing schools and teachers of business, music, and home economics. Reports will appear later.

WHEN THE CALL CAME for President E. E. Cossentine to become secretary of the General Conference Department of Education, Dr. R. W. Woods, head of the physics department and college dean, was asked to take the presidency of Union College.

AN IDEAL RETREAT for staff members of Canadian Union College was made possible when the forestry department of the Province of Alberta recently granted the institution a lease of five acres. Cottages will be erected on this land at the foot of Mount Rundle in the famous Banff district.

W. L. SCHOEPLIN, former educational superintendent of the Washington Conference, has accepted a call to be principal of the Upper Columbia Academy at Spangle, Washington. V. R. Jewett, formerly of Auburn Academy, is taking his place in the Washington Conference.

DR. STERLING K. GERNET, formerly of Walla Walla College, is the new head of the music department at Pacific Union College. Also joining the music faculty this year is Mrs. Dorothy Johnson Muir, who completed her work in music at the University of California this spring.

ROADS AND PARKING LOTS on the campus of the Asheville Agricultural School have recently been paved.

THE TOTAL DESTRUCTION BY FIRE of the elementary school on the La Sierra College campus occurred early Friday morning, July 26. The origin of the fire has not been definitely determined. The college is sorry to report this loss, not so much from a financial standpoint, since the building was well insured, but because of the handicap it presents. A committee appointed to plan for the new building voted to change the location to more suitable surroundings. The old playground facilities were inadequate, so it was voted to build the new school just across the street from the new church and diagonally across from the college store, on the present pasture land. This will provide ample space for playgrounds. It is hoped that the new building will be ready for occupancy the beginning of the second semester. Meanwhile the elementary school started work in rooms of the new administration building.

NEW FACULTY MEMBERS at Southwestern Junior College this year are Gladys Morton, head of the biology department; Opal Van de Warker, commerce department; Allan Craw, head of the piano department; Vera Baker and Geneva Lowry Law, elementary school.

RECENTLY OFF THE PRESS is the new Central Union educational manual for schools. It is well documented, indexed, and is a compilation of actions of the union committee, educational board, Fall Councils, and recommendations from the General Conference Department of Education.

SEVERAL NEW FACULTY MEMBERS began their teaching at Pacific Union College with the summer session: Dr. William L. Whitson, head of the department of physics; Mrs. Frieda Huber Paul, instructor in nursing education; Myra Kite, department of elementary teacher training; William H. Meier, mathematics; and Fred Riley, instructor in secondary mathematics and science. Dr. D. A. Courville returned after a year's leave of absence at the University of Washington with his doctor's degree in the field of organic chemistry. Visiting teachers for the summer were Dr. Paul T. Gibbs, English; Mildred Ostich, elementary education; and Mrs. Chloe Sofsky, art.

TO HEAD THE PHYSICS DEPARTMENT at Union College, Milton Hare comes from Atlantic Union College. For several years he has been doing research in electronics at the Bell and Howell laboratories.

A. D. HOLMES, former director of secondary teacher training and principal of Union College Academy, has accepted a call to teach biology and mathematics at the Hawaiian Mission Academy.

J. H. RHOADS, educational and Missionary Volunteer secretary of the Minnesota Conference for the past year, has accepted the call to become principal of Union College Academy.

THE NORTHERN CALIFORNIA CONFERENCE is building eight new school buildings this year. One of these is an eight-room building, six are two-room buildings, and one is a one-room building. Three new church schools are being opened this year.

DR. E. B. OGDEN, head of the mathematics department, has been chosen as the new academic dean of Union College. He was graduated from Union in the class of 1922, the class that put the famous clock in the tower. He received his master's degree from the University of Nebraska, and his doctor's degree from Boston University.

FOR HER SUMMER CLASS IN COMMUNITY NURSING, Ethel Walder, director of nursing education at Pacific Union College, arranged with the public health authorities in San Francisco to spend two weeks in the city observing and participating in the work of the health department. During the day the students—all graduate nurses—visited clinics, hospitals, and social centers, and made home calls, while evenings were spent in required reading, writing reports, and other classwork.

FACULTY MEMBERS AND STUDENTS who spent the summer months at Union Springs Academy were busy painting and papering study rooms, classrooms, and the chapel, with gratifying results. About \$2,000 was spent for much-needed furniture in the girls' dormitory, and over 300 interesting new books were secured for the library.

A NEW GIRLS' DORMITORY to accommodate seventy-two young women was erected at Columbia Academy during the summer. It is a beautiful two-story structure with a white stucco finish. A large dining room and well-equipped kitchen with asphalt tile flooring in each, are on the ground floor. A new utility building houses the recently installed automatic oil boiler, as well as a modern laundry with all new machinery, and a steam cannery.

THE DEPARTMENTS OF THE NORTHERN UNION have had a large turnover in personnel. Cree Sandefur, educational secretary of the Iowa Conference, was called to be Missionary Volunteer secretary of the Washington Conference. J. O. Iversen, of North Dakota, was called to take Elder Sandefur's place, and North Dakota chose J. F. Knipschild for their new educational and Missionary Volunteer secretary. E. A. Robertson, of Greater New York, becomes educational and Missionary Volunteer secretary of Minnesota.

LA SIERRA COLLEGE extends a hearty welcome to her new president, Dr. G. T. Anderson, formerly dean of Atlantic Union College.

A FOUR-WEEK WORKSHOP in the use of audio-visual materials was offered in the summer session at Pacific Union College. This work was conducted by R. F. Cottrell, head of the Bible department of the Pacific Union College Preparatory School, H. D. Wheeler, head of the audio-visual department, Pacific Union College; and Else Nelson, elementary supervisor of the Pacific Union Conference. The purpose of the course was to give practice in the use of equipment, to demonstrate techniques in the various types of material, to provide opportunities for evaluating available material, and to set up standards for material to be produced. Several groups worked on units of instruction for this school year, utilizing visual techniques and materials. Field trips, previews, and guest lecturers added to the interest of the work.

WHEN J. W. ROWLAND accepted a call to the Philippine Union College, A. J. Wearner was invited to succeed him as head of the Bible department at Union College. Elder Wearner served for several years as a missionary to China. After his return to America he taught Bible at Pacific Union College, and more recently at Southwestern Junior College.

A NEW HAMMOND ELECTRIC ORGAN is a recent addition to the chapel at Canadian Union College. The Student Association raised a large share of the money.

AT OAKWOOD COLLEGE a new laundry building has been constructed, and plans are under way for a new women's dormitory.

AT FOREST LAKE ACADEMY excavation has already been made for the new administration building. A new elementary school building is completed, and needed repairs have been made on the dormitories.

HIGHLAND ACADEMY, at Fountain Head, Tennessee, the newest academy in the Southern Union, has a girls' dormitory under construction. When this is completed, it is planned to build a new administration building.

EDUCATIONAL WORK IN THE ALASKA MISSION is going in the right direction. The year 1944 opened with one school and one teacher. At the beginning of 1945 there were four schools and five teachers, and this school year there are five schools and seven teachers.

THE NORTH PACIFIC UNION closed the last school year with 285 active members in the Teachers of Tomorrow clubs.

PRACTICALLY A NEW CAMPUS greeted students at Laurelwood Academy this fall. New buildings include a girls' dormitory which accommodates one hundred and fifty girls and a dining hall; an administration building containing eight classrooms, private offices for each teacher, a chapel to seat six hundred people, a library, and administrative offices; and a powerhouse with two 125-horsepower boilers for heating, and also facilities for a laundry and woodwork shop. The old administration building provides classrooms for art and music.

SOUTHWESTERN JUNIOR COLLEGE has secured ten prefabricated houses for married veterans.

TO COPE WITH THE HOUSING PROBLEM AT WALLA WALLA COLLEGE, a Government project designed to house thirty-two families has been provided for married veterans. These units were shipped by truck from Port Orchard, Washington, and rebuilt on a plot northeast of the campus. Six buildings, 34' by 150', also have been assigned Walla Walla College from the surplus at the inactivated McCaw General Hospital. These units will be cut into three parts, moved to the campus, and re-assembled. Three of the units will house one hundred and fifty single veterans, while the others will accommodate thirty-six veterans and their families.

STUDENT VETERANS AT UNION COLLEGE occupy a court of nineteen apartments, which has been erected on a corner lot adjacent to the campus. Twenty-five trailer houses are installed as a temporary measure across the street at the northeast corner of the campus. Faculty members who are veterans of both world wars will occupy a four-apartment building to be constructed near the college campus.

THE THEOLOGICAL SEMINARY BOARD OF TRUSTEES has set itself to build and strengthen its faculty. The long-range plan includes that of bringing in younger men as associate professors, one for each of the five departments of the theological curriculum. The first to come under this plan is Dr. Holger Lindsjo, formerly of Walla Walla College, and a graduate of Chicago University.

DR. DANIEL WALTHER, formerly of Southern Missionary College, comes to the Theological Seminary as professor of church history, taking the place of Dr. Frank H. Yost, who recently was appointed associate secretary of the General Conference Religious Liberty Department. However, Dr. Yost will continue teaching two quarters each year in the Seminary.

GUNTHER PAULIEN, a graduate of Union, is assisting in the mathematics and education departments at Union College.

H. W. CLARK, head of the biology department at Pacific Union College, introduced a new course—marine biology—at this year's summer session. The students divided their time between field work along the ocean shore, and laboratory work at the college. Many of the specimens were added to the permanent museum collection of the department.

L. L. NELSON, manager of Union College Press for several years, has joined the college faculty as an assistant in the English department. Mr. Nelson has been taking work toward his degree at the University of Nebraska. James Anderson, foreman of the press, becomes manager of the College Press.

A BUILDING PROGRAM is going forward in the Southwestern Union. Tulsa, Oklahoma, has begun a \$40,000 ten-grade plant; the Fort Worth school building is being finished; and the Houston school building is under way.

THREE NEW EDUCATIONAL SUPERINTENDENTS in the Canadian Union are Teddric Mohr, Manitoba-Saskatchewan Conference; G. M. MacLean, Maritime Conference; F. W. Bieber, British Columbia Conference.

BUILDING AND ENGINEERING PLANS have been completed and permission is awaited to proceed with the building of the H. M. S. Richards Memorial Radio Studio at Washington Missionary College. In the meantime equipment for recording, playback, and broadcasting is on order.

CANADIAN UNION COLLEGE reports the following changes in faculty: Florence Moline, registrar and assistant mathematics instructor; W. A. Sowers, from the Greater New York Academy, head of the chemistry department; Lloyd M. Cowin, in charge of industrial arts and vocational training; Clark M. Willison, from Indiana Academy, assistant to the president and treasurer of the school; Mrs. Eva G. Casey, household arts instructor; and Mrs. Grace Suelzle, of Lacombe, director of the cafeteria.

H. E. METCALFE, formerly educational and M.V. secretary of the Chesapeake Conference, is the principal of Pacific Union College Preparatory School. Mrs. Metcalfe will teach music. Other new staff members are Winifred Holmden, formerly of Walla Walla, who will teach French; Richard Lewis, also of Walla Walla, who will teach English and speech; and Loretta Fickess, of Gem State Academy, who will teach Spanish.

DR. P. E. QUIMBY, dean of the School of Theology, Pacific Union College, during the past summer completed teaching syllabi in "Messages of the Prophets" and "Studies in Pauline Epistles." The syllabi, designed for use in college classes or private study, are now available in mimeographed form.

CAMPUS STREETS at Walla Walla College have been paved with asphalt.

THE SUMMER AT SOUTHWESTERN JUNIOR COLLEGE saw the completion of several campus improvements, among which is the new auditorium-gymnasium. Not only will this auditorium be an asset to the institution, but it will do much toward eliminating social problems and irregularities by providing an adequate place for acceptable recreation.

HERBERT WALLS, formerly of the Atlantic Union, is now principal of the ten-grade school at Newark, New Jersey.

TWO NEW EDUCATIONAL SUPERINTENDENTS in the Columbia Union are T. H. Stockton, educational and Missionary Volunteer secretary in the Chesapeake Conference; and L. L. Philpott, educational and Sabbath school secretary in the West Pennsylvania Conference.

A WORKSHOP TO PREVIEW EDUCATIONAL FILMS was conducted by elementary teachers at Glendale Union Academy the past summer. Study guides for materials now owned by the Pacific Union Conference Bureau of Visual Education were also prepared. These films and study guides will be circulated among the schools of the Pacific Union Conference as requested by the teachers. The committee recommended the addition of significant new films during the coming year.

OSHAWA MISSIONARY COLLEGE is being enlarged by the addition of a new men's dormitory. This relieves former congestion by providing separate dormitories for men and women.

R. J. ROY responded to the call to teach Bible and Spanish at Union College Academy this year. He is filling the position left vacant by Esther Sonnenberg, who joined the faculty of Walla Walla College Academy.

THE SILVER ANNIVERSARY of Union Springs Academy is being planned with a reunion of the charter members of the school. A. N. Shafer, accountant and commercial teacher, himself a charter member of the institution, is sponsoring the celebration.

THE SPANISH-AMERICAN SEMINARY has completed its laundry building and most of the repair projects.

THE NEW ADMINISTRATION-CLASSROOM BUILDING and the new four-room elementary building at Arizona Academy are providing space for the increased enrollment.

RUTH WHITFIELD now has charge of the cafeteria and dining room at Union College. She came to Union from Adelpian Academy, where she was matron since 1936. Besides having a B.S. in home economics, Miss Whitfield has studied at Michigan State College and Pacific Union College.

THE MEMBERS of the General Conference Department of Education and the nine educational secretaries in the United States met for special counsel August 6-8 at Boulder, Colorado. This was the first opportunity that the recently elected secretary, E. E. Cossentine, and his associate, L. R. Rasmussen, have had to meet with the union educational leaders since the General Conference session. Superintendent and Mrs. Hagstotz of the Colorado Conference made arrangements for the gathering and also attended the meetings. Important educational policies and problems were discussed, and significant actions taken. There was a stimulating, encouraging spirit of enthusiasm, faith, and courage manifested throughout the meetings.

MR. AND MRS. E. EDSTROM, of Oshawa Missionary College, have accepted a call to serve in the Belgian Congo. Mr. Edstrom taught history at the college the past two years.

The New Diluvialism by H. W. Clark, head of the department of biology at Pacific Union College, is the title of a book published last spring. The subject of Flood geology as presented in this book gives the creationist's answer to the major questions of geology.

MR. AND MRS. LEONARD I. WOODS, formerly of Cedar Lake Academy, are now connected with Southwestern Junior College, where Mr. Woods is treasurer.

A WORKSHOP COMMITTEE composed of five experienced elementary teachers from five different union conferences and the director of teacher training at Washington Missionary College, Mabel E. Cassell, met for ten weeks the past summer at Takoma Park, Washington, D.C., to prepare new Bible materials for the third and fourth grades of the elementary schools. The project consisted of preparing and organizing new Bible materials for the textbooks, workbooks, and teachers' manuals for these grades. Although the entire assignment was not completed, yet encouraging progress was made. It is hoped that in the summer of 1947 this project may be completed and work begun on revised Bible materials for grades five and six.

PRINCIPALS OF ACADEMIES in the Pacific Union Conference spent six days, July 15 to 21, at Pacific Union College, studying special problems in guidance and business management under the leadership of Dr. G. F. Wolfkill, head of the department of secondary education, and R. K. Boyd, head of the department of business administration.

FURNITURE FOR SITTNER HALL, the new men's dormitory at Walla Walla College, is being made of mahogany and birch in the manual training shop of the school.

THREE APARTMENT HOUSES AND SEVENTY TRAILER UNITS for student ex-servicemen have been provided on the Potomac Conference campsite near the campus of Washington Missionary College. These accommodations will serve students of the college and the Theological Seminary.

THE FIFTH FLOOR OF THE ADMINISTRATION BUILDING—the "Castle" of early Union College days, where dwelt the "Knights," and more recently the music department—has been completely renovated and rebuilt to accommodate sixty-five students. The annex has been appropriated by the dean of women, and is used exclusively to house thirty-five young ladies. With the exception of the business office, the first floor of the administration building has undergone complete renovation and reorganization. The physics and chemistry departments have been moved to the new Science Hall, and the vacated rooms, newly floored, plastered, and decorated, are being occupied by the secretarial department and business administration.

THE GOLDEN ANNIVERSARY of Mr. and Mrs. George W. Miller was celebrated on August 11 by nearly two hundred of their friends. Mr. Miller organized the first band at Walla Walla College in the summer of 1893, and his wife, Lula Hill Miller, is art teacher.

SOUTHERN MISSIONARY COLLEGE has the following new members on its staff this year: Mrs. Irva Baessler, E. C. Banks, Charles Fleming, R. L. Hammill, H. H. Kuhlman, Eliza Parfitt, Leif Tobiassen, Charles Wittschiede, and Mrs. R. W. Geach.

A BROOM SHOP is the newest industry on Campion Academy campus this year. The print shop has been rebuilt and will offer employment to a number of academy students. The new music hall will greatly strengthen the music department. Two teachers will devote most of their time to teaching voice, piano, and other musical instruments.

LOMA LINDA ACADEMY is rapidly taking on the appearance of a new school. Last year a four-room grade school building was added, bringing the total to eight rooms available for grade-school work, with a teacher for each grade. New additions this year include a chapel seating 330, and a library large enough to accommodate the entire academy at any one time. The old academy building has been completely remodeled with a new modernistic front to the building. Larger classrooms and commercial instruction facilities are provided, more efficient office arrangement, new music studios, teachers' offices, a health service room, Associated Student Body office, and faculty room.

NEW MEMBERS added to the staff of Washington Missionary College include Dr. Oliver Beltz, the Drs. T. R. and Edda Larimore, M. G. Conger, W. Fletcher Tarr, and Nis Hansen.

ROGER NEIDIGH is physics laboratory assistant at Union College. His work at Enterprise Academy was interrupted two years ago by the Government authorities, who discovered his abilities as a physicist, at which time he was assigned to assist in the development of atomic power.

H. C. LOVETT is head of the vocational agricultural department and general superintendent of the farm and dairy at Southwestern Junior College. Mr. Lovett holds a master's degree in agriculture from the University of Louisiana, where he also taught for several years before becoming an Adventist.

AT THE BEGINNING OF THE SUMMER, H. M. Johnson took up his duties as business manager at Union College. He has served our institutions for more than forty years, so comes with a rich background of experience.

WILLIAM H. SHEPHARD, former president of Southwestern Junior College, has been elected president of Washington Missionary College to succeed Dr. B. G. Wilkin-son, who has been appointed field representative of the college.

THE SCHOOL AT FLETCHER reports its share in the nation's bumper crops this past season. Its table has been generously supplied with dairy products, fruits, and vegetables, while several thousand gallons have been preserved for use during the winter months. Buildings that house students have been thoroughly overhauled, and every room has been redecorated. The lack of building space has prevented a large increase in enrollment, but the optimistic air about the place indicates that even if the school is not bigger, it is better.

LYNWOOD ACADEMY rejoices in the purchase of a large Moller pipe organ with twenty-one sets of pipes.

RECENT ADDITIONS to the men's home at Southern Missionary College include some space for married veterans and their wives. Renovations of the shower rooms and bathrooms in both the men's and women's homes cost nearly \$10,000.

CONSTRUCTION ON THE NEW MEN'S DORMITORY at Oshawa Missionary College is well under way, and it is hoped that it will be ready for occupancy about November 15.

A \$9,000 HERD OF JERSEY COWS, recently added to the dairy at Southern Missionary College, will aid in the milk production needed to care for the unusual increase in student enrollment at that college.

RUEBEN BUHLER is principal of Winnipeg Junior Academy and teacher for the intermediate grades.

H. D. WHEELER, formerly head of the department of business administration at Pacific Union College, is now head of the recently established department of audio-visual education.

J. V. PETERS comes to the presidency of Southwestern Junior College from Maplewood Academy. He has swung into a heavy program of continued improvement for the school, and the future is bright.

P. C. JARNES is the new principal at Maplewood Academy.

SHEYENNE RIVER ACADEMY is building three teachers' cottages. It has plans and money for a new administration building, but is waiting for a permit to begin work.

OAK PARK ACADEMY has bought two houses for its teachers, and at present it is building a large brick gymnasium.

NEW FACULTY MEMBERS AT ATLANTIC UNION COLLEGE are Dr. George E. Shankel, dean of the college and professor of history; Mrs. Winn Osborn Shankel, music department; Harold U. Wendell (registrar and head of the department of commerce from 1926 to 1943), business manager; Mrs. Grace Maas Nelson, normal director and instructor in elementary education; Daniel Koval, instructor in physics and machine shop practice; Beverley H. Van Horne, head of the department of physics and mathematics; Edward Ney, assistant professor of foreign languages; Professor and Mrs. Willis L. King, assistant professor of secondary education and instructor in piano respectively; James R. Chambers, instructor in chemistry; Albert E. Brendel, dean of men.

MRS. W. E. HOWELL is now serving as educational supervisor in the Columbia Union. One important feature of her work is promotion of the organization known as Teachers of Tomorrow.

THE BUILDINGS AND ROOMS of Winnipeg Junior Academy were redecorated during the summer. Venetian blinds and fluorescent lights were installed, and now asphalt tile floors are being laid.

H. D. SCHWARTZ is the principal and business manager at Gem State Academy this year.

THE HOUSING SHORTAGE at Atlantic Union College has been alleviated by the erection of three modern brick apartment buildings, each containing four or more apartments; and by the setting up just east of College Hall of a commodious trailer court containing over sixty 15' by 10' expandable trailers, as well as bathroom and laundry units. Several homes have been purchased for faculty members, and a two-story brick duplex house has just been built.

THE EPHEBUS JUNIOR ACADEMY FACULTY has been increased from six to eight teachers. Two new church schools in the Northeastern Conference open this year: one in Boston, Massachusetts; the other in New Haven, Connecticut.

KANSAS CITY JUNIOR ACADEMY has been remodeled to add two rooms to the present building, the basement has been enlarged and made into a playroom, and a new gas furnace has been installed. The building is being redecorated inside and out, and fluorescent lighting is being installed.

NEW TEACHERS at Lynwood Academy this year are Roy Hampton, of Canada, head of the piano department; Edith Stone, of Fresno, California, history and English; Mr. and Mrs. Fred Kollwitz, of New York—Mr. Kollwitz, biology and physical education, and Mrs. Kollwitz, assistant in the offices; H. B. Wilcox, of Lodi, California, head of science department; Cloyd Avery, of Berkeley, California, head of woodworking department; Albert Avilla, of the Voice of Prophecy, pipe organ; Sylvia Simon, of Union College, school matron.

EVERETT DICK has accepted an appointment as research associate at the University of Wisconsin for the twelve-month period beginning September 1, 1946. He will work on a fourth volume of his series on social histories of the American frontier, which will deal with the area between the Appalachian Mountains and the plains in the area north of the Ohio River.

A BEAUTIFUL NEW DAIRY BARN at Maplewood Academy is attracting the attention of dairymen in the vicinity. Other new buildings at the academy include three teachers' cottages, a multiplex with five apartments, and an industrial building.

THE SAN DIEGO ACADEMY BUILDING was recently sold, but with the privilege of using it one more year. After that a complete new plant will be built.

A. V. WALLENKAMPE, formerly of Sheyenne River Academy, has joined the Bible Department of Union College. Elder Wallenkampf not only has taught in our schools but is a graduate of the Theological Seminary and has had pastoral experience.

TRAILER CITY AT PACIFIC UNION COLLEGE is a well-laid-out community composed of forty-one trailers and thirty-two quonset-hut apartments. Located near the college campus it is reached by hard-surfaced road and walks, and is provided with electricity, sewer, water, and telephone service. The residents have organized their own government, which includes a mayor and other officials. A large number of veterans have also found other accommodations near the college, and some are building homes.

DESPITE CONTINUED SHORTAGE OF MATERIALS, the new girls' dormitory at Washington Missionary College is making rapid progress. Already most of the brickwork of the first floor has been laid.

CONSTRUCTION OF A MUCH-NEEDED DINING ROOM AND CHAPEL is now in full progress at Enterprise Academy, while certain other changes contribute to greater efficiency. A library reading room, seating fifty students, now occupies the southern half of the former chapel, while the space on the north was divided into two classrooms. There is also a small mimeograph and paper-supply room on this same floor. The former history room in the basement has been divided into piano practice rooms, and the old storeroom has become a piano studio.

THE BOYS' DORMITORY at Columbia Academy has been completely renovated with new floors, knotty-pine wainscoting and fir tile ceilings. The outside of the building as well as the roof also received a new coat of paint. The space formerly occupied by the kitchen and dining room was made into additional student rooms and a parlor for the boys.

Schools of Inter-America

Continued from page 8

stop on this three-month itinerary was at Haiti, where we saw the excellent site recently secured for the new Haitian Industrial School about four miles from Port-au-Prince. This eighty-five-acre tract of land with two year-round flowing springs, wonderfully fine bottom land for school gardens, a suitable school

building site overlooking the bay, and a wonderful view of the distant hills and mountains, all give promise of developing into one of the finest school plants. There is space for several teachers' cottages. A light and power line is on the property, and the property has a short front on a paved highway leading into Port-au-Prince.

In conclusion, one is constrained to exclaim, "What marked evidences are to be seen of the guidance and blessing of God on the educational and young people's work, particularly in these fields of the Inter-American Division!" May Heaven's blessing rest upon all phases of the truth as it reaches out to touch honest hearts in every land and island in this great field.

Classroom Posture

Continued from page 13

Arrangements can be made now and then for special talks by a physician, a physical therapy technician, or a nurse. For variety, some of the children may be assisted in preparing a posture program and drill period for the rest of the class.

Personality, poise, intelligence, and good health are all reflected in good posture. If adequate stress is placed on habitual good posture, the teacher will be rewarded by seeing faulty posture habits replaced by correct ones.

It was Solomon who said, "God hath made man upright." Uprightness of body, as well as uprightness of character, is a worthy goal for which to strive, and will honor Him in whose image we are created.

¹ White House Conference on Child Health and Protection, subcommittee on orthopedics and body mechanics. *Body Mechanics: education and practice* (New York: The Century Company, 1932), p. 166.

² F. H. Krusen, "Willie, Pull Your Stomach In!" *Hygeia*, November, 1936, vol. 14, pp. 970-972.

³ Moor, Dail, McFarland, *Physical Therapy* (Stanford University Press, 1944), pp. 235, 236.

⁴ Samuel Kleinberg, *Scoliosis: Rotary Lateral Curvature of the Spine* (New York: Paul B. Hoeber, Inc., 1926), p. 159.

⁵ *Ibid.*, pp. 160, 161.

⁶ F. H. Krusen, *Physical Medicine: The Employment of Physical Agents for Diagnosis and Therapy* (Philadelphia: W. B. Saunders Company, 1942), pp. 560, 561.

⁷ *Ibid.*, pp. 561, 562.

A Challenge

Continued from page 4

ments should be made for the permanent establishment of the church school."¹

Regardless of what our particular field of endeavor may be, as responsible leaders in this advent cause, we must lay large, wise plans to extend our work in every phase in all parts of the world field. Our people must be encouraged to greater faithfulness in the support of our evangelistic and general church activities in the home bases. At the same time there must be greatly increased mission giving to advance the work in distant lands. However, in all this good planning for a larger work at home and abroad, we must never forget the necessity of larger and more progressive plans for Christian education. So to plan will call for a larger share of our time, for more money than has hitherto been made available, and for a careful, sober re-study of the instruction given the church on this important subject. In this connection it is well for us frequently to recall this statement: "While we should put forth earnest efforts for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth."²

Teachers in our schools have a unique and sacred place to fill in helping to answer the call of God to His people today. It is their task to carry into effect the inspired instruction so clearly and abundantly given regarding Christian education. If their vision becomes dim, or if their faith and courage falter, the great blessing which God designs to bring to this movement through our schools is largely lost. This is a day of great challenge and opportunity for every teacher in each one of our denominational schools. It is a time for every educational worker to be true to God and to

the pattern given us for Christian education. Devotion and sacrifice on the part of Christian teachers will need to continue, that they may be mediums through which the blessings and advantages of God's plan of education can be demonstrated to the church and to the world.

This is the day for larger and better things in the support of our schools and for every aspect of Christian education. Morally, spiritually, and financially our schools deserve and must have our support and confidence even more fully than at any time in the past. This is a matter of first importance, and it deserves our constant attention, for Christian education has to do with the most sacred matters of the church as well as with the vital issues of time and eternity.

¹ *Counsels to Teachers*, p. 165.

² *Testimonies*, vol. 6, p. 196.

³ *Ibid.*, p. 109.

⁴ *Ibid.*, p. 108.

⁵ *Counsels to Teachers*, p. 165.

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Rural Living

Continued from page 9
tion. Short, intensive, practical courses were organized by officers and teachers. Before long a more powerful army was created to protect our liberties and to overcome the enemy. If worldly nations achieved such great results by education, we, too, can have success, because our objectives are of greater value and call for greater effort on our part. We can and must meet God's mind concerning His call to get out of the cities.

We believe the theory that the cities are not favorable places for our homes and children, but we are weak in practice. However, country living is now becoming of deep interest to Seventh-day Adventists. The General Conference recently published the pamphlet *Country Living*, composed of quotations taken from the writings of Mrs. E. G. White. It deals with the importance of every Christian family having a home in the country, of learning how to grow their food and take care of themselves so that they can continue missionary work when times are difficult. This pamphlet already has had several printings, and more than forty thousand copies have been sent out. This is most encouraging and proves that our people are interested and wish to carry out God's plan of living in the country.

To have homes in rural districts does not mean that we must slacken our efforts for the cities. Rather, a great work must be done to warn them of their impending doom. The cities should be worked from rural outposts. Forward-seeing men of the world today are urging that families be moved into country places. These men understand from the experiences of the last war and from the difficulties of establishing a postwar peace, that cities are not safe places for our homes and our children since cities are natural targets in times of trouble. In this, as in other matters, our actions speak louder than our words.

Let us organize our students into Caleb and Joshua bands, developing the courage and spirit by which we will be able to respond to this call. This will promote a Country Living movement. The hope of the church is its young people.

The Commission on Rural Living is ready to help teachers in their efforts to stress the objectives of the commission, that a quick work may be done.

Arts in the Curriculum

Continued from page 11
sophomore year of six semester hours at least, in an integrated arts course. The objectives of the course would be the development of the ability to appreciate and critically judge examples of prose and poetry, solo and ensemble music both vocal and instrumental, painting and other graphic forms, sculpture, and architecture; the sampling of literature, art, and music from the various historical periods, resulting in an understanding of the great movements in literature, the chief schools of painting and sculpture, the important influences in architecture, and the periods in musical development. The scope of the course and the depth of the study would have to be regulated by the time allowed. The shorter study would not go back of medieval times. The longer course might include the history of the world, but the method would be of actual examples of the arts—pieces of literature, prints of paintings, and recordings of music.

The JOURNAL of TRUE Education

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

EDITOR

Associates

Erwin E. Cossentine
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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.



Evolution, Creation, and Science

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

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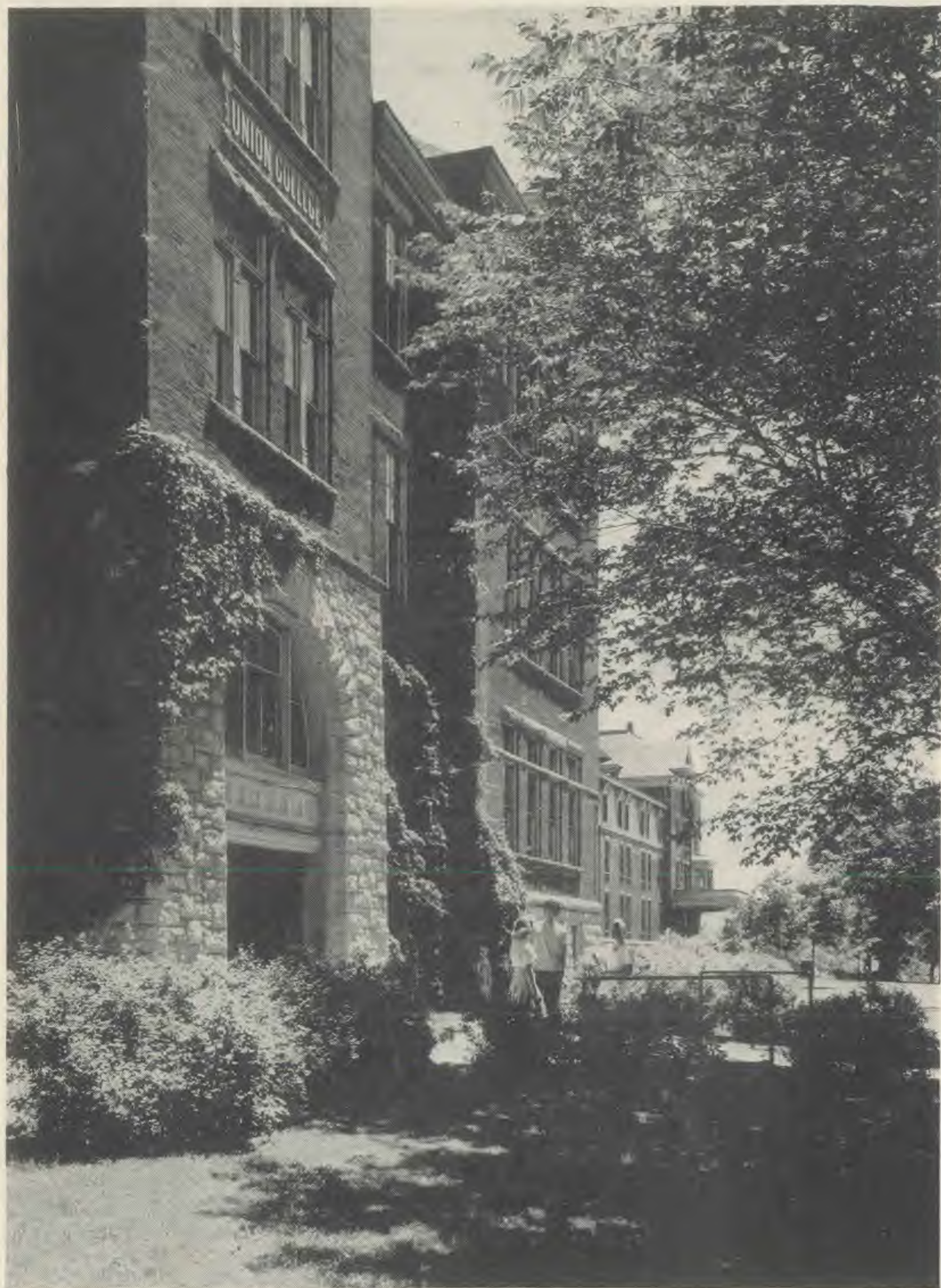
book. I am particularly happy that you have written in such a way that none of our workers need to feel ashamed to place it in the hands of an honest inquirer, regardless of his educational status. So many of our books are written from a purely denominational viewpoint, and while this is perfectly all right, it is not very helpful in trying to place the proper type of reading in the hands of interested evolutionists."—*Cyril B. Courville, M.D.*

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