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The Future for Our Youth—An Editorial

THE most pressing problem faced by educators today is what to do with the product of the schools and colleges. The urgent question is, "What direction and plans should be laid for the future lifework of these young people?" This is a most real problem facing not only the colleges and universities of America but also our own Seventh-day Adventist schools.

If we view the situation in the right light, it will not be a problem but a great challenge and opportunity. Let us ask two questions: What does the church have to offer the youth? and, What have the youth to offer the church? From the pen of inspiration we have these statements:

"With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world!"—*Education*, p. 271.

"The burden bearers among us are falling in death. . . . With the deepest concern the question may be asked, Who will fill their places? To whom are to be committed the vital interests of the church, when the present standard-bearers fall? We can but look anxiously upon the youth of today as those who must take these burdens, and upon whom responsibilities must fall."—*Counsels to Teachers*, p. 536.

"God calls for youthful vigor, zeal, and courage. He has chosen the youth to aid in the advancement of His cause."—*Messages to Young People*, p. 20.

At this late hour in earth's history must our schools now turn to preparing our youth for earthly pursuits? If we believe in the great gospel commission given to the church, if we believe that the youth are the chosen instrumentalities for the accomplishment of this task,

if we believe that *now is the time* for a mighty forward movement to accomplish the task, then there can be only one answer. Every Adventist youth must be enlisted in the army of the Lord for the finishing of His work. There is no other path open. Christ commands all, "Take up thy cross and follow Me." There are many youth who are doing the work of the world, but too few young men and women are laboring to bring in the harvest of the Lord's vineyard. There is work for all to do. The harvest is ripe; the world is yet unwarned.

Nineteen hundred years ago Jesus left a great commission, "Go ye into all the world, and preach the gospel to every creature." Mark 16:15. This task has been neglected, but it cannot wait longer. This commission belongs to our youth. Too many have been more concerned with building the kingdoms of this world than with building the kingdom of God. One has stated that "humanity has marched up to the crossroads in the dark to find the signboard down." This cannot and must not be the case with the youth now being trained in our schools. The signboard to the road our youth should take is clear, direct, and unobstructed to view. The command "Go" grows ever louder and more insistent.

The youth will find the meaning and purpose of life, he will find his calling and career, when he recognizes that he belongs to God, that his goal is heaven, his Leader is in heaven, his commission comes from heaven, and his mission is to further the kingdom of heaven. There still are spiritual frontiers, mission frontiers—all of which challenge youth's adventurous, pioneer spirit. Our youth are appointed "to stir up the sluggish energies of God's people" to finish His work in this generation. L. R. R.

Discipline

Monte S. Culver

DEAN OF MEN,
UNION COLLEGE

THE term *discipline* oftentimes is understood to mean restricting, denying, and withholding privileges in punishment for misdemeanors, all of which leaves in the mind a very undesirable connotation. True discipline is rather that procedure whereby an individual is helped to develop stronger self-control and to exercise his own will power more definitely in the right direction.

The apostle Paul tells us in 1 Thessalonians 5:14: "Now we exhort you, brethren, warn them that are unruly, comfort the feebleminded, support the weak, be patient toward all men." Here is divine admonition which everyone, especially those having to deal with youth, would do well to heed.

In so far as this matter of discipline concerns the teaching profession, there is no question but that we shall find some whom we consider "unruly." When apprehending such, the tendency is often to apply rigid restrictions immediately, without heeding the admonition to "warn them that are unruly." It would seem that those who have been given charge of the young people in our schools should be willing to warn first, then watch—without spying—to see whether the warning is heeded. If it is, well and good; if not, another warning is not amiss before drastic action is taken.

The second part of the admonition is to "comfort the feebleminded." Very few teachers escape having at least one in their classes whom they might consider dumb, and here we find it necessary to "comfort" those individuals and encourage them the very best we can.

In the third point the apostle admonishes us to "support the weak." Any in-

dividual who departs from the right way may fairly be considered weak; yet how often we find teachers and others taking an attitude quite the opposite of supporting such an individual. We sometimes glory in the fact that we have something "on" a student (even though of minor consequence) which gives us opportunity to administer punishment. Such action cannot be supported, for in *Fundamentals of Christian Education*, page 122, we read: "Teachers are very exact in visiting with denunciation and punishments those students who violate the slight rules, not from any vicious purpose, but heedlessly; or circumstances occur which make it no sin for them to deviate from rules which have been made, and which should not be held with inflexibility if transgressed, and yet the person in fault is treated as if he had grievously sinned." If we would command the respect and confidence of the "weak," we must relate ourselves to him in such a way that he will know he can come to us for support or help when he needs either.

The last point in our text, "be patient toward all men," is one which is most important. Too many individuals who are given charge of young people today fail to realize the full meaning of patience. Many times I have heard a teacher say he felt justified in becoming a bit angry or losing his temper, but divine admonition assures us that there is no excuse for anyone's becoming angry. If there is no excuse, we must recognize that anger is a sin, and strive day by day so to control our feelings and dispositions that no one with whom we have to deal will ever have cause to feel that we

are angry. Let us never permit ourselves to think or speak of our young people as "brats," "rascals," and the like.

In the matter of discipline no two cases can be dealt with alike. Much depends upon the attitude which an individual takes regarding the act for which he is being disciplined. We find our Saviour dealing with wrongdoers in different ways. We think of the woman who was brought to Him "in sin," and, as her accusers gradually dropped out of the picture, Jesus told her to go and sin no more. I like to think of that experience in the light of what the woman must have assured Jesus as He talked with her, that she was determined to cease her wrongdoing. In my experience I have found that if a young person who is apprehended in wrongdoing is talked with and led to purpose in his heart that the wrong action will not be repeated, and then is forgiven for it, he goes forth with new courage and determination to stand for what is right.

On the other hand, we think of how Jesus forthwith drove the money-changers out of the temple; of how Ananias and Sapphira were stricken; and of how Adam and Eve were driven from the Garden of Eden. Yes, there are acts of "human depravity and gross licentiousness," which require immediate action. But by far the larger number of misdemeanors with which we have to deal can and should be handled kindly, thus encouraging the young person in the Christian way rather than repelling him with harshness or intolerance.

The wise man has told us in Proverbs 22:6: "Train up a child in the way he should go: and when he is old, he will not depart from it." Here we are assured that there is a right way to deal with young people, and it behooves every individual and every group of individuals who bear this responsibility to know what is that way. I think of our Saviour's word that if one is apprehended in wrong, we should speak to him and

encourage him to depart from his wrongdoing. If he is later observed continuing his irregular program, then two or three should speak to him. I know we sometimes feel that if at first we merely warn or counsel a young person, he will thereafter be more wary and harder to apprehend in case he does not choose to change his course of action. Even so, that does not excuse us from following the way God has outlined for dealing with these youth entrusted to our care. Jesus stands at the head of these institutions, and to work in harmony with Him, we must know His way.

Last year a young man in our school often found it difficult to be in his room when the lights went out. The dean and others talked with him on several occasions about his irregular program, urging him to yield his heart to the Lord and do what he knew he should do. He continued to disregard the prescribed program, however, until it was evident that his course would have to be restricted. He was not willing to accept restriction, and dropped out of school. Before the school year ended we had a letter from him expressing appreciation for our efforts in his behalf and for the kindness shown him while in college. He assured us that he was looking at things differently now.

We think of another young man who found it very difficult to be regular, until he had to be advised to drop out of school. Before taking the final action, however, we followed the program outlined above, and the lad left without that spiteful, bitter feeling toward the school which is so often the case when kindness and patience are lacking in our dealings. Word has since been received from this young man also that he is determined to carry on his schoolwork.

The question of discipline often causes well-qualified individuals to shy away from those positions that involve close personal contacts, but when we realize that discipline is needed by every

person, it becomes a real challenge to us to learn how to administer it in such a way that these young people will become more like their Maker. It is often felt that all matters of discipline are the responsibility of the dean of men, dean of women, and principal or president, as the case may be. But this view is not authorized by such statements as this found in *Testimonies*, volume 4, page 422: "After the teachers have done all they can do to reform this class, after they have, by personal effort, by entreaties and prayer, endeavored to reach them, and they refuse all the efforts made in their behalf, and continue in their course of sin, then it will be necessary to separate them from the school, that others may not be contaminated by their evil influence."

Here again we notice quite a procedure is indicated before drastic action is taken. Note also that it says *teachers*, not just the heads of schools or those in charge of the school homes. Young people are keen to recognize whether or not all the teachers are interested in them. They know who are teachers of youth and who merely teach subjects in the curriculum. So let us all be encouraged to make the necessary personal effort to reach these "problem" young people.

Another action sometimes taken by those in positions of responsibility but which does more harm than good, is to expose wrongdoing publicly. It is so easy to become sarcastic in a classroom or to "bawl out" a student before others; yet how quickly we lose the respect and confidence of young people by thus humiliating them. If we could only realize in each case that we are dealing with a child of God, we should be more careful not to offend. I think of a teacher who picked up a student's card from her desk and spoke slightly of the individual who had a few moments before performed in the class. Naturally the young man resented this, and it was a large factor in causing him to drop out

of school altogether. How much better it would have been if that teacher had talked with the young man privately and encouraged him to do better work.

"An ounce of prevention is worth a pound of cure," and many times irregularities can be prevented, thus largely eliminating the problem of dealing with consequent unpleasant situations. If we can help a group of young people to realize that it is to *their* advantage to do certain things and to leave certain other things undone, some at least will appreciate that and will voluntarily abide by the regulations. I think of a statement on page 182 of *Messages to Young People*, that "if the youth could see that in complying with the laws and regulations of our institutions they are only doing that which will improve their standing in society, elevate the character, ennoble the mind, and increase their happiness, they would not rebel against just rules and wholesome requirements, nor engage in creating suspicion and prejudice against these institutions." Here are outlined results which every individual desires, and if we can sufficiently emphasize the possibility of their achievement, many irregularities may be avoided. Another bit of counsel comes to the student from *Fundamentals of Christian Education*, page 302: "Even though the rules and regulations seem needlessly exacting, be obedient to them." Thus we have divine admonition for compliance with school regulations, and though young people may sometimes argue the point with their teachers, most of them will not argue with God.

So when we consider discipline, let us not think of it as something fearful and undesirable or as an end in itself, but rather as a blessed privilege of helping these young people to develop stronger characters and greater self-control by exercising their will power in the right direction. Let us recognize discipline as a preparation for graduation to the school of heaven when Jesus comes.

Steps of Progress

Romeo L. Hubbs

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ATLANTIC UNION CONFERENCE

BECAUSE of the scarcity of suitable buildings in which to establish schools in the Atlantic Union, it has been very difficult to find acceptable places in which to conduct church schools and academies. However, amid all these problems in recent times we have secured school buildings which would have cost stupendous sums to construct. In volume 7 of the *Testimonies*, page 102, a prophecy is given which has been the basis of our procedure. This has enabled us to come into possession of most excellent school buildings in an unobtrusive way. Here is the quotation that has made all this possible:

"The Lord will work upon human minds in unexpected quarters. Some who apparently are enemies of the truth will, in God's providence, invest their means to develop properties and erect buildings. In time, these properties will be offered for sale at a price far below their cost. Our people will recognize the hand of Providence in these offers, and will secure valuable property for use in educational work. They will plan and manage with humility, self-denial, and self-sacrifice. Thus men of means are unconsciously preparing auxiliaries that will enable the Lord's people to advance His work rapidly."

In 1944 a forty-room mansion, located about three eighths of a mile from the present college campus, was purchased by Atlantic Union College. One hundred acres of fine farm land, a beautiful lake, and some acres of forest primeval were included in the purchase. The building is in excellent repair, the rooms are large and well adapted for class recitations; the library is paneled with im-

ported woods such as kings and royalty might have in their homes. This immense building has been painted, and minor changes have been effected so that it now houses the administration offices and classrooms for the College. Only a few years ago this building cost about \$500,000, but it was purchased recently with a far smaller sum of money. None of its value will be lost to the college, even when the administrative offices are moved into the new modern plant now being constructed.

Within the last two years an excellent building has been purchased by the Greater New York Conference to house its academy. It is a modern public building in an easily accessible part of the city, and was built by the labor unions of New York City for their office building. But the cost to us was only a fraction of the financial outlay that would have been required to purchase the land and construct the building even in depression days.

Within recent months the Southern New England Conference has come into possession of an excellent school plant. The Greater Boston Academy has moved its equipment and student body into this modern university building in downtown Boston, recently vacated by the Middlesex Medical School. The entire cost to us was very little more than the price of the land on which stands this modern three-story white brick building.

Within the last fifteen months a palatial residence in Pittsfield, Massachusetts, has been secured for a paltry sum. It is now being used as both a school and as a church. It lends itself beautifully

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Place of Speech in the Preparation of Workers

Winton H. Beaven

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BY CULTIVATING good speech we may become better workers for Christ. "The human voice is a precious gift of God; it is a power for good, and the Lord wants His servants to preserve its pathos and melody. The voice should be cultivated so as to promote its musical quality, that it may fall pleasantly upon the ear and impress the heart."¹ "Students should be taught how to breathe, how to read and speak."² "By giving heed to proper instruction, . . . our young men and women may become speakers who can be heard."³

This counsel, multiplied many times, has long served as a guidepost pointing the way toward our goal. Like many signboards, it has faded with the years, and one often wonders whether it has been seen at all. While in some places its counsel has been heeded, in many others it has been as "the voice of one crying in the wilderness," unheard or unheeded. Scores and hundreds of workers have gone out from the doors of our institutions into the vineyard, with no serviceable preparation for the simple task of speaking adequately, intelligently, and persuasively in public.

The world today, more than ever before, is a world of speech. We speak twenty times for every time we write. So far as possible, we do our important business by word of mouth. Usually we give the gospel by the same means. In addition, the invention of the radio and the sound movie has multiplied many times the importance and influence of the voice. Speech rules the world, as statesmen are beginning to realize.

Modern inventions, moreover, have

set up a high standard of speech, which is reaching into every home. The correct pronunciation, the clear enunciation, the liquid tones of the announcer and commentator—all have combined to make even the uneducated aware of a high ideal in the province of speech. It is no longer sufficient that the denominational worker be a leader in his own community; he will certainly be measured by the radio yardstick.

Not long ago I attended a district meeting in a rural area where a foreign language was often spoken, and where English was usually spoken with a brogue and corruptions. In one service I sat near the back of the auditorium while a recently ordained minister was speaking with a decided accent—the prevailing accent of the community. After the service I heard a church member say, "Has he been to college?"

"Oh, sure."

"Well," came the reply, "he didn't learn much. He talks just like we do."

These men, untrained and poor speakers themselves, expected more from a trained worker than the standards which they had reached.

Engaged in a world-wide work as we are, our workers should, as far as possible, eliminate all dialectal and accentual peculiarities of speech. We should be able to present a universal message, calling little attention to ourselves.

Further, we should be able to read. In our schools today few are taught to read aloud. Skimming is the order of the day, and the intelligent oral reader is a rarity. This is true in the pulpit, and even among our schoolteachers.

Sometimes I marvel at the mutilation of good material by the supposedly educated.

Every teacher is duty bound, and has a wonderful opportunity, to inspire in his pupils a love of, and an appreciation for, the beauties of good literature, and especially of God's Word. Frequently the elementary teacher will determine the lifelong attitude of many, simply by what and how she reads in the classroom. If she reads with sense and enjoyment, her students will do likewise and revel in the joy found therein. If she reads as a chore, without understanding or appreciation, she will produce pupils whose finer sensibilities have been dulled and blunted, or at best, undeveloped.

The minister in church service has an opportunity to preach *two* good sermons each week, one of his own composition and the other from the Word of God. His own may be poor, but the other is the best material in the world. Yet how often does an otherwise admirable speaker, when he reaches a place in his sermon where Scripture is to be read, lower his head, mumble or meaninglessly intone a few words, and then continue his sermon. I have seen this many times, and always I wish that someone could have impressed the speaker with the necessity of learning to read before becoming pastor of a flock.

The worker for God needs other tools to fit him properly for his work. There are other, less-apparent obligations. Good speech pedagogy today embraces far more than good breathing and careful articulation, essential as these are.

For example, there is the use of the microphone. Every large auditorium today is equipped with a public-address system. Each worker ought to know how to use one. Many ministers conduct radio programs, and most of them have learned in the hard school of experience what they know of microphone technique. But in many places the day has already come that one cannot get on

the air without demonstrating his proficiency. The use of the radio microphone is a distinct art, which we can no longer afford to learn by costly trial and error.

Persuasive speaking is another of the finer arts to be derived from speech training—and how necessary it is! Not only do we need to know how to move large audiences with our message, how to select the right word, and how to use the correct appeal at the right time, but we need it also in our contacts with one another. Our work is an organized work, in which there is close contact one with another—contact that frequently causes friction; and friction makes inefficiency. Often the irritation is caused by an inadvertent, unintentional phrase or expostulation, a jostling of someone's pet beliefs and ideas. If we could study how to get along better with our co-workers, it would be a blessing to all.

From among the many benefits to be obtained, let me choose the most important. Good speech education teaches one how to listen as well as how to speak. Knowing what to look for and what to expect, one will derive far greater enjoyment from hearing good speakers, and will be better able to resist the appeals of demagogic and self-seeking pleaders. This is of particular importance in the present era, when we are exposed as never before to propaganda and pressure groups of all sorts. As we study the technique of influencing audiences, we increase our ability to discriminate between logic and rationalization, between sincerity and skillful pretense.

Speech training is not a panacea for all ills, nor an open sesame to hidden treasure. It is a sound and necessary prerequisite for every denominational worker, a method of discovering latent talent and ability, a means of dignifying both the work and the worker.

¹ *Special Testimonies for Ministers and Workers*, no. 7, pp. 9, 10.

² *Fundamentals of Christian Education*, p. 147.

³ *Counsels to Teachers*, p. 247.

Directing Students to the Study of Nursing

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ASSOCIATE SECRETARY FOR NURSING EDUCATION,
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AN INCREASING number of Seventh-day Adventist youth are attending denominational schools to secure the educational foundation for their life-work. What will be the choice of these thousands of young people? In many cases the guidance and personal influence of individual teachers will play a major role in the ultimate choice. Many occupations and professions present challenging and satisfying opportunities for Seventh-day Adventists. In the professional field nursing offers both men and women a career in which they not only may minister to physical ills but may also be active soul winners.

Another advantage accruing from the study of nursing is the wide choice of work experiences within the field. The study program in the school of nursing provides no clinical specialization, but it gives a foundation experience upon which a graduate nurse can build for specialization suited to her abilities and aptitude. This may be in nursing the ill, in health education, in administration, or in teaching in a nursing school. Although specialization may be secured in any of these fields, nursing of the ill and health education are not necessarily separate entities. Good curative nursing always includes health education for the patient, and health education provides a remedial program.

In the Seventh-day Adventist medical program care of the ill is provided largely in medical institutions by student nurses and by graduate nurses who serve as private-duty or staff nurses or executives.

Public-health nursing for our church membership may be carried on through

the conference organization, with the graduate nurse serving as medical secretary. In this position the nurse may serve as health educator to all the constituent churches in the conference; as consultant to the church school teachers, assisting in organizing and implementing their health-education program; and as health educator and consultant at camp meetings and Junior camps.

Another challenging opportunity for the graduate nurse with public-health preparation is to be found in a clinic or outpatient department. Such agencies may be staffed by nurses who have specialized preparation in public health nursing, but much more effective service can be rendered if broader preparation has been secured. These areas of service are open to the graduate nurse in this country and in overseas mission work.

This discussion of areas of service open to the graduate nurse gives more detail than may be of interest to the average student, but it is presented to show the student counselor the breadth of opportunities and interesting work available to the graduate nurse. The counselor might also point out to the student that a large percentage of graduate nurses marry, and that knowledge and skill gained in nursing are valuable to the homemaker, in her own home and in her community and church activities. Furthermore, nursing provides a degree of financial security for women that is attained in few other vocations. If circumstances make it necessary for the married nurse to become a wage earner after years of absence from professional service, she can, almost without excep-

tion, secure employment in some branch of nursing suited to her ability.

One of the counselor's chief responsibilities is to direct the student in the selection of a Seventh-day Adventist school of nursing which will not only graduate her as a well-qualified nurse but prepare her as well to give the third angel's message. In directing the student in evaluation of the professional aspects of a school of nursing, the counselor may well use information available in publicity materials which may be secured without charge from the American Nurses' Association.*

In planning each student's program of continued study the counselor must consider the student's financial ability to meet the expenses involved in a study of nursing. Although professional education is recognized as expensive, perhaps no other field offers the student opportunity through student service to defray as large a share of the educational expense as does nursing. Nevertheless, the student must provide funds for the annual deposit, as well as for her clothing needs. Should a student be unable to meet the financial requirements for entrance to a school of nursing, but give evidence of aptitude and sincere desire for the study of nursing, the counselor is urged to write to several Seventh-day Adventist schools of nursing to determine whether loans or scholarships are available for the use of qualified students.

The secondary school preparation of the student must also be considered by the counselor. Since in some States a nurse is not permitted to practice her profession unless she has first been graduated from an accredited secondary school, it is important that the student have this background. The content of the secondary school program of studies for the prospective student of nursing is similar to that required for admission to

a degree curriculum in an accredited college. Seventh-day Adventist schools of nursing prefer students who, in the secondary school, have completed:

English	3 units	
Religion	3 units	
Mathematics	2 units	(one of which must be algebra)
History	1 unit	(an additional unit in world history strongly recommended)
Foreign language	2 units	(in the same language)
Science	2 units	(one unit in a biological science and one unit in physics or chemistry. Physics is strongly recommended)
Vocational	1 unit	(typing is strongly recommended)

The opportunities for men in nursing are as varied and interesting as those for women, and the need for their service is as great. Many young men who desire to prepare as medical workers will profit from the study of nursing.

The compensations which can be obtained from a study of nursing, and the objectives which should be fulfilled, cannot be attained unless the young person has the requisite personal qualifications. Basic requirements for the individual who would enter a school of nursing are consecration, good mental and physical health, a love of people, a desire to spend and be spent in unselfish service for mankind, and the ability to succeed satisfactorily in a program of studies.

"Those selected to take the nurses' course in our sanitariums should be wisely chosen. Young girls of a superficial mold of character should not be encouraged to take up this work. . . . Only those should be accepted who give promise of becoming qualified for the great work of imparting the principles of true health reform."—*Counsels on Health*, pp. 590, 591.

The happiness and security which result from the practice of nursing are great. The need for Seventh-day Adventist nurses is also great. As disease, pestilence, and destruction multiply during the last days of this world's history, not only will there be increasing need for the nurse who can give expert, scientific nursing, but there will be a more desperate need for missionary nurses who are competent to direct sin-sick men and women to the Great Physician.

* Suggestion: *Nursing Offers You a Career Now* (New York: National Nursing Council, American Nurses Association, 1790 Broadway, New York 19, N.Y., May, 1946.)

The Ministry of the Home

Axel C. Nelson

EDUCATIONAL SECRETARY,
PACIFIC UNION CONFERENCE

IT WAS the birthday of the world when the Creator spoke this earth into existence and laid the foundation for a home. In love He beautified it with the color, song, and fragrance of life, and gave man dominion over all. Then "the Lord God planted a garden . . . and there He put the man." The same hands that fashioned man planted his garden home. But in addition to being their home, this garden was also their sanctuary, their workshop, their school, and their lesson book. It "was a representation of what God desired the whole world to become."

Side-by-side and hand-in-hand Adam and Eve found joy in life and labor together. Thus as husband and wife they entered upon the relationships and responsibilities of homemaking, in which each had certain rights and to which each contributed certain individual characteristics. In this new social order and relationship each had privileges and obligations, the mutual recognition and enjoyment of which constituted their social and home life. Thus began the amalgamation of two lives, the synchronizing of individualities, the blending of character elements in the common purpose of life and service. This was their home, the symphony of love, blessed with the joy of creating and serving, secure in the harmony and peace of heaven.

But the social economy of man was not complete. Children were added to the home, and the relationship of parents and children brought added responsibilities and enjoyments. As time went on, other homes were established. Life grew more and more complex, and it be-

came necessary to educate individuals to take their proper places in society. The primary purpose of education is to fit the individual for the proper recognition, enjoyment, and discharge of life's relationships. The basis for such training and obligation is found in the law of man's duties to God and to his fellows, as written by the Creator Himself. Thus we see the home is venerable with age and hallowed by its divine origin, the oldest of all our institutions, the basic school of life.

Home is a fragrant word. What sweetness, what memories, what fellowship and joy, it brings to the human soul! A true home is the cradle of life, the temple of love, the citadel of the soul. It is here that life in its largest sense is begun, that courage and strength are engendered, and that an understanding of the cultural and practical is promoted. Here personality and attitudes are formed. "More powerful than any sermon that can be preached is the influence of a true home upon human hearts and lives."¹

Note the superlative importance of the home in these pointed statements:

"In His wisdom the Lord has decreed that the family shall be the greatest of all educational agencies. It is in the home that the education of the child is to begin. Here is his first school. Here, with his parents as instructors, he is to learn the lessons that are to guide him throughout life,—lessons of respect, obedience, reverence, self-control."² It is in the home school that the cornerstone of character is laid.

"The lessons that the child learns during the first seven years of its life have more to do with the formation of char-

acter than all that it learns in future years.”³

“In the formation of character, no other influences count so much as the influence of the home.”⁴

“The father should enforce in his family the sterner virtues,—energy, integrity, honesty, patience, courage, diligence, and practical usefulness.”⁵

How important, then, is the school in the home!

The responsibilities and privileges of parenthood are many, and most important, covering the whole field of the child's needs and possibilities—spiritual, mental, physical, and social. To train their children to be Christians is their highest service, for “every child born into the home is a sacred trust. God says to the parents, ‘Take this child, and bring it up for me.’”⁶ The soil of the soul in the garden of the child heart must constantly be sown with the seed of truth.

“In the training of your children, study the lessons that God has given in nature. If you would train a pink, or rose, or lily, how would you do it? Ask the gardener by what process he makes every branch and leaf to flourish so beautifully, and to develop in symmetry and loveliness. He will tell you that it was by no rude touch, no violent effort; for this would only break the delicate stems. It was by little attentions, often repeated. He moistened the soil, and protected the growing plants from the fierce blasts and from the scorching sun, and God caused them to flourish and to blossom into loveliness. In dealing with your children, follow the method of the gardener. By gentle touches, by loving ministrations, seek to fashion their characters after the pattern of the character of Christ.”⁷

The home must ever be the integrating factor in the child's education, training, and discipline. In times like the present the child needs consistent and persistent guidance in interpreting the

medley of confusing influences. Constantly the teachers in the home must work with the teachers in the church and in the school to evaluate and select or discard the secondary influences and environmental factors of the community and the school to bring all into harmony with the divine plan. This is not easy, nor is it always pleasant, but it is the primary responsibility of parenthood.

Childhood and adolescence are each divided into three more or less distinct life stages. Each stage has its own growth-pattern characteristics and needs. As the “tadpole tails of childhood” disappear, evidences of maturing manhood or womanhood multiply. The passing fancies and antics of childhood may well be covered by the observation that “boys will be boys.” But not so with the recurring milestone indicators as to the direction and trend of the character pattern. These must be carefully noted and charted, for destiny is determined by “the set of the sail” and the environmental winds that blow into its folds. In the more serious mood these trends remind us that boys will be men and girls will be women. The all-important question is, What kind of men and women will they be? This question concerns the school and the church, but most of all, the home.

It is imperative, then, that we parent-teachers in the school of the home understand our obligation and know how to adapt our methods of instruction, training, and discipline to meet the changing pattern. We need also to remember that each child should have personalized training adapted to meet his peculiar needs.

Wise and intelligent investments in childhood give rich and satisfying dividends in manhood and womanhood.

¹ *Ministry of Healing*, p. 352.

² *Counsels to Teachers*, p. 107.

³ *Signs of the Times*, April 8, 1903.

⁴ *Education*, p. 283.

⁵ *Ministry of Healing*, p. 391.

⁶ *Counsels to Teachers*, p. 145.

⁷ *The Desire of Ages*, pp. 515, 516.

The Teacher an Aid to Greatness

W. Homer Teesdale

PRESIDENT, HOME
STUDY INSTITUTE

MANY a teacher has thought of his work as the most thankless job in all the world. Boys and girls resent his guidance when they are young, and forthwith forget him when they reach the goals he helped them set. But this is not always true. There are some who remember and take time to express their appreciation.

The story is told of a lad who attended school in New York City some years before the first World War. For Harry, bright boy that he was, school was uninteresting, and he "played hooky." His teacher was different from many; he not only liked bright boys but took an interest in them, even if they were absent now and then without a good reason. He made it his job to find Harry and learn the trouble. Harry had had enough; he wanted to quit the classroom once and for all, and go to work.

This resourceful teacher found something in the activities at school that did interest Harry; whereupon he agreed to return and try it again. He excelled in athletics, and did the same quality of work in his classes. Soon he was through high school. The teacher had kept in touch with him and occasionally had spoken words of advice and encouragement.

As graduation approached, the teacher, now principal, sent for Harry and asked about his plans. Harry supposed that nothing awaited him but work, although he really wanted to study medicine. That required much money, and the ambitious graduate had none. Here again the teacher-friend found a way, and the next autumn Harry entered medical school.

For three years the principal saw no more of his studious protégé. Then one day he met Harry and was horrified at the sight. The young medical student looked frightful. His eyes were bloodshot, his face pale and drawn. In answer to his friend's searching demands whether booze had him in its clutches, or whether he had completely given up his study and gone into dissipation, Harry shook his head. He confessed that he *had* been losing sleep, but had done so working over his microscope.

That meant at least that Harry had been studying, but something was wrong. Upon further questioning, he admitted that anatomy had him beaten. An important examination was approaching; he was not ready for it, and knew he could not pass. The subject bored him; he simply could not study it. He might just as well quit.

"Now, bugs!" he said, "there's something worth while." With that his whole attitude changed, and he beamed a thrilling account of his studies with the microscope. That's what had consumed his days. "Why should I spend time with stuff so uninteresting as anatomy?"

Again the teacher in his friend was ready with counsel. At dinner that evening the man whose genuine worth had taken him from teacher to principal to general superintendent of the great city's schools, gave Harry instruction as earnest as any football coach ever handed out to a losing team between halves. Under its driving spell Harry went back to his studies, determined to get that medical degree even if it meant mastery of gross anatomy and all its details that had earlier baffled him.

A few years later the name of a young intern made medical headlines. Dr. Harry Plotz had isolated the typhus bacillus and had been sent to plague-infected Serbia to rid the land of certain death by that dread disease. Successful at that assignment, he was called to continue the work of a great master at the Pasteur Institute in Paris.

When the news of Harry's success reached the ears of the medically great, they wrote words of commendation, but he awaited the letter from his former teacher. When it came, he wrote back a message of appreciation too seldom given to the men and women who have influenced the lives of the great while they were yet children and youth. "You are the man," Dr. Harry Plotz wrote, "who really isolated the typhus bacillus."

His teacher, principal, city superintendent felt well repaid for the hours spent in counseling the boy, and found even larger compensation in the hope that Harry would sometime develop serums for measles and other diseases. Thus he would be able to do, through another, some great deeds he did not know how to do himself. He could serve all humanity through one who, at his suggestion, had found a way to the work he loved best.

Teachers of genuine value are more than mere signboards on the way to greatness. With understanding hearts and inspiring words these helpers of the great-to-be give guidance when it counts most. When imbued with the wisdom that comes down from above, they can live as no others live, they can speak as no others speak. Their lives and their words are on God's side, actively, helpfully, joyously. They radiate hope and courage; they engender confidence and stimulate achievement.

Working with the classroom teachers who directly touch the youth of the church, and in the same great purpose of fitting them for larger service, are the teachers and helpers of the Home Study

Institute. Through the long arm of the world's mail system these workers reach thousands who would otherwise be denied all contact with Christian teachers. Their purpose is to raise men and women from where they are to where they can and ought to be.

Even highly educated persons who hold advanced degrees can get out of date by neglecting to inform themselves of the rapidly increasing additions to the already stupendous stores of knowledge. Some people know their work well and do it conscientiously, but their preparation may have been specialized within a narrow groove. This limitation of training usually restricts the areas of service. It is better to be ambidextrous than to be skillful with only one hand. That man is likely to be more resourceful who through organized effort continues his intellectual growth. He learns while he earns, but he also earns while he learns.

Most students do their best work at home or in rooms made as homelike as possible. Throughout life most people study at home, either to keep abreast of progress in their particular vocation or profession, or to prepare material for church or social activities. Many people can hold a good job, and at the same time prepare for a still better one. They welcome any instrument that will help them carve out a piece of work more beautiful or more enduring than anything yet produced.

One of the primary purposes of the Home Study Institute is to make educational opportunities available to those who would get on at their task. The only limits are those of time, strength, intelligence, and resolution. The work offered is meant only to supplement courses given in resident schools, and to extend their area of influence and service. In this broad field the Home Study Institute purposes to serve and, like the classroom teacher, to be an aid to greatness.

Remedial Needs of the School

Arthur E. Axelson

INSTRUCTOR IN BIBLE,
MAPLEWOOD ACADEMY

AMONG the many pressing problems of the secondary school is that of doing remedial work. It should be carried out in one or all of the following activities: reading, spelling, arithmetic, and writing. In the modern school of today there is too little room for individual expression and development. The youth enter the schools and are enrolled in units of one; then immediately begins the task of regimenting and ranking them into groups and classes. It seems to make little difference to the management of the school whether or not the students can adjust themselves to such classifications. The students are there either to adjust themselves or else to be "flunked out." The results are that too many are "flunked out."

The curriculum is prescribed. It must of necessity be so. There is nothing much that can be done about it except to offer a few electives within a prescribed course of study. Individual teaching is altogether too expensive and too personal to offer the solution to the problem. Neither does such a procedure adequately prepare the youth to fill his place in the community life.

Something must be done about it. Within the limits of group instruction and individual teaching a way must be found to reach the student where he is. It must allow him the necessary freedom that will develop his own personality while it retains for him the economies and advantages of group association and education. In dealing with him the backgrounds of his home; his emotional, social, or antisocial reactions; and his mental capacity to produce scholastically must be discovered. That is the big

problem; and that is also the problem of the school.

Some of these problems can be discovered by carefully prepared questionnaires, while others can be found by an adequate testing program. Neither of these two suggestions will be a panacea for all the ills of the schoolroom. However, these two will most assuredly help. The questioning and the testing procedure are comparatively easy. The important thing is not the testing but the doing something about it. Most schools fail right on the threshold of success. They realize the true situation, but they think that there is nothing they can do; so they do nothing. This is worse than total ignorance of the condition.

The source of the problem is found in the home and in the school. Often it goes back to the youngster and to his first day of school. Too often these infants, of from five to seven years of age, trudge their long way to the classroom to perform their uninteresting daily tasks, when they should have been home building strong bodies and sound minds. Many of these—some authorities say one fourth—have neither the physical endurance nor the mental maturity necessary to ensure them success in their educational adventure. These youngsters are doomed to failure from the very start unless some understanding teacher or sympathetic superintendent comes along to help them find themselves.

Compensations for such failures on the part of the youth may lead to very disastrous results in the development of negative attitudes toward life. Excellence will be sought in activities that are not nearly so necessary to a well-rounded

character as a good education. Dislike for the routine of school, undue emphasis upon physical activities, a careless disregard for the social conventionalities, are evidences of such maladjustments. Compensation for such failures on the part of the teachers may lead to too much emphasis upon the ever-handly *normal curve* of distribution. The *normal curve* may well become a deceptive instrument in the distribution of grades that completely ignores and covers up incompetence in both the student body and the teaching staff. It leaves the pleasant feeling that the results are inevitable rather than the outcome of poor study habits and teaching.

The major tool of all learning is reading. A bad start in reading is indeed tragic. The ability to read well is about as necessary to the success of the other important activities of life as it is to the educational process. Reading, reading, and again reading ought to be the essentials of the proverbial three R's. Handicap a student in his reading ability, and he is handicapped in his other educational pursuits. Unfortunately, and this is truly unfortunate, undue importance too often is placed upon the work in grades six to eight instead of upon that of grades one to three, where the foundation of the child's education is really begun. The teacher is likely to neglect the primary grades, for which there is neither conference nor State examinations, in favor of the higher grades for which there are such tests. If this procedure could be somewhat reversed, the whole school program would function better, for less time would need to be spent on the upper grades, and lessons would also be better prepared.

The reading ability of the average student in high school or academy is distracting. A comprehension test, given to 150 academy students whose median

I.Q. was about 105, showed that 107 were comprehending below their grade level, 26 were on their level, while only 17 were above. Such an awakening to facts is painful.

A representative group of fifteen students in this school were invited to join a class in remedial reading. The class met four days a week for about five weeks with attendance optional. Some dropped out of the class, and others were irregular in their attendance. However, a retest showed that the reading rate of the group increased from 3 to 50 per cent. The test also revealed that all had profited from the class, that the students with a low I.Q. required more time to remedy their inabilities, and that the percentage of improvement in reading increased with the I.Q. rating. It is a significant fact that as a person's reading rate increases, so does his comprehension and other educational abilities.

Remedial work will pay the biggest of dividends, for it is an investment in life. The moment that a problem student discovers his weaknesses, that these liabilities actually can be mastered and overcome, and that he has abilities equal to those of other students, a new world of opportunities opens up before him. He has discovered himself. His inferiority complex is gone. *He believes in himself. He is well along on the road to a successful career. Then it is important to counsel him with regard to worthwhile objectives and vocational opportunities.

NOTE.—Very helpful material may be secured by writing to the American Education Press, Inc., 400 South Front Street, Columbus, Ohio. They have two booklets: *Modern Living—Diagnostic Reading Workbook*, Junior-Senior High School Book A. *Tomorrow's Horizons—Diagnostic Reading Workbook*, Junior-Senior High School Book B.

Summer Councils Held in Washington, D.C.

Deans' Convention—July 31-August 13, 1946

The Deans' Convention of 1946 came in a year when our school home workers face the greatest task and challenge in the history of Seventh-day Adventist boarding schools. Increased enrollments everywhere and the backwash of war with its upheaval of standards were but two factors which made imperative a re-study of the principles underlying the administration of Christian school homes.

The writer was chairman of the convention, and ably assisting him as associates were Dean Minnie E. Abrey of Washington Missionary College and Dean Minnie E. Dauphinee of the Washington Sanitarium and Hospital. With few exceptions the college deans of men and women, and supervisors of nurses' residences in the United States and Canada were in attendance. Elder D. E. Rebok, president of the Theological Seminary, graciously made available the facilities of the building, and the General Conference and Review and Herald offices generously shared their resources.

The daily program began with the devotional period, which was led by representatives from the General Conference and the Theological Seminary. Then followed panel and symposium discussions. In addition to studies given by Elder Rebok and Elder F. H. Yost, the convention presented three speakers from the District of Columbia whose work in the field of youth guidance recommended them to us. Several field excursions broadened and enriched the experience of the deans.

Daily changes in the table display of books, pamphlets, and materials pertinent to the dean's work held the interest

of all throughout the convention. The vignettes which Dean Rachel Christman of Emmanuel Missionary College provided each day were especially enjoyed.

Limited space does not allow a full report of the resolutions passed, but some, when put into operation in the coming months, should profoundly affect the results in the dean's work. Several recommendations related to the work of academy deans. It was recommended that a course in school homes administration be offered in each senior college. A new dean's manual for use in the course was authorized, with Dean Pearl L. Rees of Union College serving as chairman of the committee to prepare the material.

Plans were laid for the formation of an association of Seventh-day Adventist deans, with membership open to school home workers in colleges, sanitariums, and academies. Dean H. H. Morse of Washington Missionary College was appointed chairman of the committee to draft a constitution. Other resolutions were concerned with daily worship periods, student prayer rooms, emphasis on missions, health, dress, motion pictures, student campaigns, a dean's reading course, and graduate studies in guidance.

Dean Mary E. Lamson, able editor of the *Dean's Window*, was re-elected for the coming four-year term. Associated with her will be Dean Robert Reynolds of Pacific Union College, Dean Pearl L. Rees of Union College, and Mrs. Dorothy Foreman Beltz of Washington D.C.

WALTER T. CRANDALL,
La Sierra College.

Sectional Groups: Business, Music, and Home Economics August 21-September 3, 1946

Each morning delegates to the Business, Music, and Home Economics sectional meetings gathered for a joint worship period to receive spiritual food and enlarge their vision of what God expects of them as denominational instructors of young people in these times. The inspirational talks given during those half hours will not soon be forgotten.

Following the worship hour, each group went to the appointed place to study its particular problems.

Business Section

Teachers were in attendance at the council from seven colleges. Professor E. Strauss Cubley was chairman of this section.

Lively discussion of pertinent problems followed the presentation of papers on previously assigned topics. Other meetings consisted of lectures or demonstrations by persons well known in business education circles.

Considerable time was spent in the re-examination of existing curricula in business and secretarial science for junior and senior colleges. Questions pondered were: Do the courses in the fields of business and secretarial science meet our denominational needs? Should they be modified to meet the present urgent need for office workers? Do they fit into the liberal arts pattern of our schools? Are we meeting the needs of the returning veterans?

As a result of the study given these matters, a suggested core curriculum was outlined for the four-year degree course, with a business or secretarial major.

Another problem considered at great length was how to make business course offerings more acceptable in the training of theology and nonbusiness majors, and a recommendation was made.

Several trips were taken to places of interest in the city of Washington.

The program was a busy one, but gave inspiration that promises much for our business and secretarial training.

IRENE ORTNER,
La Sierra College.

Music Section

The music folk met in the Seminary chapel for their discussions, with H. B. Hannum, of La Sierra College, as chairman. At the first meeting Professor Hannum presented a paper in which the thought was stressed that "singing is as much an act of worship as prayer." All music should refine and ennoble our characters.

An afternoon was devoted to the question, "Should academy students be allowed in college musical organizations?" After much discussion it was decided this practice should be encouraged in view of the present shortage of teachers.

To meet the denominational need for music teachers, consideration was given to the proposed Bachelor of Music Degree to be offered at Washington Missionary College. Dr. Wargo, head of the music department there, stressed the importance of hiring musicians for unusual instruments to come to the college for teaching rather than have students attend outside schools and conservatories.

Another topic which took the foreground was that of church school music. One of the recommendations asked for the revision of the present course of study in church school music.

A discussion of charges to be made for music lessons suggested a standard plan growing out of a combination of the best methods now used in different schools. It was agreed that music students should register at the registrar's office, and receive course cards the same as for any other subject. The question of credit for applied music was discussed, with

the suggestion that *College Music*, by Randall Thompson, would help in the solution. Each teacher made suggestions as to his preference for textbooks in the various fields of music. Professor Walker, from Walla Walla College, supplied a mimeographed list of the music books in their library. As to methods of piano teaching, it was agreed that sight reading can be improved by having a student use many books of the same difficulty.

An entire day was devoted to studying every phase of church music, and many books were recommended. Much can be done to raise the standard of church music if the faculties in our colleges will recognize and keep before the students the fact that spirituality in performance is more desirable than technical ability or theatrical entertainment.

The training of singing evangelists received considerable attention, with the agreement that they should take more music subjects. The curriculum for ministerial students should be elastic enough to include conducting, church music, fundamentals of music, music appreciation, and experience singing in a choir. Other topics receiving considerable attention were music appreciation in chapel programs, exchange of Adventist talent on lyceum programs, church school music appreciation, teacher loads, the use of theater organs in churches, music for church pianists, and the use of string ensembles and brass choirs for church music.

In addition to visiting points of interest in the city, those attending the convention appreciated the musical treats available for their enjoyment. On the last Sabbath of the convention Professor Hannum was in charge of the music at the Seminary vesper hour when members of this group provided the selections.

ALFRED WALTERS,
Atlantic Union College.

Home Economics Section

Eleven delegates, representing the field of home economics, met to discuss mutual problems, exchange ideas, and receive inspiration and help for their future work. Beatrice Holquist, of Emmanuel Missionary College, was chairman, with Daisy Schluntz, of Walla Walla College, as her assistant. Mrs. Esther Gardner, director of the School of Dietetics of the College of Medical Evangelists, was also a member of this group. Her help and counsel were very much appreciated.

The home economics sectional meetings included a daily business session, lectures by guest speakers, reports by the delegates themselves on topics of current interest to home economists, committee work, and field trips of educational value.

Exhibits included a large display of books and magazines pertinent to the field of home economics, and a motion picture on the School of Dietetics.

There was an animated discussion on how to popularize home economics courses in our colleges, and the value of home economics clubs. Work on brief course-of-study outlines consumed considerable time of certain group members near the close of the session. It is hoped that this work may be resumed in the near future and that the final results will be made available to academic as well as seventh-and-eighth-grade teachers. Committees worked earnestly on two- and four-year curriculums for home economics students.

It is the studied purpose of the home economics teachers to make their course offerings practical and at the same time to maintain a high scholastic standard, which will train young women for more efficient service, both at home and abroad.

DORIS CARLSEN,
La Sierra College.

NEWS from the SCHOOLS

COLPORTEUR VICTORY DAY at Union College was celebrated on October 7. M. V. Campbell, president of the Central Union Conference, spoke in the college auditorium, and C. G. Cross, union conference publishing department secretary, presented student colporteur certificates to 104 who engaged in the work last summer. Approximately 37,000 hours had been put in, 74,000 exhibitions given, and \$65,000 worth of books delivered. But possibly the best part of the record was the prayers that had been offered with some 20,000 persons.

STUDENTS OF LA SIERRA ACADEMY raised \$151 in a recent campaign to furnish an asphalt tile floor covering for the lower halls of Hole Memorial, where the academy is located.

A DIRECT RESULT of the Voice of Prophecy work in the Northern California Conference is the increased enrollment in the church schools. A total of 1,428 pupils in grades one to eight—a gain of 119 over last year—are enjoying the privilege of attending these Christian schools.

INGATHERING SINGING BANDS at Broadview Academy brought in over \$1,100 in three evenings. The last evening was the best, with donations of over \$500. The neighbors and friends around Broadview expect these young people in their singing bands, and respond kindly and generously.

F. W. BIEBER, who has taught Bible at Oshawa Missionary College for the past two years, has accepted a call to the British Columbia Conference as home missionary and educational secretary.

EVA BEELER, R.N., Northern California Conference nurse, has been busy giving physical examinations to the students in the church schools.

THE SECOND LYCEUM LECTURE at Union College was given October 26 by Paul Wickman, secretary of the North American and International Radio commissions of the General Conference. Beautiful natural color film showed the modern cities of South Africa, as well as many scenic spots of that continent.

MISSIONARY VOLUNTEER SECRETARIES of the North Pacific Union sponsored the Saturday night program of October 26, as a "pattern" for acceptable Christian entertainment. Opportunity was given first for the various conference groups to meet, games and refreshments were provided, and the evening closed with pictures in Columbia Auditorium, which included the Missionary Volunteer trip to the top of Mount Hood.

IN SPITE OF ADDITIONAL HOUSING which has been prepared at Broadview Academy, it was necessary to refuse admittance to a number of boys and girls at the opening of school.

THE NEWLY CREATED INDEPENDENT RADIO STATION KWWB in Walla Walla has Harry Thomsen, sophomore, as announcer and Austin Morgan, senior, in charge of news. At least one story about the college will be included in the daily news script. The station managers are arranging for the college music and speech departments to make regular broadcasts.

NEW FACULTY MEMBERS at Auburn Academy are C. L. Witzel, mathematics and director of vocational guidance (returning); Mr. and Mrs. Watrous, dean of boys and librarian, respectively; Frank Hawthorn, from Healdsburg, California, High School, physical education and vocational teacher.

THE NEW YORK BOARD OF REGENTS has officially approved Atlantic Union College courses leading to the Bachelor of Arts degree.

THE PINE FORGE INSTITUTE, Pennsylvania, began its first session on September 9. This is the first boarding school in the North giving work on the secondary level for colored students. J. L. Moran, president of Oakwood for many years, is the principal.

TWO NEW TEACHERS' COTTAGES and twelve apartments for married students have been completed at Canadian Union College, and a new girls' dormitory is under construction. It is a three-story, fireproof building, 220 feet long, built of reinforced concrete and tile.

AFTER FORTY YEARS the elementary school-work of Lodi Academy has now been placed under the immediate direction of the churches in that vicinity. A new eight-unit building has been constructed on a campus of two and one-half acres, located a block north of the academy. This year 210 pupils are enrolled. The old elementary building, with its center court, has been remodeled to serve as a dormitory for thirty-four girls under the supervision of Ruth Wiltse, formerly of Campion Academy, who is also serving as home economics teacher.

VIOLET SCOTT, formerly of Walla Walla College, is teaching mathematics and science at Lodi Academy.

INDIANA ACADEMY reports the largest attendance in its history. A large building program is in progress here. It was necessary to close one small church school in the conference, but four others were opened this year.

THE WATERTOWN (SOUTH DAKOTA) CHURCH SCHOOL is an active evangelistic agency in that church. Three non-Adventist students are attending Sabbath school and bringing their parents with them. One mother has requested Bible studies.

THE NORTHERN UNION SECONDARY TEACHERS' INSTITUTE was held at Plainview Academy, South Dakota, and the help of L. R. Rasmussen was greatly appreciated.

LA SIERRA ACADEMY's increased enrollment, 292, including twenty-one veterans of World War II and fifty-nine college deficiency students, has made it necessary to establish their own registrar's office separate from the college. Dorothy Vollmer, academic commercial teacher, is the new registrar. Dorothy Vipond has joined the faculty as director of the choir, girls' glee club, and other musical organizations. She also gives private lessons in voice.

THE WASHINGTON CONFERENCE church school teachers were again guests of the Oregon Conference for a joint institute at Gladstone Park, October 6-10. The help given by Dr. J. E. Weaver, from the General Conference Department of Education, was appreciated, as was also the help of union and local conference workers.

BENT-STEEL FURNITURE is now being manufactured in the College Mill at Washington Missionary College, and plans are being laid to expand this industry.

NEW FACULTY MEMBERS AND FRESH PAINT are in evidence as school opens at Kern Academy, Shafter, California. The new faculty are H. H. Mauk, principal; Mrs. John Baerg, Mr. and Mrs. K. W. Wilson, William Aprile, Mrs. Maurine Ortner, and Mrs. Christine Cramer. Fresh paint was applied both inside and out to the cafeteria and elementary buildings, while the teachers' cottage, woodwork shop, and shower rooms received their share.

A WINDSTORM destroyed the newest school building at Onaway Junior Academy, Michigan, last spring. Materials were destroyed but spirits were not dampened, and school is being held for the present in the old schoolrooms under the able leadership of Mrs. Fern Burgess and Mrs. Ruth Howell.

THE SAWMILL at Pine Forest Academy has recently been working for three neighbors, but it is hoped that soon it will be cutting lumber for the new barn at the school.

AN ACCELERATED TEACHER - TRAINING COURSE is being planned in the Lake Union to care for the teacher shortage. This will be inaugurated June 1, 1947, and will end August 30, 1948, during which time it will be possible to complete two full years of training. A committee of seven has been appointed by the union committee to draw up the course of study and to select the instructors. Students for this training will be carefully selected from the academies in the union.

SHORTHAND STUDENTS at Union College enjoyed a recent demonstration given there by Louis John Mild, one of the ten who have thus far earned certificates in the official Gregg shorthand 220-words-a-minute test.

DR. LYNN H. WOOD, of the Seventh-day Adventist Theological Seminary, conducted the fall Week of Prayer meetings at Union College. The theme for these studies was "The Cross—Its Fundamental Purpose and Philosophy."

LEAVE OF ABSENCE for graduate study has been granted this present year to eight Pacific Union College faculty members, as follows: Donald Hemphill, biology, University of California; Graham Maxwell, Biblical languages, University of Chicago; George Caviness, German, Ohio State University; J. Paul Stauffer, English, Harvard University; George B. Taylor, Spanish, Harvey M. Lashier and Ivan Nielsen, physics, and L. Mark Hamilton, history, Stanford University.

THE 1946-47 REGISTRATION WEEK at Southern Missionary College showed a 100 per cent gain in college students over last year. Some three hundred freshmen are enrolled.

THE OHIO CONFERENCE reports twenty elementary and intermediate church schools, nine of which are offering work above the eighth grade. Thirty-two teachers are employed in these schools.

ARMONA (CALIFORNIA) UNION ACADEMY is adding four classrooms to its present school plant, as well as a gymnasium. Theophil Fischer, formerly of San Francisco Junior Academy, is principal this year.

INGATHERING FIELD DAY, October 1, at Auburn Academy contributed over \$1,000 in cash, besides produce. Twenty-two cars and the school bus took students to their territory within a radius of twenty miles. Not only were necessary funds gathered for missions, but school spirit was strengthened by teachers and students working together.

L. MARK HAMILTON is spending the autumn quarter at Hawaiian Mission Academy, conducting college history courses in the Pacific Union College extension plan. Twenty-three students are enrolled. Dean Charles E. Weniger will give speech and English courses during the winter term.

MAJOR CHANGES made during the summer at Canadian Union College provide an additional stack room for the expanding library, another reading and study room for senior students, an additional chemistry laboratory for advanced work, and a chemistry classroom with elevated seats. The chapel seats have been rearranged, re-finished, and eighty-five new seats installed.

FACULTY CHANGES AT UNION COLLEGE include: E. M. Cadwallader, returns after a year's absence to head the education department, assisted by Gunther Paulien, who received his M.A. degree from Columbia University; Major Floyd Bresee, recently discharged from the Chaplains Corps of the United States Army, returns as instructor in the history department; W. H. Beaven, also returns from leave of absence to serve as acting head of the English department, and Virginia Shull, former English teacher at Walla Walla Academy, joins the department; Mavis Betts Boyd, a Union College graduate, assists Dr. E. B. Ogden in the mathematics department; and Mrs. Aletha Knowlton assists in the home economics department.

FOR THE FIRST TIME in its history, the Pacific Union College church has a full-time pastor, in Elder Paul O. Campbell. This year's increased enrollment makes it necessary to conduct two church services each Sabbath.

NATURAL GAS is being installed for all heating and cooking purposes at Canadian Union College. Heating equipment in all teachers' cottages is being reconverted to use natural gas as fuel.

DR. J. E. WEAVER left New York recently by plane to visit our educational institutions in Africa and to attend the Southern African Division meeting.

ADDITIONAL NEW FACULTY MEMBERS at Pacific Union College not previously listed are: Glee King, secretarial studies; Carl Peterson and Robert Nutter, science; Mrs. Lois Drummond Stoops, English; Harold Jones, mathematics; Butonne Davis, speech; Kenneth Manning, art; Frederick Brown, physical education; Mrs. Fern Christensen, director of college health service; Mrs. Ruth Nelson, assistant librarian; Eleanor Wentworth, assistant registrar; Eric Lundquist, chief accountant; John D. Irwin, accountant; Mrs. Robert Nutter, cashier; R. W. Gepford, assistant manager of college store; C. C. Krohn, farm manager; Robert Reynolds, dean of men; Mary Lou Durning, assistant dean of women. Lyle McCoy is teaching the academy Bible, and Fenton Hopp, the academy history.

THE A. G. DANIELLS MEMORIAL LIBRARY, a colonial type brick building situated between the administration building and Maude Jones Hall, at Southern Missionary College, was ready for use at the opening of the fall term. Observation during the evening hours shows that students are making full use of the new library facilities.

A SINGING CONVENTION was held in the Union College Auditorium from 3:30 to 5:00 P.M., October 19. This innovation was so well received that another is planned for the near future. The audience wrote on slips of paper their choice of singers and songs, while four male quartets, two girls' trios, one male trio, and a number of soloists sang the numbers requested.

C. N. REES has returned to the principalship of Takoma Academy, and Mrs. Rees is teaching the English II classes. Walter Ralls, '46 graduate of Washington Missionary College, is teaching Bible; Mrs. Kathleen Saxon, of the college staff, teaches chemistry; William Walker, science; Anita Britton, algebra and geometry; Jane Summerour, music; Maurice Siler, physical education; Elmore McMurphy, academy glee clubs.

IN FIFTEEN DAYS the students at Cedar Lake Academy secured 1,650 cash subscriptions to their school paper, *The Cedar Log*. This was 450 in excess of the goal, and meant an average of 8.9 subscriptions for every student.

THE CONSTRUCTION OF A TWO-STORY BUILDING, 40' x 60', at Canadian Union College, has made it possible to move the laundry and craft shop out of the administration building. The music department, with six practice rooms; a studio, and music classroom; a physics classroom and laboratory; and a typing classroom now use the space formerly occupied by the laundry and shop. Incidentally, all the pianos have been taken to Edmonton to receive a thorough overhauling and reconditioning by a factory representative.

A FOUR-YEAR PROGRAM IN NURSING leading to a diploma and a college degree, as offered by Union College, was approved last spring by both the Nebraska and the Colorado State Boards of Nurse Examiners.

LAYING THE CORNERSTONE for the boys' dormitory at the Middle East Training School on the new college site in Beirut, Lebanon, was a gala occasion. A tent was erected in which to receive the president of the republic, and flags were in evidence everywhere. The president was accompanied by several of his ministers, companies of infantry, a large band, and many dignitaries. The president of the American University and his wife, representatives from other missions, and a staff from the American legation joined in the ceremony. Elder F. B. Harder briefly outlined the ideals and plans of the college, and thanked the Lebanese Government and His Excellency for their co-operation and friendliness. The president seemed quite surprised and pleased with what he saw, and all the newspapers carried accounts of the ceremony and pictures of the president laying the cornerstone.

THE STUDENTS' SHARE in the cost of the Moller pipe organ for Rupp Memorial Chapel at Lynwood Academy was \$6,000. The boys collected \$2,102.76, and the girls, \$4,319.33—a total of \$6,422.09. The twenty-four who collected from \$100 to \$150 each were awarded a boat trip to Catalina, while the six who collected \$150 or more had the privilege of flying over and returning by boat.

ACADEMIES IN THE NORTHERN UNION, in addition to increased enrollments, report well-filled vocational classes, as follows: general shop, 76; advanced shop, 7; home economics 1, 77; home economics 2, 9; mechanical drawing, 29; agriculture, 9; woodworking, 12; printing, 8. Teachers and students manifest a real desire to follow the pattern outlined in the Spirit of prophecy.

L. R. RASMUSSEN, of the General Conference Department of Education, accompanied Secretary G. M. Mathews, the latter part of October, in visiting the nine academies of the Lake Union.

PINE FOREST ACADEMY harvested a bountiful corn crop this fall. A good supply of sorghum and sugar cane molasses ensures plenty of "sweets" for the students this winter.

CLASSES IN COMMERCIAL ART are being given at Union College by Virginia Lohman. Students may expect to do quality work on a commercial basis within a few weeks' time. The class in art orientation broadens the concept of art, both in the home and in the business world. Miniature room models are being prepared, and an exhibit will be held upon completion of the project. Elementary teachers are being prepared for their future work by a class in school drawing.

PRINCIPAL D. C. LUDINGTON, of Colledge Academy, reports a senior class this year of fifty-one members. This is the largest in the history of the academy.

UNUSUALLY HEAVY ENROLLMENTS are reported in all schools. Of the colleges reporting veteran enrollments, La Sierra lists 306; Pacific Union, 216; and Southern Missionary, 153.

DR. PAUL E. QUIMBY, head of the department of religion at Pacific Union College, has accepted a call to return to the Orient as educational and M.V. secretary for the China Division. T. H. Jemison will serve as acting chairman of the religion group for this year.

HAWAIIAN MISSION ACADEMY reports an enrollment of nearly seven hundred students: 341 elementary, 316 secondary, and 22 college extension. Since their teaching personnel has been almost completely changed, the list below will be of interest:

<i>Teacher</i>	<i>From</i>	<i>Grade or Subject</i>
W. V. Albee	San Diego, California	Science
Mrs. Dorothy Christman	Pennsylvania	Fifth grade
Mrs. Irene Gould	College Place, Washington	Third grade
Elmer Herr	Lincoln, Nebraska	History, English I
A. D. Holmes	Lincoln, Nebraska	Mathematics
*Anna Jensen	Chico, California	Fourth grade
Mrs. Winifred Oshita	Honolulu	Home economics
Mrs. Nellie Shim	Honolulu	First grade
Leland Shultz	Washington, D.C.	Press superintendent
Wilmot Smith	Honolulu	Bible
Mrs. Helen Steinel	Glendale, California	Piano, voice
R. A. Strickland	Hutchinson, Minnesota	Commercial, treasurer
*Mabel Taylor	College Place, Washington	Eighth grade

* Has previously been at Hawaiian Mission Academy.

E. E. COSSENTINE made a recent survey of our schoolwork in the Inter-American Division, visiting Cuba and Jamaica in particular.

AN IRRIGATION SYSTEM purchased last spring for the Adelplian Academy farm helped greatly during the past dry summer to produce the fine crop of tomatoes, corn, potatoes, and other garden vegetables which have been stored for winter use. A large, new strawberry patch promises good things next summer.

H. E. WESTERMEYER received the degree of doctor of philosophy from Stanford University on September 27. His thesis was "Religious Policy of the Third Reich, 1933-37." Dr. Westermeyer is head of the history department at Walla Walla College.

SEVENTY STUDENTS AT CEDAR LAKE ACADEMY were present at every class during the first six weeks' period. This represented 38 per cent of all the students.

THE ONTARIO-QUEBEC CONFERENCE reports a new church school that is being conducted in the pastor's home at Grimsby, Ontario.

H. D. SCHWARTZ, formerly of Auburn Academy, is principal at Gem State Academy this year.

O. S. HERSHBERGER, former home missionary secretary and educational superintendent of the East Pennsylvania Conference, is now the Missionary Volunteer secretary of the Columbia Union.

RECENT ADDITIONS to the music faculty at Union College include Mrs. Ellen Kurtz Jacobson, graduate of the American University of Music in Chicago; Mrs. Marguerite Woodruff Widener, University of Nebraska music graduate and instructor; and Olivia Harder, former music instructor at Maplewood Academy. Mrs. M. S. Culver is also helping to care for the unusually large enrollment. Nearly one hundred students are taking voice, while those studying piano and other instruments number more than three hundred. Shortages of building materials are delaying the finishing of the new music building, but it is being used nevertheless.

AN ELEMENTARY SUPERVISOR is to be supplied in the Lake Union by the autumn of 1947, according to plans just announced. The union will pay the salary, and the local conferences will care for the expenses. This will greatly strengthen the work in this large field.

INGATHERERS AT CEDAR LAKE ACADEMY brought in over \$2,200. This was the result of the work of twenty-nine bands. "If God be for us, who can be against us?"

ENROLLMENT AT WALLA WALLA COLLEGE is now 1,019, almost double prewar figures. This has made it necessary to have thirteen sections of freshmen English and two sections of elementary zoology with thirteen laboratory sections. In some classrooms folding chairs are crowded about the teacher's desk.

THE ANNUAL MUSIC FESTIVAL for the academies of the Lake Union will return in the spring of 1947, following its discontinuance during the war years. Academy administrators and music teachers feel that this festival serves to give music its proper place in the education of our young people.

WALLA WALLA COLLEGE CAFETERIA is now serving over six hundred students at the noon and evening meals. In order to care for all dormitory students it is necessary to clear tables three times during a meal.

MABEL NASSERDEN teaches the primary grades at Winnipeg Junior Academy this year.



IVAN SCHABER, Walla Walla College class of '40, is teaching at the Macrorie, Saskatchewan, intermediate school this year.

WINNIPEG JUNIOR ACADEMY held open house for its patrons and friends on October 29, at which time a program was provided in recognition of recent improvements to the school plant. The rooms have been completely redecorated and fluorescent lighting installed. E. A. Crane, educational secretary of the Canadian Union, and Teddric Mohr, educational superintendent of the Manitoba-Saskatchewan Conference, were both present for the happy occasion.

THE SOUTHERN UNION ELEMENTARY TEACHERS' INSTITUTE was held at Altamonte Hotel, Altamonte Springs, Florida, October 28-31. The union institute for colored teachers convened in Atlanta, Georgia, November 1-4. Dr. J. E. Weaver attended both institutes.

THE TAMPA (FLORIDA) JUNIOR ACADEMY is now occupying its new building.

NEW FACULTY MEMBERS at Adelpian Academy are: Miriam Foreman, dean of girls; Aletha Shook, matron; and Mrs. Ashley May, laundry supervisor.

ELDER D. H. SPILLMAN, president of the Washington Conference, emphasized heart religion in the fall Week of Prayer which he conducted at Walla Walla College.

FOUR NEW CHURCH SCHOOLS are operating in Missouri this year.

THE CULINARY DEPARTMENT at Adelphian Academy added greatly to its efficiency this past summer by remodeling food-preparation tables, storage space, and other conveniences. The new serving room is modern in every respect and provides for two service lines.

SOUTH LANCASTER ACADEMY reports the counseling-and-guidance plan for students working well. Two music instructors have been added to the academy staff this year, since last year many students were turned away.

THE SOUTHWESTERN UNION CONFERENCE TEACHERS' INSTITUTE was held at Lake Murray State Park, Ardmore, Oklahoma, the first week in October. This was a most helpful and inspiring institute with Secretary W. A. Howe in charge. Others who gave much-appreciated help were: Lorena Wilcox, director of teacher training at Southwestern Junior College, and four of her critic teachers—Mrs. Flora Moyers, Mary Woodward, Vera Baker, and Mrs. Geneva Law; E. M. Cadwallader, representing the department of teacher training at Union College; L. R. Rasmussen, of the General Conference Department of Education; K. L. Gant, of the Northern Union; G. R. Fattic, Central Union; Dr. R. W. Woods, president of Union College; J. V. Peters, president of Southwestern Junior College; J. W. Turner, union conference president; and the local conference presidents.

THE ANNA B. KNIGHT CHAPTER OF THE FUTURE TEACHERS OF AMERICA was organized at Oakwood College during National Education Week. Natelkka Burrell arranged a profitable and inspiring program for the week. At the anniversary banquet for about sixty students and teachers, H. M. Tippet, associate book editor of the Review and Herald, was the guest speaker. One of the high lights of the week was the candle-light service in which H. C. Klement, union educational secretary, presented the chapter pins to college and academy members who had taken the organization pledge.

ARTHUR PATZER, former dean of boys at Auburn Academy, is now educational and M.V. secretary of the Montana Conference.

INGATHERING FIELD DAY at Adelphian Academy, September 25, saw a record number participating. Several district leaders assisted teachers and students, and the Lord richly blessed the efforts. The per capita amount received for the day was over \$13, with a total of \$1,560.

THE ADMINISTRATIVE OFFICES of La Sierra College moved on September 12 into their new quarters in the Fulton Memorial Library and Administration Building, which is nearing completion. This releases four rooms in La Sierra Hall for classroom use. Removal of the library to its new quarters is dependent upon the procurement of plate glass and of a boiler for the heating system.

A SHORTAGE OF BOYS at Pine Forest Academy led a number of girls to volunteer to help harvest the crops, milk the cows, get the wood, and do general outdoor work. This meant many blisters, but the girls were happy to make this contribution, for it developed muscle and added knowledge.

SEVERAL NEW CHURCH SCHOOLS open in the Southern Union with this school term.

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Steps of Progress

Continued from page 7

to this purpose, and there are few children in America who attend school in a nicer building than this.

In Norridgewock, Maine, an excellent brick building was purchased recently, beautiful for its location and especially suited for a school. It was part of the property of the Dole family of pineapple fame. With very minor changes, it was made into a modern school building with beautiful living quarters upstairs for teachers.

In the city of Melrose, Massachusetts, not far from the sanitarium, a public school building and lot was purchased for an insignificant sum. This building was not antiquated or obsolete, but improved with new hardwood floors and so forth, is a modern school building.

Within the last few weeks an excellent school building and recreational center has been purchased by the church

at Cortland, New York. Minor changes have been effected, a new coat of paint applied, and now a new church school is in operation in this thriving center.

About a year ago the church at Rochester, New York, purchased a good building in which they are now conducting the Rochester Junior Academy. This building is also used as a church. It is well lighted, has hardwood floors, a large playground, and other desirable features. The cost was but a small fraction of what would be required to construct such a building now even if materials were available.

In all cases these buildings are so constructed and located that they can also be used by the church communities for social centers. Here secular activities, lectures, conventions, lyceum numbers, and recreational programs may be given, and young and old alike may share the fellowship and companionship which warms the heart, trains the mind, and develops the personality.

"THE JOURNAL OF TRUE EDUCATION"

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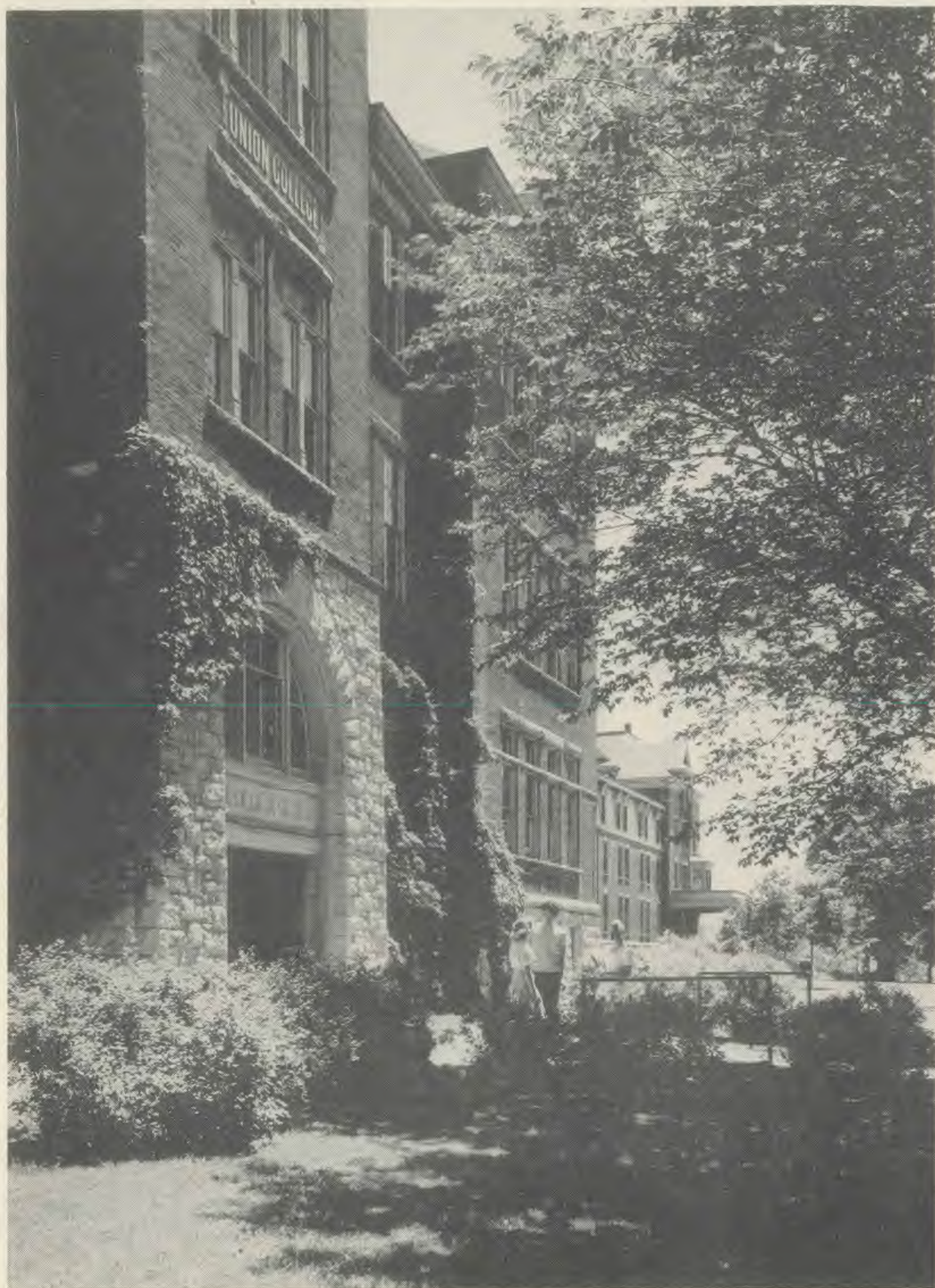
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