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KELD J. REYNOLDS, EDITOR

Associates

ERWIN E. COSENTINE
LOWELL R. RASMUSSEN

JOHN E. WEAVER
FLORENCE K. REBOK

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THEIR FUTURE IS NOW—An Editorial

TEACHERS are used to being told that they are the makers of civilization, and that in no other profession has the individual a better opportunity to multiply himself and extend himself through others. This truth, when grasped and appreciated, compensates in a measure for inadequate wages and the lack of social prestige, because it lends dignity and significance to the profession and hence to the individual teacher. But the concept has its dangers.

The teacher is the maker of civilization, but she is not succeeding very well unless Johnny and Jane are daily becoming more civilized. The Christian teacher must hold before her class the vision and expectation of the coming kingdom, but she is not doing much to advance it unless the little people in her class are making appreciable advancement as citizens of it. She may be ever so skilled in presenting the beauties of literature, and she may drill the pupils until they are letter perfect in grammar and spelling in the classroom; but unless their speech at home and in the street is purified, the learning process has not been successfully advanced.

On the college level the danger of diffused teaching is greater than it is in the secondary or elementary school. It is easy for the professor to assume that sound foundations have been laid and good attitudes developed, so that the students before him are ready and receptive. It is easy to generalize, to deal in formula and axiom, to philosophize; and then, if lives are not ennobled through our teaching, if character and personality do not take shape as we know they should, if we do not bring souls to a decision for Christ, it is easy to shrug the professorial shoulder and quote the ancient alibi: You can lead the horse to water, but you cannot make him drink.

One does not teach long before he realizes, for himself as well as for his students, the force of the wise saying: "If ye know these things, happy are ye if ye do them." This is perhaps the greatest challenge in the practice of teaching.

The teacher of music appreciation knows he has not succeeded with the student who goes from the class straight to the juke box. The history teacher knows he has failed with the student who has not caught the deeper meanings of history, neither the laws of cause and effect in human behavior, nor the stately steppings of God; so that he is unadjusted to time as well as to eternity—a bewildered bull in a china shop.

The wise teacher knows it is not enough to get his students to name the major and minor prophets and analyze their messages, or to read the epistles in the original, or to develop and defend a system of Christian ethics. He knows that students may be drilled so that they can write a paper, or take part in a class discussion, yet without showing that improvement and refinement of behavior and that spiritual growth which are the true and ultimate fruits of learning.

Those teachers who are wise and therefore great, are the ones who come to know their students, who recognize their individual needs, who make practical applications where they can, and who follow up in a personal way the classroom instruction. They are the ones wise enough to know that school is life, not merely the preparation for it. They give attention, in other words, to the day-by-day successful development by which all human growth is measured.

It is no small thing to assume this measure of responsibility for the mental and spiritual growth of a child or a young person. Therein lies the challenge. This is the way to be a great teacher.

Concerning Grades and Personal Worth

J. P. Neff

EDUCATIONAL SECRETARY,
COLUMBIA UNION CONFERENCE

THE schools of the past generation spent much time and effort on the slow, backward, subnormal children, while they left the more intelligent and brilliant ones to shift for themselves. A teacher was rated by her ability to bring the dull pupils up to the place where they could be promoted. There is still too much of this same practice today.

Perhaps to some extent as a reaction to this attitude, another policy is coming into practice that is equally undesirable and unfair: the honor-point requirement in college, and the corresponding grade requirement in the secondary schools. Unless secondary students have made certain grade attainments they are not recommended for college. In college, unless a lower-class student has made a specified number of honor points, he is not accepted for certain professional courses.

Within reasonable limitations the objectives of this policy are good. But making grades and honor points almost the sole basis of admission is entirely inadequate and unfair, because it excludes many students of real ability—if not brilliance—who should be admitted.

It would be a great mistake to adopt a rigid policy ruling out of the higher schools the seemingly mediocre, unpromising children, who are making low grades. Some potentially brilliant children are slow in development, and do not "wake up" until they have passed adolescence; others may be handicapped by undesirable home and environmental influences, which have deprived them of normal advantages. The mistake of excluding

from school children who do not manifest much promise in early life is clearly shown in the following quotation: "Some would be content with the thorough education of a few of the most promising of our youth; but they all need an education that they may be fitted for usefulness in this life, qualified for places of responsibility in both private and public life. There is great necessity for making plans that there may be a large number of competent workers, and many should fit themselves as teachers, that others may be trained and disciplined for the great work of the future."¹

No one can tell what the future life of any child will be. More than fifty years ago I heard a lecturer and author of national reputation ask this question: "Why is it that we seldom hear of valedictorians after graduation day?" The answer was that they are generally brilliant, can express freely all they know, and have not had to acquire their knowledge by hard, prolonged study. Most of them have not learned to labor and persevere. So when they come to the problems of life out of school, they choose the easy way. The grades the student makes are too often accepted as the sole index of his worth and ability to progress. It is not a good method by which to judge his scholarship, much less his mentality, and still less his merit.

The grades A, B, C, and D mean little unless we know the effort that was put forth to obtain them. C grades made with A and B effort are worth more than A and B grades that are made by C and D effort. In the latter case the student is not learning much and he is acquiring bad habits

of indolence, shiftlessness, and unreliability. He is failing to improve his talents and to use his time properly. In later life he will probably fall to the rear. It is the student who has to study hard to learn—but does study hard—who will eventually win and succeed, because he retains and uses what he learns. Consequently mere scholastic grades are neither conclusive nor reliable criteria of ability, merit, and worth.

When effort is taken into consideration, along with the achievement grades over a period of several years and under different teachers, we have a fair basis of evaluation. We say "different teachers," because there is so much variation in grading among teachers; and we say "over a period of several years," because the child's attitude—if not his actual ability—changes with his age and with variations in home and environmental factors.

I knew a Chief Justice of the United States Supreme Court who told me that at thirteen he made very poor grades, hated school, and dropped out. He went to the farm and plowed cotton, preferring mules to teachers. At eighteen he returned to school; later on he studied law, and finally became Chief Justice, though he was never an honor student in school. Many eminent men who achieved high marks on the roll of honor in adult life were very ordinary students in school.

One of the greatest crimes that could be perpetrated on youth by our educational system would be to adopt the policy of the secular schools—to measure the talents, ability, and capacity of every child and youth on the basis of the grades given by the teacher on his grade cards. We have shown these to be very uncertain and unreliable criteria. We must not limit and suppress the development of individual talent by closing the door of opportunity to any student. Had I been guided thirty-three years ago by the grade cards of two girls in the eighth and ninth years of school, and by the

pressure of two of my best teachers respecting them, they would have been discouraged and ended their educational careers. One of them later became a successful teacher in a leading private school near Philadelphia; the other holds a degree of doctor of philosophy from the University of California. Their grades in the eighth and ninth years of school gave no promise of such a future.

Some of our best thinkers are slow thinkers. They may also write or speak slowly. Hence, when they are limited to time in an examination they are greatly handicapped. They do not make the grades they deserve, and their grades are not true evaluations of their worth.

Beyond all this there are, of course, exceptional cases which educators must recognize as fundamentally subnormal. These are not simply slow to learn or slow in development; they are fundamentally incapable. They are so deficient that they cannot succeed, and they destructively interfere with the work of the normal school. Such students must be eliminated from the regular school program and be placed in special schools for that class of pupils.

We must learn to discriminate between slow students and deficient students; between those who are deficient in one or a few subjects and those who really are mentally incapable and can learn only one subject or a very few things.

"'Why,' says one, 'what is the need of being so particular thoroughly to educate our youth? It seems to me that if a few who have decided to follow some literary calling or some other calling that requires a certain discipline, receive special attention, this is all that is necessary. It is not necessary that all our young people should be so well trained. Will not the thorough education of a few answer every essential requirement?'

"No, I answer, most decidedly not. What selection would we be able to make

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Giving a Denominational Slant to Our Business Courses

V. L. Bartlett,

PROFESSOR OF BUSINESS ADMINISTRATION,
SOUTHWESTERN JUNIOR COLLEGE

THE only justification for a business course in our colleges is for that course to give what other colleges and universities cannot or do not give. As teachers we can best justify our positions when we provide for the student something definitely desirable which he cannot get elsewhere. That which we must provide is not only a Christian viewpoint, it is a denominational viewpoint. God has given to us a message that is to go to all the world for a witness. We know that this message cannot and will not be given by the ministry alone—that it will be given fully only when all who hear it are able to pass it on to others. Thus, as teachers in our schools we are responsible not only to give the students the foundational training and practice in the technical skills necessary to successful business life; we also must give them the vision of their part and place as workers for God. They must see that God does not exempt them from giving His message to the world, because they are to serve as secretary, accountant, or manager.

The problem of giving God's last message to the world must be made real to the students. Too often we as business teachers are content to leave this responsibility to the Bible department; and, making sure that every student must take at least one course in Bible for each year that he is in attendance at the college, we feel that our work is done. The Spirit of prophecy does not bear us out in this. Over and over again we are told that every teacher must feel his responsibility to prepare the student for the work of giving the gospel to the world. The fundamental aim in our edu-

cation, then, should be to give, not only the vital skills, but with these a vision of a world in need. We must be able to show the student that he does have a real responsibility in a world-wide program and that his personal responsibility cannot be laid on other shoulders.

During the summer of 1946 I wrote to most of our local and union conferences, asking what they expect from their secretaries and their businessmen. The replies received indicated that if we aim only at giving skills, we shall come far short of the conference needs. Our conference presidents and treasurers want men and women who are efficient, to be sure; but they must have those who, with the efficiency, have caught the vision of service that the worker for God must have.

Once the aim has been established, our next question is: How can we attain the aim and get the product which we so badly need? This is a problem that I will not try to answer for the secretarial teachers, except to say that they must provide a denominational atmosphere that will impress and inspire the students, and make them want to serve where they can have a real part in giving the truth to the world. They must catch the vision of service. In the field of business administration some things can be done in the various classes that will better prepare students for denominational work.

Surely all recognize that we cannot, in our accounting classes, give the detailed technical training that will prepare students for all the specific responsibilities that may fall on the businessman, either in our work or outside of it. This would require far more time than we

can give to the field of accounting. We must, however, give training that will provide the proper background for the various fields in which the student may find himself after leaving school. The opportunities in the field of denominational accounting must ever be held before him so vividly that he will catch the vision of service for God. I believe it is possible that we may spend too much time on the technicalities of the consolidated statement or the pyramid business combination, while entirely overlooking an introduction to the conference statement or to our own denominational organization.

The field of economics also holds for us real opportunities that cannot be overlooked. We are not without specific information as to our course in the economic world. We have been told, both in the Bible and in the Spirit of prophecy, of the economic chaos that will be in the earth as we near the close of time. This should be stressed. It is well to study the theories so aptly propounded by great minds of the world, but we should not overlook the fact that God has a master plan and that all these man-made systems cannot survive indefinitely if they are out of harmony with His plan and purpose. If we are to prepare students for their part in the work of God, we must be able to present these truths in such a way that the student will grasp their real implications, and will realize that the best schemes of human minds fall far short of the plan of God.

I believe that we may well take some time to study the perfect economic plan that God had for His people—the only ideal plan that has ever been presented. Of course we must help those who study under our direction to see that even this plan failed, not because of inherent weakness, but because of the sinful nature of man, and that the ever-existing greed to which man has given himself will make any plan fail. In this connection we can show how the final crisis of the world

will be a result of the selfish desires of nations and individuals who have lost their vision. The student must be helped to see that he himself may fall into this error if he is not careful to place his all upon the altar of God.

The field of business organization offers real opportunities for us to give our students an understanding of our own denominational organization. God desires that His schools prepare men and women to work for Him and to lead in His work. To do this they must be able to see the organization as a working unit, with each department occupying its proper place. Our businessmen need to visualize the place of the minister in the district, the work of the evangelist and of the colporteur, as well as that of the stenographer who will work with him. He will thus be able to give the proper emphasis to each phase of the organization.

The business of the church should be so taught that the theological student who has taken such a course would be able not only to preach to the church but also to help its members in their practical problems as related to the business of the church. Our young ministers are sent out to build up churches, and often handle a great deal of money in their evangelistic programs; others have to carry on the business of the conference. These men should be prepared for their work. Thousands of dollars given in sacrifice have been lost to the cause of God because ministers have not been trained to keep records or to do business in a businesslike way.

As we view the problem in its fullness we shall recognize that no specific program can be laid out for all to follow. Each teacher must formulate his own method after he has discovered the needs of the field served by his school. It is important that we keep in mind the aim and purpose of Seventh-day Adventist schools, to prepare men and women to

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Leadership Through Student Organizations

Mary E. Champion

DEAN OF WOMEN,
LA SIERRA COLLEGE

THE college campus is not only a place where students may learn social skills and sociological meanings, but also a laboratory where they may put into practice what they learn. Those who leave the campus with well developed attitudes toward student organizations, who know how to organize and administer club projects, and who have the requisite skills to make the projects successful are more likely to be sensitive to and active in their afterschool responsibilities in community, church, or denominational work. Having had successful and fruitful contacts and experiences in leadership in college activities, they will be more ready for the greater challenge of leadership in the larger sphere of their contacts with the world.

The scheme of modern society is a succession of group efforts, through work, play, church, education, civic affairs. Since the *mores* of a group usually dominate the *mores* of the individual, it is imperative that the group leader understand the potentialities within the group, being himself sufficiently trained to perform effectually. It is recognizable that a leader must have certain specific qualities, such as sense of purpose and direction, enthusiasm, friendliness, integrity, poise, pleasing appearance, decisiveness, intelligence, sense of humor, faith, initiative, and good health. To find the paragons who already have all these qualities and who can exercise democratic policies in group leadership would be a boon to any campus organization. However, lacking them, the recognition of native leadership ability in students and the training of such students to be group

workers can be carried on effectively in a college situation.

One of the outstanding values of group organization is the provision it makes for social participation by students. In a sense late adolescents are "margin men," with one foot still in the group they are leaving, and not accorded the full privileges of the adult group they are about to enter. Because the college student finds himself enveloped by complexities of a planned profession or anticipated vocation, a realization of future responsibilities begins to dawn on his consciousness, and he feels insecure. Membership in an organized group tends to lessen this feeling and to impart to him a sense of belonging. In fact, it was to meet this very need that college student organizations were originated.

A student well developed socially is already paces ahead of him who has failed to progress in personality development through experience in group work. This does not mean alone the narrow confines of social conventions; it embraces also the broader scope of everyday living with others, of establishing harmonious relations with colleagues, of cultivating consideration for others, and of developing a sense of world needs. In other words, social competence is undoubtedly desirable not only for future profit but also to give college men and women present self-confidence and richness of personality.

Group organizations are a stimulus to intellectual and cultural activity. Investigations substantiate the belief that students who are active in extracurricular affairs are generally those of acceptable

scholastic proficiency. If the student organization is properly handled, a freedom of growth in desirable directions will follow. In other words, a science club on a college campus affords its members opportunities to initiate or develop their own special interests—photography, stars, nature, chemistry, or whatever. The stimulation of the aesthetic in the "marginal man" may be sadly neglected in a college situation where too exclusive attention is given to scholastic attainments. Yet the uncultured or backward student will go along with the group, whereas alone he might deny himself the pleasure because of lack of motivation.

Group activity has a distinct diagnostic value for regular members as well as for leaders. For the timid young person group work provides an opportunity to overcome shyness by making him aware of his special skills. In a natural group situation leaders may be recognized, and their leadership ability may be trained and used within the group. These positions of responsibility frequently reveal both strength and weaknesses in character. Group discussions have unlimited possibilities in revelation of ideas, ideals, standards, motives, and a general pattern of living. An alert, trained leader, by making mental, if not written, note of the contributions of members, will be able to tap these resources to bring out latent skills, and to give effective counsel when necessary.

The real objectives of group work are not achieved by hocus-pocus, nor by letting an organization run on its own steam without study, understanding, and knowledge of group processes. Neither can these objectives be realized with a leader of *der Führer* type. To the casual observer this kind of leadership may appear to be making rapid advancement; however, close inspection usually reveals that group members are simply marking time. They are usually not easily approached by the benevolent autocrat;

personal work involving leader-to-member or member-to-member relationships is reduced to a minimum. The leader receives the praise, the glory, the censure, the dishonor.

At the opposite extreme is the *laissez-faire* leader who gives the group complete freedom without his own participation or guidance. In this situation it is only a matter of time until members are quarreling, gossiping, or at best accomplishing no good. Even a leader who has real natural or acquired ability may fall into either of these classes unless those in charge of his training set before him different and worthy motives.

A number of years ago the University of Iowa carried on a study whereby leaders on a W.P.A. project were observed. Those under observation were divided into two groups. One group was given twelve days' training over a period of three weeks, not to exceed two hours a day. Both groups continued work according to assignment. At the end of the fourth week the groups were tested; results showed that the untrained group had grown worse, and the trained group had developed better methods and had better morale among workers under their direction. These results were reported by Bavelas and Lewin in *The Journal of Abnormal and Social Psychology*, No. 37 (1924), pp. 115-119.

In our Seventh-day Adventist colleges, with an already crowded curriculum, the offering of a course⁴ in group techniques might seem inadvisable. However, a number of things might be done to give our student leaders necessary information regarding group objectives, psychology of group work, the personnel point of view, personality development, and a short apprenticeship in the use of this information. In the fall after the campus organizations have met and elected their officers, the leaders might retire from campus for a week end of directed study, or they might conduct a number of evening discussion panels, or they might hold

monthly leadership meetings throughout the year. A safe procedure is first to study the problems and techniques and make observation of actual situations, then with the entire group practice and evaluate until each leader can correctly appraise himself in his own special situation. Whether the training develops into a seminar, open forum, panel, class, personnel conference, or observation of group activity, certain objectives should be understood by leaders before an organization can function efficiently.

For example, the editor of the college paper should know that the size of the paper and the cost or frequency of publication, or even the length of the subscription list are not the most vital factors—they merely serve to promote the real objectives of its publication: to publish college news, to give laboratory practice to English majors, to develop student interest in the school, or to make college life appear more desirable. At any rate, both the editor and the other staff members need definite counsel in the basic aims of the organization so that they may be guided by sound educational policies and not flounder in the immediate and sometimes conflicting demands of publication.

Leaders of our college organizations are usually elected to office by student vote or are appointed by a committee. These individuals have probably a pleasing personality and may already have demonstrated some ability to lead others. Yet unless the newly elected leader has a fairly concise idea of the responsibilities of his office and of the real objectives of the organization, his first pitfall may be

an enlargement of the ego; in which case it is possible for him to carry through his whole term of office and never glimpse the possibilities of constructive leadership and personal help that he might have given to members.

Development of leadership should include:

1. Training in the psychological processes, in order to know why people behave as they do under various circumstances, so that the leader can understand and appreciate the thinking and feeling of the entire group.

2. Training in attitudes, so that he can get the other fellow's point of view, and be able to interpret the degree of wholesomeness in the group response.

3. Training in self-knowledge, in order to appraise strong and weak points and to endeavor to correct deficiencies.

4. Training in personality cultivation, so that he is effective as a "real person." It will help to give the leader finesse if he has learned to be even tempered, sociable, well mannered, and not to expect or want always to be the center of attraction.

5. Training in platform presence, so that his public address is clear and effective.

6. Training in making the objectives of the organization attractive, and inviting proper consideration of what the group is trying to do.

BOOKS HELPFUL TO GROUP WORK ON THE COLLEGE LEVEL

Bailard, Virginia, and McKown, H. C., *So You Were Elected*. New York: McGraw-Hill, 1946. \$2.50.

Price, Louise, *Creative Group Work on the Campus*. New York: Bureau of Publications, Teachers' College, Columbia University, 1941. \$3.25.

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Parable of a Church School

J. M. Howell

PRINCIPAL,
FOREST LAKE ACADEMY

IT CAME to pass that in a certain place there was a church school, and it had two kinds of pupils: some who came because they wanted to learn and prepare themselves for the Lord's work, others who came because their parents sent them.

And behold, the pupils who wanted to learn stole away the heart of the teacher; so much so, that she became indifferent to those who did not want to study. And these went and took unto themselves many excuses so that their parents would take them out of the church school: yea, they carried many bad reports about the school and about the teacher; and it was even so, that some of the parents believed the bad things their children told.

And a certain father said within himself: "Behold, I get up early and go to bed late: yea, I work from the rising of the sun until far into the night, in order that I may pay my children's tuition; and behold, they learn not, neither does the teacher have an interest in them. What shall I do? Verily this will I do: I will take my children out of that church school and put them in one of the many public schools because, after all, they are better than the church school and they will charge me nothing."

And it was even so, that he took his children out of the school, and it seemed that the teacher did not even notice it, because she neither went to see them nor inquired about their not coming to school—so little interest did she seem to have in the souls of the children under her care. And that father went and spoke to the principal of one of the large public schools and put his children there, even among children both good and bad, and

went down to his house satisfied; though his conscience smote him somewhat.

And behold, another father heard what had been done, and said unto his wife: "I will go down to visit this brother, to bring him back from the error of his way, and to fetch him from the way of destruction."

And she said, "Behold, thou doest well; go."

And he arrived even unto the house of the brother who did wrong, and said, "Woe unto thee, brother, because thou hast taken thy children out of the Lord's school and hast put them in the schools of the sons of men."

And the brother who did wrong answered him roughly, saying: "What have I to do with thee? Can I not do as it seemeth me good with mine own children? Who made thee a judge over us? Behold, even thou knowest that that teacher cares nothing for our children. Verily, these many months she has not even visited my home. It is even so, that if it were not for the Sabbath school and the church services, I would not know what her face looks like. I have done with my children what thou shouldest do with thine own."

And although this brother reproved the brother who did wrong, he kept all of these things in his heart and pondered them day and night. And it was even so, that Satan stood at his right hand to tempt him, and said unto him: "Behold, thy brother is right in taking his children out of the church school, which of a truth is no school, because there is little equipment, and the teacher has no State certificate; and behold, what can thy children learn there?" And although this

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Don't Give Up That Child!*

Murl Vance

ELEMENTARY TEACHER,
SOUTHERN CALIFORNIA CONFERENCE

IF MY pupils, or my own children for that matter, ever reach heaven it will be by the grace of God, not because of any wisdom or experience of the teacher. The formation of character is a divine work, not a human work, and it is only when the human agent is following the divine pattern that any success may be expected. Though I might have been able, when I first started teaching, to tell you all about character education, all I can say now is that I know where to find information on the subject, and that without this information I should be helpless.

I have read books on guidance and character building, and have received help from some of them; but time and again I come back to the instruction we have from the Lord on these matters. With the Bible, *Counsels to Teachers*, *Fundamentals of Christian Education*, and *Education*, we have at our disposal a gold mine of information which we can use, under the guidance of the Holy Spirit, to carry us through the inevitable crises of the schoolroom.

In the first place, it seems to me fundamental that no teacher can build character into his pupils unless he has it himself. Before a teacher can start a single pupil toward heaven, he must fall helplessly before the Master Mechanic and have his own character thoroughly overhauled. He must be what he wants his pupils to become. Youngsters are quick to note even the smallest act of hypocrisy, and I honestly do not believe that a teacher can teach even one single principle of true Christianity if he fre-

quently loses his temper or patience or becomes abusive in his treatment of his pupils. His worship talks might just as well be the latest jazz tune, his Bible lessons might just as well be Shakespeare, as far as character formation is concerned, if he shows poor sportsmanship on the playground or is morose or depressive in the schoolroom. Cheerful Christianity attracts even the toughest atheist, and who can measure its effect upon an impressionable child?

Character education is much more a matter of deeds than of words. It is not taught in any one class or at any one period. Rather, it is caught bit by bit, day by day, from those around us, and from our own study and effort. The formation of character is the work of a lifetime, and every minute of the day the process is going on. Every word, every act, every voice intonation, yes, every thought of the teacher helps either to build up or to tear down the character of his pupils. As a teacher works with his children, he must ever bear in mind that he is building for the next world as well as for this one. Personally, I am not one whit interested in teaching arithmetic or history or English or geography except insofar as these subjects contribute toward the final goal. Our work as Christian teachers is to lead our flocks into the next world, not to train efficient workers for Lucifer to take over and use in this world.

Before a teacher can make any progress toward his goal, he must win and hold the confidence and love of his children. This, I believe, is done far more on the playground than in the classroom. I do not believe that any teacher will ever

* A talk given*at the elementary teachers' institute, Glendale, California, November 25, 1946.

be accepted into that inner circle of a child's love and confidence until he participates with him in his games, his hobbies, his outside interests. If he is a good sport on the school ground, if he is absolutely fair in all his dealings with his pupils, if he loves them as a shepherd loves his lambs, if he bears constantly in mind that they are entrusted to his care today, and that tomorrow they are to be presented to the Master without the loss of one, then he will be in an ideal position to do something about their characters.

In the formation of character, we are told in *Education*,⁴ it is better to request than to command because the one thus addressed then has the opportunity to make up his own mind, to choose for himself what his conduct shall be. "His obedience is the result of choice rather than compulsion." This process strengthens the will; and the child needs all the will power he can get in his struggle with sin.

Whenever a child is corrected, it is well to point out some of his good points as well as his bad ones. Commendation is the salve we apply along with condemnation. In *Counsels to Teachers*⁵ I read, "Commend your children whenever you can. Make their lives as happy as possible." We are warned, however, not to develop in them a love of praise. By balancing criticism and commendation, we encourage the child to greater effort and at the same time show him that he has not yet reached the top.

When it is necessary to discipline a child, I always try to let him know as quickly as possible that he is again in my confidence and trust. If he appears downcast I try to catch his eye and give him a friendly smile. I have seen sullenness disappear as if by magic under this treatment. If the other youngsters know that he has been under discipline, I like to call him to the front of the room and send him on an errand or give him some other job which I know he would like

to do. The idea again is to furnish salve with the "surgery" we have performed so that the child may have hope.

We are warned in *Counsels to Teachers*,⁶ "Beware of making the child stubborn by speaking to him harshly." And in another place we are told that we bring upon ourselves in many cases the major portion of our disciplinary problems when we are tired and irritable. We are to explain all our rules to our children so that they will see the reasonableness and necessity of obedience⁴ and after the rules have once been made, we must see to it that those rules are carried out. "The teachers are to bind the students to their hearts by the cords of love and kindness and strict discipline."⁵

Just before school started last year I read this in *Counsels to Teachers*:⁶ "The good that a teacher will do his students will be proportionate to his belief in them." I read and reread it, and from the beginning determined to make it a cornerstone in my teaching attitude. It bore fruit during the year. Though some of my thirty-five youngsters had a previous reputation for dishonesty, to my best knowledge during the entire year, not a single pencil, not a single pen, not a single nickel was stolen by any youngster in my room. They knew that I was expecting honesty from them, and they tried to live up to my expectations. Let us never forget that "children and youth are benefited by being trusted. . . . Suspicion demoralizes, producing the very evils it seeks to prevent."⁷

I do not wish to indicate that my youngsters are perfect—they are far from it. Character, you know, is still the work of a lifetime, with the teacher as well as the students. But I want to re-emphasize that "the good that a teacher will do his students will be proportionate to his belief in them."

On the same page as the statement just quoted is another statement concerning a principle that I believe is vital in dealing with youngsters. I read, "The love

that suffers long and is kind will not magnify an indiscretion into an unpardonable offense." ⁸ It is on this point that I believe we as teachers make some of our most serious mistakes. We often fail to distinguish between a student's fun, his efforts to relieve the monotony of the schoolroom, and serious character defects. I do not mean that his smart-alecky tricks are to be condoned or that they should go unpunished, but I do mean that such conduct does not indicate that we should expel the student from school or give him to understand that we believe he is on the way to hell. Sometimes about the best we can do is to attempt to remain in the saddle until a little more maturity automatically clears up the situation.

I well remember the time I sat for some fifteen minutes in church trying to reflect with a small mirror the light of the gasoline lantern hanging over my head into the eyes of the preacher. It was not that I did not have any home training or that a moment's serious thinking would not have stopped my misconduct. But I was not thinking seriously. I just had an idea and was having the time of my life putting it into execution. Then came the crash. All at once the preacher stopped right in the middle of his sermon, pointed his finger at me, and said, "Watch out down there, young fellow; you will get that in my eye pretty soon."

That preacher probably made a mistake in humiliating me before the entire church. He probably could have taken care of the situation by merely hesitating a moment and looking in my direction. But even though he may have made a mistake in his disciplining, I certainly take off my hat to him for the tactful way he corrected his mistake. As I hurried sullenly from the meeting that night I was overtaken. I felt a hand on my shoulder and one in my coat pocket at the same time. A kindly voice said in my ear, "Did I hurt your feelings to-

night, Sonny? I'm sorry." I walked on without replying, and put my hand in my pocket to find what was there. I found a stick of chewing gum, and I want you to know that as I walked home my heart warmed up to that preacher so that during the remainder of his stay in our community he had me "eating out of his hand." He did more for me with a one-cent stick of gum and a nine-word apology than with his entire sermon. A child's entire future is sometimes affected by a single little incident like this.

It is very important that if a mistake is made in disciplining a child, the mistake should be corrected as quickly as possible. I once had a youngster in my room who had been expelled from the academy, and who was a constant problem to me. As we approached the end of the year my nerves were stretched to the breaking point. One morning when he gave me a smart-alecky answer to a question I asked him, I made one of the most serious mistakes a teacher can ever make. I lost my temper and disciplined him in anger before the other students. I recovered a moment later and apologized to him, likewise before all the students, not for the disciplining but for the manner in which it was given. I then went with the boy to his room (it was in the same home in which we were having school) and we knelt down and had prayer together. I asked him to pray that I would never again lose my temper. I did not know it at the time, but later when that boy had straightened up and had been readmitted to the academy, he told me that his life had been changed that morning. You will note here that it was not qualification or experience that saved this boy, but the grace of God in overruling the teacher's blunders. That boy is now an ordained minister.

Teachers need constantly to look for what is worth while underneath the surface dross, the foolish childish conduct. One of the best and most consecrated doctors I know once helped to

flood the parade ground at Loma Linda so that he would not have to do calisthenics in the morning. And I am well acquainted with a certain educational secretary who as a student put a handful of silverware in a teacher's chair and had a lot of fun when the teacher sat down on it. This same educational secretary also put a thumbtack in his college president's chair and enjoyed his sudden rise after sitting down, and he used to have a lot of fun calling out the same number over and over again during song service. I know another educational secretary a list of whose pranks and misdemeanors while in school would be longer than your arm. In fact, I have almost come to believe (though I would never tell it to my youngsters!) that the student who never causes his teacher any trouble in school never causes the devil much trouble later either. The mischievous youngster is often the one with the ideas, and the ambition to put those ideas into execution. Of all the students in the room he is probably the one who will go the furthest if only his energy can be channeled into a proper outlet.

And so, teachers, in your efforts to train the characters of your students, keep a soft spot in your heart for those who try you the most. Have faith in them, and be loving and patient. Don't forget that it was the faith of Barnabas in John Mark that kept him in service long after Paul was ready to say, "That weak-spined quitter is no good. I'm through with him." To the orneriest, most trying boy

in your room I wish to dedicate this bit of verse:

Don't Give Up

'Twas only an ugly tomato worm,
Destructive and thoughtless and bold;
He fed on my plants, destroyed my food,
Ate up my hard-earned gold.
And I would have crushed him, cast him aside,
This worthless, pestiferous pest;
But a voice said, "Wait—you don't know him
yet.
Sit down for a bit and rest."
So I sat down to wait by that ugly old worm,
Saw him shrink to his chrysalis stage,
Saw him fashion his nest and then go to sleep
In his hardened and ugly brown cage.
And then as I waited, what glory was this!
The cage opened up in the light
And out stepped a gauzy-winged beauty so rare
I gasped in amaze at the sight!

'Twas a year ago now I stood in my room
A-teaching my girls and boys,
And there sat Henry, jangling my nerves
With his smartness, his tricks, and his noise.
"Out with him," first was the thought of my
mind,
"Away with this creature so crude!
Why should I cast my pearls before swine?
Why struggle with one so rude?"
But a voice said, "Wait—you don't know him
yet.
Calm down and rest for a while;
Before you take action, take a walk with the
lad—
Try him the second long mile."
So I held myself down, and watched o'er that
boy,
Till a light came down from above
And touched the cold heart of that lad in my
room
And he answered the call of God's love.
That hard shell broke open before my dull eyes,
And out stepped a man for God;
And Lucifer snarled at losing his prize—
Now I look for a gem in a clod.

¹ *Education*, p. 290.

² *Counsels to Teachers*, p. 114.

³ *Ibid.*, p. 212.

⁴ *Ibid.*, p. 153.

⁵ *Ibid.*, p. 265.

⁶ *Ibid.*, p. 267.

⁷ *Education*, p. 289.

⁸ *Counsels to Teachers*, p. 267.

Beautification and Landscaping of the Academy Campus

Joseph A. Tucker

PROFESSOR OF AGRICULTURE,
SOUTHERN MISSIONARY COLLEGE

CONCERNING the Garden of Eden, man's first schoolroom, we read: "In the garden that God prepared as a home for His children, graceful shrubs and delicate flowers greeted the eye at every turn. There were trees of every variety, many of them laden with fragrant and delicious fruit. On their branches the birds caroled their songs of praise."¹

That the campuses and lands surrounding our school homes and buildings should be attractive is emphasized many times in the instruction given us relative to the location of our schools. In counsel regarding "The Avondale School Farm" the messenger of the Lord stated, "Let the lands near the school and the church be retained. . . . The light given me is that all that section of land from the school orchard to the Maitland road, and extending on both sides of the road from the meeting-house to the school, should become a farm and a park, beautified with fragrant flowers and ornamental trees." "The Lord would have the grounds about the school dedicated to Him as His own school-room." "The school farm is to be regarded as a lesson-book in nature, from which the teachers may draw their object-lessons."² Many other statements similar to these could be cited to show that those in charge of our schools should give attention to making their campuses as attractive as possible.

That this is recognized by landscape artists is evident in the following quotation from a bulletin on landscape art published by the Iowa State College: "Man consciously or unconsciously is

greatly influenced by his surroundings. Stupid and commonplace surroundings at length breed a dull and unimaginative outlook on life and render the mind insensitive to new ideas and impressions."³

The idea now prevalent that the library should be the center of an educational institution rather tends to take the minds of our young people away from the beauties of their surroundings. Although libraries have their proper place and we should encourage the reading of books, yet from a careful study of the instruction given us, we understand that first place should be given to beautifying our campuses and school grounds. We are also instructed that our teachers should use the school campuses as object lessons in their classroom work.

When one visits our academies and observes in too many instances the lack of planning and the failure to develop the material surroundings, one is led to wonder whether any real effort has been put forth to make them all that they should be. Going a step further than this, when we see the crosspaths, the piles of litter and rubbish that are allowed to accumulate around our buildings and on our school grounds, the broken-down fences, and the general lack of care and upkeep which we often find, we are led again to wonder whether we truly appreciate the educational value of a school campus and the surrounding lands. If it is true, as stated above, that one is influenced by his surroundings, perhaps this would explain why we find the young people in some of our academies so uncouth, loud, and boisterous. The reading of good literature—even of the great

masters—will never overcome the influence exerted upon our students by the unfortunate conditions that are found on the grounds and in the buildings of some of our schools.

What can we do to improve this situation? Many times we think that we must hire landscape artists, and make a great outlay of money for trees, plants, and shrubs. This is not always necessary, for in most of our union conferences we have men who could, by spending a few days on the academy campus, work out plans for its beautification which in a few years if consistently followed would change the whole picture.

The head of the department of landscape architecture of the University of Georgia stated recently in a lecture that the landscape artist's conception is no longer to prepare a place to be looked at from the outside, but rather a place to be lived in and looked out of from the inside. It is now generally accepted that both utility and beauty should be woven into any landscape design, and for this reason fruit- and nut-bearing trees are being used along with purely ornamental trees and shrubs in landscaping both public buildings and private homes.

One does not necessarily need to depend wholly upon shrubs and plants from the commercial nurserymen. First of all, many of the native shrubs and trees may be used, and these can be had by going into the woods at the proper season of the year and transplanting them to our campuses. Second, many of our best ornamental shrubs can be grown from cuttings or divisions.

Every school should have a small plot devoted to the growing from cuttings of plants and shrubs which can later be used for further development as well as for replacement. Nearly every State college will be happy through its extension serv-

ice to work with the men in our schools in developing landscape plans. Practically all courses in agriculture given today, in both high school and college, include work in simple home beautification which will apply equally well to our smaller schools. These courses are open to our school men. In addition a large number of bulletins are available from the United States Department of Agriculture and from the extension services of various State agricultural colleges. The bulletins of Ohio, Iowa, and Tennessee are illustrative of such material that usually can be secured for the asking. In the suggestive list are given only a few of those that are available.

BULLETINS AVAILABLE

- Alabama Polytechnic Institute
Auburn, Alabama
Home Beautification
Extension Service Bulletin No. 118
- Ohio State University
Columbus 10, Ohio
Beautifying the Farm Home
Ag. College Ext. Serv. Bulletin No. 73
Ohio Trees, Dean & Chadwick
Ag. College Ext. Serv. Bulletin No. 185, 1936
- University of Minnesota
Minneapolis 14, Minnesota
Landscape Planning, E. M. Hunt
Extension Bulletin No. 193, 1937
- University of Tennessee
Knoxville 16, Tennessee
Growing and Transplanting Trees and Shrubs
Agricultural Extension Service Bulletin
- United States Department of Agriculture
Washington, D.C.
Beautifying the Farmstead
Farmers' Bulletin No. 1087
Chrysanthemums
Farmers' Bulletin No. 1311
Garden Irises
Farmers' Bulletin No. 1406
Growing Annual Flowering Plants
Farmers' Bulletin No. 1171
Herbaceous Perennials
Farmer's Bulletin No. 1381
Insect Enemies of the Flower Garden
Farmers' Bulletin No. 1495
Planting and Care of Lawns
Farmers' Bulletin No. 1677
Propagation of Plants
Farmers' Bulletin No. 157
Propagation of Trees and Shrubs
Farmers' Bulletin No. 1567
Roses for the Home
Farmers' Bulletin No. 750
Transplanting Trees and Shrubs
Farmers' Bulletin No. 1591
- ¹ Ellen G. White, *Ministry of Healing*, p. 261.
² White, *Testimonies*, vol. 6, pp. 187, 183, 182.
³ *Beautification of Rural Homes*, Iowa Extension Service Bulletin, Introduction, p. 1.

Visual Aids on the Secondary Level

Raymond F. Cottrell

BIBLE TEACHER, PACIFIC
UNION COLLEGE PREPARATORY SCHOOL

EDUCATION, the process of becoming acquainted with real things or ideas, takes place largely through the medium of words. At best, words are but highly abstract symbols used to represent reality. Much effort is expended—and often wasted—by both teacher and learner in the endeavor to span the abyss between reality and abstraction; and in the final analysis most classroom problems can be traced to poor contact between these two points.

It is a basic principle of learning that concrete experience with real things must precede an abstract understanding of them. A visual teaching tool is any device which provides concrete visual experience designed to increase the effectiveness of the learning process, to help the learner bring richness of meaning to the word abstractions which he meets.

Visual methods of instruction can accomplish four distinct things for the teacher: They increase the effectiveness of learning by at least 35 per cent, they save time by accelerating the learning process, they create a favorable learning attitude by making education more interesting, and they stimulate real thinking and profitable activity.

Audio-visual teaching tools include innumerable devices and techniques, which may be listed under the following general types: the school journey, museum materials, motion pictures, projected still pictures, stereographs, study prints, diagrammatic representations, and sound. Since the value of any device is directly proportional to its degree of reality, selection should be made upon the basis of desired educational outcomes. Each of these devices has its own

advantages and limitations; and often it is well to use two or more of them in combination.

Basic Techniques

First of all, audio-visual procedures are not something to be superimposed upon the teaching-learning process. In order to be of educational value they must be carefully integrated with the curriculum as a whole, and their use should grow out of definite needs. Used indiscriminately, their value is practically nil. They are never to be utilized as ends in themselves, but rather as means toward well-defined ends recognized as such by both teacher and students.

Three fundamental steps are to be followed in the use of all audio-visual learning tools; namely, preparation, presentation, and evaluation of follow-up activity. Preparation includes the teacher's personal planning, as well as what teacher and students do together in anticipation of getting the most out of the use of the tool. Presentation refers to the actual utilization of the procedure. Follow-up activities include class evaluation, together with the planning and execution of further resultant activities. Throughout, it is desirable to foster class participation as much as possible. These principles may be illustrated as we consider the journey, motion pictures, and stills, as audio-visual media.

The School Journey

The school journey is a procedure in which pupils are conducted, for educational purposes, to places where the subject matter may be studied firsthand in its functional situation. It blends school-work with actual life. It affords an oppor-

tunity to develop keenness of observation. It involves the consideration and solution of problems arising from individual and group participation in natural social situations, including such things as mutual welfare, deportment, and responsibility. It stimulates oral and written narration, discussion, and further study. It provides actual source materials for study. It is often the most effective and interesting teaching device to be had. Its degree of reality is one hundred per cent, for it is nothing less than reality itself. Certain things are essential in preparation for a successful school journey:

1. Secure the approval of the school board for utilization of the school journey as a teaching procedure.

2. Secure the principal's approval for each specific journey planned.

3. Secure written permission from each parent for each journey.

4. Make necessary arrangements with the place to be visited, well in advance of the trip, giving information regarding the objectives of the trip, specific points you wish emphasized, the exact time and length of your visit, and the number and age of the students concerned.

5. If possible, the teacher should become personally acquainted with the place beforehand, in order to guide the class in preparation for the trip.

6. Make another contact a day or two before the trip, to be sure that you will be expected and not forgotten.

7. With the class, set up objectives, so that all have a definite idea of why they are going, the relationship of the trip to what they are studying, and of what specific things they are to take particular note. Each pupil should have a definite assignment, either as an individual, or as a member of a small committee. All must be guided into active participation.

8. Be sure that the class is thoroughly conscious of safety precautions en route and at the place to be visited.

9. Arrange for adequate transportation where necessary.

10. Set up a definite time schedule, including both travel to and from the place and time to be spent there.

11. Plan for meals or lunches, where these may be necessary.

12. Plan for clothing appropriate for the place to be visited.

13. Study with the class decorum appropriate while en route and at the place. Better yet, have them set up standards of conduct.

14. Do not try to see too much on any one occasion.

Follow the trip with discussion, reports, and outgrowth activities. Sometimes the students may be told in advance that they will be expected to take a test on the trip at the next class period. Always be sure to express appreciation to appropriate individuals.

The school journey may be used to introduce or create a teaching situation, to supplement direct class instruction, to arouse specific interests, or to verify previously gained information.

The teacher should conduct a survey of his community, to locate all possible places to which classes might be taken for educational purposes, and record detailed information thus secured in a permanent guidebook.

Motion Pictures

Motion pictures used in the classroom must serve a specific educational purpose, and under no circumstances may they be shown merely for entertainment. The class must come to look upon them as vital learning tools similar to textbooks, and to think of seeing them as a definite learning procedure. Do not say, "Now we are going to see a movie"; say, "Now let us study this motion picture." Do not use a motion picture when the job can be done as well or better in some other way. Overuse or misuse of motion pictures is worse than not using them at all.

Certain basic principles underlie the use of all projected pictures. Of course, previously mentioned techniques of preparation, presentation, and evaluation or follow-up apply here also.

1. Plan that use shall grow naturally out of the needs of the class—to ensure that a definite purpose is served and that the class understands what that purpose is. If possible, lead the students to suggest studying the film to be used.

2. Carefully preview the film. Become thoroughly familiar with it. List specific things in the film for which the class should be prepared. List words, statements, or scenes that may need previous explanation in order to be understood.

3. Study very carefully the teacher's guide if one is available, and select ideas for using the film.

4. Before showing the film, conduct a class discussion. Lead the class to suggest things which they think the film should show, things they would like to learn from it, questions they have to ask on the subject of the film.

5. A committee of the class might preview the film with the teacher and share responsibility in presenting it to the class.

6. Give a very brief pretest with leading questions to stimulate interest in high points in the film.

7. Show the film.

8. Follow the showing immediately with a class discussion of points or questions raised prior to the showing. Afford opportunity for new questions and ideas stimulated by the film.

9. Give a short objective test on the film, and let the class know beforehand that a test is to be given. (Not always necessary.)

10. After discussion, show the film again, looking for things that were missed or misunderstood the first time. The second showing often results in more learning than the first.

11. Plan further activities suggested by the film. These may culminate in oral or written reports to the class.

12. With a second or third showing, the sound may sometimes be turned off, and either the teacher or one or more of the students provide the script.

Study Prints

The chief value of slides and study prints lies in the prolonged observation they make possible. Pictures are not just to be looked at, but *studied*. It is important that the teacher lead the class to *see* the message the picture portrays—not simply let them look at it and arrive at the satisfying conclusion that it is a "nice" picture. The following rules apply in general to both study prints and still pictures:

1. Always allow for a brief period of examination of the picture as a whole, then proceed to detailed observation.

2. Ask leading questions regarding time, place, climate, living conditions, clothing, inferences to be drawn, and points of comparison with things with which students are already familiar.

3. Pictures may provide a basis for oral and written reports to the class.

4. Pictures may be used to introduce or motivate, as a direct study procedure, or for review, summary, or examination.

5. Do not use many pictures at one time, but do study thoroughly those that are used.

6. Pictures may be given as assignments.

7. Students may describe or explain pictures to the class. Pictures may also serve as the basis for written assignments.

How to Begin

It is not the purpose of this article, however, to provide detailed information concerning various devices and techniques; but rather to indicate the value of such things on the secondary level, and

to suggest how to proceed intelligently to put them into operation.

All teachers have made use of at least some of these tools. The new emphasis on audio-visual learning consists in the application of improved techniques to those tools already in use, in attention to the whole range of available materials and procedures, and in the careful integration of these with the learning process as a whole.

The teacher who would set out to make use of these invaluable gateways to learning should—

Know what materials are available.

Understand the value of each in the instructional process.

Know where to secure desired materials.

Be sure to make an intelligent selection.

Become familiar with approved techniques.

Consciously integrate each with the curriculum content.

Develop skill in the manipulation of equipment.

The accompanying bibliography is intended to point out the best available sources of information. At least one of the textbooks and one of the magazines in the field of audio-visual education should be in every school library. Subject-matter journals in the various fields often provide additional valuable information.

It is a popular fallacy that visual education consists primarily in showing motion pictures; but the fact is that these are certainly not the only tools, and often they are far from the best. Another fallacious idea is that a teacher cannot initiate a program of audio-visual instruction without a gold mine to draw from. Actually, it is possible to begin with little or nothing; and fortunately the best tools are often the cheapest. Remember, audio-visual horizons are always unlimited!

At Pacific Union College Preparatory School

Last summer Pacific Union College launched an audio-visual service under the direction of Professor H. D. Wheeler, serving the preparatory school as well as departments of the college. Also, courses of instruction in audio-visual materials and techniques are being offered in connection with teacher training.

The preparatory school has made a start toward blending visual learning tools with the educational process. Last year, for instance, the chemistry class visited a sugar refinery, while the class in denominational history made a conducted tour through the Pacific Press. This year the class in American government is planning a trip to Sacramento to study the State legislature in session.

Two of the classrooms and the chapel have been equipped for projection purposes. Motion pictures and two-by-two slides are being used more and more in such classes as science, history, Bible, and Spanish.

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American Council on Education Studies, Motion Picture Project, *Projecting Motion Pictures in the Classroom*. Washington, D.C.: American Council on Education, 1940. 50c.

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NOTE.—The third, ninth, and tenth books listed are comprehensive works on the subject. Dent contains exhaustive lists of sources of materials. The second title is the best source for information on classroom installations. The Wilson film catalog is the best general list of educational films.

"In the Beauty of Holiness"

Harold C. Klement

EDUCATIONAL SECRETARY,
SOUTHERN UNION CONFERENCE

"O worship the Lord in the beauty of holiness,
Bow down before Him, His glory proclaim;
With gold of obedience, and incense of lowliness,
Kneel and adore Him; the Lord is His name."

WE NEED our Christian schools today in order that young people in a world indifferent to spiritual values or ignorant of them may come personally "to know Him whom to know aright is life eternal." Our schools now must serve the same purpose as did the ancient schools of the prophets, of which this testimony is borne: "These schools proved to be one of the means most effective in promoting that righteousness which 'exalteth a nation.'"¹

"A spirit of devotion was cherished. Not only were students taught the duty of prayer, but they were taught how to pray, how to approach their Creator, how to exercise faith in him, and how to understand and obey the teachings of His Spirit. Sanctified intellects brought forth from the treasure-house of God, things new and old, and the Spirit of God was manifested in prophecy and sacred song."²

Chief among the objectives of the "schools of the prophets" of today are spiritual values. We wish to preserve our young people for God and for the church. We wish to teach them the doctrines of the church and instill within them a zeal for service. These results are not attained by one individual. Such conditions cannot be brought about by simply assigning all spiritual matters to the Bible department or to the head of the school or to guest speakers. The entire school must be imbued with the idea of sincerity and a desire to meet God's pur-

pose for us. There must be daily Christian living by the faculty and students, unity of purpose on the part of all.

"In a knowledge of God, all true knowledge and real development have their source. Wherever we turn, in the physical, the mental, or the spiritual realm; in whatever we behold, apart from the blight of sin, this knowledge is revealed. Whatever line of investigation we pursue, with a sincere purpose to arrive at truth, we are brought in touch with the unseen, mighty Intelligence that is working in and through all. The mind of man is brought into communion with the mind of God, the finite with the Infinite. The effect of such communion on body and mind and soul is beyond estimate.

"In this communion is found the highest education. It is God's own method of development. 'Acquaint now thyself with Him,' is His message to mankind. The method outlined in these words was the method followed in the education of the father of our race. When in the glory of sinless manhood Adam stood in holy Eden, it was thus that God instructed him."³

There are the chapel periods which afford wonderful opportunities for cultivation of spiritual values, the vesper services, the Weeks of Prayer, the morning and evening worship periods, the Missionary Volunteer meetings, and the regular Sabbath services which may or may not be under immediate school control.

In our school homes the two daily worship periods are a most effective avenue through which the dean can mold the spiritual life of the students. Nothing which would foster a spirit of levity

should be brought into the worship hour. If at all possible, the worship room should be held sacred to spiritual services. In these quiet worship periods decisions will be made for eternity.

In the lives of many students the Friday evening vesper services are the most cherished of all, and linger long in memory's hall. The Weeks of Prayer are the spiritual climaxes of all, and definite preparation must be made for them. Sometimes there is a tendency to lean upon help from the outside for doing that which is rightfully the work of those directly in charge of the school. Outside help has its place, but to depend upon it too much tends to release from responsibility those who ought to bear it.

In our elementary schools we think of the opening exercise time as a special worship period; therefore these exercises deserve thoughtful and careful preparation. They should be so planned that the pupils may have a part in them and that they will feel they have really missed something if they are not in school for the first part of the day. Though the teacher will want to vary the program, it all should be such as to induce that spiritual atmosphere which brings added blessings into the lives of youth. This is what one has written concerning these devotional periods: "After the verse (Morning Watch) has been repeated, some child chooses a hymn, and very often the thought of the song is closely connected with that of the verse, showing that the child sees the relation between God's promises and our beautiful hymns. Then all kneel in prayer, while the teacher or some pupil asks God's blessing on our school activities. Then comes the moment of quiet waiting on our knees for God to whisper softly some message for the day."

Music plays an important part in

worship. "It is a precious gift of God, designed to uplift the thoughts to high and noble themes, to inspire and elevate the soul. . . . It is one of the most effective means of impressing the heart with spiritual truth. How often to the soul hard-pressed and ready to despair, memory recalls some word of God's,—the long-forgotten burden of a childhood song,—and temptations lose their power, life takes on new meaning and new purpose, and courage and gladness are imparted to other souls! . . . Let there be singing in the school, and the pupils will be drawn closer to God, to their teachers, and to one another."⁴

The impression should be made in every school that the entire school family is a body whose spiritual activities are not confined to specific periods. Effort must be expended to make communion with God real, and provision should be made for quiet meditation. In some cities churches are open during the day for prayer. Would it not be in order for our schools to provide some little room, set apart especially for prayer and meditation? May we as educational workers plan so that the spiritual activities will be seasons of beautiful fellowship, and our worship will be "in the beauty of holiness."

"Give unto the Lord the glory due unto His name: bring an offering, and come before Him: worship the Lord in the beauty of holiness. . . . Let the heavens be glad, and let the earth rejoice: and let men say among the nations, The Lord reigneth. . . . O give thanks unto the Lord; for He is good; for His mercy endureth for ever. . . . Blessed be the Lord God of Israel for ever and ever. And all the people said, Amen."⁵

¹ *Education*, p. 47.

² *Patriarchs and Prophets*, p. 594.

³ *Education*, p. 14.

⁴ *Ibid.*, pp. 167, 168.

⁵ 1 Chron. 16:29-36.

NEWS from the SCHOOLS

ASSISTANT TO THE PRESIDENT OF UNION COLLEGE is the new post to which Winton H. Beaven has been appointed. His duties will include conducting school campaigns, serving Lincoln and Omaha newspapers and radio stations, and acting as field representative. Mr. Beaven will continue as head of the departments of Speech and English, assisted in Speech by Mrs. R. W. Fowler, and in English by J. Philip Fenzling, coming from Long Beach, California.

THE SOUTHERN MISSIONARY COLLEGE BROOM FACTORY used during 1946 approximately 140 tons of broom corn, 15,000 pounds of wire, and several hundred pounds of nails to produce around 900 brooms daily.

A NEW CHAPEL AND DINING HALL is under construction at Enterprise Academy (Kansas) which will add greatly to the pleasure and efficiency of school life there. A new milk house is also planned, with modern pasteurizer.

GOOD-FORM WEEK AT BROADVIEW ACADEMY (Illinois) was under the direction of the dean of girls. Chapel and worship programs stressed various phases of manners and conduct, and self-grading personality tests made all conscious of their own needs for improvement.

CAROLING FOR THE VOICE OF PROPHECY and passing out radio logs was enjoyed by the students of Detroit Union Junior Academy (Michigan), and \$33 was contributed for the Voice of Prophecy work.

THE WASHINGTON MISSIONARY COLLEGE faculty has voted to return to the semester plan of study for 1947-48, replacing the emergency measure of the quarter plan which came into use in 1943-44.

OAKWOOD COLLEGE (Alabama) is planning a new dormitory to house 150 students, on which construction is to begin April 1 in the hope that it will be ready for occupancy at the beginning of the fall term. Three teachers' cottages are also under construction.

A MASTER COMRADE CLASS of fifty-five members at Union College plan an investiture the latter part of April.

MRS. RUTH BROWN, music teacher at Union Springs Academy (New York) has forty-two students taking private lessons, besides a large number enrolled in chorus, glee clubs, orchestra, and music appreciation.

FOURTH AND FIFTH GRADES at Lynwood (California) elementary school have new teachers, Mrs. Lust and Mrs. Bruce, for the second semester.

THE GUIDANCE CLINIC at Emmanuel Missionary College, set up by Harry E. Edwards, has helped hundreds of students to discover their own aptitudes and abilities, and to suit their curricula to their individual needs.

SUNDAY, APRIL 20, IS BAND FESTIVAL DAY at La Sierra College. Lynwood Academy, Glendale Union Academy, and La Sierra Academy and College will be represented by their bands, each of which will play separately during the day, then in the evening all will combine to give a grand concert.

THE SENIOR CLASS OF 1947 was officially presented to the faculty, students, and community of Pacific Union College in chapel on Monday, January 20. Class president Hugh Cowles led the procession of sixty-two robed members.

SECOND SEMESTER ENROLLEES at Emmanuel Missionary College swell the total to 1,119.

TAKOMA ACADEMY (Washington Missionary College) expects to graduate a class of thirty-five in May, 1947.

THE SCIENCE DEPARTMENT is Union College's fastest growing department, with 110 premedical students and 65 prenursing students, two new physics instructors, new classes in aeronautics and astronomy, and the biology department standing second in the entire college.

THE MODERN LANGUAGE DEPARTMENT at Washington Missionary College is using recording equipment to help its students acquire a truer accent and greater facility in their oral work. Under the direction of E. C. Wall, department head, instructors who are natives of Germany, France, Spain, or Mexico record the daily lesson from the textbook. During the class period students read aloud in company with the record. At the end of each quarter students make individual records of their own speech as a record of their achievement.

SIXTY-ONE SENIORS OF 1947 were presented to President A. W. Johnson of Emmanuel Missionary College by Dean Woods, on February 17. Elder Donald Hunter challenged the class to service "for the greater glory of God."

A SPANISH SABBATH SCHOOL has been organized at Southern Missionary College, under the direction of Mary Holder Dietel, head of the foreign language department. Officers and teachers serve a month, giving the seventy members opportunity for experience in practical use of the language.

A PROGRAM EXCHANGE was arranged between students of La Sierra and Pacific Union colleges, during February, to foster good will and friendliness. Pacific Union College representatives went to La Sierra the week end of February 6-9, and La Sierra's reciprocal engagement at Pacific Union College was February 20-23.

THE COLLEGE OF MEDICAL EVANGELISTS now has the largest student enrollment of any medical school west of the Rock Mountains. In addition to a present student body of 322, the school has trained nearly 2,000 doctors. More than half of the 1947 senior class of eighty-seven have expressed the desire to serve as medical missionaries.

TEACHERS OF TOMORROW PINS were presented to twelve members of the club at Asheville Agricultural School, Fletcher, North Carolina, at their January meeting.

THE ALMA MCKIBBEN CHAPTER of the Teachers of Tomorrow has been organized at Mountain View Academy (California) with a membership of nineteen.

THANKS TO DR. MARVIN H. MOORE's gift of \$185, and Mr. Warwick's tireless efforts, the woodwork shop at Fresno Union Academy (California) now provides the best facilities for students in mechanical drawing and woodwork.

PACIFIC UNION COLLEGE EXTENSION PLAN this quarter takes Ethel M. Walder, head of the department of nursing education, to Hawaiian Mission Academy.

THE GREATEST INGATHERING FIELD DAY in the history of Southwestern Junior College, January 21, brought in an even \$2,000.

UNION COLLEGE BOOK BINDERY rebinds some 30,000 books a year for 800 schools and libraries in the Central States. Sixteen girls and women are employed.

THIRTY-ONE SENIORS FOR THE JUNE CLASS were presented to President Shephard of Washington Missionary College by sponsor W. J. McComb on Friday, February 14. President D. E. Rebok of the Seventh-day Adventist Theological Seminary gave the address.

RUMANIAN UNION TRAINING INSTITUTE reports an enrollment this year of 136, and there would be more if they could be accommodated. Having liberty once more to preach the gospel, the young people go from village to village and from home to home, calling the people to God.

THE RADIO CLUB MEMBERS of Southwestern Junior College are working enthusiastically to earn amateur operators' licenses. Colin G. Fisher is sponsoring this activity.

J. E. WEAVER, of the General Conference Department of Education, spent two and a half months visiting the schools and teachers' institutes in the Southern African Division, then after one week in the home office went on to Hawaii.

CLASSES LEADING TO EXAMINATIONS for private pilot's certificate are being conducted at Union College by Milton D. Hare and Roger Neidigh. Mr. Neidigh received his pilot's license December 13. The Civil Aeronautic examinations must be taken and a test flight made under supervision of one of their inspectors.

MORE THAN EIGHT HUNDRED Seventh-day Adventist doctors, graduates of the College of Medical Evangelists, served in the armed forces of the United States during World War II. According to Major General Norman T. Clark, of the Surgeon General's office, they "contributed materially to the exceptional record of the Medical Department. . . . By its experience and skill it reduced the mortality of our troops to a record unequalled by any nation in the annals of war."

EVANGELISTIC EFFORTS are being conducted by Washington Missionary College students. The ministerial seniors are organized into four groups, each sponsored by an instructor in religion and including a student leader, chief speaker, transportation agent, music director, secretary-treasurer, Bible instructor, and registered nurse.

AN ORGAN FOR GLENDALE UNION ACADEMY (California) is the goal of an enthusiastic campaign in which students and faculty are joining to raise the necessary \$3,000.

STUDENT DAY AT LYNWOOD ACADEMY (California) found a student from each class behind the teacher's desk, as the teachers "visited" classes. In all, sixty students had a taste of teaching.

THE INTERNATIONAL RELATIONS CLUB at Union College has formed a model "United Nations Council" under the sponsorship of E. M. Hause.

MEMBERS OF THE SEMINAR at Union Springs Academy (New York) are getting practical experience in conducting church services at the academy and near-by churches.

A FOREIGN MISSIONS BAND of nearly 150 members has been organized at Emmanuel Missionary College under the sponsorship of Elder C. W. Lee. Officers chosen represent each college year, and a definite program of study and preparation for service is planned.

ONE HUNDRED AND TEN UNION COLLEGE STUDENTS will enter colporteur ministry this summer as a result of the recent colporteur institute.

THE MINISTERIAL SEMINAR at Southwestern Junior College is undertaking a series of Sunday night evangelistic meetings in the nearby Cleburne church.

SEVEN SOUTHERN MISSIONARY COLLEGE STUDENTS are listed in the 1946-47 *Who's Who Among Students in American Universities and Colleges*.

A SENIOR CLASS OF TWENTY-EIGHT MEMBERS was accepted by President Peters of Southwestern Junior College on January 17, with the challenge of present-day opportunities and responsibilities.

PERCY W. CHRISTIAN, president of Pacific Union College, and Godfrey T. Anderson, president of La Sierra College, were ordained as ministers of the Seventh-day Adventist Church on Sabbath, February 1, at the Pacific Union Conference session held in San Francisco.

TEACHERS OF TOMORROW at Glendale Union Academy (California) have organized with a membership of twenty-six, and elected officers for the second semester.

A NEW ICE CREAM MACHINE is a recent improvement at Adelpian Academy (Michigan), whose product is much enjoyed by students and faculty.

MEMBERS OF THE SERMON PREPARATION CLASS of Union College are putting theory into practice by taking the Sabbath meetings of surrounding churches.

ONE HUNDRED STEEL LOCKERS have been installed at Fresno Union Academy (California), affording the students storage space and security for their possessions.

THE YOUTH TEMPERANCE COUNCIL at Pacific Union College, organized last year with one hundred members, now has increased to five hundred. Members are preparing to give temperance programs in near-by high schools.

"CRUSADE FOR YOUTH," a weekly broadcast sponsored by the Southern Missionary College Missionary Volunteer Society, builds its programs around chapters of *Steps to Christ*. Chattanooga Station WAGC has asked the students to extend the program from fifteen to thirty minutes.

PROMOTIONS APPROVED BY UNION COLLEGE BOARD make E. M. Cadwallader associate professor and Helen Hyatt assistant professor of education; Opal Miller, F. G. Young, and Roger Neidigh instructors in music, modern and Biblical languages, and physics, respectively; Carl Watts, director of physical education.

FOUR QUONSET HUTS, 16 by 32 feet, donated to Washington Missionary College by the War Assets Administration, have been erected as emergency classrooms and new quarters for the Department of Visual Aids. In addition about \$1,000 worth of office equipment (donable property) was received by the college.

THEOLOGY STUDENTS of Pacific Union College are conducting several evangelistic efforts in near-by towns of Napa County, and also preaching in various Seventh-day Adventist churches on Sabbaths.

A GROUP OF UNION COLLEGE students and teachers gave a concert at Kansas City, Missouri, Sunday evening, February 9, under the auspices of the Young People's Missionary Volunteer Society there.

SEMINAIRE ADVENTISTE DU SALEVE, at Colonges, France, will benefit from a campaign sponsored by the Pacific Union College Foreign Missions Band. Funds are being raised to provide improved equipment and facilities for the French school.

VETERAN HEIGHTS AT PACIFIC UNION COLLEGE, with a population of approximately 180, is to have a new chapel thanks to the enthusiastic fund-raising campaign by the veterans themselves, which netted \$1,034.59.

HOWARD L. SHULL is the newly elected business manager of Pacific Union College, succeeding Walter B. Clark, who goes to the College of Medical Evangelists, Loma Linda, as dean of students.

EIGHTEEN STUDENTS OF EMMANUEL MISSIONARY COLLEGE are listed in the 1946-47 *Who's Who Among Students in American Universities and Colleges*.

UNION SPRINGS ACADEMY (New York) has added 500 new books to its library during the present school year.

TWENTY GRADUATES OF HELDERBERG COLLEGE, 1946 class, have been appointed to service in the various fields of the Southern African Division.

"GENUENTLICHKEIT," THE GERMAN CLUB recently formed at Washington Missionary College, meets once a month as a social group, at which time they speak only the German language, sing German songs, and discuss the problems and language of the country.

NEW TEACHERS AT UNION COLLEGE not previously reported are Vernon Dunn in business, Mrs. F. L. Marsh assisting in home economics, and Glenn H. Straight assisting in education.

THE DEPARTMENT OF VISUAL AIDS, newly organized at Southern Missionary College, is training students in construction and use of visual aids especially for Bible teaching and evangelistic work.

SOUTHWESTERN JUNIOR COLLEGE SENIOR CLASS visited Union College over the week end of March 13-16, making the trip in the college bus.

California College of Medical Technicians

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NEW CLASSES BEGIN EACH
FEBRUARY and SEPTEMBER

Write for bulletin

THIRTEEN INSTRUCTORS ARE OFFERING MUSIC COURSES at Washington Missionary College this year. In addition to eleven full-time teachers on the faculty, one instructor visits regularly from Washington, D.C., and one from New York City. Beginning with the spring graduation this year, the college is offering the Bachelor of Music degree.

CHARLES E. WENIGER, present dean of Pacific Union College, has accepted the position of head of the speech department of the Seventh-day Adventist Theological Seminary, at Washington, D.C., and will take up his new duties with the beginning of the summer quarter.

UNION COLLEGE STUDENTS numbering nearly forty were elected to positions of responsibility in the College View church, Sabbath school, and Missionary Volunteer Society for 1947. Ten were ordained as deacons.

THE GIRLS' DORMITORY AND THE LAUNDRY at Adelphian Academy (Michigan) are newly equipped with a water softener which is saving soap as well as dispositions.

PACIFIC UNION COLLEGE CAFETERIA is now under the management of Elmer Keller, and Eleanor Wentworth is the new dining room hostess.

FRESNO UNION ACADEMY (California) is rejoicing in the use of its new home economics building, which provides modern and adequate sewing and cooking departments.

FIFTEEN THEOLOGICAL STUDENTS represented Pacific Union College at the seventh quadrennial ministerial institute of the Pacific Union Conference, in San Francisco, January 28 to February 4.

A BAPTISMAL CLASS of thirty members has been organized at Union Springs Academy (New York) by R. W. Pratt, Bible teacher and church pastor.

"EVANGELISM IN ACTION" is the motto of six special-interest groups at Washington Missionary College: Medical Evangelists, Christian Educators, Mission Band, Spanish Band, Gospel Workers, and Ministerial Seminar. Two groups meet each third Friday evening, the others following in order.

Giving a Denominational Slant to Our Business Courses

Continued from page 7

finish God's work in the world. We must continually hold before our students the responsibility that a knowledge of the third angel's message places upon them, individually. If each teacher will continually keep before himself this aim, he will, both consciously and unconsciously, pass it on to his students.

Concerning Grades and Personal Worth

Continued from page 5

from our youth? How could we tell who would be the most promising, who would render the best service to God."¹

People talk very scholarly, very positively, very professionally, about excluding or admitting students according to grades; but the challenge is: "What selection would we be able to make. . . ? How could we tell who would . . . render the best service to God" and to humanity? Here we all break down; for no one can positively tell anything about it. The greatest potential physicians never practiced medicine because they did not have enough honor points to admit them to medical colleges. The greatest potential soldiers have fought in the ranks because they were not admitted to West Point, for the same reason.

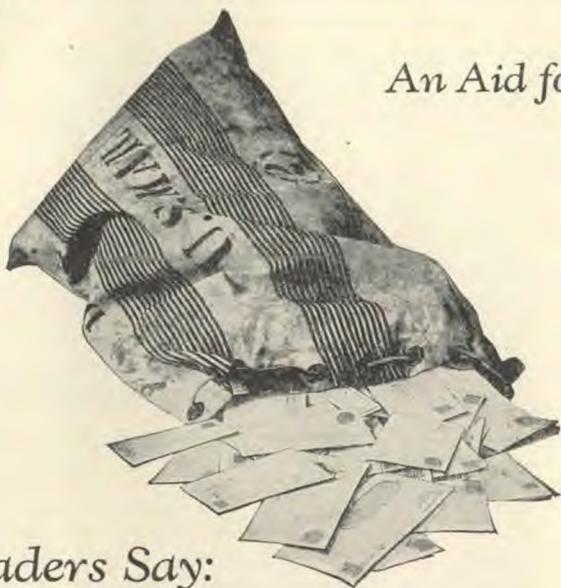
There are elements in human nature that are deeper and stronger than intellectual brilliance. We must reckon with personality, will power, perseverance, energy, choice, determination, conscience, vision—with these attributes of character down deep in the soul. These do not appear on the school grade cards.

¹ Ellen G. White, *Testimonies for the Church*, vol. 6, pp. 206, 207.

² *Ibid.*, p. 197.

For Teachers and Parents—

An Aid for Character-Building



Readers Say:

"In order to get the school children interested in outside reading, my wife, a church school teacher, read one story from this book to the children. It has been in circulation ever since among the school children." M. J. L., Arkansas.

"I have used several of the stories already in my visits to our schools and find a keen interest among the students for this type of literature." J. H. H., California.

"Mrs. H. read out of *Animal Heroes* for her pupils. She teaches third and fourth grades in the church school, and she has told me that the children are so delighted with the stories that they can never find a convenient place to stop. When she stops reading to them, they keep begging for more." J. O. H., Arizona.

"I have already experimented with some of the stories from the pulpit and feel that the book is just what our boys and girls will like. It will be very nice for church school teachers to use also." G. F., California.

"My son read *Animal Heroes* in one sitting and was very enthusiastic in his praise of it. When I found time to pick the book up I discovered that it was so interesting that I read it through before I laid it aside. It is an exceptionally good book for boys and girls." G. W. C., Washington.

"I have a three-and-one-half-year-old son, and nightly meet the chant of, 'Daddy, tell me a story,' and so have been reading the book to him from night to night. I can assure you that he is fascinated with the stories, and in my opinion it is a book that should be a must in every home where there are children." L. G. B., New Mexico.

PACIFIC PRESS PUBLISHING ASSOCIATION, Mountain View, Calif.

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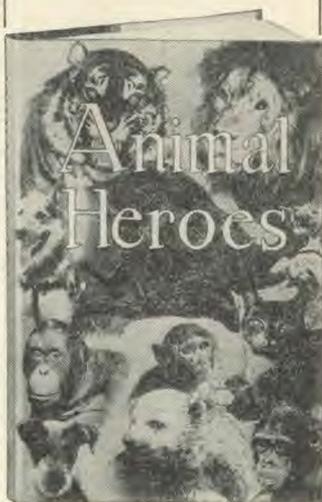
ANIMAL HEROES

by
ERNEST LLOYD

A compilation of animal stories by the editor of "Our Little Friend." A new book to aid you in bringing many lessons to the child that will develop and strengthen character. Selected by the Missionary Volunteer Department for the Junior Reading Course of 1947.

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Parable of a Church School

Continued from page 11

brother did not wish to do wrong, Satan overcame him, and one day he said to his wife, "Wife, behold, our brother did well in taking his children out of the church school and in sending them to the public school, and I am disposed even to do likewise."

An evil day was this when he said such, for his wife was jealous of the church school teacher; yea, she was even very angry with her, because the teacher had never visited her nor paid any attention to her, and she said unto her husband: "Go, and do all that is in thine heart."

And it came to pass that he went and registered them in one of the many public schools, even among children both good and bad; and behold, the teacher of that school smoked before his children, giving them a bad example.

And as these two fathers did, so did the parents of many of the children in that church school; and the teacher had so few pupils that her heart fainted within her, and she meditated many days and nights on what she ought to do. Many times she said within her heart: "Behold, I will leave this school, and will go to another where they will appreciate my work."

But the Spirit of God wrought upon her heart, and when she came to herself, she said: "Behold, the fault is mine. Certainly, I have not been faithful in visiting the parents of these children, nor in counseling with them in regard to the good of their children; behold, I do not even know the appearance of the faces of some of them as I should, neither do I know what kind of homes these children come from. This will I do: I will go this very day to their homes, and I will say, 'Forgive me, brother, sister, because I have not taken more interest in thee and in thy children; I am not worthy to be called their teacher; but I promise from this day forward I shall

be what I ought to be, and I shall more faithfully fulfill my duty.' Yea, this and much more will I say, until I turn again the hearts of these parents; for woe is me if I go to heaven without my children: I shall not be happy without them."

And behold, she did so; she went from house to house. Verily I say unto you, in many homes there were wailing and bitterness of spirit; yea, some of them were almost wholly given over to do that which was evil in the sight of the Lord. But the teacher prevailed more than they, and they promised to send again their children to the church school. And that teacher taught the children lessons of truth and righteousness, and many of them believed and became powerful in the cause of God.

Verily I say unto you, in the day of final reckoning that teacher shall not lose her reward. In that day it shall be said unto her, "Well done, thou good and faithful servant: thou hast been faithful over a few things, I will make thee ruler over many things: enter thou into the joy of thy Lord."

PRACTICAL EXPERIENCE is being gained by members of the ministerial seminar at Adelpian Academy. The young men prepare and give sermons, and the young ladies prepare and give Bible studies. R. T. Carter, the Bible teacher, sponsors the Seminar.

The JOURNAL of TRUE Education

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TO HELP YOU MEET THESE ISSUES

Supreme Court Decision

The recent decision of the Supreme Court upholding a New Jersey law authorizing the transportation of children to parochial schools at Government expense has stunned literally millions of our citizens. It opens the way to other practices entirely contrary to American principles. If it is not reversed, all sorts of appropriations for sectarian institutions can be made. It opens the flood gates.

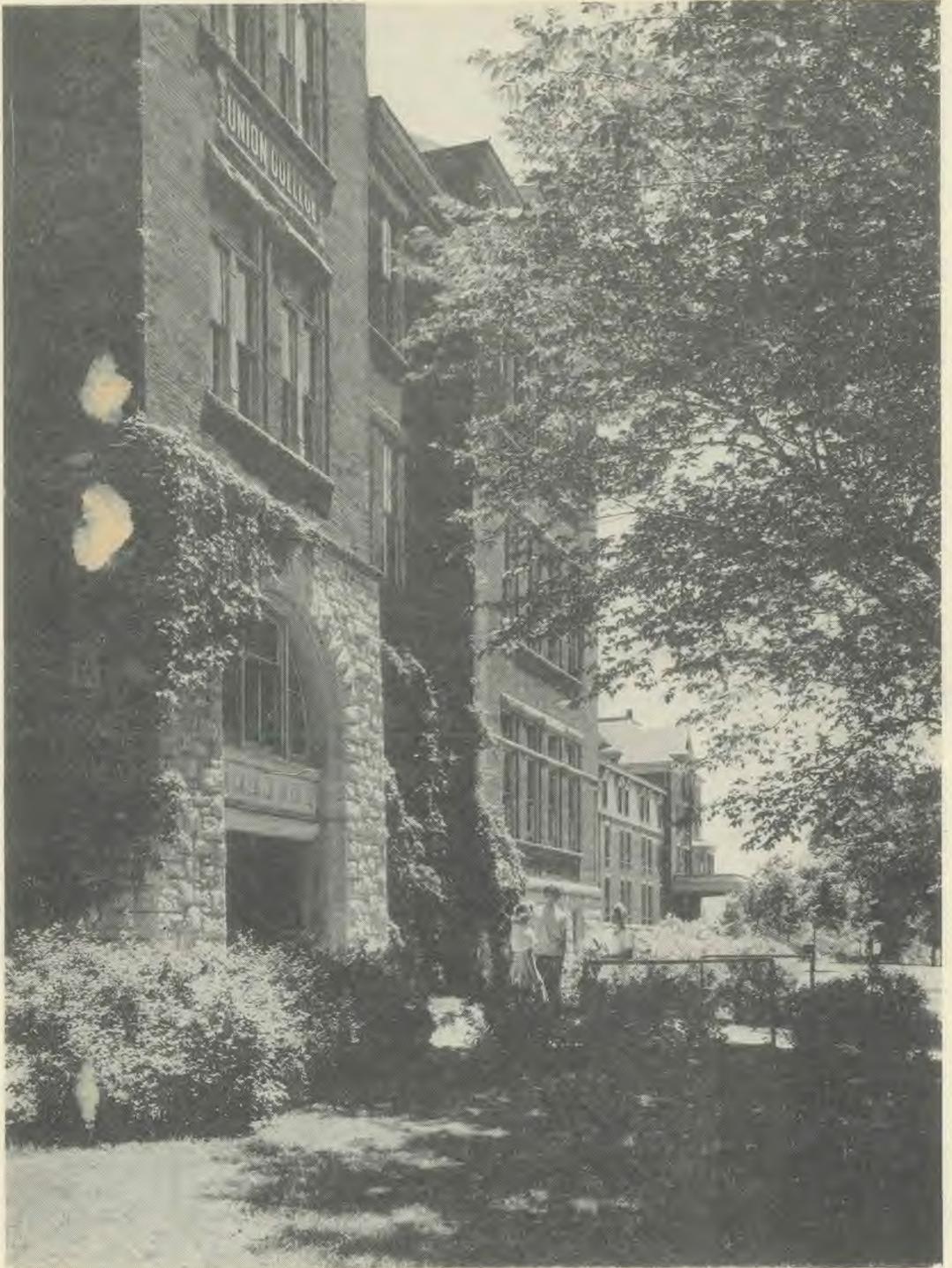
PENDING LEGISLATION

- ★ In the first two months of the new Congress several dangerous bills were introduced. One is to provide for stamping the words *Observe Sunday* on first class mail for two weeks each year. Three others propose to give aid from the Federal Treasury to parochial schools. Two will give the aid even where State constitutions forbid the using of tax funds for such a purpose. The proposed gifts to sectarian institutions run into millions of dollars for each year, and the period of time covered is unlimited.
- ★ Another measure proposes to impose a fine of five thousand dollars or five years in prison or both for anyone who either deposits in the mail or withdraws from the mail for circulation any "papers, pamphlets, magazines, periodicals, books, pictures and writings of any kind" that may cause any person to suffer obloquy or abuse or hatred because of his religious belief or because of his race. The most authentic history might be barred from the mails if this bill should become law.
- ★ Two bills proposing calendar changes have also been introduced. Each would alter the fixed cycle of the week and cause the Sabbath to wander from day to day.
- ★ A bill to make Good Friday a legal holiday shows clearly that some legislators do not understand where the state's functions leave off and the church's proper sphere begins.
- ★ Still another Congressional bill recommends the reading of the Bible between Thanksgiving and Christmas each year.

Emergencies have arisen in connection with recent judicial and legislative procedures. Your efforts to meet this situation will be greatly strengthened by a liberal use of the second quarter issue of

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