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The JOURNAL of TRUE Education

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ISSUED BI-MONTHLY, OCTOBER THROUGH JUNE, BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, \$1.50 A YEAR. PRINTED BY THE REVIEW AND HERALD PUBLISHING ASSOCIATION, TAKOMA PARK, WASHINGTON 12, D.C., TO WHOM ALL COMMUNICATIONS CONCERNING CHANGE OF ADDRESS SHOULD BE SENT, GIVING BOTH OLD AND NEW ADDRESSES. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

How Is Your Aim?—An Editorial*

"I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

"Long, long afterward, in an oak
I found the arrow, still unbroke."¹

AS CHRISTIAN teachers, we can no longer shoot the arrows of which the poet sang. Maybe in the past we have shot too many of that kind, haphazardly, aimlessly, to be found later, maybe too late.

Every class recitation or written assignment, every laboratory period or labor project, every chapel service or office conference—each should be so integrated with the whole that the overall pattern and the school atmosphere are realized. Each activity should clearly fit into the practical educational mold.

Of the "nicest work ever assumed by men and women,"² Ellen G. White wrote:

"Teachers are to do more for their students than to impart a knowledge of books. Their position as guide and instructor of the youth is most responsible, for to them is given the work of molding mind and character."³

The Prince of teachers has, in His ministry, placed before us a life worthy of emulation. Above all others, the twelve disciples, His chosen collaborators, had the advantage of His personal association and companionship, by which He impressed Himself upon them.

"Only by such communion,—the communion of mind with mind and heart with heart, of the human with the divine,—can be communicated that vitalizing energy which it is the work of true education to impart. It is only life that begets life."⁴

"In all true teaching the personal element is essential. Christ in His teaching dealt with men individually. It was by personal contact and association that He trained the twelve. It was in private, often to but one listener, that He gave His most precious instruction. . . . Even the crowd that so often thronged His steps was not to Christ an indiscriminate mass of human beings. He spoke directly to every mind and appealed to every heart. He watched the faces of His hearers, marked the lighting up of the countenance, the quick, responsive glance, which told that truth

had reached the soul; and there vibrated in His heart the answering chord of sympathetic joy."⁵

Time taken off, so called, with students, leisurely, informally chatting with them as friend with friend, may mean more to them than the formal instruction of the classroom. Conversations and activities outside class may far outweigh the words and actions in class. Who can measure the influence of the Christian teacher?

"If you take upon you the sacred responsibility of teaching others, you take upon you the duty of going to the bottom of every subject you seek to teach."⁶

The prudent instructor will capably make a survey of needs, clearly define his aims, limit the range of instructional content, and then proceed with definite plan and thoughtful method for the individual or group guidance. In fact, the pen of inspiration presents the thought of a master plan with great clarity:

"Every teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish. He should not rest satisfied with the presentation of any subject until the student understands the principle involved, perceives its truth, and is able to state clearly what he has learned."⁷

The Teacher of Galilee transformed interests, character, and life by the alchemy of His touch. One who observed Him recorded that "he knew all men, . . . he knew what was in man."⁸ However casual the contact or informal the experience, He knew the individual, the need, and the technique. People in His presence became singular; He recognized the person. He always put His finger on the right spot.

Fellow teachers, let us shoot our educational arrows with consecrated vision, with studied and steady aim, and with precision. Make every one count.

¹ Henry W. Longfellow, "The Arrow and the Song."

² Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 73.

³ *Ibid.*, p. 65.

⁴ White, *Education*, p. 84.

⁵ *Ibid.*, p. 231.

⁶ *Counsels to Parents, Teachers, and Students*, p. 31.

⁷ *Education*, pp. 233, 234.

⁸ John 2:24, 25.

* T. S. Geraty, author of our guest editorial, is president of Middle East College, Beirut, Lebanon.

Spiritual Objectives in the Classroom

*Richard Hammill**

OUR spiritual objectives—the restoration of the image of God in the soul, the building of character, the development of an Adventist philosophy of life, the preparation for the coming of Christ—are the same in all of our Adventist colleges. Various mediums are emphasized in our efforts to cooperate with the Holy Spirit in accomplishing these great objectives. The worship services in the school residence halls, the chapel programs, the vesper hours, the Sabbath school and church services, the MV activities—all are designed to contribute directly to the attainment of the spiritual objectives of the Adventist school. At least twice a year frontal attacks are made by means of the fall and spring Weeks of Prayer.

It appears that faculty members sometimes conclude that by these means enough attention is paid to the spiritual objectives of the college. Accordingly, they devote all classroom time to intellectual objectives. However, such conclusions are not justified, for the classroom is the very best place for reaching students with our message. By proper planning the teacher may follow a program of spiritual instruction in any class taught in our schools, and usually with better results than in the frontal approach used in Week of Prayer or church services.

Here at Southern Missionary College the faculty have discussed this matter and are trying to use every class session for inculcating spiritual values. I have questioned a number of our professors about this matter, and I find the following practices on this campus.

All Bible teachers begin every class session

* When this article was prepared, Dr. Hammill was academic dean and professor of religion and Biblical languages at Southern Missionary College. He has now joined the General Conference Department of Education as an associate secretary, in which position one of his responsibilities will be the editorship of *THE JOURNAL*.

with prayer. Some teachers in other departments also open all their classes with prayer, while others pray only at the first-period classes. This latter group reason that if every class begins with prayer the students may soon regard praying as a routine matter and pay little attention to it. As to the procedure, some teachers have a moment for all to pray silently, some call upon a student to pray, while others ask for volunteers. It is debatable whether all classes should begin with prayer. We feel to leave the decision to the individual teacher, and are satisfied that, all things considered, the very fact that prayer is offered in some classes and not in others tends to avoid the routine aspect and to make it more effectual when it is offered.

One most important factor in producing spiritual growth in the classroom is the tone maintained there by the teacher. In a friendly atmosphere that avoids a spirit of levity, the hearts of students soften and become more receptive. A teacher who shows respect for his students and who wins respect from them, by that very act lays a groundwork for reaching spiritual objectives. Fairness and objectivity in assignments and in grading, equal rights for all students, the right to express a dissenting opinion—all these set the tone of a classroom to influence the spiritual thinking of students. By exemplifying in his classroom attributes of fairness and cheerfulness, any teacher may influence his students more than a Week of Prayer speaker can in his brief sojourn on the campus. Teachers who have laboratory classes make great contributions by keeping discussions among the students on a high level.

Important as the classroom tone is in helping a college to reach its spiritual objectives, it must take second place to the content or sub-



PHOTO BY BALKIN, FROM MONKMEYER

Above every other group, teachers of science may and should confirm the students' faith in God by showing that science sheds light upon the Bible.

ject matter of the courses themselves. From every department of the college, professors testify that by careful planning they can tie in spiritual lessons and information with their subject matter. A professor of secretarial science tells of numerous opportunities in her skill courses to teach spiritual patience. Industrial education instructors show the wisdom and loving care of God in creating the various metals, woods, and building materials which provide men with tools and machines for their work, and with buildings for beauty and for protection from the elements. They point out that deterioration of matter is the result of sin, and that, just as one may learn to protect building materials from deterioration, so a Christian should learn and apply the means by which he can protect himself from spiritual decay.

English and literature teachers may make their contribution by choosing reading selections that help to develop character. All literature to be studied should be evaluated in terms of Christian ethics and doctrine. Literary gems may be approached with the idea that their authors were successful in doing what Seventh-day Adventists are trying to do—influence others and communicate ideas in such a way as to

command attention. With that in mind, the artistic and technical aspects of the literature are more germane to the students' needs and interests.

Our language teachers endeavor to relate to our mission program the customs and languages of different peoples. The philosophies of various nations or language areas provide excellent openings for reviewing or emphasizing the Adventist philosophy of life. Our home economics instructors testify that hardly a class session fails to provide a natural occasion to discuss Adventist principles of dressing, eating, and home living.

Few branches of study offer more opportunities for inculcating Christian viewpoints than does history. Opportunities are hardly less in sociology, economics, or political science. The Christian historian or economist or sociologist may so interpret the strivings of the human race through the centuries as to show how God has directed the destinies of nations and overruled the schemes of rebellious men. The students can see how God, by His Holy Spirit, has utilized man's desire for a better way of life to form the cradle and nursery for the genuine gospel of salvation.

It is the right of every student in our colleges to have history presented to him in such a way that he can see its true meaning—how all human affairs are moving toward that one grand event of the ages. Only a Christian can truly understand history, and Adventist Christians are in a better position than any others to understand its meaning. Teachers will be building not only for time but for eternity if they can help their students to appreciate the constant providences of God and to sense that, as He has kept control of the interweaving threads of human affairs, so He can and will control the individual life that is yielded to Him.

Above any other group, the teachers of science deal with subject matter that lends itself to confirming the students' faith in God. The aim of every Adventist science teacher should be to convince his students that modern science—biological or physical—*has never proved anything contrary to the revealed truth of Scripture*. Of this Ellen G. White has said:

"Since the book of nature and the book of revelation bear the impress of the same master mind, they cannot but speak in harmony. By different methods, and in different languages, they witness to the same great truths. Science is ever discovering new wonders: but she brings from her research nothing that, rightly understood, conflicts with divine revelation.

The book of nature and the written word *shed light upon each other*. They make us acquainted with God by teaching us something of the laws through which He works.*

A science teacher who mechanically goes through the texts without helping his students to see how science (the book of nature) sheds light upon the Bible (the book of revelation), is not worthy to be on the staff of an Adventist educational institution.

We learn of God through His works. Our science classes must teach and convince that nature's laws are God's laws. Many of these laws require mathematics for expression and explanation. The teacher here should show that mathematics helps the student not only to think with exactness, but also to acquire the language and tools necessary to study more deeply into other sciences which are making ever-new discoveries in God's great creation. The student may also learn that as all the laws of nature evidence the exactness of God, so He requires the same exact obedience to His moral law. The science of mathematics would not exist if there were not precision in God's control of His universe. This thought is valuable for forming theological convictions. The math student can see that God cannot sporadically suspend His laws for the immediate benefit of certain people. If He did, no one would ever know what to expect in this world, and even Christians would become careless in their actions and presume upon God to interrupt the function of the law of gravity, for instance, for their momentary benefit, irrespective of inconvenience to others.

The Adventist biologist should imbue his students with the conviction that the theory of evolution is the devil's counterfeit for the true story of creation. In the macrocosm he can point to God's limitless power and wisdom; in the microcosm he can demonstrate God's loving care and deep interest in the minutest affairs of life. By pointing out the intricacy of design, the beauty, symmetry, and color of trees, flowers, and shrubs he may help young Christians to stand firm for God all their days. Students thus taught will see the work of a loving God in every phase of man's existence, not only in his creation but in the means established for his preservation.

Aside from the tone of the classroom and the planned subject matter, other factors may be used to help the students spiritually. The writings of Ellen G. White may be assigned as

collateral reading in many classes, especially in the areas of sociology, home economics, history, and education. Some of our science teachers may also assign portions of Spirit of prophecy writings, such as those found in M. E. Cady's *Principles of True Science*.

Class discussions present wonderful opportunities for winning or helping students. Although the good teacher avoids letting his class continually lead him far afield from the business at hand, still he recognizes that there are occasions when a few moments may well be devoted to some spiritual issue. This is especially true if the students seem interested in pursuing some particular matter or idea related to Christian living or doctrine.

Many souls have been won, and others saved from discouragement or backsliding, through a class discussion or a word spoken by a professor in a class not directly connected with religion. A good teacher does not schedule so much work for a course that he will be inclined to pass by such opportunities in order to reach the end of the syllabus by the close of the semester.

The wise professor is quick to utilize special seasons or occasions to teach spiritual lessons. If a member of the class becomes critically ill, certainly time should be taken for several to pray in his behalf. If accident or tragedy strikes, the Christian professor may, by his attitude, words, and prayers, mold the lives of his students for good. The Week of Prayer should not go unnoticed in any class. Then, if it is not the everyday practice, classes should be opened with prayer by the teacher and perhaps by several students. By using sentence prayers each class may become a prayer band without using more than four or five minutes for this phase.

In summary, the most important factor is that every professor shall include in his goals for each class the development of Christian character and the better understanding of God and His love. Where there is no aiming there is very little hitting. If the professor sincerely desires through his own classes to help reach the spiritual goals of the college, he will find abundant opportunity. A goal is a line that marks the end of a race. The goal of every class taught in our colleges should be a line immediately in front of the pearly gates of the New Jerusalem.

* *Education*, p. 128. (Italics supplied.)

Sensitiveness

Mrs. Alma E. McKibbin*

SENSITIVENESS is a serious defect of character. A sensitive person is never perfectly happy or even comfortable. He is extremely susceptible to changes in the social atmosphere. He feels personalities keenly and always in reference to himself, continually making such comments as, "Do they like me?" "So-and-so did not seem to be pleased to meet me." "I was slighted at the meeting; I shall not go again." And so the sensitive person tortures his soul with imaginary slights, and takes offense when none is intended.

As a child and youth, I was extremely sensitive—and when I say "extremely," I mean that and even more. I was very shy and self-conscious. I could never be happy about anything I did unless someone praised me and said, "Well done." I longed to please and to be appreciated. My father was a critical person. Only twice did he express approval of what I did, and then I was deliriously happy.

When I was seventeen, I came from my Colorado home to Healdsburg College. I knew no one, but everyone was so very kind and considerate that I managed fairly well, though I was often embarrassed as I realized that my manners and speech were provincial. I tried to learn better forms as rapidly as possible, and was grateful that no one seemed to notice wherein I was different from native Californians. Yet I suffered secret tortures in class and elsewhere when my grades were not as good as they had been in former years, and I imagined that everybody knew it and was talking about it. I misinterpreted many things, as all sensitive persons do. I finally got into a discouraged, depressed state of mind—so discouraged that I even contemplated leaving the school and returning to my home in Colorado. I was very homesick. The world was indeed dark.

* Long-time teacher, trainer of teachers, author of textbooks for children and youth. Mrs. McKibbin is now enjoying a well-earned and well-deserved retirement—and the grateful appreciation of her thousands of students around the world.

An understanding teacher, under God, saved me from leaving the school; and more than that, he saved my soul from shipwreck. In a philosophy class we were discussing sensitiveness, and the teacher said this: "Sensitiveness is an extreme form of selfishness. It is seldom recognized as such, but this is what it really is. The sensitive person often has high ideals, a keen sense of justice, a sense of right and wrong. He is a person of integrity and lofty ambitions—not necessarily ambition for high position, but a consuming desire to be well thought of, to have the approval of his fellow men."

And he added: "A sensitive person must cease to make himself the *center* of his life. He must dethrone self. Self must not be the object of his greatest interest and solicitude. He must forget self; or rather, place Jesus and his fellow creatures where self has been, and learn to live for others. In other words, he must become *unselfish*. Not self but others must occupy first place."

I went out of that classroom stunned. I, selfish! I had always abhorred selfishness, and prided myself—yes, I knew it now—prided myself on being unselfish. But "sensitiveness is an *extreme* form of *selfishness*" rang in my ears. As I thought it over, I knew that Professor Rine was right. I was always thinking of myself, worrying about what impression I was making, wondering what others thought of me, what I could do to win the approbation of others.

I resolved to overcome. It was a long, slow battle; and I did not get even a semblance of victory until I taught church school. Four years as a church school teacher in pioneer days would take almost any undesirable trait of character out of anyone who persevered and kept his faith and courage. I cannot recall that anyone through those four long years ever really approved; at least they did not say, "Well done." No one praised, but many criticized.

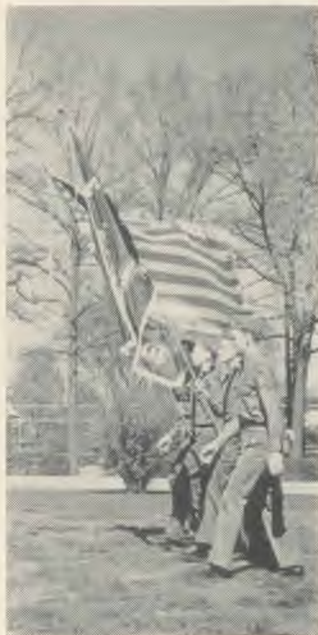
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Making Cadet Training Worth While

Henry E. Rieseberg*

MANY of the most significant benefits that Medical Cadet Corps training can bring to the Seventh-day Adventist secondary school program have been lost by some schools because they operate only small units during alternate years. When the Medical Cadet Corps is not an integral part of the curriculum and activities, many young men are not prepared for service in the armed forces, the tremendous public relations value of the organization to the school is reduced to nothing, and the wholesome effect of military discipline on the entire disciplinary program is lost. Moreover, unless the course is offered every year the increased scholastic motivation that can come from this training is not utilized. The most important benefit, however, is the development of mature personalities and outstanding leaders, and this cannot be accomplished by a sporadic program, any more than a tree can grow symmetrically if it rains only every other year and the winds all come from one direction.

A number of objections are raised against strengthening the Medical Cadet Corps on the secondary level. In addition to the financial demands of the program and the heavier student load it might entail, we find a lack of student interest in such training, particularly among the girls. Another difficulty is that sometimes the Cadet Corps fails to command the respect of the student body or the community. Such terms as "soybean commandos" are too often applied. Naturally, no administrator wants



T. K. MARTIN

to encourage such an activity, and no student wishes to participate in it.

Although most servicemen gladly acknowledge the great help that Medical Cadet Corps training was to them, there are always a few who contend that this training gives a man nothing he would not learn during the first week of basic training. Since the solution of these various problems of interest, respect, and quality of training is basic to the success of Medical Cadet training, it is essential that they be considered.

These problems were immediately encountered when Takoma Academy first offered

Medical Cadet Corps training, and some conclusions were drawn concerning their solution. Though we do not pretend to have found the complete answer to all difficulties, the following suggestions may open the way to further discussion of these vital problems.

1. Emphasize physical training as an important part of the plan. Men who are otherwise competent often fail in the Army because they are too weak physically to keep up with the rigorous basic-training program, therefore it is particularly essential for boys to receive good physical training in the Cadet Corps.

There is a real challenge in being able to do the calisthenics and confidence course activities, and to meet the physical fitness tests outlined in FM 21-20 (the Army manual on physical training). Physical fitness commands the respect and admiration of everyone, and a rigorous physical fitness program under proper guidance will build up the confidence of even the least-talented adolescent.

Physical training is a definite part of the Medical Cadet Corps program, and will meet

* Last school year Mr. Rieseberg was Medical Cadet Corps instructor at Takoma Academy, in Maryland, while completing his work at the Seventh-day Adventist Theological Seminary. Currently he is teaching in the Bible department of Indiana Academy.

the physical education requirements of any State or accrediting organization. This would eliminate the need for an additional physical education class for cadets.

2. There should be scholastic and citizenship requirements for holding rank in the Medical Cadet Corps. At Takoma Academy any disciplinary action of any significance, or failure in any subject, leads to reduction in MCC rank. Not only is this an incentive to good citizenship and good scholarship, but it also protects the corps from having student leaders who are not representative of high standards or who do not have the full respect of their fellow students in other activities.

3. The Medical Cadet Corps must be led by students, since a principal reason for lack of discipline and of interest in many units is that the instructor gives all commands and all instruction. The adolescent desires the opportunity to lead others and to be recognized as a leader. There is no limit to the effort he will make to master his work and to set a good example in citizenship and cooperation if the goal of leadership is believed to be attainable, that someday he may command and teach his fellow students. Even more important than the motivation concept is the vital need for leaders in the world and in our denomination.

The personality development, the leadership know-how, and the increased self-confidence that come from the military type of leadership training over a period of formative adolescent years will, in future years, produce the coura-

geous leadership that is needed to finish God's work in the earth.

4. Obviously, the Medical Cadet Corps instructors should take full advantage of all helps available. The course should cover far more than drill and first aid as taught by the instructor. Excellent training films are available at all military establishments. The Government Printing Office, in Washington, D.C., and the Military Publishing Company, in Harrisburg, Pennsylvania, will send lists of books that can be obtained to strengthen instruction. Since instructional materials and instructors with the technical skills are available to our schools, there is no valid reason why a boy cannot have the equivalent of basic and advanced Army noncombatant medical training by the time he completes his secondary schoolwork.

5. An essential requirement of a sharp military organization is strict military discipline. This point cannot be overemphasized, for it gives cadets a respect for their own corps that nothing else will provide. This is particularly true when their own cadet officers and non-commissioned officers enforce the discipline. Furthermore, all previous misconceptions to the contrary, *adolescents like it!* Precision drill, strict enforcement of military courtesy, and strict "spit-and-polish" inspections build *esprit de corps*, as well as make a good organization.

The school program stands to benefit from this type of discipline in the corps. Students learn to accept reprimands without feeling that they are personal. Also, as their military train-

Typical of the kind of training the Medical Cadet Corps offers, this litter team demonstrates how to place a wounded man on the litter.

PHOTO BY CECIL COFFEY



ing progresses, they quickly learn that making excuses is not in order and the "No excuse, sir" response becomes a part of their personality make-up.

6. Field activities such as marches and bivouacs are unsurpassed for stimulating interest in the organization. Bivouacs increase the physical prowess of the cadet and give him the valuable experience of twenty-four-hour military discipline. The cadet learns to be a field soldier, to pitch a tent, to do KP, to execute tactical maneuvers, and to spend a night at interior guard duty. When he is called to Army service, these things will quickly distinguish him from the ordinary Army rookie.

7. This year one union conference offered to send any boy to Camp Desmond Doss who wished to go. This would be a valuable contribution for other conferences and/or schools to make whenever it is financially possible. Sending some of the cadet officers and non-commissioned officers to the summer training camp would increase their individual efficiency as well as give them an enlarged vision of our worldwide organization and their place in it. Also, sending outstanding cadets to the camp each year, with instructions to make a good record for the school, has great potential public relations possibilities.

8. Public drills and ceremonies should be held as frequently as possible without excessive interference with the school program. In addition, the Cadet Corps should be prepared to accept any invitations to appear in patriotic programs, parades, or ceremonies on State or national holidays. It might also be suggested that various members of the group serve during school programs, particularly in situations which involve traffic direction or keeping order.

The high light of the year should be a major public ceremony at which graduating cadets are honored and outstanding achievements are recognized.

9. As a corps grows and develops, the character guidance aspects of the training should take on increasing importance. Altogether too often the character guidance phase of the instruction is left to chapel talks and Sabbath sermons. In this respect we can learn many lessons from the codes of honor and conduct in various military schools. We point to a far higher standard than they, but often fall far short in motivation. General Conference suggestions for character guidance form an excellent basis for such a program, though much

depends upon the innate manhood and Christian example of the instructor and the respect the cadets have for him. Failure to emphasize strong character guidance will defeat the basic purpose of the Cadet Corps—to prepare youth to stand firm for God in military service and in all experiences of life.

10. The program should be intensive enough so that real progress can be made. Most ROTC courses on the secondary level meet for one class period each school day, plus additional practice periods for ceremonies. At Takoma Academy each platoon meets for one period a day, and the whole company meets as a unit for one period a week. This makes possible a strong program without interference with other classes.

11. The greatest factor in a good Medical Cadet Corps training program is a large enrollment. A squad cannot perform the activities or have the *esprit de corps* of a company. A platoon does not offer the opportunity for achievement that a battalion presents. A dozen cadets cannot command the attention or respect of the general public as can a hundred.

Many of our institutions are solving this problem of enrollment by making the MCC training a required course for all freshmen and sophomores. Requiring this course will not bring any more antagonism than does requiring English. If the course is required for the first two years, most juniors and seniors will want to continue as cadet officers. They can still take Medical Cadet Corps training as an elective without graduation credit, and by doing so will receive valuable training in leadership.

A well-balanced Medical Cadet Corps training program is an invaluable supplement to the work of our secondary schools. The training will prepare and send on to college young men and young women who are in superior physical condition, who have learned obedience and respect, who are alert and qualified leaders, and who are desirous of serving in God's army at whatever post the great Commander assigns them.

► Atlantic Union College band and Chordsmen quartet really did strike it rich last May 2 when they appeared on the coast-to-coast CBS television program by that name. The assigned representatives answered all the questions correctly and won \$500, besides a number of "heart-line" gifts from listeners.

STRAIGHT from the BLUEPRINT

This is the eighth and last in a series of outline studies in Christian education from the writings of Ellen G. White.

This Is the Christian Home

I. A SCHOOL IN EVERY SENSE OF THE WORD

A. The divine plan.

1. The greatest educational institution.

"Life is a training-school, from which parents and children are to be graduated to the higher school in the mansions of God." (MH 348)

"In His wisdom the Lord has decreed that the family shall be the greatest of all educational agencies. It is in the home that the education of the child is to begin. . . . Here, with his parents as instructors, he is to learn the lessons . . . of respect, obedience, reverence, self-control." (CPT 107)

2. Answers the greatest need.

"Home religion, home training, is what is now most needed." (*Signs*, April 8, 1886)

B. The teachers.

1. Parents are the teachers.

"The education and training of their children to be Christians is the highest service that parents can render to God." (COL 195)

"They are to stand in the place of God to their children." (MH 375)

"The requirements of the parents should always be reasonable; kindness should be expressed, not by foolish indulgence, but by wise direction." (CPT 158)

"Never should parents cause their children pain by harshness or unreasonable exactions." (CPT 114)

2. The mother's unique position.

"The child's first teacher is the mother." (Ed. 275)

"The mother's work commences with the infant. She should subdue the will and temper of her child, and bring it into subjection, teach it to obey. As the child grows older, relax not the hand." (1T 390)

"From the mother the children are to learn habits of neatness, thoroughness, and dispatch." (CPT 122)

"The mother . . . has a class of duty to perform in connection with her children that no other one can perform." (MS 38, 1895)

"Mothers, . . . take time to get acquainted with your children." (CG 207)

"The mother should keep herself under perfect control, doing nothing that will arouse in the child a spirit of defiance. . . . She will gain much by keeping the voice low and gentle." (7T 48)

"The mother should cultivate a cheerful, contented, happy disposition." (MH 374)

3. The father's place.

"Give some of your leisure hours to your children. . . . Cultivate friendship with them, especially with your sons. In this way you will be a strong influence for good." (MH 391, 392)

"The father should do his part toward making home happy. . . . He should enter his home with smiles and pleasant words." (MH 392)

"The husband and father would gain much if he would make it a rule not to mar the happiness of his family by bringing his business troubles home to fret and worry over." (FE 154)

"The father should enforce in his family the sterner virtues,—energy, integrity, honesty, patience, courage, diligence, and practical usefulness. . . . Combine affection with authority, kindness and sympathy with firm restraint." (MH 391)

C. The lessons learned.

1. Purpose and importance of the home.

"The family tie is the closest, the most tender and sacred, of any on earth." (MH 356)

"Around every family there is a sacred circle that should be kept unbroken." (MH 361)

"Let it be your first aim to make a pleasant home." (MH 369)

"Make the home life as nearly as possible like heaven." (CG 548)

"The home should be to the children the most attractive place in the world, and the mother's presence should be its greatest attraction." (MH 388)

2. Self-control and self-reliance.

"The object of discipline is the training of the child for self-government." (Ed 287)

"God will bless a just and correct discipline. But . . . the heavenly intelligences cannot cooperate with fathers and mothers who are neglecting to train their children." (CG 232)

"The first lesson to be taught them is self-control; for no undisciplined, headstrong person can hope for success in this world or reward in the next." (CG 91)

"One precious lesson which the mother will need to repeat again and again is that the child is not to rule." (CG 92)

3. Self-denial and unselfishness.

"In every home there should be taught lessons of self-denial. . . . Learn the lesson of self-denial, and teach it to your children." (CG 131)

4. Regularity.

"Care and regularity in the feeding of infants will not only promote health, . . . but will lay the foundation of habits that will be a blessing to them." (MH 383)

"Let youth practise regularity in the hours for going to bed, and for rising, and they will improve in health, in mind, in spirit, in disposition." (*The Youth's Instructor*, Sept. 7, 1893)

"Regularity in eating should be carefully observed. Nothing should be eaten between meals." (MH 384)

5. Order and system.

"The cultivation of order and taste is an important part of the education of children." (CG 110)

"Cleanliness, neatness, and order are indispensable to the proper management of the household." (AH 21)

"Our God is a God of order, and He desires that His children shall *will* to bring themselves into order and under His discipline." (CG 112)

"As far as possible, it is well to consider what is to be accomplished through the day. . . . Let everything be done with thoroughness, neatness, and dispatch." (CG 124, 125)

6. Industry.

"Parents cannot commit a greater sin than by allowing their children to have nothing to do. The children . . . grow up shiftless, useless men and women." (COL 345)

"It is the idle mind that is Satan's workshop." (Ed 190)

"Children should have occupation for their time. Proper mental labor . . . and some outdoor employment is positively necessary to their constitution and health. . . . Industry is the greatest blessing that men, women, and children can have." (4T 97)

7. Economy and thrift.

"Parents are to instruct their children in lessons of economy." (CG 134)

"Nothing that can be utilized should be thrown away. This will require wisdom, and forethought, and constant care." (CG 135)

"Let every youth and every child be taught . . . to keep an accurate account of his own income and outgoes. Let him learn the right use of money by using it." (CG 136)

8. Courtesy and respect.

"Every child is to be taught to be polite." (CG 143)

"When all are members of the royal family, there will be true politeness in the home life. Each member . . . will seek to make it pleasant for every other member." (CG 143)

"God has especially enjoined tender respect toward the aged." (CG 144)

"They [children] are to be taught that when visitors come, they are to be quiet and respectful." (CG 97)

"Never should they [children] be allowed to show their parents disrespect. Self-will should never be permitted to go unrebuked." (CPT 112)

"If they [children] disrespect and dishonor their earthly parents they will not respect and love their Creator." (3T 232)

"Teach your children to respect and honor the ones to whom God has shown respect and honor by placing them in positions of trust." (7T 186)

9. Truthfulness and honesty.

"Parents should be models of truthfulness, for this is the daily lesson to be impressed upon the heart of the child." (CG 151)

"Do not become impatient with your children when they err. When you correct them, do not speak abruptly and harshly. This confuses them, making them afraid to tell the truth." (CG 151)

"Honesty should stamp every action of our lives." (CG 154)

10. The meaning of true love.

"True love is a high and holy principle." (AH 50)

"What kind of love is it that permits your child to develop traits of character that will make him and everyone else miserable? Away with such love! True love will look out for the present and eternal good of the soul." (CG 186)

"Love . . . is not unreasonable; it is not blind" (AH 50)

"Love is a plant of heavenly growth, and it must be fostered and nourished." (AH 50)

D. The teaching facilities.

1. Source material.

a. Nature.

"To the little child, . . . nature presents an unending source of instruction and delight." (Ed 100)

"For the first eight or ten years of a child's life the field or garden is the best schoolroom, the mother the best teacher, nature the best lesson-book." (Ed 208)

b. The Bible.

"In childhood, youth, and manhood, Jesus studied the Scriptures. . . . And since He gained knowledge as we may gain it, His wonderful power, both mental and spiritual, is a testimony

to the value of the Bible as a means of education." (Ed 185)

"Parents should take time daily for Bible study with their children." (Ed 186)

"In order to interest our children in the Bible, we ourselves must be interested in it." (Ed 187)

c. Experiences in life.

"To a great degree the experiences of life are the fruition of our own thoughts and deeds." (Ed 146)

"As an educator no part of the Bible is of greater value than are its biographies." (Ed. 146)

"We are made a theater unto the world, both to angels and to men." (Ed 154)

2. The physical plant.

a. Location of the home.

"As the location for a home is sought, . . . consider what will tend most to simplicity, purity, health, and real worth." (MH 363)

"The world over, cities are becoming hotbeds of vice." (MH 363)

"Fathers and mothers who possess a piece of land and a comfortable home are kings and queens." (FE 327)

b. Equipment of the home.

"Be sure to provide the facilities that will lighten labor and promote health and comfort. . . . Furnish your home with things plain and simple, things that will bear handling, that can be easily kept clean, and that can be replaced without great expense." (MH 369, 370)

"Elaborate and expensive furnishings are a waste not only of money, but of that which is a thousandfold more precious." (MH 367)

"They [children] should have a garden to cultivate, where they might find both amusement and useful employment." (4T 136)

"God loves the beautiful. . . . He desires us to surround our homes with the beauty of natural things." (MH 370)

c. Care of the home.

"There can be no employment more important than that of housework." (3T 158)

"It is a religious duty for those who cook to learn how to prepare healthful food in different ways, so that it may be eaten with enjoyment." (1T 682)

"Very early the lesson of helpfulness should be taught the child." (MH 401)

"The approval of God rests with loving assurance upon children and youth who cheerfully take their part in the duties of the household. . . . Such children will go out from the home to be useful members of society." (DA 72)

3. Time provision.

a. The Sabbath.

"The Sabbath and the family were alike instituted in Eden, and in God's purpose they are

indissolubly linked together. On this day more than on any other, it is possible for us to live the life of Eden." (Ed 250)

"The Sabbath school and the meeting for worship occupy only a part of the Sabbath. The portion remaining to the family may be made the most sacred and precious season of all the Sabbath hours. . . . Amid the beautiful things of nature tell them [the children] the reason for the institution of the Sabbath." (6T 358)

b. Weekdays.

"In every family there should be a fixed time for morning and evening worship. . . . The service should be short. . . . God is dishonored when the hour of worship is made dry and irksome. . . . There is no reason why this hour should not be the most pleasant and enjoyable of the day." (7T 43)

"Let meal-time be a cheerful, happy time." (MH 385)

"Children as well as parents have important duties in the home." (MH 394)

"Children should be trained to amuse themselves, to exercise their own ingenuity and skill. Thus they will learn to be content with simple pleasures." (CPT 123)

"Let parents devote the evenings to their families. . . . Let the evenings be spent as happily as possible." (FE 154)

II. AN INTEGRAL PART OF SOCIETY

A. Relationship to the church.

1. As the home is, so is the church.

"Let there be peace in the home, and there will be peace in the church." (CG 549)

"In the home the foundation is laid for the prosperity of the church. The influences that rule in the home life are carried into the church life." (AH 318)

"Be as faithful in your home life as you are in the worship of God. . . . The religion of the home will surely be brought into the church." (CG 552)

2. An extra blessing from the sermon.

"Parents should explain to their children the words spoken from the pulpit, that they also may understand and have that knowledge which if put into practice brings abundant grace and peace." (CG 531)

"In listening to the sermon, let parents and children note the text and the scriptures quoted, and as much as possible of the line of thought, to repeat to one another at home. This will . . . cultivate in all a habit of attention and of connected thought." (Ed 252)

3. A sure way to lose the blessing.

"It is because so many parents and teachers profess to believe the word of God while their lives deny its power, that the teaching of Scripture has no greater effect upon the youth." (Ed 259)

"The children have not failed to hear the

disrespectful remarks of their parents in reference to the solemn reproofs and warnings of God's servants. . . . What a work are these parents doing in making infidels of their children even in their childhood!" (4T 195)

B. Relationship to other schools.

1. Work of the home to be supplemented.

"In the highest sense, the work of education and the work of redemption are one." (Ed 30)

"The home training should be supplemented by the work of the school." (MH 401)

"What worse than folly is it to seek an education apart from Him,—to seek to be wise apart from Wisdom; to be true while rejecting Truth." (Ed 83)

2. Parents to uphold the teachers.

"Many fathers and mothers err in failing to second the efforts of the faithful teacher." (FE 64)

C. Relationship to the community.

"A well-ordered Christian household is a powerful argument in favor of the reality of the Christian religion,—an argument that the infidel cannot gainsay." (PP 144)

"If we would show an interest in the youth, invite them to our homes, and surround them with cheering, helpful influences, there are many who would gladly turn their steps into the upward path." (MH 354, 355)

"From our homes will flow streams of healing bringing life, and beauty, and fruitfulness where now are barrenness and dearth." (MH 355)

III. THE MOST IMPORTANT INSTITUTION ON EARTH

A. Deals with the very young child.

1. Time of greatest learning.

"The lessons that the child learns during the first seven years of life have more to do with forming his character than all that it learns in future years." (CG 193)

"Very much depends upon the direction parents give to the minds and wills of their children. To balance their minds in the right direction and at the right time is a most important work." (3T 146)

"There are but very few who take time to carefully consider what an amount of knowledge both of temporal and eternal things may be gained by the child during its first twelve or fifteen years." (CG 195)

2. Time when habits are formed.

"Too much importance cannot be placed on the early training of children." (CG 193)

"Mothers, be sure that you properly discipline your children during the first three years of their lives. . . . The first three years is the time in which to bend the tiny twig." (CG 194)

"The home is the child's first school, and it is

here that the foundation should be laid for a life of service." (MH 400)

B. Molds attitudes on vital subjects.

1. Spiritual.

a. Obedience.

"One of the first lessons a child needs to learn is the lesson of obedience." (Ed 287)

"As the mother teaches her children to obey her because they love her, she is teaching them the first lessons in the Christian life." (DA 515)

b. Reverence.

"Reverence . . . is a grace that should be carefully cherished. Every child should be taught to show true reverence for God. Never should His name be spoken lightly or thoughtlessly." (PK 236)

"Reverence should be shown for God's representatives,—for ministers, teachers, and parents, who are called to speak and act in His stead. In the respect shown them, God is honored." (PK 237)

"Nothing that is sacred, nothing that pertains to the worship of God, should be treated with carelessness and indifference." (MYP 266)

c. Purity.

"From their infancy, children should be taught lessons of purity. Mothers cannot too early begin to fill the minds of their children with pure, holy thoughts." (CH 103)

"Purity of life and a character molded after the divine Pattern are not obtained without earnest effort and fixed principles." (2T 408)

"Positively guard your thoughts . . . and your affections. . . . Elevate them to purity, devote them to God." (2T 564)

"The mind will strengthen by dwelling upon elevating subjects. If trained to run in the channel of purity and holiness, it will become healthy and vigorous." (2T 408)

"Unless the minds of our children are firmly balanced by religious principle, their morals will become corrupted by the vicious examples with which they come in contact." (CG 460)

"In all His dealings with Israel, God urged upon them the importance of guarding the associations of their children." (MH 403)

2. Physical.

"Every child and every youth should . . . understand the physical habitation that God has given him, and the laws by which it is kept in health." (MH 402)

"The health should be as faithfully guarded as the character." (Ed 195)

"Every influence that affects the health of the body has its bearing upon mind and character." (MH 380)

3. Intellectual.

"It is sinful to be indolent and negligent in regard to obtaining an education." (FE 216)

—Please turn to page 26



Too Much Ivy

*Ellen G. White**

There is among us too much clinging to old customs, and because of this we are far behind where we should be in the development of the third angel's message. Because men could not comprehend the purpose of God in the plans laid before us for the education of workers, methods have been followed in some of our schools which have retarded rather than advanced the work of God.

It is difficult to depart from old customs and established ideas. . . . Much that is crowded into the brain is of no value, yet students suppose this education to be all-sufficient, and after years of study they leave school with their diplomas, believing that they are men and women properly educated and ready for service. In many cases this preparation for service is nothing more than a farce, yet it will continue until teachers receive the wisdom of heaven through the influence of the Holy Spirit.

Many a student has so long taxed the mind to learn that which his reason tells him will never be of any use, that his mental powers have become weakened, and incapable of vigorous exertion and persevering effort to comprehend those things which are of vital importance. The money expended in his education, which perhaps was provided as the result of great sacrifice on the part of his parents, is well-nigh wasted; and a misapprehension as to what is of importance leads to a mistake in his lifework.

What a fraud is that education obtained in literary or scientific lines, if it must be stripped from the learner before he is counted worthy to enter upon that life which measures with the life of God, himself saved as by fire. . . . The studies given the youth should be of a character to make them more successful in the service of God, to enable them to follow in the footsteps of Christ, and to maintain the great principles that He maintained.

Counsels to Parents, Teachers, and Students, pp. 533, 392, 393.

It Is Fun to Teach

*Dorothy White Christian**

THE need for teachers of younger children is so great; the supply so small and inadequate. Why, oh, why?

Were I younger, I should happily go back into teaching, myself. It's fun to teach!

Yes, children's nerves are more taut now than formerly, there is less restraint at home, and greater demands are made upon the teacher's energy and resources. But it is still fun to teach, if one really loves children and has an understanding heart.

Slouch Day

I was sitting in the classroom of my principal one morning when she looked out the window and saw a number of boys en route to my room, dressed in the most fantastic clothes. "What do they mean?" she asked, not too pleased.

Not knowing, I left her room and went to meet the offenders.

"What's the matter, boys?"

"This is Slouch Day," they explained; "and a lot of the fellows dress up in some funny outfit for the day."

"Are you a sample?" I asked in amazement.

You, too, would have looked in astonishment at the motley array worn by the boys in place of their usually acceptable attire. One wore a long Prince Albert coat with a bed pillow inside it, extending from his chest to his knees. Another had one stocking rolled up and the other rolled down, and white twine for shoe strings. Flaming bandannas were much in evidence, and many were the distortions, quirks, and oddities in the outfits of my group.

"The teachers at Blank School allow their children to come to school on Slouch Day looking as bad as we do," volunteered one.

* Teacher, trainer of teachers, author of texts for teachers and for children, Mrs. Christian shares with THE JOURNAL some experiences which show why she firmly believes that it is fun to teach.—THE EDITOR.

"But how can we have school with a group of boys looking as you do? You make me want to laugh. You really look funny."

"Oh, we'll be good in school, and get our lessons as usual!" they promised.

Sometimes we have to weigh and balance things, but it seems to me that as long as there is no big upheaval if the requests are granted, the teacher gains in camaraderie by granting the children's desires.

How they could study was beyond me, but, impressing their promise on their fleeting memories, I rather dubiously consented to the outfits' being worn until noon. "Then we'll see about the afternoon."

The boys were jubilant. How they endured the old straw hats with prickly holes and those ungainly pillows and big old coats, how the awkwardness of movement didn't too seriously hinder their progress along the road of learning, is beyond me. But, really, except for their appearance, I couldn't find fault. Their conduct was above reproach, believe it or not. I found it difficult to keep up the usual show of teacher's dignity; but I have often wondered what the result would have been if I had denied them their fun. I venture that the day would have been much more difficult, with a not-altogether-to-be-desired spirit at its close.

The boys tired of it all by noon, and after lunch all appeared properly dressed. That wasn't too bad, was it?

We never had another Slouch Day. Do you guess why?—It's no fun to do things like that if no one is bothered, is it?



Bragging

People don't like to hear others brag—even those who enjoy doing it themselves! So when, in second-grade numbers class, a little boy said, "I'm the best one in this class," the teacher's mind raced for an answer.

He *was* the best in the class. If the teacher should say, "It isn't a good thing to brag," it probably would not change the lad's mind, and the result might be none too good. If she should say that he wasn't any better than Trudy or Jane or Bob, when he and the others knew he was, that wouldn't be good either. What *should* she say?

Sometimes answers flash into our minds that are "better than we think," and this time there was a "flash." Do you like it? "Everett, it is like this. Your father is a businessman, and has to work with arithmetic all the time; and your grandfather teaches the college students about arithmetic. Don't you think you *ought* to be the best?"

"Yes," he answered, and seemed satisfied.

Oh, I know that acquired characteristics are not inherited, even arithmetic skills! Nevertheless, there was in the answer no denial of his ability or achievement; nor was there left any excuse for his being puffed up about it. There was a reason for it—and he was not responsible for the reason!

Competition

For several years I taught in a college community where, naturally, everything centered around the college and its activities. There was a private school for children, where it was my privilege to be the principal.

The college enrollment grew, and in time an enlarged chapel was needed. The children agreed to raise \$500. This was in the long-ago, when \$500 would buy more than a desk and a chair, and was also much harder to earn.

All the children wrote letters to relatives and friends, asking for a dollar. The girls did baby sitting (though it wasn't called that then); helped the neighbors with iron-

ing, dusting (and who likes to dust?), and running errands; and sold sandwiches and cookies to the college students.

The boys did the things boys usually do to earn money. Then one day the business manager offered \$2 for each school desk the boys would refinish (they had a class in woodwork, and would be supervised). The offer was accepted with astonishing alacrity!

Four leaders were appointed, and the contest was on. At first much good-natured rivalry was manifested; but as time went on, the rivalry sometimes went on faster, and without too much good nature—more human nature being in evidence.

One day a leader complained to me that one of the other leaders asked every day how much each band had; and then from his own purse put enough into his band to make it top all the other bands! (He had more money than most of the pupils.)

"It isn't fair," the first leader complained. "That way *we* can *never* win."

It *wasn't* fair, and I resented such leadership; but that was what we had on hand.

Another "flash"!

"Homer," I said, "which would you prefer—to have your band *win*, or to have your band *lose*, and the fund for the college be bigger?"

"Well," he said at long last, "I guess before this I'd rather have had my band win; but now I believe I should rather have the fund bigger."

I was proud of Homer, and I still am. Wouldn't you be, too, if he were one of your pupils?

I have never been fond of competition—it almost always leads to disappointment and heartache among the children. Yet we live in a world where competition is rife between and among individuals, groups, nations, and now groups of nations. If we must compete I wish we could compete with a goal or a standard. It seems to me that there is as much activity and as great results from such competition as there is when students and groups are pitted against one another—and no one is hurt.

Homer won a victory, and a great one, too—a victory over self. His teacher commended him for it, and suggested that he help his *band* get the better viewpoint. He did, and they did. They made that competing band leader really work to keep his group at the front.

The \$500 was raised—and more!



Gifts for Teacher

The teacher was having a birthday. Four little girls knew and remembered the date.

On the morning of the auspicious day these little girls stayed in the cloakroom, giggling. The teacher said, "Girls, time for school." More giggling. Then four little girls came tiptoeing into the room—up and down on their toes, up and down on their toes, as the manner was in that day.

With pleased looks, each handed a present to the teacher: a blue glass sugar bowl, a green glass cup and unmatching saucer flamboyantly decorated with gold, a handkerchief, and a tiny vial of perfume.

The teacher thanked them appreciatively, though she did not know what to do with the glassware.

One little girl piped up and said, "Don't you think the cup and saucer are pretty?"

"Oh, yes!" replied the teacher, thinking of the love that prompted the gift.

"I do, too," said the tot. "Mother gave me a corner [quarter] to buy your present, but it cost only ten cents," and she went happily to her seat. "It's because they don't match!" she added.

"What is your favorite perfume?" asked the donor of that gift.

"Heliotrope," came the answer.

"Oh, goody! That's what yours is. It's the only kind the store had!"

A fine choice, I'd say. Those glass dishes were kept for years, not only in memory of that particular group, but of teacher-student relationships and attitudes—when given gifts, for ten cents!

"Once I taught in an orphanage," reminisced an older teacher. "While there I made friends with the tiny tots. When the time came for me to leave, two of the little ones approached me, each with a gift: one, two bright buttons on a soiled string; the other, a one-armed, one-legged, one-inch dolly, unclothed but precious! How could I take them? How dared I refuse them? With moist eyes I accepted their only treasures—and then came a happy thought! 'I am going away, as you know,' I reminded them. 'Won't you keep these pretty buttons and the little dolly for me until I return?' The looks of relief and happiness that spread over their faces assured me that I was on the right track. Precious children! Surely they gave their all."

Miss Frances was a teacher of parts, and very appreciative of children's trials and troubles. She told me this story: "When I was a little girl, our family had to count *every* penny to make resources meet demands. I had a young teacher whom I greatly admired and to whom I wished to give a Christmas gift. *What* should it be? *Where* was I to get the money to buy even a trifle or the material to make even the simplest thing? One day I found a tiny piece of bright-colored goods of which I made a holder, sewing it with loving care in every stitch.

"How eagerly I watched at the school Christmas tree to see her reaction to my gift! When she received it she gave it a careless glance and tossed it onto the desk. My gift was not considered worthy! She didn't care for it! And you may be sure that one little girl went home from the Christmas tree with an ache in her heart. But since I am older grown, and teaching children, I have many times been most grateful for that experience. No matter how trifling the gift appears to the grownup, it is precious to the child who gave it, and I should *never* fail to express real gratitude for his gracious deed."

Would that every teacher might heed this lesson!

The teacher had to give up her work and leave the school before the close of the year. The children decided to buy her a present, and then go to her house and give it to her. Somehow, when the money was collected, one little boy was overlooked, and was later told by his schoolmates that since he had not contributed, he could not go with them to the teacher's home. Cruel, but not unusual, treatment.

He went home in tears, and told his mother all about it.

She was indignant. She went to the store, purchased a handkerchief, and, taking it to the teacher's home, explained that "Oscar hadn't had a chance."

"I have bought you a handkerchief," she said. "I paid a quarter for it, and now I want to send Oscar down here with it. Won't you please make a fuss over it when he comes?" And her whole face showed anxiety lest the teacher should fail her little lad.

"Of course I will," the teacher responded warmly. And it is my firm belief that no handkerchief ever called forth greater paeans of praise than did the one which Oscar brought to his teacher within the next half hour.

Gems of Truth in Packages of School News

Harvey Hansen

PRESS SECRETARY, SEVENTH-DAY ADVENTIST CHURCH
CLEARWATER LAKE, WISCONSIN

EACH department of the church shares faith in some way, and in this the various departments may help one another. For instance, the church school should be, can be, and is a boon, a benefit, and an inspiration to the church's press work.

The church's write-ups for newspapers are, primarily, packages in which to present gems of truth to the public. When there is a church school it can be done.

A family living a few miles from the Seventh-day Adventist church school at Clearwater Lake, Wisconsin, were burned out about Christmas-time. The teacher and his wife (Mr. and Mrs. Leonard Mills) suggested to the children that, as part of their coming holiday program, instead of decorating a tree with the usual balls and tinsel, they "trim" it with dollar bills for the burned-out family. This the boys and girls eagerly did, to the great appreciation of the young family who received this material assistance.

Because of this newsworthy act done by local Seventh-day Adventist school children, the newspapers gladly published a story under the heading "Decorate Tree With Dollar Bills, L-Bombs." The write-up included three gems of truth:

1. Any thinking reader would recognize that our church is not against the people of other denominations—it was a Catholic family who were helped by the Seventh-day Adventist children and the Dorcas Society.

2. He would also realize that the Seventh-day Adventist children are faith sharers—those "L-Bombs" they tossed to passersby were colorfully wrapped gospel literature.

3. A condensed definition of true education concluded the news story as follows: "It was intended to be an example of true education—physical, mental, and spiritual development resulting in service to others."

Ingathering calls made by a member of the Clearwater Lake Seventh-day Adventist church resulted in opportunity for the boys and girls of the church school to appear on a half-hour radio interview program. Previously conducted and tape recorded in the Rhinelander, Wisconsin, studio by Gertrude M. Puelicher, Milwaukee columnist, lecturer, and radio and TV commentator on problems and activities of youth, the program was broadcast over the Rhinelander station. In their responses to Miss Puelicher's comments and questions on vandalism, smoking and drinking, hunting and fishing, recreation, MV classwork, worship and faith sharing, and freedom of religion, the boys and girls gave the public many gems of truth.

In turn, the *Vilas County News-Review*, Eagle River, Wisconsin, carried a picture of the interview and in the caption included the Sabbath truth as quoted from one of the pupils. The caption read, in part: "'Why couldn't I buy strawberries at Clearwater Lake on Saturday?' Gertrude M. Puelicher, Milwaukee . . . asks children of the Clearwater Lake Seventh-day Adventist grade school. . . . 'Because God made heaven and earth in six days, and rested the seventh. And He doesn't want us to work or buy or sell then.' Norma Schoolman, age 11, grade 6, answers while Leonard Mills, teacher, holds the roving mike. . . . The group gave the Pledge of Allegiance, and a brief prayer by the teacher concluded the half-hour interview."

This event materialized only because the teacher and his wife were willing to take time to help the pupils prepare for this unusual opportunity, and because the boys and girls were willing to face the microphone.

Alerting each other and making suggestions to each other, with the pupils cooperating, the press secretary and the church school teacher can turn the school's many doings into news packages of shining gems of truth.

Home and School Relations

Salim Noujaim

EDUCATIONAL SECRETARY
EAST MEDITERRANEAN UNION MISSION

SCHOOLS bring parents and teachers together, and it is the teachers' privilege to share the spiritual and moral values of Christian education with the families represented by the children attending our schools. It is their privilege also to visit the homes and to demonstrate Christian virtues in all their contacts.

When we hire our teachers we consider that they should have a burden to preach the third angel's message in the school and beyond its grounds. When the teachers begin to register the students, they should always have in mind to "register" in their program the fathers and mothers, brothers and sisters, of the students.

We are privileged in the Middle East Division to have Middle East College preparing such consecrated teachers for the different schools. These go about their work systematically, and put into practice what they were taught at the college under well-trained Adventist educators. We have felt the difference in the result of our school efforts since the college began to send to the field well-trained teachers who are not content to emphasize the real meaning of Christian education in every subject taught, but who also try to open new visions of education to the parents who look to "book learning" as the chief objective of the schools.

We deem it a must to visit the homes of our members and to make a sort of home and school liaison wherein cooperation of parents and teachers would assure the children's best attainments in their schoolwork. Teachers who really want to be successful should call on parents and study with them the needs of their children—their problems, their likes and dislikes, their weaknesses and their aptitudes. Both parties would then be able to set up a plan for improvement, and by the help of God the children would improve.

Where there is a school there should be provision for teachers and parents to come together to discuss points of view, problems and differences, ways of reconciliation, methods of promotion, and means for benefiting the

children and giving them the best opportunities for continual growth.

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

Parents should be aware of parental weaknesses which tend to obscure their recognition of the wrong behavior of their children, and the causes therefor. And if teachers are patient, humble, and tactful, they can help the parents to overcome this inborn tendency to overlook the insubordination of *their* children.

Other parents are awake to their duty to bring up the children in the way they should go and it is a pleasure for the teacher to meet with parents who uphold his hands in the disciplinary measures of the school. It is in the interest of the teacher to arrange for a well-planned discussion and counsel, in which parents of both categories shall participate. When the light is brought nearer and clearer to the lenient parents, most of them will recognize their faults and work earnestly to correct them.

When there is a healthy relationship between the teacher and the home, the result is certainly felt in the behavior and attainments of the children. Cooperation between teachers and parents makes possible the cooperation of students who otherwise might not live up to the high standards of the school. Discipline, homework, school rules, and school policies should be explained by the teacher.

We who are teaching have in our care souls to save, and we are told that we should work as if for our very lives "to save the children from being drowned in the polluting, corrupting influences of the world."² Let this vision of the tremendous responsibility which we bear be stronger every day in our minds and hearts.

¹ Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 157.

² White, *Testimonies for the Church*, vol. 6, p. 199.



North American Division

Twelve-Grade Academies

Board-of-Regents Accredited, 1955

ATLANTIC UNION CONFERENCE

- Greater Boston Academy (Massachusetts)
- Greater New York Academy (New York)
- South Lancaster Academy (Massachusetts)
- Union Springs Academy (New York)

CANADIAN UNION CONFERENCE

- Canadian Union College Academy (Alberta)
- Oshawa Missionary College Academy (Ontario)

CENTRAL UNION CONFERENCE

- Campion Academy (Colorado)
- Enterprise Academy (Kansas)
- Platte Valley Academy (Nebraska)
- Sunnydale Academy (Missouri)
- Union College Academy (Nebraska)

COLUMBIA UNION CONFERENCE

- *Blue Mountain Academy (Pennsylvania)
- Mount Aetna Academy (Maryland)
- Mount Vernon Academy (Ohio)
- Pine Forge Institute (Pennsylvania)
- Plainfield Academy (New Jersey)
- Shenandoah Valley Academy (Virginia)
- Takoma Academy (Maryland)

LAKE UNION CONFERENCE

- Adelphian Academy (Michigan)
- Battle Creek Academy (Michigan)
- Broadview Academy (Illinois)
- Cedar Lake Academy (Michigan)
- Emmanuel Missionary College Academy (Michigan)
- Indiana Academy (Indiana)
- Wisconsin Academy (Wisconsin)

NORTHERN UNION CONFERENCE

- Maplewood Academy (Minnesota)
- Oak Park Academy (Iowa)
- Plainview Academy (South Dakota)
- Sheyenne River Academy (North Dakota)

NORTH PACIFIC UNION CONFERENCE

- Auburn Academy (Washington)
- Columbia Academy (Washington)
- Gem State Academy (Idaho)
- Laurelwood Academy (Oregon)
- *Milo Academy (Oregon)
- Mount Ellis Academy (Montana)
- Portland Union Academy (Oregon)
- Upper Columbia Academy (Washington)
- Walla Walla College Academy (Washington)

PACIFIC UNION CONFERENCE

- Armona Union Academy (Central California)
- Fresno Union Academy (Central California)
- Glendale Union Academy (Southern California)
- Golden Gate Academy (Northern California)
- Hawaiian Mission Academy (Hawaii)
- La Sierra College Prep School (Southeastern California)
- Lodi Academy (Northern California)
- Loma Linda Union Academy (Southeastern California)
- Lynwood Academy (Southern California)
- Modesto Union Academy (Northern California)
- Monterey Bay Academy (Central California)
- Mountain View Union Academy (Central California)
- Newbury Park Academy (Southern California)
- Pacific Union College Prep School (Northern California)
- San Diego Union Academy (Southeastern California)
- San Pasqual Academy (Southeastern California)
- Thunderbird Academy (Arizona)

SOUTHERN UNION CONFERENCE

- Collegedale Academy (Tennessee)
- Forest Lake Academy (Florida)
- Highland Academy (Tennessee)
- Mount Pisgah Academy (North Carolina)
- Oakwood College Academy (Alabama)

SOUTHWESTERN UNION CONFERENCE

- Ozark Academy (Arkansas)
- Sandia View Academy (New Mexico)
- Southwestern Junior College Academy (Texas)

* New academies opened September, 1955.

WRITE TODAY

for your copy of the new

FILM RENTAL CATALOG

Pacific Union Supply Company

P. O. Box 146 Glendale, California



What the SCHOOLS ARE DOING

- ▶ Approximately 160 students of Pacific Union College participated in activities of the personal evangelism crusade during the 1954-55 school year. As many as 5,700 pieces of gospel literature were distributed on one Sabbath afternoon, and many interested persons were enrolled in Bible correspondence courses. At Christmastime 16 boxes, containing \$100 worth of food, were given to needy families. Five Story Hour efforts conducted in nearby towns or cities were each attended by an average of 20 to 40 children and some parents. All this good work opened the way for the \$2,020.26 received on Ingathering Field Day, by college, academy, and elementary school students.
- ▶ The huge, five-ton gray granite boulder placed by the class of 1899 on the campus of CME's predecessor, the American Medical Missionary College, in Battle Creek, Michigan, has been removed to California and suitably placed on the Loma Linda campus of CME. The letters AMMC, the numerals 99, and the class motto, "Let Us Follow Him," though weatherworn, are still legible on the historic marker.
- ▶ On College Day at Washington Missionary College last April, \$50 scholarships were awarded to 15 of the 300 visiting seniors from the various academies of the Columbia Union; the alumni association awarded scholarships to 6 currently enrolled college students; and nine college seniors were given Who's Who awards from the National Honor Society.
- ▶ Clyde G. Bushnell, associate professor of modern languages at Southern Missionary College, has received from the Southern Fellowship Fund a \$2,300 grant-in-aid to enable him to complete his doctoral studies in Spanish language and history at the University of Texas.
- ▶ A new dormitory constructed this summer by students and teachers at the Navajo Mission School (Arizona) provides comfortable living quarters for girl students from 6 to 18 years of age, and also cafeteria facilities for all.
- ▶ At Mount Aetna Academy (Maryland) 40 children of grades 1 to 6 were last spring invested in the MV progressive classes, from Busy Bees to Companions.
- ▶ Taiwan Training Institute reports 26 students' joining a baptismal class following the Week of Prayer conducted by W. J. Hackett.
- ▶ The Associated Student Bodies of La Sierra College last spring raised more than \$250 to aid Japan Missionary College in the purchase of recording equipment for its student evangelistic efforts.
- ▶ A love offering of \$1,351.60 from the MV societies of the North Pacific Union Conference last April helped to meet losses incurred by students of Mount Ellis Academy (Montana) in the disastrous fire last January.
- ▶ The annual Golden Cords ceremony at Union College last May 6 honored 16 former students and staff members who had gone out as foreign missionaries during the past 12 months. This makes a total of 688 Golden Cords that have been hung for Unionites now serving overseas.
- ▶ Michigan's first Junior Choir Festival was held at Battle Creek Academy last April, with representatives from 12 elementary and intermediate schools. Besides solos, duets, and special choir numbers by the various schools, Frank Foote of Battle Creek Academy conducted the massed choir of more than 300 voices.
- ▶ Sabbath afternoons are happily spent by many students of Walla Walla College (in three separate groups) as they carry happiness and hope to shut-ins and patients of Walla Walla General Hospital, Blue Mountain Sanitarium, and the Odd Fellows Home. They really believe Jesus' declaration that "inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me."
- ▶ If it is true that the library is the heart of a school, then the Seventh-day Adventist Theological Seminary is a largehearted institution. Library holdings have increased over the past 15 years from 2,736 volumes in 1940 to approximately 35,000 at the present time. Circulation records, both reserve and two-week loans, show a total for 1953-54 of 52,798; which figures compare very favorably with circulation records of other seminary libraries of similar size.

► The beautiful new Milo Academy (Oregon) begins this year with the following staff: L. E. Russell, principal and manager; C. W. Smith, assistant manager and accountant; W. L. Schoepflin, Bible and church pastor; C. W. Jorgensen, dean of boys, and Mrs. Jorgensen, music; Shirley Burton, dean of girls; Lloyd Eighme, science and mathematics, and Mrs. Eighme, home economics and typing; W. R. Wheeler, Spanish, English, and choirmaster; Lawrence Claridge, woodwork and superintendent of construction; A. M. Houck, farm and dairy manager; Harley Cordis, maintenance and engineering.

► July 10, 1955, marked the end of nearly fifty years of Seventh-day Adventist educational service by veteran Leon Leslie Caviness, professor emeritus of Biblical languages at Pacific Union College. Doctor Caviness, widely recognized as a Hebrew scholar, served in several denominational colleges and in three overseas divisions. He was an ordained minister for 35 years. Honored and loved by all whose lives he touched, he rests from his labors, and his works do follow him.

► The Cincinnati (Ohio) intermediate school raised more than \$2,100 in the 1955 Ingathering campaign by going out 17 evenings, using a public-address system and soliciting from door to door. The principal and six students raised \$100 or more, while five other students passed the \$130 mark for the Jasper Wayne award.

► In the Teachers of Tomorrow Commission Service at Southern Missionary College last spring, 29 future teachers heard the challenge to a life of service and satisfaction, repeated the pledge together, and received sterling insigne pins.

► At Montemorelos Vocational and Professional College (Mexico) 75 students go out on Sabbath afternoons—by cars, bicycles, planes, or afoot—to carry on some 30 evangelistic meetings and to instruct 60 baptismal candidates.

► Baptism of 56 young people at Philippine Union College last March 12 brought to a grand total of 110 the number of new members added to the college church by baptism during the 1954-55 school year.

► Everyone at Oak Park Academy (Iowa) is proud and happy over the fine new boys' dormitory, which has been the center of attraction and constructive activity during the summer months.

► In its 43d commencement, CME graduated a class of 181: 9 X-ray technicians, 13 physical therapy technicians, 53 nurses, 14 medical technicians, and 92 doctors of medicine.

► Ingathering Field Day at Maplewood Academy (Minnesota) netted more than \$600 for missions.

► Ingathering Field Day at Glendale Union Academy (California) brought in \$540.32.

► At Japan Missionary College, nine students were baptized following the Week of Prayer.

► Lynwood Academy (California) graduated 72 seniors last June 5. The total enrollment for the year was 334.

► San Pasqual Academy (California) reports 375 new books added to the library during the past year. W. T. Weaver is the new principal.

► Union College industries and services furnished \$270,000 worth of labor to its students last school year—an average of \$325 a student while in attendance.

► Last May 30 to June 1 Platte Valley Academy (Nebraska) was host to the ministers and other workers and their families from all parts of Nebraska Conference.

► In the three commencement exercises of the Seventh-day Adventist Theological Seminary thus far in 1955, four have received the Bachelor of Divinity degree, and 56 Master's degrees have been conferred.

► Atlantic Union College was host, from August 29 to September 3, to the quadrennial workshop of representatives from the home economics, business, secretarial, agricultural, and applied arts departments of all Seventh-day Adventist senior colleges in North America.

► Affiliation of Newbold Missionary College (England) with Washington Missionary College will allow graduates of NMC to receive the B.A. degree from WMC. Dr. LaVeta Payne, associate professor of education at WMC, is the first representative and liaison officer of the American college to serve on the faculty of NMC.

► The fine new \$280,000 men's dormitory at Oakwood College provides 85 large student rooms, each with running water and double clothes closet; a second-floor chapel and a first-floor recreation room; apartments for the dean and assistant dean and their respective families; four guest rooms; an infirmary; and complete laundering facilities.

► The Michigan Conference elementary school closing reports indicate a healthy increase in every phase:

	1954	1955	per cent increase
Number of schools	46	50	8.1
Number of teachers	80	94	15
Enrollment	1,793	2,020	13.3
Baptisms	254	316	24.4
Ingathering	\$19,764.94	\$31,623.91	60

- ▶ Another educational pioneer has gone to his rest. On June 20, 1955, E. A. Sutherland, M.D., died at the age of 90 years and some months. Always a teacher, regardless of official position or title, Doctor Sutherland was successively president of five colleges, the last being Madison College in Tennessee. Along the way he found or made time to author several books, the earliest of which, *Mental Arithmetic*, for use in Seventh-day Adventist elementary schools, was copyrighted in 1901. To advance the coordination of school work and health work, E. A. Sutherland studied medicine and received his M.D. degree in 1914, from which time he served as president and medical director of Madison College and Sanitarium. Demonstrating a rare degree of vision, courage, and selfless devotion, he contributed largely to the church and to Christian education. His memorial is in the lives of those he helped.
- ▶ New teachers at Southern Missionary College this year include T. W. Walters, president; D. E. Rebok, acting dean, principles of Christian education; Otto Christensen, chairman of the division of religion, and Mrs. Dorothy Christensen, assistant in home economics; John Christensen, professor of chemistry and chairman of the division of natural sciences; Ray Hefferlin, instructor in physics and mathematics; L. R. Winkler, biology; Mrs. Gina Plunguin, art.
- ▶ The Akaki Mission School (Ethiopia) reports an enrollment of 300 in grades 1 to 8. There is a fine mixed chorus of 27 voices. The handicraft department provides work for a number of students, as well as income to the school. Last year 28 students were baptized, and 80 were invested in the various MV progressive classes.
- ▶ May 6 was a great day at the Kuyera Training School (Ethiopia), when 47 young men and women were baptized. Of these, 18 were fruit of the efforts held by three students, respectively 5, 9, and 16 miles distant from Kuyera.
- ▶ Oakwood College campus will in due time be one of the most admired in the South because of the 400 shrubs and small trees presented last spring by the Chase Nursery of Huntsville.
- ▶ Hawaiian Mission Academy reports baptism during the school year of 22 academy students and 20 elementary students, also graduation of 34 at the close of the year.
- ▶ At commencement last June 5, Pacific Union College awarded 4 Master's degrees, 80 Bachelor's degrees, and 38 prep school diplomas.
- ▶ At a special church service last May 14, Union College dedicated 107 students to summer literature evangelism.
- ▶ Helderberg College (South Africa) reports a total enrollment of 322—the largest in the history of the college.
- ▶ Malayan Union Mission reports for the opening of the 1955 school year, 19 schools, 46 teachers, 1,784 enrollment.
- ▶ Antillian Junior College (Cuba) graduated a class of nine last May, all of whom are now working in the Antillian Union Mission.
- ▶ At Adelphian Academy (Michigan) last May 7 members of the MV progressive classes were invested: 11 Friends, 11 Companions, 9 Guides, 9 Master Guides.
- ▶ Following the colporteur institute at Emmanuel Missionary College last April 15-20, some 75 students pledged themselves to spend the summer vacation months in literature evangelism.
- ▶ For the third year CME's cerebral palsy pre-nursery school and counseling service are made possible by a renewed grant of \$14,000 from the Los Angeles County Cerebral Palsy Association.
- ▶ More than 20 musical organizations from five visiting academies were represented in the second annual Columbia Union music festival, held at Washington Missionary College last spring. More than 400 students participated.
- ▶ At Fresno Union Academy (California) 24 students were baptized during the 1954-55 school year. Thomas H. Sheldon has joined the staff there to teach piano and voice and to direct the band, orchestra, choir, and other choral groups.
- ▶ The fourth West Coast intercollegiate workshop, held at Pacific Union College last April 28 to May 1, emphasized the positive approach to problems and projects of Associated Student Body administration, and delegates felt that the time was well spent.
- ▶ A report for 1954 of the ten training schools operated by the Northern European Division shows beyond-capacity enrollment in nearly every one (total 1,692 where capacity is for 1,635); 165 teachers and staff members; and 185 graduates (12th grade 33, 14th grade 43, 16th grade 4), of whom 79 have already entered the work.
- ▶ The Bible department of Lynwood Academy (California) climaxed its work for the year by taking the entire Sabbath morning program in the nearby Compton church on April 23. Students received the various offerings, gave the review and mission report and taught classes in Sabbath school, supplied special music, and preached the sermon at the eleven o'clock service.

- ▶ New staff members at Union College this year include Arthur A. Hauck, speech; Arthur G. Howard (string instruments and orchestra) and Neil Tilkens (piano), in the music department; Victoria Larsen and Mrs. Viola Christianson, English; Richard Swena, biology; Roger Hellie, mill-room foreman in the furniture factory; Monroe Morford, science and mathematics in the academy. Violet Archambeau, Francis Chase, and Robert Wagner are teaching in the elementary school, Mr. Wagner being the principal.
- ▶ The first and central unit (40 by 75 feet) of the new science building at Atlantic Union College was erected during the summer months, largely by student labor. This unit provides two 30-by-40-foot chemistry laboratories, a private laboratory, office, and storerooms on the main floor, and attic storage space above. Projected 38-by-74-foot wings, one on either side of the present unit, will provide classrooms and laboratories for biology, home economics, and applied arts.
- ▶ Mount Pisgah Academy (North Carolina) welcomes several new staff members, including L. C. Strickland, principal; Lester Rilea, dean of boys and director of the print shop, and Mrs. Rilea, registrar and secretary to the principal; Catherine Brown, dean of girls; J. T. Owens, farm manager; Russell Hieb, instruments and band director; Mrs. Rutherford, matron.
- ▶ Some 140 students and teachers of Washington Missionary College joined in the two-week personal evangelism crusade near the end of school last spring. At least 1,200 pieces of gospel literature were distributed and many excellent contacts were made.
- ▶ Colombia-Venezuela Union Training School reports a record enrollment of 223, with "bulging" student rooms and inadequate classrooms and seating. Of 60 students who did colporteur work during vacation, 46 earned scholarships.
- ▶ Golden Gate Academy (California) last year enrolled 122 in the academy and 211 in the elementary school, and graduated 23 from each. Nine students were baptized during the year.
- ▶ Following the colporteur institute held at Washington Missionary College last spring, 65 students signed up for summer work as literature evangelists.
- ▶ The Southern European Division reports for its home base conferences and mission fields, 282 schools, 429 teachers, and 11,199 pupils in 1954.
- ▶ In two Ingathering Field Days last spring, Atlantic Union College students and teachers secured more than \$3,600 for missions.
- ▶ A fitting close to the school year at West Indian Training College (Jamaica) was the baptism of 18 students.
- ▶ Nine members of the 1955 senior class at Lodi Academy (California) had been together, educationally, since the first grade.
- ▶ Newbold Missionary College (England) graduated a class of 12 last May 27—8 future ministers, 3 Bible instructors, 1 teacher.
- ▶ Philippine Union College last May graduated 80 from the college courses, 103 from the academy, and 49 from the elementary school.
- ▶ Students and teachers of Helderberg College (South Africa) raised a grand total of £1,501 (\$4,214) in the 1955 Ingathering campaign.
- ▶ Summer vacation months were spent in literature evangelism by 150 students of the various training schools of Northern European Division.
- ▶ Girls of San Pasqual Academy (California) contributed \$400 to aid needy students in overseas schools. Besides this, ten boxes of used clothing were sent to Europe and six boxes to flooded-out Mexican families.
- ▶ Malayan Union Seminary (Singapore) graduated five young men at the close of the 1954 school year. The opening enrollment for 1955 was 610—30 college, 100 special, 167 secondary, and 313 elementary.
- ▶ CME's Loma Linda campus was host to more than 100 educators, clergymen, physicians, and social workers attending the sixth annual session of the Institute of Scientific Studies for the Prevention of Alcoholism, last July 11-22.
- ▶ The food factory at Sunnyside Academy (Missouri) not only produces top-quality health foods for an increasingly wide market, but also provides employment by which as many as 20 students each year earn a considerable part of their expenses.
- ▶ Building operations at Pacific Union College this summer included renovation of Graf Hall; the addition to Grainger Hall of an apartment for the assistant dean of men; a post office-shopping center; and, the last the best, a new \$300,000 ultramodern library to be finished during the winter of '56.
- ▶ Thunderbird Academy (Arizona) welcomes several new staff members this year, including Walter Marshall, dean of boys, and Mrs. Mae Marshall, cafeteria assistant; James Brown, industrial arts and maintenance; James Newkirk, manager of the dry-cleaning shop; Caroline Stuyvesant, dean of girls; Keith Van Wagenen, wood-working, and grades 5 to 8 in the elementary school.

► Pacific Union College was host, last April 3, to the visiting bands of seven academies of Central and Northern California. After a day of individual concerts and sectional meetings, the 350-member massed band presented a concert in the evening, under guest conductor Clayton Long of the Napa College band.

► West Indian Training College (Jamaica) reports that during the 1954 school year 214 students met all their expenses in school-operated industries, and 106 more worked much of their way. Graduates from the college numbered 77.

► Walla Walla College conferred 4 Master's degrees and 108 Bachelor's degrees last May 29, six of them *cum laude*. At the conclusion of the summer session, August 20, 5 more Master's degrees and 29 additional Bachelor's degrees were granted.

► At East Visayan Academy (Philippines) last April, the graduation of 45 consecrated young people climaxed the school year and opened the biennial general meeting of the East Visayan Mission, with 435 delegates in attendance.

► An addition to the laundry building at Platte Valley Academy (Nebraska) provides a new ironing room, storage space, and a new checking room and counter, which will increase the efficiency and comfort of the student workers.

► Atlantic Union College was host last May 6-8 to the eighth annual music festival, in which musical organizations of the college and four academies of the Atlantic Union participated.

► The campus girls' club of La Sierra College has for more than two years contributed \$20 a month to support Fritzel Brooks, a native Bible instructor in Nicaragua.

► In Ethiopia's Seventh-day Adventist schools, 57 teachers are instructing 1,240 students, including 35 students of nursing at Empress Zauditu Memorial Hospital.

► May 26, 1955, was a great day at CME, in celebration of the 50th anniversary of the original purchase of the college property at Loma Linda.

► Church school pupils of Boise, Idaho, secured more than \$500 in the 1955 Ingathering campaign, mostly by street soliciting.

► During the past two years 24 pupils of the Columbus (Ohio) intermediate school have been baptized.

► Union College MV Society invested 32 Master Guides, 2 Companions, and 25 Friends last April 22.

This Is the Christian Home

(Continued from page 14)

"It is a duty to cultivate and to exercise every power that will render us more efficient workers for God." (MH 398)

"It is a terrible thing to neglect the education of children. Not only will they be lost in consequence, but the parents themselves . . . stand in a very perilous position as regards eternal life." (4T 204)

4. Emotional.

"It is a religious duty to discipline the mind to dwell upon cheerful subjects." (CH 628)

"Unless you cultivate a cheerful, happy, grateful frame of mind, Satan will eventually lead you captive at his will." (1T 704)

"A contented mind, a cheerful spirit, is health to the body and strength to the soul." (1T 702)

"There is nothing gloomy in the religion of Jesus." (MB 132)

"The depressing and even ruinous effect of anger, discontent, selfishness, or impurity . . . should also be shown." (Ed 197)

"Nothing is so fruitful a cause of disease as depression, gloominess, and sadness. Mental depression is terrible." (1T 702)

C. Has far-reaching results.

1. Poor home training causes suffering and sin.

"To the lack of right home training may be traced the larger share of the disease and misery and crime that curse humanity." (MH 351)

"God cannot keep children from evil if the parents do not cooperate with Him." (CG 22)

"The child who is spoiled has a heavy burden to carry throughout his life." (CPT 112)

2. Mother wields greatest power on earth.

"Next to God, the mother's power for good is the strongest known on earth." (AH 240)

3. Home life more powerful than any sermon.

"The Christian home is to be an object-lesson, illustrating the excellence of the true principles of life. . . . Far more powerful than any sermon that can be preached is the influence of a true home upon human hearts and lives." (MH 352)

"In whatever else we may fail, let us be thorough in the work for our children." (FE 161)

4. Influence of the home is measureless.

"The well-being of society, the success of the church, the prosperity of the nation, depend upon home influences." (MH 349)

"No work entrusted to human beings involves greater or more far-reaching results than does the work of fathers and mothers." (MH 351)

EDUCATION IN THE NEWS

High school driver education courses are paying dividends—in the form of reduced car insurance premiums for high-school-trained boys and girls. The new reduced rates went into effect last spring in 39 States and the District of Columbia, with the further announcement that preferred insurance rates will be allowed for graduates of programs where the State department of education certifies that at least 30 hours of classroom instruction and 6 hours of practice driving instruction were given. A better-trained driving public should eventually result.

Coincidentally, NEA has released a new 16-page booklet, "Criteria for Driver Education," dealing with minimum time standards, teacher selection and preparation, instructional materials, classroom and practice driving instruction, and vehicles for practice driving.

Comics mean business: More money is spent annually for comic books than is spent for textbooks in all the nation's elementary and secondary schools, according to a report by the University of California. The survey found that a billion copies of comic books are sold each year, for which \$100 million is paid—an amount four times the combined yearly book budgets of all public libraries! Furthermore, the study showed that comic books are read by 25 per cent of adult high school graduates, 16 per cent of adult college graduates—and 12 per cent of the nation's teachers!

A deficit: Half of the nation's colleges are operating at a financial loss, a survey conducted by the Council for Financial Aid to Education has found. The Council, established by leading businessmen to encourage financial assistance to colleges, reports that the major reason for the present plight of institutions of higher learning is that the average cost of operations per student went up 50 per cent between 1948 and 1953—the latest year on which figures are available—while tuition costs rose only 21 per cent during the same period.

The do-it-yourself trend is packing them into vocational education courses—to the tune of 3,164,000 persons during 1954. This figure represents a persistent increase since 1917, when Federal-State vocational courses began. Technological advances are coming so fast that traditional trade and industry courses are in danger of losing touch with reality. Trade teachers are struggling valiantly to learn about new methods and new materials being used in industry and the crafts, and to incorporate these in school courses.

The average American physician works 60 hours a week and spends 10 hours keeping up his education, says the American Medical Association. *Average American teacher*, please note!

Makings of a teacher: Not what a person knows but how he acts determines his fitness to teach. . . . Hundreds of secondary school principals, school administrators, and professors listed 16 various personal traits before mentioning a teacher's academic record. "Maintaining good, wholesome relations with pupils" was ranked by the educators as the top qualification for teachers.

Sensitiveness

(Continued from page 7)

Oh, the pitiless criticism! A few encouraged by telling me I should do better when I had had more experience.

I learned to go on day after day, month after month, when only God understood and appreciated. He never said that I did well. He only said, "Go on, My child. I called you. You are doing your best. I am responsible for results, not you. Rest and trust."

Now, after the lapse of years, I know that the work I did was poor work. It did not merit praise. It was crude, and I made many mistakes in school management. Patrons could not truthfully praise. I am sorry for those children—I wish they had been better taught. But I am deeply grateful to God, who, by this long and painful experience, changed me, took away my inordinate desire for approval; indeed, took away my sensitive feelings, and enabled me to understand that there was a good reason for criticism, and that if I welcomed it and accepted it, it would make me a better teacher.

Now in my old age many kind things are said to me. Indeed, I am praised far beyond my deserts. It would ruin me, now, but for the stern discipline of former years. We human beings are very weak. We cannot bear too much approval. Jesus said, "Woe unto you, when all men shall speak well of you!"¹

Trials are necessary, for "the trials of life are God's workmen, to remove the impurities and roughness from our character."²

"It is the love of self that destroys our peace. While self is all alive, we stand ready continually to guard it from mortification and insult; but when we are dead, and our life is hid with Christ in God, we shall not take neglects or slights to heart. We shall be deaf to reproach, and blind to scorn and insult."³

¹ Luke 6:26.

² Ellen G. White, *Thoughts From the Mount of Blessing*, p. 23.

³ *Ibid.*, p. 31.

THE BOOKSHELF

I Like Children: for Teachers, Beginning or Experienced, Who Want to Give Friendship as Well as Knowledge to Their Pupils, by Alice M. Meeker. Evanston, Illinois: Row, Peterson, 1953.

An educator said recently that "today a teacher must be a friend, a philosopher, a guide; the greatest of these is friend." Upon this concept we build our faith in the future of democracy through the teaching of our future citizens. Teacher-training colleges give many opportunities for learning guidance, and reference shelves are filled with materials on philosophy; but where does one secure the references to make a teacher a friend of children?

Friendship in itself is an intangible asset, but its presence is evident in a classroom. It makes four walls a happy place in which to work, a place where the teacher enjoys her pupils and the pupils like the teacher. Teaching can be just another dreary day in the classroom—or it may be a challenging experience. It's all in your point of view. A positive classroom atmosphere is essential to pleasure in teaching, and it is in the teacher's power to create such an atmosphere. In a positive classroom words of praise are often heard, and laughter comes easily. Disciplinary problems do not exist, and the teacher remembers that there is a reason for every problem that does arise. Knowing that it could be a physical burden, a home situation, a misunderstanding, or something in herself that originates a difficulty, she refrains from snap judgments.

Let's take a quick look at an experienced primary teacher on the first day of school. Miss James has arrived a half hour before the opening of school, to be sure that her room is attractive and in order. Paper, paint, brushes, and crayons lie within easy reach. Colorful books are on a low table. The bulletin board glows with seasonal pictures hung at child's-eye level. Miss James is smiling and friendly. Her dress may be turquoise, rose, or a cool shade of green; at least it is not black! The entire program for the day has been carefully planned to allow no time for lonely tears.

The sixth-grade teacher also has her day well planned, even to the dismissal, when the children fill the wide halls as they hurry to the buses. Have you ever been caught in the corridor of a large school at closing time, as the children stream forth from the classrooms? So great is the press and urgency of their small bodies in the direction of the exit that, unless you back quickly into the first available door (be it broom closet or telephone booth), you are carried along in the current and may find yourself on the bus, too! But this sixth-grade teacher has anticipated all this, and her pupils are prepared. As a friend, she has won the co-operation of her class; as a guide, she fosters their proper behavior by her own example; and as a philosopher, she instills good feeling by remembering that there are times when it is

well to shut her eyes to small infringements of rules.

After the first few days the teacher has become acquainted with her pupils, and she divides her class into groups. To be of value, particularly in the lower grades, grouping involves more than a rearrangement of the furniture. One must know why it is done and where to proceed, for poorly planned grouping can result in groping.

A progressive teacher *learns something new every day*. The day in which a teacher has learned nothing is probably one in which she has taught nothing. On the other hand, a teacher of ten years' experience may wearily close her books at the end of the day and ponder the conviction that she doesn't know all the answers. Since intellectual humility may be "the beginning of wisdom," Miss Allen and her pupils have probably experienced a learning situation.

The word "teacher" can mean almost anything, depending on the experiences one has had. One opinion can be summarized in the words of a youngster: "I'll be the teacher; and I'll yell, and give you lots of homework every day." Another point of view, in the words of a student teacher: "Being a teacher is some job, believe me. You need a memory like an elephant and eyes like a potato!" A third meaning could be learning and liking—learning all you can about what you are doing, and liking to do it. Teaching is dealing with children, doing creative work—a different joy every day! It keeps one young in thought and spirit. You either like people, both children and their parents, or you don't; and if you don't, try some other job in life!

Teaching has innumerable compensations: the thrill of a child's radiant assertion, "I can read, all by myself"; or the faith in "My teacher said so," rehearsed to you by a parent; or, years later, a visit or a letter thanking you for some word or act which changed the course of a life.

Now that we are engaged in this work of our choice, let our prayer be: "Make me mentally flexible. Give me love, and let it be ever evident in my dealings with the children. Help me to overlook a large percentage of the small incidents in a room. Let me respect the child's ideas. Help me to remember all the innumerable ways of learning, and to approach a subject from many angles before 'labeling' a child. Even then, keep me from passing judgment. Above all, help me to love each child for what he is, and for what he is going to be."

MILDRED OSTICH, *Associate Educational Superintendent,*
Northern California Conference

► Southern Missionary College students and teachers, and resident members of the Collegedale church, raised more than \$14,000 in the 1955 Ingathering campaign.

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