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IMPROVING A PROFESSION—An Editorial

EDUCATION is the business of teachers. When the teachers meet the specifications of their profession, then education goes well. When, through ignorance, indifference, or misguided thrift, the state or the community or the church does not provide adequate teaching, then children and youth suffer irreparably. They can be served and education can be held up to honor when the quality of teaching and teachers is raised to the level it deserves.

There is no doubt about the educational dilemma in which the American people find themselves. What is to be done about it? So far the emphasis has been mostly on negative factors—the disagreeable and disadvantageous features of the profession—with the purpose of bringing about, through public opinion and legislation, the desired improvements in the environment of teachers, with better pay. It is assumed that when such public action takes place, and the working conditions of teachers have been made satisfactory, better men and women will enter the profession.

Our well-meaning reformers and legislators should take a page from history, the page on which it is written that institutions are not shaped by laws, but laws and institutions are shaped by inspired men and women. Standardization may cover to some extent the lack of teacher capacity or preparation, and it may turn out graduating classes proficient in the three R's, a useful accomplishment and one not to be despised. But standardization cannot be expected to develop character and personality in growing children and youth. These are human qualities which can better be caught than taught.

It is the impact of great personalities that motivates a similar development in young people. It is the daily association with such personalities that gives direction to character development. If the person has a living faith in a personal Saviour, so much the better. That child is doubly blessed who grows up seeing life problems from the Christian point of view because of being in daily association with adults, parent and teacher, whose Christian philosophy gives pattern and harmony to their lives, with emotional stability and a sense of direction and security.

Further, it is the impact of great teaching personalities that most effectively improves the quality and standing of the profession, building from within. Laws and public opinion can effect gradual change in a community. But there is a better and quicker way to bring up the level of education. It rests with the present members of the teaching profession. Self-appraisal with self-improvement will go a long way toward securing public approval and the improvement of conditions.

The work of the Christian teacher is the "nicest work" given to men and women. Its intrinsic satisfactions, as well as its responsibilities, are among the greatest in the public-service professions. Its challenge is inescapable to the teacher to improve his techniques, to build a suitable personality, to develop a character of Christian integrity, and above all, to live in close daily consecrated communion with his Lord, the Master Teacher. When such a teacher molds young lives, he will seldom lack for support from parents and the church community.

Christ in the Classroom

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EDUCATION is learning to see. Seeing aright is true living. Unless our eyes are trained to perceive, we blunder through our nights and days without sensing the values which life can hold. Christian education, therefore, serves to provide the student with sight, keener and deeper insight. True education is learning truly to see.

The supreme experience of the student is found in seeing Christ in his education—Christ in the classroom, Christ revealed in the library and the laboratory, Christ exemplified in the dormitory and in the shop, in the dining room and in the barn, in the office and in the recreation hall. Partnership with God, companionship with Christ, is not only for one's future lifework but also for each activity of every present day. It may be experienced by each student in the Adventist school—the constant comradeship with Christ in social recreation and manual labor, in the intellectual study and in spiritual endeavor.

The supreme experience of the teacher is found in revealing Christ to the student—Christ in the classroom. No line of gospel ministry holds so much true happiness in service as teaching in the Adventist school, where daily one enjoys inspiring fellowship with young and eager hearts and minds. "The nicest work ever assumed by men and women" is to interpret the truth in Christ to youth—Christ in the classroom, Christ in work and play, Christ in all aspects and activities of education.

In the widely varied work of the Advent ministry, no mission field is richer in reward than that lying before the instructor who senses his privilege as a fellow teacher with the Master. But the reward for this ministry of teaching is not measurable by the scores revealed on examination day. It is gained rather as the teacher sees his students manifesting strength and persistence, courage and grace, determinedly toiling against heavy odds, striving to lead men to Christ.

Life in a Christian school is stimulating fellowship of student and teacher and Master. Such a school is a place of divine revelation, an institution truthfully explaining the world, yet ever pointing to heaven. The Christian teacher is an instrument of inspiration, conveying to his students the full gospel of Christ in all truth, equipping them with the sense of direction, increasing their power of evaluation, yet earnestly pleading with them never to let go of the guiding hand of Christ.

This is the sublime experience of Adventist education—the experience of seeing the Creator revealed clearly in the Word, in nature, in the providences of the past and the problems of the present, and in the harmonious development of all our individual gifts and skills. Teaching to sense Christ is true educating. Learning to experience constant communion with Christ is true education.

No school can truly train, no teacher can really educate, except Christ is daily revealed in the classroom.

The Joys of Teaching in a Christian School

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IF THE apostle Paul had been commissioned a teacher in Seventh-day Adventist schools rather than a missionary evangelist to the Roman world, it is quite likely that he would have composed a treatise on the supreme challenge and transcendent joys of being a Christian teacher. Perhaps the theme of his treatise might have been, "Woe is me if I teach not!"

One obvious characteristic of every successful teacher is the profound joy he finds in the practice of his chosen profession. He is convinced that supreme happiness can be found in the pursuit of no other objective in life save that of living dynamically with youth, however worthy that other objective may be or however promising its rewards. For the joy that is set before him he eagerly endures whatever may be demanded in exchange, in order that he may obtain it.

And what is joy? "I would be little happy if I could say how much!" One man finds it in growing tall corn, another discovers it in the most remote nebula out on the distant shores of space, and to still another it may come in finding that "one lost chord divine." One thing, however, is certain—only he who becomes an artist at the canvas of life ever really knows what joy means.

First of all, then, joy does not consist in things themselves or in a prefabricated set of circumstances, but rather in a person's attitude toward them. It is evident that identical circumstances might produce ecstatic joy in one person and abject misery in another. Joy is a

reaction. In successful teachers, it is the reaction produced by the enthusiasm, optimism, and insatiable desire to know, which are the perennial concomitants of the earlier years of life. *Teachers* have discovered the elixir of life, that eternal fountain with its promise of better things for a brighter tomorrow.

Some enjoy working primarily with *things*; others find more pleasure in dealing with *people*. The teacher, however, has discovered how to make life pay twice—how to eat his cake and have it too. Essentially, teaching is a co-operative adventure in which teacher and student unite in a quest for the what and how and why of life. Perhaps a teacher is one who never loses the intellectual curiosity and ardent interest in life that characterize youth. Perhaps he is himself an inveterate youth!

The joy of teaching is intrinsically a vicarious joy, a sharing in the triumphs of others. And after all, what other joy can be so real and lasting? Conscious that his workmanship is designed to endure for all eternity, the Christian teacher realizes *now* a joy that is destined to be shared eternally. The supreme objective of Christian education is the formation of character, the only possession a person may carry with him from this life into the next.

One reward of teaching lies in the fact that results are immediate as well as permanent. The most valuable part of a teacher's pay is not of the kind which moth corrupts or thieves break through and steal; neither is it simply a matter

of "pie in the sky by and by." As if by magic, he witnesses a transformation of living and thinking, of personality and character, taking place.

The greatest gift a Christian teacher can bestow upon his students is the gift of his own companionship. The response of young people to this sincere, whole-hearted, unaffected sharing of life together is a teacher's great reward in this life. Students into whose lives such a teacher has found his way repay a hundredfold every evidence of personal interest shown in them. For both teacher and student there is a wealth of meaning in the ancient Greek definition of friendship formulated by Diogenes—one soul abiding in two bodies.

Perhaps one of the reasons a successful teacher enjoys his job so thoroughly is that each day is packed with unexpected adventures. There is nothing monotonous about teaching. Life in the classroom never gets into a rut. It is, rather, a stimulating, invigorating experience. A teacher is constantly "on the spot" to do his best, to give his best, to be his best—because the young people need it and deserve it.

Of course, the teacher must have something to teach as well as someone to teach, for he is the bridge by which youth must cross from the known to the unknown, from things that are seen to those which are unseen. Through him they become adjusted to their total environment—their selves, their fellow men, the material and the eternal world.

Of recent months it has become popular with some writers to lament the life of unmitigated misery that teachers are supposed to lead. To the teacher who is blissfully unaware of having fallen heir to so unfortunate a lot in life comes the inevitable supposition that this verbal barrage must have been raised by well-meaning individuals who are not teachers either by occupation or by predisposition. Perhaps it is intended to camouflage a process of rationalization, a

sort of escape mechanism by means of which those who indulge in it are able to generate sufficient self-pity to make life enjoyably miserable for themselves.

Perhaps, also, there are some "Egyptians" in this mixed, murmuring multitude. To be sure, a teacher is a human being who falls heir to the needs and desires common to humanity; but as a Christian he has also discovered that if he makes his chosen profession first in heart and life, sufficient of these other things are sure to be added unto him.

It has been my privilege to associate with scores of Seventh-day Adventist teachers during recent months, but I have yet to hear among them the first rumblings of discontent resembling that currently exposed in the press.

Perhaps the clearest evidence of the fundamentally sound status of the teacher in Seventh-day Adventist schools is the fact that more genuinely capable young men and women are choosing teaching as their life work than ever before. The intelligence and personality factors of this group are distinctly above average, facts which should allay the fears of any who might tremble for the future of Christian education. For Seventh-day Adventist schools these young people are eloquent promise of a bright tomorrow.

One of these teachers went into her own classroom last year for the first time. From her school in a quiet valley in the shadow of Mt. Shasta she wrote back after a few weeks had passed: "I love this country—it is even prettier than at college. I'm so glad I am teaching up here. This is the first church school in this district, and teaching it is almost like being a missionary. It helps to pray often when you don't know what to do next."

Her future is bright! The exuberant joy she found awaits all who were intended by the Master Teacher to be His fellow craftsmen. Another teacher, who

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The Recruitment of Teachers

for Seventh-day Adventist Schools and Colleges

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BASIC to the problem of teacher recruitment are two very real objectives: first, more teachers; and, second, better teachers. We must not permit overanxiety in satisfying the first to find us derelict in the second.

One unequivocal premise must underlie any practical suggestions for the solution of our problem if we are reasonably to anticipate any substantial headway. This is the unified, consistent execution of a comprehensive plan by *all* denominational echelons: the General Conference, union conferences, local conferences, school boards, principals, college teachers, and other educational specialists. Classroom teachers and lay members are also integral to the functioning of such a plan. The failure of any one of these to preserve the integrity of a plan will result in misunderstandings, distrust, compromise of standards, undue proselyting, and eventual insecurity for the teacher and the student.

Teacher recruitment for Seventh-day Adventist schools and colleges should probably be approached through two types of program: (a) an *immediate* approach, designed to get an important program underway and to encourage teachers in the profession *now*; (b) the *long-range* plan that looks to a thoroughly implemented educational program five, ten, and twenty-five years hence. These would both have a common purpose in the improvement of the quality, status, security, inspiration, and encouragement of our teachers.

Looking to the Immediate Future

In terms of the immediate future, the following suggestions are submitted:

1. *Stimulate higher respect for teachers as professional people, in all levels of the denomination.* We are admonished that the responsibility of the teacher "is not less than that of the minister."¹ Such practices as taking up offerings in church to pay teachers' salaries should be discarded, and a systematized, dignified plan provided. Church school teachers have come to be pitied, and have fallen in esteem through such embarrassing practices, when they should have had equal status with the ministry. Reward and recognition of the teacher in large public meetings are in order, perhaps in such solemn circumstances as normally surround the ordination of workers to the ministry. Such reward might be in form of a *master teacher's* certificate of merit or by more greatly dignifying the life certificate.

2. *An intensive enlightened program of publicity will be important to this recruitment plan.* Such practices carried on ethically are bearing fruit for the public schools of the nation; why not for ours? Pamphlets, articles in our lay publications, and conference letters for reading in the pulpit are examples of possible use of this technique. They should be beamed at lay members of all ages, and even down to preschool children. Such literature can favorably present many aspects of teaching: (a) Distinct advantages of the profession, in-

cluding job security, old-age provisions, opportunity for summer and sabbatical study, and the dividends from life, should be shown. (b) Special needs and opportunities in denominational education should be revealed. (c) Salaries, subsidies, extra privileges, and advancement possibilities should be pointed out. (d) The sacrificial aspect of teaching should be minimized, for no true teacher considers himself an offering on the altar. He is inspired by the opportunity to bring vital experiences to his students in preparing them for life. (e) A policy of admitting only the highest type of our youth to the profession should be espoused in these publications. The better student will be inclined to prepare for a profession which appears to be selective. "He should possess not only strength but breadth of mind; should be not only whole-souled but large-hearted."²

3. *There should be equal pay for equal training and experience regardless of school level.* Upon this principle salary schedules should be formulated with appropriate provisions for successful experience. These schedules and other plans for advancement should reflect an optimistic outlook on the part of the board, leavened with good judgment in not pushing the teacher ahead too rapidly. Equal privileges should be provided these workers, in terms of subsidies, purchase privileges, and special allowances, as are accorded members of the ministry in comparable employment.

4. *Bona fide guidance down through the freshman college years and into the secondary school should point the way to teaching as a desirable profession.* These must be based on effective diagnostic procedures and mature counsel. The counselor in turn must be armed with pertinent supply-and-demand information to facilitate placement. Competent college and conference placement services must be established, which in

turn must be respected by school administrators and boards.

5. *Education clubs and organizations such as "Teachers of Tomorrow" should be spotlighted in student activities.* They could well afford leadership in some of the larger student body projects if ingeniously cultivated. They might be professionalized by being requested to send delegates to teachers' institutes or similar professional meetings. They could be given an elite character by utilization of their ideas and efforts in academy, college, and conference educational policy formation.

6. *School boards and Home and School groups should be encouraged to place greater confidence in their professional personnel.* A poignant example of this need is a demanding, "interfering" board which has this past year required its discouraged though able academy principal to teach seven "solids," function as gardener, drive the school bus one hundred miles a day, and incidentally serve as principal. Such a situation could be much improved if the board would proffer encouragement, appreciation, and confidence, then permit the principal to set up a management program unhampered by frequent board interference.

7. *Make the local conference or regional meeting of teachers more than an "institute."* Drop that word! Replace it with *conference, council, congress*, or some other term which does not wear the cloak of a bygone era. Professionalize these meetings! Dignify them! Publicize them and their outcomes! They should be painstakingly and prayerfully conceived, completely practical in their approach, and solicitous of enthusiasm in their results. Make sure that they are led by the *best educators*.

Long-Range Planning

There are some important facets in the solution of the problem of teacher recruitment which will require more

time for polish. They nevertheless must have urgent attention if the objectives of teacher recruitment are to be realized.

1. *Education departments in our colleges must be strengthened.* Teacher-education should be professionalized in the college equally with medicine and theology. Teachers specifically equipped for this work should be employed, and given opportunity for leadership. All-college-teacher-education councils should be formed in each of our colleges. Represented on these would be teachers from each college department, and the function of teacher education would be made the responsibility of all. The day of winking at professional education because it is a "tool" is gone in enlightened circles. The subject matter, the seed, is vital; but can seed be brought to optimum fruition without tools and without a knowledge of the soil?

2. *Place educators in key conference education positions.* These must not be substitute occupational locales for evangelists, Missionary Volunteer workers, pastors, colporteurs, and others eminently fitted for their specialties, but frequently misfitted for positions of responsibility in professional education. Let the conference educational superintendents and secretaries be trained and experienced teachers and administrators to whom the teachers can look for fair and intelligent leadership and counsel.

3. *Uniformly higher teacher-education standards must be established throughout the denomination.* State school systems vary widely in criteria for preparing their teachers. It appears that Seventh-day Adventist sights are leveled too frequently at the lower of these standards. For example, while we are still employing regular (nonemergency) teachers with but two years' college

preparation, the Commission on Teacher Education of the American Council on Education emphatically declares that "without distinction as to whether those persons are to teach in urban or rural communities . . . teachers adequate for our times cannot be prepared *in less than four collegiate years.*"³ (Italics mine.) Five years' college preparation for teachers is the current trend in public education. Certainly parochial schools should be leaders rather than followers in the vision of higher standards. The establishment by the General Conference of a representative teacher-education council might go far in bringing us into line here.

4. *School administrators must be specifically trained in administrative techniques.* The attrition of teachers resulting from misguided and untrained administrators cannot be overestimated. The placement of some casually trained teachers in important administrative posts, without administrative training, is like placing a blind captain at the helm of a ship, a blind engineer at the throttle of the locomotive. Only in the extremely emergent situation should this be permitted, and then as a specifically temporary measure. Certain of our colleges should provide strong courses in the field of school administration, elementary and secondary alike.

Let us not be overwhelmed by teacher shortages, to the ignoring of *basic* causes, and to the further complication of our dilemma by hasty action. Rather let us give a fair chance to some carefully considered formulas, and ask the great Teacher to bless our efforts.

¹ *Testimonies for the Church*, vol. 4, p. 419.

² *Education*, p. 276.

³ Commission on Teacher Education, *The Improvement of Teacher Education*. (Washington: American Council on Education) 1946, p. 113.

The Measurement of Teaching Effectiveness

The Criteria of Good Teaching on the Elementary Levels

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IT IS the purpose of the school program to provide such a continuity of experiences for the child that he may meet and solve the problems which are in keeping with his maturity level, his past experience, and his present needs, interests and capacities. If the program is to be a well-balanced one, the pupils should, at the different grade levels, develop certain definite understandings, attitudes, habits and skills. Under the conditions that prevail generally, the teacher must function as organizer, instructor, trainer, and general manager.

The first eight years of a pupil's school life are quite certain to determine his attitude toward intellectual pursuits. It is in the elementary school that the pupil must build the foundation for successful work in the higher grades, and here his habits of study—good or bad—are being formed. The entire educational structure breaks down if teachers, when brought face to face with pupils in the school, fail to inspire, teach, and train them. Yes, the task is a large one, and as educational workers we must use the best possible methods. Yet above and beyond all methods, the Christian teacher in the Christian school has a Source of power which gives life and vitality to the human efforts, so that he need not come behind in any good thing.

"Teaching is essentially stimulating and directing the learning of others. . . . The true teacher is a combination of

artist, scientist, and skilled craftsman. Like all artistic pursuits, the teacher's task is a creative one. He must create interest on the part of his pupils. He must create situations in which his pupils will learn. . . . It is the teacher's function to create that active desire for knowledge which will lead his pupils actively to seek and master it. . . . It is his hope that under his guidance and encouragement his pupils will learn to mold their own characters, increase their own knowledge and develop their own personalities. . . . It is in the classroom situation that most of the teacher's skill is brought into play and most of his knowledge brought into focus on specific problems. Throughout the teaching process the teacher must stimulate the natural intellectual curiosities of his pupils, persistently encouraging them to want to know, to seek, to inquire, to analyze, to discuss."¹

Does the physical plant of the school have any bearing on the teacher's ability to achieve desired results from efforts put forth? I believe that it does. Whenever and wherever possible, let us bring the school up out of the basement. Our school boards should be familiar with the standards for a satisfactory school plant as outlined in the *Survey Manual*, which is the basis for rating the elementary school. Consideration should be given to such equipment as seating, blackboards, maps, charts, and adequate library. Each pupil must be supplied with the necessary textbooks and other essential material. The schoolroom itself should be a positive and elevating influence in the life of every pupil. A child seldom learns to respect himself unless his surround-

ings are respectable. Beautiful, comfortable, and clean surroundings will have their ethical influence upon the pupil's development until he will come to abhor that which is ugly, untidy, and disorderly.

A few questions which the conscientious teacher will ask himself are: Do I know my pupils? Have I visited in their homes so that I know their background? Do I know something of their out-of-school life, their leading interests and ambitions, their games and home occupations? Knowing the pupils as persons, not just as a part of the school picture, will greatly aid in the approach which is to be made, both individually and collectively.

How well do I follow the Course of Study? This should be a constant challenge to the teacher to study and self-improvement. No matter how perfect the prescribed course of study, on paper, it will be of little practical worth unless it is intelligently used. The teacher must make it effective, put life and purpose into it.

Do I have definitely in mind a plan for each lesson and the points in it that are to be given emphasis?

Are my assignments clear, definite, specific, and possible of attainment? The assignment must not be made merely by the standard of pages or chapters or number of problems; but by the amount of thinking, mental energy, and time required for its accomplishment. "To assign a lesson and not to demand an accounting of pupils for the work assigned is worse than a waste of time and a violation of sound pedagogy. . . . Page says: 'Now the effect of learning a lesson poorly is most ruinous to the mind of the child.' . . . To assign a lesson properly the teacher must know not only the subject, the book, and the lesson, but also the sequence of topics and lesson-units, as well as their connection and correlation with lessons in other subjects which the pupil must prepare. He must

be able to select the essential facts in the lesson from the nonessentials and to direct the pupil's effort to the mastery of the leading concepts and principles."*

What do I aim to accomplish in the class recitation? The following are suggestive as objectives: The recitation should enable the teacher (a) to illustrate the assigned lesson with additional related subject materials, (b) to find out what the pupils know, (c) to estimate their daily progress. At the same time the recitation should enable the pupils (a) to fix firmly in mind what they have learned, (b) to tell what they know, (c) to grow in the use of original expression.

Do I ask questions which can be answered by a Yes or No? or those requiring thought and self-expression?

Do I avoid questions which automatically suggest an answer?

Do I give frequent reviews? Do I drill, drill, drill?

Do I hold the attention of all the class? The inattentive child might as well be absent, for all the benefit he receives; and besides, he is a hindrance to the other pupils. If classwork is so conducted that order is preserved by vigorous, spontaneous interest, the ideal is being reached: "I teach so that all are keenly participating," rather than, "Sit still so I can teach you." Naturally, the teacher should demand attention; but one who must too often speak about it in order to get it dulls the fine edge of his teaching.

Are they learning to read good books and to appreciate their value?

Is my pupils' reading mechanical, or is it with understanding? Reading as a basic learning skill should receive special attention on every grade level. We should guard against faulty reading habits, such as lip movement, pointing to words, repetitions, and omission of words. What voluntary extra-curricular reading do my pupils do? A teacher may never know the far-reaching influence for good of his encouraging a student to read an inspirational book. A successful

attorney was asked, "What teacher helped you most?" He replied, "It was a Miss R——. At the close of school one day she called me to her desk and gave me a book to read. I read it, and it made me a man."

We must ever keep in mind that we are teaching boys and girls, not merely subjects. Characters as well as abilities are being developed through school experiences. Right teaching builds worthy life interests by making the things the pupils see and handle and learn, objects of impelling interest. The ultimate tests of good teaching are the characters formed and the success achieved by the students. Teacher and pupil part at the doorway of the schoolhouse. They meet again in after years and look into each other's eyes. Then may the teacher hear from a grateful heart sincere thanks for the efforts of the past.

¹ *Teaching as a Man's Job*, pp. 37-40. Published by Phi Delta Kappa, 1938.

² Chauncey Peter Colegrove, *The Teacher and the School*, pp. 323-324, Scribners, 1922.

A Principal Looks at Teachers

J. R. SHULL

Principal, Mount Vernon Academy

HE THAT . . . ascended up far above all heavens, . . . gave some, . . . teachers; for the perfecting of the saints."¹ For the Christian, teaching is a heavenly calling with a divine purpose. A teacher may be certain of his Christian calling only when his desire to teach is motivated by a purpose to save as well as to lead and instruct. Among the most significant and exacting duties of the administrator of a church-related school are the selection and guidance of staff members who in their service will combine the best practices of their profession with the best traditions of their church and the living tenets of their faith.

Good teaching does not necessarily follow because one has the conviction that he is called of heaven to teach.

There are many qualifications by which a good teacher may be recognized. The first of them must be thorough training and preparation. In no uncertain manner Moses was called of God to be the leader of His people; yet following the mighty demonstration at the burning bush, Moses started a long period of training in preparation for the many trials and tests which were to come. The more fully the teacher understands what is to be accomplished in Christian teaching, the more he will examine and strive to increase his own ability and preparedness.

One can no more drift into teaching and expect to achieve success than he can drift into any other highly technical profession with any degree of success.

On the campus of a senior Seventh-day Adventist college a few weeks ago, I was approached by a young man who was about to be graduated. He remarked that, now that he was finishing his training and going into the work, he was seriously considering entering the field of education rather than the ministry as he had planned. When asked if he had had this thought in mind long enough to include in his training such courses as would be of specific help to him in teaching, he simply said: "No; I think I'll give it a trial, first, to see if I like it. If I do, I can always go back to college for the education credits required for certification."

This young man will learn that "it is the nicest work ever assumed by men and women to deal with youthful minds."² He will also learn that it is a *big job* and hard work, requiring long years of hard and specific training, both professional and personal. The teacher must *study himself*, analyzing his personal traits of character, his likes and dislikes, and being frank and honest enough with himself to be just as critical of the unlovely things in his own personality as he could imagine being were he to change places with his students.

"To know oneself is great knowledge. The teacher who rightly estimates himself will let God mould and discipline his mind. And he will acknowledge the source of his power. . . . Self-knowledge leads to humility, and to trust in God; but it does not take the place of efforts for self-improvement."³

A few years ago a certain teacher left a school where he had had an unfortunate experience and joined the staff of another school. Here he had some trouble of a disciplinary nature in his classes. He asked me to be frank in pointing out weaknesses and failings in his dealings with his students and also in his teaching methods. A mutual agreement was made to help each other in these respects. As a result both were helped. Last year that teacher did very successful teaching, because he had learned to stand off far enough to see his own weaknesses and was humble enough to recognize his failings, and to set about to correct them.

"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 moulding mind and character. Those who undertake this work should possess well-balanced, symmetrical characters. They should be refined in manner, neat in dress, careful in all their habits; and they should have that true Christian courtesy that wins confidence and respect. The teacher should be himself what he wishes his students to become."⁴

The last sentence is the most challenging factor in teaching. The teacher's success and effectiveness depends upon his being every bit what he hopes to see his students become. These qualities that are desired in the students, then, must *first* be found in the teacher. A long list of qualifications for the successful teacher might be given here for the benefit of those whose responsibility it is to select teachers year by year. However,

the following seven are listed as quite inclusive and may serve as a guide.

1. *The teacher's personal fitness:* Personal appearance, refinement, pleasantness of manner, enthusiasm, industry, drive, ambition, forcefulness, initiative, progressiveness, open-mindedness, and judgment.
2. *The teacher's professional equipment:* Knowledge of the needs of the students, and of the denomination for workers; understanding of the relation of these needs to the purposes, content, methods, materials, and expected outcomes of instruction; genuine interest in teaching youth as well as subject matter, and other desirable professional attitudes; aptitudes and skill in actual teaching.
3. *The teacher's academic preparation:* Adequate knowledge of the subject to be taught, general information, and cultural background.
4. *The teacher's physical characteristics:* Good health, physical energy, vitality, freedom from restricting physical defects, and absence of any communicable disease.
5. *The teacher's mental capacity:* Intelligence, mental alertness, balance, and common sense.
6. *The teacher's emotional stability and maturity:* Self-control, poise, mental balance, tolerance, and freedom from complexes or prejudices.
7. *The teacher's spiritual stability and ability to work with others:* A personal knowledge of and experience in the steps to conversion and salvation, high moral conduct, and ability to adapt to environment and to get along with others.

The teacher brings his whole self to the work of teaching; that is, all of his powers, abilities and capacities, and everything that he possesses to make him a successful teacher—not merely a knowledge of methods and subject matter. Thus the absence of any of the traits or qualities listed above may be a contributing cause for poor work.

As the Christian teacher analyzes himself in the light of God's love and power, he will feel his own inadequacy and need for help from God. Sensing his own

dependence upon God, he will grow in love and sympathy for those who depend upon him. He will find that in all his teaching "love is power. Intellectual and moral strength are involved in this principle, and cannot be separated from it. The power of wealth has a tendency to corrupt and destroy; the power of force is strong to do hurt; but the excellence and value of pure love consist in its efficiency to do good, and to do nothing else than good."¹

Those who are, or hope to be, teachers in Christian schools for the purpose of leading young people to the kingdom, and those who carry the administrative responsibilities in church-related schools and must bear the burden of selecting the teachers who mold the character of the school, will alike do well to ponder the responsibilities of the profession and the qualifications for successful spiritual and professional service.

¹ Eph. 4:10, 11.

⁴ *Ibid.*, p. 65.

² *Testimonies*, vol. 3, p. 131.

⁵ *Testimonies*, vol. 2, p. 135.

³ *Counsels to Teachers*, p. 67.

Qualifications of the Teacher

GUY F. WOLFKILL

*Professor of Secondary Education,
Pacific Union College*

EVERY educational project should be founded on a correct philosophy. The three prevailing philosophies are naturalism, humanism, and supernaturalism. Each of these philosophies must account for the origin, nature, and destiny of man. Seventh-day Adventists are supernaturalists, believing that God created man in His own image, that man now has a fallen nature, and that it is the purpose of education to restore in him his original moral nature. This concept must be foremost in the entire school program. That this objective may be realized, teachers should be selected who measure to the following standards in health, intellectual development, spirituality, social relationships, and vocational interests.

Health Qualifications

The teacher is dependent upon physical vigor for almost every other qualification that contributes to his success. "The better his health, the better will be his work."¹ He should scrupulously observe the principles of health, and be temperate in all things. In diet, labor, dress, and recreation he is to be an example. In order to maintain the respect and confidence of his students and associates, he must reveal in his own life the health principles he seeks to teach them.

Not only do school boards have a right to know, but it is their duty to determine, whether the teachers they employ are living in harmony with the health instruction given to the Seventh-day Adventist church.

Mental Qualifications

Every teacher should have a mind that is mature, efficient, versatile, keen, well organized, elastic, tolerant, unbiased. The intelligence quotient of a college teacher should range between 120 and 135, since he must set the pace for mental performance. If the teacher's intelligence quotient is lower than this, his students will not be stimulated and inspired to do their best; if his quotient is too high, the average student will be discouraged. The teacher of very high intelligence has never had to struggle with difficult problems as the less brilliant students must do; therefore, he cannot give them the sympathetic assistance they deserve and need.

The efficient teacher will have complete mastery of the subject he seeks to teach. This requires continual study, reading, thinking, and application of principles. "If you are called to be a teacher, you are called to be a learner also. If you take upon yourself the sacred responsibility of teaching others, you take upon yourself the duty of becoming master of every subject you seek to teach. Be not content with dull thoughts, an indolent mind, or a loose memory."²

The true teacher "will spare no pains to reach the highest possible standard of physical, mental, and moral excellence. No one should have a part in the training of youth who is satisfied with a lower standard."¹ No teacher should be satisfied with second-rate performance, either on his part or on the part of his students. All should put "the whole mind to the task of learning how to do efficient service."² "God expects His institutions to excel those of the world."³

The question will be asked, Where is the Seventh-day Adventist college teacher to obtain intellectual preparation for his work? The elementary teacher should have six to eight years in advance of the grades she is teaching. The secondary teacher is expected to study four or five years beyond the twelfth grade. College graduation is the minimum requirement, and some States require a fifth year of graduate study for secondary school teaching. The almost universal standard for the preparation of a college teacher is three years of study beyond the bachelor's degree, which is equivalent to the minimum time required for the master's and doctor's degrees. We hasten to add that a degree does not ensure efficiency; it may be considered as only a by-product. The essential thing in the college teacher's preparation is his will to learn, and his aptness for study, research, and mastery of method.

One of the ablest men to hold an important position in the North Central Association of Colleges and Secondary Schools was asked, "Would you advise replacing an older experienced and successful teacher who does not have a doctor's degree with a young man just out of the university who has one?" He clenched his fist, and brought it down on the table saying, "No, never!" There is neither harm nor virtue in the degree as such. It is the attitude or spirit of the owner that makes the difference. If attaining a degree makes a teacher

proud, arrogant, and self-sufficient, it is an evil in his life. Seventh-day Adventist teachers should never attend institutions of higher learning primarily to obtain academic recognition in the form of degrees. Rather, let it be determined what a teacher needs to enable him to perform his work most efficiently, then let him study where he can to the greatest advantage. When this study leads to recognition in the form of a degree, there surely would be no great harm in his accepting it.

Spiritual Qualifications

The teachers in our colleges should be men and women of deep religious experience, daily receiving divine light to impart to their students. These teachers should receive instruction from Christ and labor constantly under His guidance. They should be much with God in prayer, should make the Word of God their meditation, and be intimately acquainted with its teaching. They should be careful, prayerful, and serious, abstaining from every appearance of evil, and not conforming to worldly customs and practices. They should be living embodiments of truth. College teachers should be acquainted with God by experimental knowledge, and be deeply interested in each student's success, with special stress on his salvation.

We are told that our schools should become more and more like the schools of the prophets. In these schools "the instructors were men not only well versed in divine truth, but those who had themselves enjoyed communion with God, and had received the special endowment of His Spirit. They enjoyed the respect and confidence of the people, both for learning and piety."⁴

¹ *Education*, p. 277

² *Counsels to Teachers*, p. 199

³ *Ibid.*, p. 67

⁴ *Ibid.*, p. 151

⁵ *Testimonies for the Church*, vol. 6, p. 154

⁶ *Patriarchs and Prophets*, p. 593

An Open Letter to Superintendents

Alma Nephew

TEACHER,
LOMA LINDA, CALIFORNIA

DEAR SUPERINTENDENT:

The day is almost over. The papers are all corrected, plans made for tomorrow, and now there are a few moments to reflect. Today was one of those very special days in our school year because your visit brought some of life's extra joys. You cannot know how much the days that follow are brightened by the memory of the stories you tell, the songs and choruses you teach us, and the spirit of cheer and enthusiasm you leave with us. The stories will be retold in nearly every home tonight. The songs and choruses are theme songs for days. We hear them on the schoolground, and parents learn them, too, over the dishwashing and chores at home. You become a ball-ground hero at recess, and the boys are already looking forward to your return.

Your school news letters, bulletins, and personal notes are so full of courage, of faith in us, your teachers, and of appreciation for our efforts that they inspire us with new hope. Because these things do make a difference in my teaching experience, my letter to you this evening is one of sincere gratitude for all these things, and more.

One thought follows another, of classroom memories back through the years. I am aware that your relation to me has resulted in growth and self-confidence. You have helped me to establish a philosophy of life that has changed my attitude toward my schoolroom problems and everyday living; and even toward your visits, so that today I benefited with my boys and girls, instead of dreading the visit and counting the moments until you would leave.

In my teaching experience I have found my own complex toward a super-

intendent's visits most difficult to overcome. As we teachers have compared notes at summer school and institute, I found that I was only one of many who shared that feeling. We can't explain why we have such foolish fears, but they are there. The superintendent either strengthens that fear complex or helps us to remove it. If his visit is just a formal greeting and he sits in the back of the room taking notes that leave questions in our troubled minds, then he departs with only a remark or two of criticism or commendation or neither, and if there is no opportunity to talk over problems, how can we know what he has to offer us or that he might have a sympathetic, understanding attitude toward our problems? But when his greeting is like that of my superintendent this morning, he touches a responsive chord, and a warm welcome is his.

Here are some of the reasons you have helped me to get over my fear complex when superintendents' visits are concerned. You make us feel that you have a vital in-

Criteria for Se

1. Personal and social character exemplified by physical health, self-reliance, courage, and effectiveness.
 2. Professional training—degree in education or education with advanced preparation.
 3. Prominence and professional administration evidenced by State and national work, addresses at State reports of investigation, the development of professional individual has had.
 4. Successful experience obtained as an administrator through other comparable experience.
 5. Professional status—a man of general reputation, approaching the peak over fifty years of age.
 6. Ability to lead in administration—financial of instruction and characterably in both elementary personnel administration and educational statesmanship.
 7. Educational leadership—the development of the generation in the school charge and the confidence of the school system and leadership.
 8. Conception of community by his ability to cooperate in civic and welfare community and to develop neighboring school systems.
- "Eight Criteria for Evaluating American School Boards"

terest in us as individuals. You courteously take time to listen to us, and are interested in our problems without being annoyed. You have the ability to respect a teacher's viewpoint and ideas. You seek to make each teacher realize her true worth in relation to eternal values. When we feel that bond of understanding, you are no longer a disturbing factor. Your very attitude makes us eager to respond in cooperation and greater service. When you fail to gain a teacher's confidence, and when there is no mutual understanding, a barrier is unconsciously erected, at least in the teacher's mind. She soon learns not to seek your counsel—sometimes to the detriment of her teaching experience—or she leaves the classroom forever.

Superintendents

for educational leadership, excellent personality, tactfulness, public address.

at least a Master of Arts in education from a first-class school of education or a city school administration.

ability in educational administrative participation in conferences and committee work, and a record on which to be depended on as a basis for the selection of schools of which the

candidate has an extended character in a city system, or an equivalent professional

and educational administrative standing and a recognized standing as a professional career, preferably not

less than five years of educational administrative, supervision or reorganization preference in secondary education; and excellent public relations, and edu-

acted by the nature of the educational program in operation over which he has the professional staff program and in his leadership

obligations evidenced in the educational activities of the larger community relations with

superintendents," *The Journal of Education*, May, 1947, p. 31.

When we feel that bond of understanding, you are no longer a disturbing factor. Your very attitude makes us eager to respond in cooperation and greater service. When you fail to gain a teacher's confidence, and when there is no mutual understanding, a barrier is unconsciously erected, at least in the teacher's mind. She soon learns not to seek your counsel—sometimes to the detriment of her teaching experience—or she leaves the classroom forever.

It's strange how we become so conscious of the mistakes we fear we'll make when you visit. Naturally, we think you'll judge our ability by what you see that one day, and you probably do; but when we begin to see you are as human as we wish you were, we lose our fear and begin to value your visit. We see you have experienced many of these same difficulties and problems and are here to help when help is needed. There's comfort in the fact that perhaps your boys and girls put on a special "entertainment" for your visiting superin-

tendent, too, that resulted in an embarrassing situation. Because you have passed the way before us, we are assured that you will give us advice based on experience.

We are aware that you do notice details, both good and bad; but we appreciate your way of calling attention to them by a kindly suggestion or through the general bulletin rather than embarrass us by critical remarks. Many times you tactfully suggest solutions to problems that we hadn't even recognized as problems. There are times when you have needed to point out serious faults and give positive suggestions; but in all this you have shown such a kindly Christian spirit that we felt no personal resentments. As we faced the problem squarely under your guidance, our personal views gave way to broader understanding of the great aims of education that you presented to us. Your insight and human understanding enabled you to give us the needed help without destroying our self-confidence. You created in us a desire and a determination to do the better way, because you gave us a sense of true values that we couldn't have gained alone.

One supreme quality that calls forth our deepest appreciation is your sincere loyalty. There are times when our best efforts can't avert serious misunderstandings on the part of some parents; then we need the assurance that you will not let us down. Even the irate parent respects that loyalty. By loyalty we do not mean defending wrong. You defend our motives; and we know that if serious mistakes have been made, you will come to us later and suggest a better way.

We respect true dignity, but we also appreciate optimism and a sense of humor. The classroom and playground abound in humorous situations and occurrences, and one will suffer who lacks the faculty of meeting them gracefully.

Please turn to page 28

How Can We Get and Keep Good Teachers

Reports from the Summary Session of the Conference of National Organizations, under the sponsorship of the National Education Association, the Commission on Teacher Education and Professional Standards, Washington, D.C., April 17, 1947. (THE JOURNAL OF TRUE EDUCATION takes pleasure in bringing to its readers a partial report of this meeting, because in our denominational educational work we share with the public systems some of the problems which were discussed. Substitute "church" or "church community" for the word "community" in the reports, and there is much food for our thought.—EDITOR.)

What Kind of Teachers Does America Need?

Reported by DR. FREDERICK E. REISSIG,
Federal Council of Churches of Christ

LET us think first of those whom we are recruiting for teaching. The colorless personality has no place in the teaching profession. As to qualifications, we should seek out those who have a wholesome philosophy of life, who are well balanced socially, mentally, spiritually, and physically; those who take to people, who love and understand children; and finally those who have professional aspiration, who are looking forward to teaching as a career and not merely as a steppingstone to marriage or some other profession.

Now, let us look at the teachers who are already in the profession. It was emphasized that those who have a lasting effect upon pupils are persons with culture; those who have a healthy social outlook, who are global-minded, free of racial and nationality prejudice. Teachers ought to be the best representatives of manhood and womanhood, and along with good personalities they should have healthy mental attitudes. . . .

A good deal of time was spent on the matter of intellectual honesty. We need teachers who are not afraid to say, "I don't know," and admit they do not have the answer; teachers with something of the spirit of fellow pupils who are exploring along with their pupils, and searching for the answer. A teacher ought

to have a personality which does not irk the pupils but rather a personality which the pupils enjoy and respect.

It was felt that better counseling and guidance ought to be offered in our colleges. This would help both to screen the more desirable into the profession and screen out the undesirable. If screening could take place after the first two years of college, whether it be in a teachers' college or in a liberal arts college, a lot of lost effort would be eliminated; those not qualified could go into other training. We felt, too, that the last two years of college were scarcely sufficient for the professional training of the teacher, since the first two years are really not professional training.

We spent a good deal of time on the sociological aspects of attracting only women into the teaching profession. Only 20 per cent in the profession are men. It was pointed out that more men ought to be attracted into the profession. A great many boys lost their fathers in the war and the only men with whom they would come in contact, who could offer them something of what a father would offer them, would be those teachers in public schools; but the salary along with other considerations, does not attract men. . . .

Accreditation by State authorities ought to be more flexible and liberalized, but not lowered, in order that people who may have the inclination to teach, and are in other professions, for

example, social workers, might be attracted into the teaching profession. It was pointed out that the best teaching is not always in the teaching profession. There may be good teachers outside and they might be attracted into the teaching profession if the plan of accreditation was more flexible. . . .

What Working Conditions For America's Teachers Must the Public Help to Provide?

Reported by GENEVA MCQUATTERS,
*National Federation of Business and
Professional Women's Clubs*

THE public must be aroused, and since the parents are most personally concerned, they should lead in informing themselves and others as to the real conditions in their local schools and initiate steps to remedy them. . . .

Going over the questions of discussion, we took up, first, . . . the strain which is placed on teachers by overcrowded conditions. We viewed not only the financial aspect but the morale factor. A good teacher expects to find satisfaction in her work, and she cannot receive it when she is faced with too many students, and is frustrated by too few facilities. This prompts her to turn away from teaching. The solution might be to establish standards or to adhere to the already established standards of the desirable number of students per class. The appalling facts of such practices as double shifts in teaching and huge classes that are bad in all schools, but particularly bad in the colored schools, should be publicized.

How can teachers find time to teach with all the other things which they are called upon to do? We thought parent-teacher groups should work closely in drives, and that the parents should share with the pupils the responsibility for thus taking the burden from the teachers. The parents should expect to teach children community responsibility

rather than leaving it all to the schools.

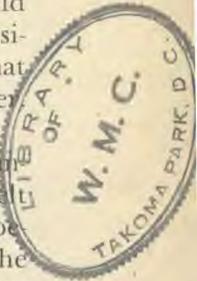
Also, we felt that it was most important that jobs be analyzed in the way that business and government analyze jobs, so that we know what the work loads are, what is expected in each field: what is a teaching job, what is a clerical job, what is a service job in connection with the school, and how can these be filled by people who need less or different qualifications from teachers? . . .

We discussed at great length the possibility of apprentice training. We could see the inherent dangers in this, but we suggested that those students who were interested in becoming teachers, perhaps at a high school level, might be given credit for certain time they devoted to assisting the teacher. Thus they could learn first-hand what teaching responsibilities are and determine whether that was really the field they wanted to enter and whether they were suited to it.

How can the laymen educate themselves about the teacher's load? We felt that was a public relations job again between the public and the school. The schools should invite the public in more often, and civic groups should make more effort to get acquainted with teachers; for example, the local service club might have a dinner which would be the teachers' night, when they would entertain some of the local teachers. Again, a job analysis method might be used so that the organizations could have presented to them a picture of responsibilities of the teachers, and the load they are carrying.

How do the poorly constructed, poorly cleaned buildings affect the health and morale of teachers and students? We felt that they do affect them very definitely, and that a solution might be to establish minimum standards. . . .

In approaching the right of a teacher to expect skilled supervision, we decided that supervision should be friendly assistance and guidance instead of gimlet-eyed inspection. . . .



What Can the Public Do Now and in the Immediate Future to Increase the Supply of Qualified Teachers?

Reported by MRS. STANLEY COOK,
National Congress of Parents and Teachers

GROUP IV concerned itself with an action program to relieve the present national bankruptcy in public education. As one group member said: "There is a vocational disease in education, which is words, words, words—and too little action."

How can we as lay groups help to get and keep good teachers? It was decided that when the public has become sufficiently aroused about the crisis in education to make it a particular concern of people in communities who are concerned with only the ordinary things of life, that these problems in education can be met. People should learn what makes a good school and be made to realize that a school is no better than its teachers. The recruitment and selection of teachers has become a national problem in the field of public education. . . .

The problem of married teachers was considered. Lay organizations should work to change the attitude of the community toward married teachers. Also, we should try to change the attitude of the school officials and administrators in regard to married teachers.

We considered, too, the part which the curriculum of teachers' colleges plays in the recruitment problem. We felt that sometimes in trying to persuade young people to go into the teaching profession, the curriculum offered at the teachers' colleges and the teacher training institutions was a deterrent in that the course was not made attractive enough to them.

We thought, too, that lay groups could examine practices which might seem to exclude certain groups from the teaching profession. We agreed that there should be written and unwritten

qualifications for instructors and teachers without group distinction. It was felt that probably some persons might be excluded from the teaching profession because of the intolerance which was shown in some regions of our nation toward religious or racial groups.

An important feature of the afternoon's discussion dealt with what lay groups could do to make teachers feel a part of the community. It was stressed that organizations could arrange their schedules so that teachers could be active members. . . .

It was agreed by all in the group that the curriculum of our public schools should not by-pass the needs of education. The children in school should learn the place of public education in our community life, what makes a good school, how schools are financed, and other specific school problems.

We felt, too, that there was a need for the teacher to sell her profession to the pupils who come under her in the classroom. Also, that lay groups could do much immediately to champion the classroom teacher as a professional person who should have rights in the planning and development of materials, techniques and curriculum. No salary adjustment alone will induce creative minds to enter a profession which requires performance according to the dictates of single administrative officers or a hierarchy which disregards their competence.

We took up, too, the question of school boards. We felt that school board members should represent a true cross section of the community. They need not necessarily be Ph.D's or what we might call well-educated, formally educated, men and women, but they should come from all walks of life. . . . It was felt that these school board members should have good character and should have a positive interest in education.

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SCHOOL NEWS

MUSIC FESTIVALS are becoming quite popular events in several union conferences, furnishing excellent opportunities for representatives from the different schools to unite in pleasant fellowship. The idea is said to have originated in the Northern Union, under the sponsorship of Educational Secretary K. L. Gant. That union's sixth annual festival was held last spring at Oak Park Academy (Iowa). All Lake Union academies were represented at the festival held at Broadview Academy (Illinois).

B. P. HOFFMAN, professor of Bible and systematic theology at the Seventh-day Adventist Theological Seminary, has recently returned from a special six-month assignment to Japan, Korea, and Hawaii. He assisted in workers' institutes in Japan and Korea and conducted a brief effort in the Japanese language for the Japanese in Honolulu, T.H., where the newspapers gave 450 column inches of publicity to his meetings.

DOCTOR MARY McREYNOLDS, who for twenty-five years has served actively on the Pacific Union College staff, retired at the close of the past school year to the position of Professor Emeritus. She will continue to reside on The Hill but will devote her time largely to writing and speaking appointments.

STUDENTS RETURNING TO THE ACADEMY at Shelton, Nebraska, this autumn will find it rechristened Platte Valley Academy. They will also find many improvements, among which are the infirmary room in the boys' dormitory, an addition to the girls' dormitory, and the refinishing of the woodwork shop. W. L. Berthelsen, new maintenance manager, will teach vocational classes this year.

DEDICATION SERVICES FOR THE A. G. DANIELLS MEMORIAL LIBRARY were held at Southern Missionary College on May 14, at which time Carlyle B. Haynes delivered the address. Members of the college board were present, also David Lockmiller, president of the University of Chattanooga, and L. G. Derthick, superintendent of Chattanooga city schools.

UNION CONFERENCE EDUCATIONAL SECRETARIES and academy principals of the North American Division met in council at Broadview Academy early in June.

C. A. LARSEN, former Bible and history teacher at Oak Park Academy, has answered the call to head the Bible department at the Danish Mission School at Daugaard, Denmark.

DOROTHY EVANS, voice instructor at Southern Missionary College, was presented in a graduation recital by the Cadek Conservatory of the University of Chattanooga, on April 13. She is a candidate for the degree of Master of Music.

STANLEY BULL, HEADMASTER OF NEW HOPE COLLEGE (Kingston, Jamaica) from 1944-1946, has been transferred to the West Indian Training College (Mandeville, Jamaica), where he will head the Bible department. Mrs. Bull will teach in the department of English.

WHEN OSHAWA MISSIONARY COLLEGE opens on October 6, the new boys' dormitory will be ready for occupancy. A cottage has been erected for the president, the girls' dormitory renovated and redecorated, new terrazzo floors and good lighting installed in the dining room, and a new laundry building is under construction.

GRAINGER HALL, men's home at Pacific Union College, underwent extensive repairs the past summer when six shower and toilet rooms were added, also a fireproof concrete stairway. The new worship room is in the central wing of the building, and the old worship room will be used as a science classroom to alleviate crowded conditions in the science building.

CARIBBEAN TRAINING COLLEGE (Trinidad, B.W.I.) began the 1947 school year on March 27, offering junior college work for the first time in its nineteen years. One hundred and sixty students, from twelve islands and British and Dutch Guiana on the South American mainland, are taxing the school accommodations to the utmost, but all are happy in this evidence of growth.

JOINING THE STAFF AT ATLANTIC UNION COLLEGE this autumn are: Marion Sprague, M.D., formerly of the Charles B. Chapin Hospital of Providence and of the New England Sanitarium, assistant professor of biology; Richard Ritland, instructor in biology; Harold E. Mitzelfelt, formerly director of instrumental music at Walla Walla College, head of the music department; Mary McConaughey, formerly instructor in English at Southwestern Junior College, dean of women; Gerald H. Minchin, formerly of Canadian Union College and Newbold Missionary College (England), instructor in English and religion.

DENTON E. REBOK, president of the Seventh-day Adventist Theological Seminary, returned from China on August 18. He accompanied W. E. Nelson, treasurer of the General Conference, on a rehabilitation mission in war-torn China. He reports that it will take about five times as much money to restore our work in China as the Rehabilitation Fund has thus far provided. The work of restoration is going on as fast as funds are made available.

EIGHT NEW TEACHERS join the Union College staff with the opening of the fall term: Leslie Hardinge, instructor in evangelism; R. K. Nelson, history; Ellis R. Maas, part-time history; L. W. Welsh, in charge of the new personnel office; Harlyn Abel, head of the music department; Roger Neidigh, head of physics department during the absence of Milton Hare; Raymond Casey, band and orchestra; and Wayne Hooper, specializing in musical group work, such as vocal trios and quartets.

THE "FREEDOM TRAIN," carrying exhibits of the great documents of American history, began a year's tour of American cities on September 17, at Philadelphia. The tour will cover all forty-eight States. For a free copy of the routing and stops write to the sponsor of the tour: American Heritage Foundation, 1501 Broadway, New York, N.Y.

GOLDEN CORDS WERE HUNG FOR FORTY-SIX Union College graduates who had entered foreign mission service the past year. At the annual ceremony President Woods stated that one out of every ten Union graduates are or have been in mission service.

THE COLPORTEUR WORK CLAIMED about one hundred Emmanuel Missionary College students the past summer.

COLLEGE ACADEMIC DEANS AND PRESIDENTS met at Boulder, Colorado, in late June, for a week of discussion of their problems in college administration.

BEGINNING WITH THE FALL TERM, Walter E. Straw, formerly professor of religion and philosophy at Emmanuel Missionary College, joins the staff of Little Creek School and Sanitarium, at Concord, Tennessee.

THE WORLD'S LARGEST MISSIONARY VOLUNTEER INVESTITURE SERVICE to date was conducted for one hundred and five Master Comrades at Pacific Union College at the close of school last May. Over 3,000 vocational honors were awarded to the group.

TWO ATLANTIC UNION COLLEGE TEACHERS received master's degrees at the end of the summer—Alice L. Holst, instructor in secretarial training, from Columbia University, New York City; and Charles L. Stokes, instructor in economics and business, from Boston University.

COMPLETION OF SITTNER HALL, men's home at Walla Walla College, was the major construction task of the summer. Though the exterior brick veneer is not yet finished, this reinforced concrete building was ready for occupancy when school opened. Other building projects include a three-story wing addition to the rear of Science Hall, which with the original building will house the chemistry department; a reconstructed two-building-unit west of Science Hall now occupied by the biology department; the reconversion of North Hall from dormitory rooms into six teachers' offices, five full-sized classrooms, and more suitable space for the academy library; four additional building-units from the McCaw General Hospital, one to be used for the newly created engineering department, one as a student health center, another for additional practice and instruction rooms for the music department, and the fourth for the "mushrooming" industrial arts department; the remodeling of Columbia Annex (one-time dormitory for college men) into two spacious apartments for teachers; and six new teachers' cottages.

A CHILD NUTRITION PROJECT was conducted at Emmanuel Missionary College this past summer, which will be repeated in upper division classwork this fall and winter. Children from two to six years of age were included, the purpose of the course being to observe the child's daily behavior, habits, attitudes, likes and dislikes in foods, and recreation. The daily program started at 9:30 A.M. with song and prayer and continued till 1:30 P.M., including a sandbox story, a twenty-minute outdoor play period, with supervised games and recreation, a "bathroom parade," a five-minute rest period, and lunch. Class members kept records of progress in ability, adjustment, and improvement.

A NEW CHURCH SCHOOL IS OPENING THIS YEAR in Saskatoon (Saskatchewan). The conference committee has permitted the remodeling and adapting of the campground departmental building to the needs of a schoolroom and teacher's apartment. This school will fill a long-felt need in the Saskatoon area. Ilene Polishuk, who took work at the University of Saskatchewan this past summer, will teach here this year.

IVAMAE SMALL HILTS, professor of speech at Atlantic Union College, died July 7, 1947, at the New England Sanitarium. Her husband, D. Glenn Hiltz, is the librarian and associate professor of library science at the college. Mrs. Hiltz' passing is a distinct loss to our educational work, which she served faithfully and well.

E. E. COSSENTINE, secretary of the General Conference Department of Education, made a second trip to Europe during the past summer, in an attempt to re-establish our educational work in Germany, Denmark, Czechoslovakia, Poland, and the Netherlands.

PERCY PAUL, CHARTER PRESIDENT of the E. D. Dick Teachers of Tomorrow Chapter of Canadian Union College, is teaching the Pleasant Ridge School, at Macrorie, Saskatchewan. Mr. Paul attended summer school at the University of Saskatchewan.

OAK PARK ACADEMY (Iowa) is justly proud of its new auditorium, and its students will appreciate extensive improvements made this summer in the dormitories.

MARY LOU DURNING, formerly assistant dean of women at Pacific Union College, is now dean of girls at Phoenix Academy.

THREE STUDENTS OF P.U.C. PREPARATORY SCHOOL won honors in *The Youth's Instructor* Pen League competition, with twenty-three others receiving cards of appreciation.

J. BYRON LOGAN, after teaching three years in the Philadelphia Academy (Pennsylvania), this fall joins the staff of Mountain View Academy (California), as teacher of science and mathematics.

THE EFFECTS of alcohol on the human body has been a subject for serious consideration by the legislators of Indiana. Result: they have passed in 1947 a law requiring all high schools in the State to offer courses setting forth the effects of alcohol.

CHARLES E. WENIGER, formerly dean of Pacific Union College, joined the staff of the Seventh-day Adventist Theological Seminary at the opening of the 1947 summer quarter, as head of the department of practical theology.

VISITING PROFESSORS AT PACIFIC UNION COLLEGE this summer were Mabel Cassell, Washington Missionary College, director of elementary education; Mildred E. Ostich, supervisor of elementary schools in Northern California Conference, who taught on the music faculty; Chloe Adams Sofsky, instructor in art at La Sierra College; and Rochelle Philmon Kilgore, professor of English at Atlantic Union College.

THE KITCHEN AT SOUTHERN MISSIONARY COLLEGE has undergone major changes during the summer: new metal lath, plaster and paint; dishwashing machine with built-in electric water heater; a serving deck which holds chipped ice for keeping salads and milk cold; an eight-foot refrigerator; an eighty-quart electric mixer with attachments for slicing potatoes, shredding cabbage, grinding nutmeat or vegetables, and preparing salads; work tables along one wall with space underneath for storing dishes, and a new deep sink for washing pots and pans. All these improvements will increase efficiency and service in the college cafeteria.

NEW TEACHERS AT SOUTHWESTERN JUNIOR COLLEGE are: Paul L. Wilson, formerly of Maplewood Academy, registrar, head of new industrial arts department, and chemistry teacher; Lura Simmerman, from Sheyenne River Academy, dean of women; Evelyn Lindberg, former dean of women at Walla Walla College, head of English department; Olive Westphal, from Valley Grande Academy, head of Spanish department; R. R. Rice, also from Valley Grande Academy, mathematics teacher, and Mrs. Rice, secretary to the business manager; H. L. Caviness, assistant accountant in the business office will teach accounting and business; Betty Christensen, from Plainview Academy, instructor in music; W. T. Collins, from Valley Grande Academy, production foreman at the college press; Cecil Barr, from Plainview Academy, in charge of the college dairy, and teaching general agriculture and plant husbandry; Max Williams, teaching and personnel guidance; Perry Mills, assistant principal of campus elementary school and eighth-grade teacher; Virginia Craig, teacher for grades one and two.

WIGHT HALL, BOYS' DORMITORY OF CEDAR LAKE ACADEMY (Michigan), is one of the few in the United States to have real self-government, with laws made and enforced by the boys themselves. This Wolverine Commonwealth aims to give students properly balanced mental, physical, and spiritual development, based on the principles set forth by Ellen G. White in her book *Education*. Voluntary janitor and monitor service has released almost \$500 for improvements during the past school year.

TEN ADVENTIST STUDENTS FROM FRENCH-SPEAKING COUNTRIES who are taking graduate work in European universities met with the teachers of our college at Collonges, August 13-17. Among the subjects discussed were Biblical criticism, the Spirit of prophecy, evolution, science, philosophy or religion, the role of the Advent Movement.

FRANK L. MARSH, professor of biology at Union College, taught a course in science and religion at the 1947 summer quarter of the Seventh-day Adventist Theological Seminary.

DON C. LUBINGTON, former principal of Collegedale Academy (Tennessee), becomes instructor in English at Southern Missionary College this fall term.

THE AWARDING of high school diplomas or certificates of equivalency to non-veterans who pass the General Educational Development tests is gaining momentum. More than a dozen States have already approved this practice, in order to assist young people with their future job or training program.

UNION COLLEGE FACULTY last April honored six of their members who had served twenty years or more on the college staff: C. C. Engel, J. N. Anderson, H. L. Keene, G. C. Jorgensen, Pearl Rees, and Vernon Dunn. These six were guests at a dinner served in the home economics department.

LYNN H. WOOD, professor of archaeology and history of antiquity at the Seventh-day Adventist Theological Seminary, is enjoying a most remarkable recovery from the surgery which interrupted his teaching work early in the summer session. God has heard and answered the many sincere prayers for Dr. Wood, and he expects to be back in his classroom at the opening of the winter term.

THE TEACHING PROFESSION will be one of the most secure in the recession which is upon us, is the statement of A. J. Livingston, Washington spokesman of business trends. On the strength of falling production and consumer buying he predicts a short but severe recession, with 5,000,000 jobless within the next twelve months. School teachers and administrators will go right on working and drawing their pay, his report implies.

A UNION COLLEGE FORMER-STUDENT BANQUET was held at the time of the Canadian Union Session in Toronto. Among those present were, by conferences: *British Columbia*—R. E. Finney, president; F. W. Bieber, educational superintendent; *Alberta*—E. H. Oswald, president; Mrs. Oswald; E. E. Bietz, president Canadian Union College; *Manitoba-Saskatchewan*—Teddric Mohr, educational superintendent; J. J. Williamson, conference evangelist; Mrs. Williamson; *Maritime*—James Ward, evangelist; Mrs. Ward; George MacLean, educational superintendent; Mrs. MacLean.

TWENTY-FOUR NEW FACULTY MEMBERS have been added to the Walla Walla College staff, including seven recent graduates: H. C. Hartman succeeds F. W. Peterson as business manager; Anna Blackney succeeds Mrs. Mollie Lay Sittner as librarian; C. W. Dortch, professor of music, heads the department of voice instruction; Amelia Hubley Sherrard is the new dean of women, assisted by Esther Trefz, formerly dean of women at Canadian Junior College; Elwood Sherrard, '46, instructor in Bible; Lily E. Maxwell, assistant in the piano department; Frank E. Meckling, associate professor of history; Edward Cross, assistant professor of engineering; Cecil W. Shankel, associate professor of chemistry; Mrs. Lilah Godfrey Schlotthauer, assistant professor in mathematics; Janet Miller, instructor in piano; Vivian Slater, director of health service. Graduate assistancies go to Albert Dale, '47, department of business administration; Robert Mehling, '44, chemistry department; Gayle Nelson and Roland Walters, '47, biology department; Oscar Lee, '47, expanded industrial arts department; Vernon L. von Pohle, engineering; Evelyn Wright, home economics.

SEVEN OF THE SIXTEEN CASH PRIZES offered by *Signs of the Times* in the 1947 Literary Talent Search and twelve *Youth's Instructor* Pen League awards (including two each of first, second, and third awards, and six honorable mentions) went to Pacific Union College students. A total of \$152.50 was paid to students of this one college for their part in the *Signs* Literary Talent Search and *The Youth's Instructor* Pen League. In addition, seventy-three students won commendation of the editor in the Pen League contest.

H. R. BECKNER, formerly in charge of the Greensboro, North Carolina, district, became pastor of the Collegedale, Tennessee, church in June. He will also supervise the work of Southern Missionary College's senior ministerial students in near-by churches.

THE LIDA F. SCOTT CHAPTER of the Teachers of Tomorrow was organized at Madison College (Tennessee) last May, when thirty-five members were commissioned as prospective teachers.

TWENTY-NINE STUDENTS OF PHILIPPINE UNION COLLEGE were baptized and joined the college church at the close of last school year.

UNION SPRINGS ACADEMY (New York) raised over \$200 last spring for books to be sent to the Italian Training School, at Florence, Italy.

FOREST LAKE ACADEMY (Florida) proudly presents a new administration building to newcomers and returning students.

ELEVEN LOVELY CHAIRS FOR THE CHAPEL ROSTRUM at Caribbean Training College (Trinidad, B.W.I.) are the result of a gift several years ago from a graduating class of Pacific Union College (California). These chairs are made from native hardwood that resembles mahogany. They add to the attractiveness of the chapel, and strengthen the bond of friendship among our worldwide family of schools.

LOIS J. WALKER took up her duties as librarian at Pacific Union College early in June, succeeding Anna J. Blackney, who has accepted the librarian's work at Walla Walla College.

CANADIAN UNION COLLEGE this year welcomes the Doctors Hagstotz to their faculty; Doctor G. D. as academic dean and head of the history department, and Doctor Hilda as head of the English department.

AFTER ELEVEN YEARS OF SERVICE as farm manager at Broadview Academy (Illinois), Alvin N. Johnson goes to Maplewood Academy (Minnesota) this fall for similar work. Louis Krampe, who for some time has managed the dairy at Broadview, takes over the larger responsibility of the farm.

LITTLE CREEK SCHOOL AND SANITARIUM (Tennessee), youngest of the self-supporting rural schools of the South, has made many improvements during recent months: built a new water tank and concrete porch and steps for the girls' home; purchased three registered Jersey cows and received a gift from Southern Missionary College of two registered male Jersey calves; installed equipment for sterilizing bottles and pasteurizing milk.

NEW TEACHERS AT EMMANUEL MISSIONARY COLLEGE this fall are: H. E. Hein, formerly of Pacific Union College, assistant professor of German and physics; Emmet K. Vande Vere, formerly of Walla Walla College, associate professor of history; Margaret Hays Vande Vere, assistant in piano; A. E. Axelson, formerly of Maplewood Academy, assistant professor of religion; H. M. Lashier, formerly of Pacific Union College, associate professor of physics; Edward J. Specht, head of department of mathematics and physics; Earl M. High, assistant professor of voice; Otto H. Christensen, assistant professor of Biblical languages; A. D. Holmes, assistant professor of mathematics and physics; Edith Stone, formerly of Lynwood Academy, instructor in English; M. Donovan Oswald, instructor in field evangelism and speech; Lois E. Graham, formerly of Union College, instructor in biology and nursing education; Otto Racker, formerly of La Sierra College, assistant professor of violin and director of instrumental organizations.

A LECTURE-TOUR VACATION IN HAWAII was enjoyed by M. W. Newton this past summer. He took along his six-inch telescope and gave lectures and demonstrations to schools and Junior camps on the islands, and enjoyed some air travel. This veteran teacher of fifty-six years' service has taught at Pacific Union College for thirty-seven years. His eighty-first birthday was appropriately celebrated in the Islands.

DO YOU WANT information on the recruitment and selection of outstanding young people for the teaching profession? The NEA will send you a 50-page pamphlet describing successful methods of teacher selection as practiced by colleges and universities, State departments of education, and professional groups. Write for *A Significant Effort* to the National Commission on Teacher Education and Professional Standards, 1201 16th Street, N.W., Washington 6, D.C.

STUDENTS OF HELDERBERG COLLEGE (South Africa) earned ten and a quarter scholarships during the 1946-1947 summer vacation. This is in addition to substantial credits due to several students who have not returned to the college this year.

Science Teachers' Convention

THE college teachers of science and mathematics met at Loveland, Colorado, August 25 to September 4, 1947. Thirty-three delegates were present, representing all except one of the Seventh-day Adventist senior and junior colleges in the United States and Canada.

The convention was organized in sections, with the following leaders: biology, F. L. Marsh, Union College; chemistry, R. E. Hoen, Pacific Union College; mathematics, O. L. Brinker, Walla Walla College; physics, J. L. Thompson, La Sierra College. H. W. Clark, Pacific Union College, was general chairman, and Geneva Durham, Atlantic Union College, was general secretary.

The program included devotional periods, section meetings, and general sessions. Special attention was given to problems in the field of science and religion. Methods of teaching, laboratory problems, and many and varied questions were discussed.

The convention was held on the campus of Campion Academy, in sight of many lofty summits of the Rockies. Trips of interest were scheduled to the Rocky Mountain National Park, Long's Peak, the cosmic ray laboratory on Mount Evans (14,260 feet above sea level), United States Reclamation Service, the United States Mint, and the Colorado Museum of Natural History.

An excellent spirit of fellowship prevailed, and many remarked that it was the best convention ever held. Harold Shryock, M.D., dean of the Loma Linda Division of the College of Medical Evangelists, was present two days for counsel on premedical problems. Another item of special interest was the organization of the Associated Nature Clubs, whose purpose is to sponsor nature study in Seventh-day Adventist colleges, academies, and churches.

H. W. CLARK.

SOUTHERN MISSIONARY COLLEGE has a new and modern laundry and dry-cleaning plant equipped to serve the college and its staff and students, and also to do commercial work. They plan commercial routes to Chattanooga and Cleveland before the school year is over. The laundry building measures 50' x 90' and is equipped with three wash-wheels, three tumblers, three extractors, a shirt unit, four ironing units (each including a garment press and two mushroom presses), a mangle, and flatwork ironer. Three boilers are being hooked up to furnish hot water and steam for the laundry, and will eventually furnish central heating for the entire Collegedale campus.

NEW STAFF MEMBERS AT OSHAWA MISSIONARY COLLEGE this year are: C. H. Casey, from Canadian Union College, president; Mrs. Casey, home economics; Tod Murdoch, from Scotland, farm manager; Ray Bowett, formerly of Rutland Junior Academy (British Columbia), science; Miss H. Spencer, prenursing; Miss O. Bailey, also from Rutland Junior Academy, art, assistant in English, history; Mrs. L. Miller, dean of girls; R. J. Radcliff, violin and commerce; Mrs. Bothe, vocal.

A \$5,000-A-MONTH BUSINESS was the record of Emmanuel Missionary College dairy at the close of last school year. The herd of fifty-five produced two hundred gallons of milk daily, a higher total than ever previously recorded for the institution. Three of the top producing cows gave a daily average of nearly ten gallons of milk each. From 160 to 200 gallons of ice cream are made each week. Most of the products are used by the college cafeteria.

SHENANDOAH VALLEY ACADEMY (Virginia) is justly proud of its standing as second among twenty-one academies in the number of *The Youth's Instructor* Pen League awards received for papers submitted. Five members of the English IV class received awards and three received honorable mention.

FOUR TEACHERS OF PHILIPPINE UNION COLLEGE have this year received Master of Arts degrees from Far Eastern University: B. O. Bautista, majoring in business administration; R. C. Imperio, R. G. Manalaysay, and L. L. Quirante, majoring in education.

TWELVE STUDENTS OF UNION SPRINGS ACADEMY (New York) were baptized near the close of the last school year.

TWENTY MASTER COMRADES were invested at Union College shortly before the close of school last spring. This group were granted one hundred and sixty vocational honors.

PHONOGRAPH RECORDINGS of the works of outstanding American poets, made from readings of their own works by the authors, are being released by the Library of Congress this fall. There will be five albums of five records each, one record for each poet.

FACULTY PROMOTIONS AT EMMANUEL MISSIONARY COLLEGE this year make Perry W. Beach, formerly assistant professor of music, associate in the department; Daniel A. Augsburger, formerly instructor in foreign languages, assistant professor; Verne Kelsey, formerly instructor in pipe organ, piano, and theory, assistant professor in the same fields.

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THE PACIFIC UNION COLLEGE MENDOCINO BIOLOGICAL FIELD STATION is co-operating with medical zoology research work carried on by the College of Medical Evangelists and the California Academy of Sciences in San Francisco. The facilities of the station were made available to several science teachers for research work the past summer. A glass-bottomed observation and specimen boat, a product of the college workshop and christened *Corynactis*, was added this past summer. There are storage lockers and accommodations for six to twelve persons on river or coast trips. The main objective is to enable students to carry on original and investigative work rather than that of a routine nature.

TWO BIBLE WORKSHOPS were conducted at Pacific Union College the past summer. Alice Neilsen was chairman of the group working on the fifth- and sixth-grade Bible materials, whose special task was the preparation of stories for the textbook, a teacher's manual and other teaching aids. Mabel Cassell was chairman of the group working on third- and fourth-grade materials. Their task was the "refinement of the textbook materials, the teacher's manual, and the workbook, by committees of the two previous summers."

A LIBRARY STORY HOUR for thirty children was conducted once a week this past summer at Emmanuel Missionary College. A college student in elementary education told the story-for-the-day. The purpose was to guide the children in choosing their summer reading, and each child gave reports on the books he read.

THE SECONDARY CURRICULUM of the public schools of the nation is in for another period of examination and appraisal, aimed at improving the opportunities of the sixty per cent of the students who do not enter college or the skilled craft trades. The United States Office of Education is undertaking to set up a permanent commission to give study to the problem. The commission will probably work through State departments of education.

THE COLLEGE WOOD PRODUCTS at Emmanuel Missionary College has made one hundred and seventy-five chests of drawers for Lamson Hall.

An Open Letter to Superintendents

Continued from page 17

Where some hold mental, physical, and social growth of most importance, you seek to keep the spiritual goal uppermost, knowing that in just the measure we can uphold it, the other goals will keep pace. Your positive ideals and your fearlessness in upholding them influence your whole "school family" to a greater degree than you may realize.

Another quality that I have deeply appreciated is your regard for the older teachers who have given many years of service in teaching, and who are surely deserving honor and respect. They have influenced the lives of many young people, including yours and mine. Their "children" encircle the globe as leaders. When finally they leave the classroom, they will not only cherish school-day memories but they will treasure your words of sincere appreciation. I am sure it is through misunderstanding and oversight that some do not share this joy, and their closing years of service are shadowed by a feeling that they are no longer needed or appreciated. It lies in your power and that of your associates, and in ours as fellow teachers, to reassure them and thus to brighten their lives.

I am sure I speak for all my fellow teachers when I say that we want to be able to profit from the experiences of the past and to do better work each day. We want to be able to face with courage and good cheer the disagreeable experiences that occasionally rise along the way. As you give evidence of joy and satisfaction in your service for such a cause, gratitude for your opportunity, and appreciation for your responsibility, we unconsciously gain and reflect that spirit.

As you hold before us these real values of life, we shall seek to make them our ideals and strive to uphold them.

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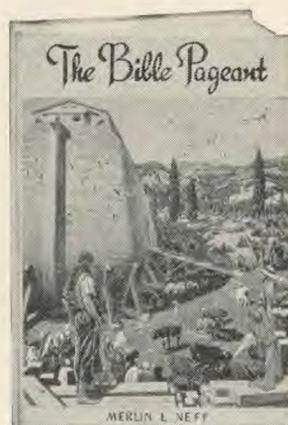
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New Editorial Policy

VOLUNTARY contributions will always be welcomed and carefully read by the editors of THE JOURNAL. So far as possible they will be used. Particularly welcome and usable are reports of constructive workshops, and descriptions of successfully tried and permanently adopted devices or techniques to improve teaching, counseling, organization, or public relations. It is suggested that before an article of considerable length is prepared a description of the proposed report be sent to the editor. Upon acceptance of this advance description, the contributor can proceed, with the assurance that his article will be published.

So far as possible, each issue of THE JOURNAL will have a definite focus: such as teacher recruitment, teaching problems, guidance, administrative problems, and other similar areas of interest to the profession. To be successfully carried out, this means that most of the articles will have to be assigned. It is hoped that each person asked to contribute an article will do so to the best of his ability and within the publication deadlines, so that this subject-matter focus may be maintained.

THE JOURNAL OF TRUE EDUCATION is the professional journal of the teachers and administrators of the Seventh-day Adventist system of schools. The articles appearing in it are primarily for them, and contributors should aim their work at them. That is, as far as possible, every article should bear constructively upon some activity or problem within the profession.

In the attempt to carry out this policy, the staff solicits the comments and constructive criticism of the profession, and others competent to judge the merits of such a journal. Obviously, the staff also solicits the complete co-operation of the profession in maintaining the sort of periodical that will best serve the interests of Seventh-day Adventist education.

The Joys of Teaching

Continued from page 6

has spent nearly a quarter of a century in the classroom, wrote last fall:

"One-half day before school opened, I was asked to help in our school in Paradise. . . . Despite our inconveniences and crowded conditions, I have never enjoyed a month of teaching as much as I have this one. What a wonderful privilege to be able to study the Bible and talk to our heavenly Father as we work! I became a Seventh-day Adventist in 1938, and the only thing I am sorry about is that someone didn't tell me before how wonderful it is to teach in a church school."

In the words of an article appearing recently in the *American School Board Journal*, both of these teachers might have said:

"As for me, I want to teach school. I like young people. I like to teach them. It's fun. They even pay me for it. Part of my pay is money and part of it is personal satisfaction. Part of it is friends. Part of it is memories. I'm so glad I'm a school teacher! I like it."¹

That is just the way every real teacher feels about it—"Woe is me if I teach not!" And one who feels that way will never find the supreme joy life has to offer, except in teaching. For a bright today and a brighter tomorrow, then—*be a teacher!*

¹Allen P. Burkhardt, "I'm a School Teacher and I Like It!" *American School Board Journal*, vol. 114, no. 5 (May, 1947), p. 86.

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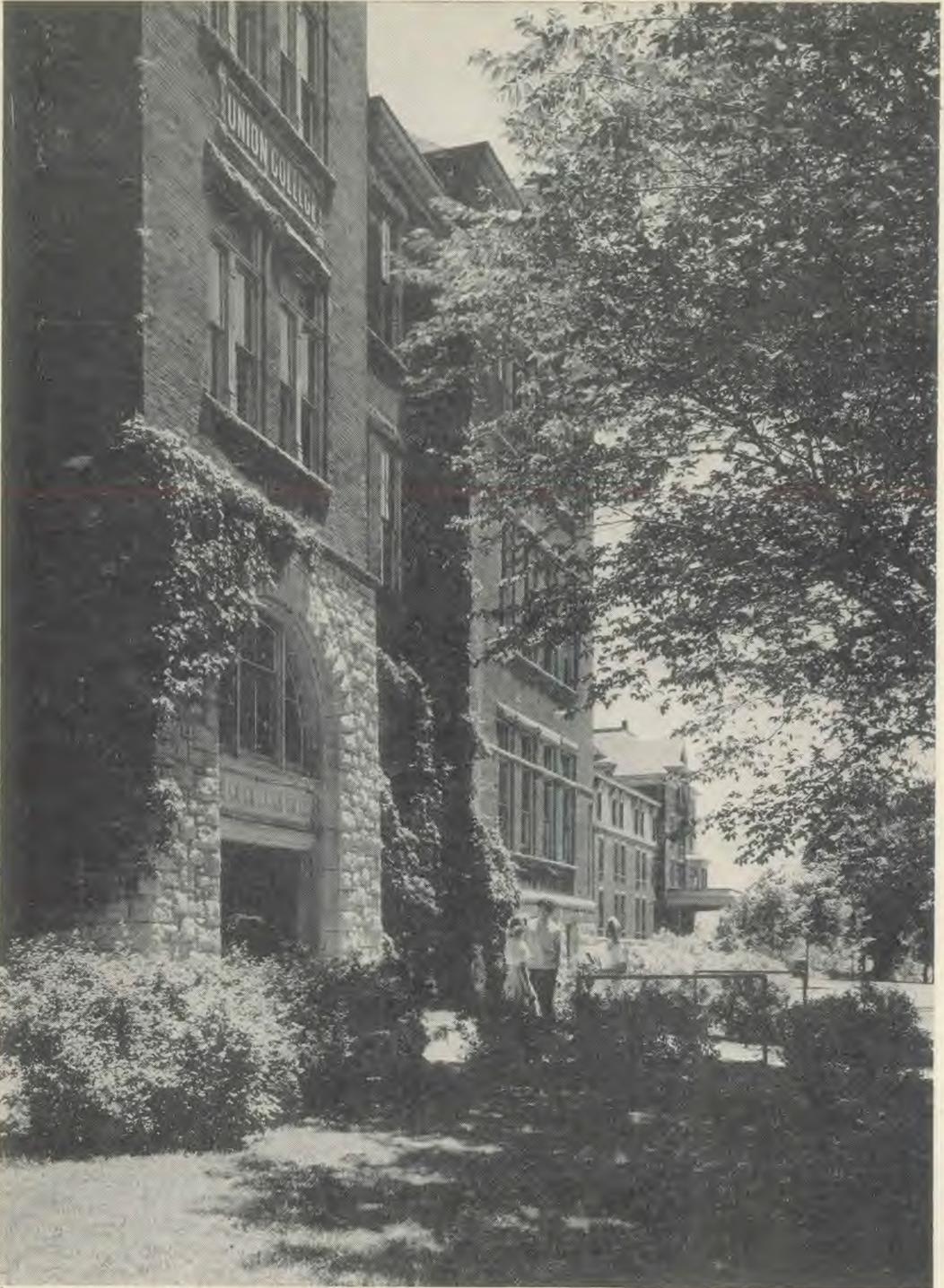
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