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The JOURNAL of TRUE Education

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CONTENTS

Cover Photograph <i>By J. C. Allen & Son</i>	
The Function of the School Board <i>By Jay J. Nethery</i>	Page 4
The President of the Board Looks at the College <i>By Maynard V. Campbell</i>	5
The Union Educational Secretary Looks at the School <i>By William A. Nelson</i>	6
The Chairman of the Board Looks at the Academy <i>By C. Lester Bond</i>	8
The Conference Educational Superintendent Looks at the School <i>By Ernest F. Heim</i>	10
How the Pastor Looks at the Church School <i>By William C. Jensen</i>	13
Counseling in the Modern Secondary-School Program <i>By Willis E. Dugan</i>	14
School Administrators Can Raise Teacher Morale <i>By H. Lee Taylor</i>	16
Group Techniques in High School Classes <i>By Jean D. Grambs</i>	19
School News	24

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AS OTHERS SEE US—An Editorial

NEVER before has there been a greater need for educators to see themselves as others see them; to understand clearly that in a truly democratic society, schools as well as governments derive their just powers from the consent of those who are served thereby.

Every society, government, or church that maintains a system of schools does so presumably for the purpose of promoting its own particular way of life. It therefore has the privilege and right to determine the pattern of education that it deems best suited to its needs.

Seventh-day Adventists maintain a complete system of schools to give meaning and emphasis to the Christian democratic way of life as they see it. Those charged with the responsibility of administration or teaching in these schools must ever keep foremost in their thinking the basic concept that they are duty bound to conduct the schools in a way which will best further the cause for which they were established, as determined, designated, and approved by those who found, support, and maintain such schools. This being the case, our educators should be constantly endeavoring to see their work from the dual perspective of the divine pattern and of the constituency they serve.

If these Christian schools are to be successful in discharging their function for the church, they must have the intelligent, active cooperation and support of all who are trustees of the desired way of life. The educator's task is to show in a clear and realistic way that the total educational program of the institution is making a maximum contribution to the desired end. In this effort the educator generally finds that the practical problem of informing the constituency and eliciting their support is greater than at first supposed. For the educator

is looking at the school program from the viewpoint of a professionally trained teacher, an "insider"; whereas the general constituency served by the school look at it from a vastly different background of training and experience, as "outsiders." It is therefore incumbent upon the educator to "stand aside and watch himself go by"—to gain the point of view of his constituency, and then to interpret the school program to them from their viewpoint and that of the divine blueprint.

The educator may profitably ask himself these questions, repeatedly:

How are the activities of the school directly contributing to the end results designated by the blueprint as understood by those being served?

How does the school—its program, its purposes, its accomplishments—look to the parents? How are they evaluating the school?

As my pupils look at me, what do they see? What are they thinking? How does the school measure up in their eyes?

The educator will gain a broader view of his work if, in addition to informing the board members of his program and his needs, he will try to find out what the board wish, what are their desires, and what is their educational program. To gain the viewpoint of others is the first step toward mutual understanding and a vital aid in gaining the support of those from whom one wishes support.

In the democratic processes of education the recipients of the education have the first right to judge its merits, to appraise its worth, to accredit its value.

As educators, we must constantly remind ourselves that schools as well as governments are, in the words of Lincoln's famous Gettysburg address, "of the people, by the people, for the people."

L. R. R.

The Function of the School Board

Jay J. Nethery

VICE-PRESIDENT
GENERAL CONFERENCE, 1946-1950

OUR spiritual fathers, many years ago, were charged to establish educational institutions. Great admiration for these men is begotten as one reads the story of how they launched out in days of small constituencies and lean-ness of funds. Their obedience is a chal-lenge to leaders of today to add to the number of those institutions and to strive to conduct them aright—spiritu-ally, educationally, and financially.

Primarily the faculty is responsible for the spiritual and educational guidance of the school. Nevertheless a secondary responsibility for reaching spiritual and educational objectives devolves upon the school board. Yet the primary function of the board today is observed to be financial, in balanced operation and in wise constructional expansion.

The term *Board of Trustees* envisions a group of men joining forces to enable an institution to live, expand, and suc-ceed financially. The struggle for sur-vival of great educational institutions in the world is well known, even with heavy endowments, liberal contributions, and popular support by taxation.

To keep proper and rightful pace in the church-related and church-supported school requires the watchful, united, and liberal support of the Board of Trustees, to whom has been entrusted the respon-sibility of secure and safe operation and sound and adequate constructional ex-pansion. Every member of the board must sense the obligation he owes the appointing constituency whom he rep-resents. Each board member represents each church member in all the territory served by the school. He must think, act, and vote in behalf of these fellow church members.

To expedite the work of the board and make it effective at the time of full board meetings, committees have been working between sessions. A small group appointed by the board and selected largely from its membership serves as a local operating board. The president and manager of the college and the board chairman are members of this local op-erating board, which usually meets at least once a month to consider the oper-ation of the college and all its depart-ments—educational, vocational, and in-dustrial. A major item is the collection of student accounts. Another special duty is that of rigidly holding the oper-ating costs to detailed budgets and in-structions given by the Board of Trust-ees.

Another standing committee is the one in charge of building and grounds, likewise appointed by the board, and usually including the local operating board, the engineer, a shop superintend-ent or farm manager, and a few indus-trial heads. This committee is respon-sible for implementing the actions of the Board of Trustees pertaining to con-structional and campus development on a previously authorized, budgeted plan for such expansion.

Both these committees report to the Board of Trustees at the time of full board meetings, indicating work prog-ress in comparison to budgets for such work.

Before plant expansion is attempted, it is important that the board have in hand for consideration, proposed plans pertaining to location of buildings, type of construction, cost and quality of ma-terials, as well as details of heating.

—Please turn to page 29

The President of the Board Looks at the College

Maynard V. Campbell

PRESIDENT
CENTRAL UNION CONFERENCE

A FREQUENT complaint about college board presidents is that they know too little about their institutions, and that some are seen on the campus only for short periods before or after board meetings. It is probably true that few know their institutions as well as they should, for in our denominational setup the college board president is usually president of a union conference and is frequently also the board president of other institutions. Even though other interests must occupy much of his time, a college deserves considerable attention from the president of its board.

When he looks over his college his greatest anxiety will be to know that it is fully meeting the objectives for which it was founded. Adventist colleges were designed particularly to train workers for our conferences and institutions, but they are also intended to impart a Christian education to those students who do not plan for denominational employment.

The rather simple objective of providing a Christian education to all our youth and training as many denominational workers as are needed, requires a complex aggregation of people and buildings. A faculty is needed to give the instruction, classrooms and laboratories must be provided, dormitories are required to house the students, and industries are usually necessary to provide profitable employment for students of meager funds as well as a source of income to the school. Every organization, even one far less elaborate than a college, needs a head. The man who stands at the head of the college, responsible

for its every activity, is the president.

The anxieties of the president of the board can be vastly multiplied, or, on the other hand, be at a minimum, depending upon the qualities and capabilities of the college president. Therefore, in the selection of the president he will wish to have a man who is wholly consecrated to God, a positive spiritual leader who is loyal to the policies and objectives of the church. He will want the president also to be a good organizer and a capable leader of men. Whether he has a doctor's degree may not be a matter of paramount importance, but he should be vitally interested in education and place the primary objective of the college—Christian education—in the forefront, far ahead of interests of lesser import. Together with these qualifications, he should be a businessman who knows the value of the dollar, one who will back his business manager in the determination that the college shall not operate at a financial loss.

All members of the faculty and staff are responsible to the college president rather than to the president of the board, yet the board president should know these men and women personally and also know something of their training and background. He will be anxious to know that they have experienced genuine conversion and are able to carry a spiritual influence to their students. He will be interested to observe whether they have a genuine enthusiasm for their work and whether they are able to engender a similar ardor in those who attend their classes. Naturally their scho-

—Please turn to page 27

The Union Educational Secretary Looks at the School

William A. Nelson

EDUCATIONAL SECRETARY
LAKE UNION CONFERENCE

THE ultimate goal of Christian education on all levels is to develop sturdy Seventh-day Adventists. This one major objective we must keep in mind in considering our schools. The religious, classroom, work, and recreational programs—all must be working toward the ultimate goal. If we fail in the main objective, all our investments, time, and energies will be lost.

A visitor does not need to be on a school campus very long before he feels the spirit of the school. There are several contributing factors which make up the atmosphere of a school, and these I shall mention briefly.

When visiting an academy I like first to talk with the principal, if this is possible. He is the one who can give a picture of the entire program; he knows the strong points and the weak places. His optimism will be reflected throughout the school; his concern over certain areas will help me to know how to counsel those I shall meet during my visit.

The physical plant reflects the tone of the school. Unpainted buildings, broken windows, doors off their hinges, and unkept lawns provide a poor setting for good morale. In the dormitories the dresser drawers should have sound bottoms and should open with ease. The halls should be clean, the bathroom walls painted, and all fixtures in good repair. One successful principal told me he planned to paint the bathrooms every year—it was a minor expense and did a great deal to raise the morale of the dormitory students. When clean and attractive living quarters and classrooms are provided, we can appeal to the students'

self-respect to keep them so. "Boys will be boys," but when perfectly normal boys are placed in unpainted and poorly kept buildings, they may behave in a quite abnormal way.

It is always a pleasure to meet our teachers. Association with fellow workers is one of the rewards we receive in this life. In talking with a teacher one can easily determine whether he is consecrated to his task. If one or more teachers on the campus are not entering enthusiastically into the program, I study their load with the principal. Sometimes there is a personal health problem, or sickness in the home may be causing an extra burden. Where a majority of the faculty are enthusiastic about their work and feel they are connected with the best school in the country, I know what spirit I will find among the students.

This school spirit must be directed. In order to keep it under control, a well-ordered program must be carried on at all times. Even a good school plant plus a well-qualified, enthusiastic faculty will not ensure a successful school. There must be a regular schedule; discipline must be maintained in each class, in the dormitories, in the dining room, and in all departments. Each teacher must feel his responsibility at all times. It is manifestly unfair to let the principal and the deans carry the disciplinary burden outside the classrooms and over the week ends. An occasional teacher will, to gain popularity with the students, set aside certain rules. But that teacher thereby only cheapens himself in the eyes of his students. No teacher should be concerned about popularity; he should

rather conduct himself in such a way that he will be respected, and he must see that his pupils behave in a proper way. Young people know the rules and know what they should do, and they respect the faculty members who insist that they maintain the standards of the school. This applies to standards of dress, social relations and attitudes, recreation, work, and study—in fact the entire program of our denominational schools.

The spiritual tone of the school is indicated by the attitude of the student body toward the religious program. Not only while prayer is offered should a spirit of reverence prevail, but an attitude of respect for and interest in the better things of life should be felt to some degree even as the students pass through the halls en route to their various classes or other duties. Proper school spirit in an Adventist school is not demonstrated by great commotion and outward show, but by the development of a genteel and gracious attitude, which should characterize Christian youth.

Another important phase of a school program which is carefully observed is the financial operation of the school. I spend much time each month studying the financial statements received from the various schools. A school that is unable to meet its financial obligations is in no condition to offer a strong educational program to its constituency. A well-organized board will make available sufficient funds to meet the needs of the program that has been advertised. The finance committee of the board will meet regularly each month on the school campus where every member can see what is being done. They will make sure that improvements and new projects are being made in harmony with the actions of the entire board. This committee will also give careful study to the monthly operating statement, and review student accounts. It is a great help to the principal to know that he has the support of those who understand his problems.

The financial statement each month gives a picture of the planning of the board, the finance committee, and the manager. Since cash in the bank is what pays the bills, I am, first of all, interested in the cash position. Then I am interested in the operation of the various departments, where safe and efficient managers enable a school to maintain its cash status. Industries and departments are built around individuals, and these leaders must be carefully chosen.

Where would our young people be if they were not in our schools? What would be their aim in life? What would be their hope for the future? Would they be thinking of things eternal? Christian teachers today carry a heavy burden. They are doing evangelistic work of the highest order, preparing young people to share their faith. As I visit the schools I breathe a prayer of thanksgiving to God for the beautiful plan of Christian education, and am led to exclaim, "This is the Lord's doing, and it is marvellous in our eyes." *

* Matthew 21:42.

A SIGNIFICANT CONTRIBUTION and much-appreciated service to our educational work in overseas divisions has been made by Mrs. Helen Buell, who operates a used-book store at Gaston, Oregon. She has, from November 1, 1950, to October 24, 1951, shipped a total of 722 volumes to schools (or to division offices to be distributed to schools) in the Far East, Inter-America, South America, Southern Africa, Southern Asia, and Northern, Central, and Southern Europe. Remembering that to many if not most of these lands books must be sent in packages not larger than six pounds, nine ounces, we realize that their preparation for mailing has in itself been a tremendous task. Since the only charge Mrs. Buell makes is for the actual postage cost, this service to our overseas schools can only be designated as a "labor of love," which we hope will long continue.

The Chairman of the Board Looks at the Academy

C. Lester Bond

PRESIDENT
UPPER COLUMBIA CONFERENCE

THE educational system of the Seventh-day Adventist Church is one of the most complete and best-organized in all the world, making provision for every age level within our ranks. In this system of education the academy becomes the bridge spanning the gulf between childhood and adulthood. This bridge has to do with youth in their most critical period—early and middle adolescence.

The academy, therefore, must be prepared to bring to the youth in attendance the type of education and training that will hold them steady during this critical period of their lives. This means that the members of the faculty must fulfill their responsibility in a satisfactory manner.

The teachers in the academy constitute the supports of the bridge, and the bridge itself will stand or fall according as the supports fulfill their purpose.

First of all, the teachers in our academies must be sincere, consistent, godly Christians. They must recognize the fact that to know God and to make Him known is their first duty in the school. Of necessity, this will call upon every one of them to devote time day by day to fellowship with God through personal study of His Word and communion with Him in prayer. Nothing else can take the place of this in the life of the teacher. He may have every qualification necessary to a good teacher, but unless he knows God his other qualifications will be of little value in a Christian school.

The teacher, though he may be mature in years, must be young in spirit, in order to work satisfactorily for the youth of academy age. He must understand the language of these youth and be

able to speak to their hearts in words that will grip their imagination and appeal to their reason as well as their spirit. He must be sympathetic with them in their problems and cultivate the ability to lead them out of their difficulties.

The academy age is an age when many of the youth are going over fool's hill, and the teacher who would be successful in his work for them must know how to guide them over and help them to avoid the pitfalls, the dangerous crags and chasms, and to lead them to safety on the other side. In order to be such a guide, the teacher must have gained the victory in his own heart and life. There will be no time when he can let down the bars or participate in some of the frivolities of fool's hill himself. He must recognize that there is only one standard for Christians, and that he is responsible for helping these youth to follow that standard and bring their lives into accord with it. If he ever refers to his own experiences in following the pleasures of the world, he must, by all means, do so in such a way that no young person can later use him as an excuse for indulging in like amusements or pastimes. Any such reference must be one that will help the youth to see the folly of the practice and inspire in their hearts a determination to follow God and Him alone.

The academy teacher must recognize that under Christ he is a trainer of young men and women for Christian service. Every teacher, therefore, must of necessity catch the vision that the Master Himself had when He said, "My meat is to do the will of him that sent me, and to finish his work."¹

Jesus labored with His pupils, the disciples, for a period of years approximating the time of the academy course. These pupils became the burden of His heart. He longed to see them qualified for the part they were to act in the finishing of His work. He did not think of them as merely learners, but as active agents in the finishing of His work in all the earth. He mentions this again and again in His contacts with them, especially in His memorable prayer recorded in the seventeenth chapter of John. Here He says: "I have manifested thy name unto the men which thou gavest me out of the world. . . . I have given unto them the words which thou gavest me. . . . I pray for them. . . . Holy Father, keep through thine own name those whom thou hast given me . . . Those that thou gavest me I have kept. . . . I have given them thy word. . . . I pray . . . that thou shouldest keep them from the evil. . . . Sanctify them through thy truth: thy word is truth. As thou hast sent me into the world, even so have I also sent them into the world. And for their sakes I sanctify myself, that they also might be sanctified through the truth."*

This program of the Master Teacher must be made the program of every academy teacher; his ultimate ambition must be to send his students into the world prepared to win souls for the Master. But in order for this to be accomplished, the teacher must sanctify himself, that through his example his pupils may be led into the experience of sanctification through the truth. Therefore, to be successful, the teacher must catch Christ's vision and follow His methods. The teacher who sanctifies himself by the grace of God will always be the proper example for the youth under his charge. His choice of recreation will always be above reproach; he will never stoop to enter any place of amusement that would call him into question. His choice of reading will always be of the proper

kind; the music he selects or in which he participates will be elevating and edifying to his own life and to the lives of others. His dress will be proper; he will always shun extremes.

The teachers in our academies should endeavor to become certificated in their fields of teaching. Our academies should endeavor to build up the educational standing of the members of the faculty so that they can easily meet the recognized requirements for accreditation in the State where they are located. This does not necessarily mean that all our schools should become accredited, but that our schools should qualify for the highest educational standing for the sake of the boys and girls in attendance.

The principal of the academy, the chief administrative officer in the school, must cultivate the ability to direct all the activities of the school in a way that will demonstrate his sympathetic interest in and win the cooperation of all the members of the faculty. Where this is not done, confusion and misunderstanding will come in which will disrupt the school program and make it impossible to achieve the desired results.

In turn, every member of the faculty must be willing to cooperate with every other member and to do all he can to make the work of the school a genuine success. At times this will call for the sacrifice of his own ambitions and pleasures, and it may mean giving up his own opinions for the good of all. With such cooperation existing among the faculty members, disciplinary problems are generally easily adjusted, and all the work of the school will run smoothly and harmoniously.

Major disciplinary problems should not be left to the deans alone, nor to the matron or a department superintendent. Penalties of a major nature must not be imposed by any one member of the faculty, but should be decided by the discipline or government committee. When

—Please turn to page 31

The Conference Educational Superintendent Looks at the School

Ernest F. Heim

EDUCATIONAL SUPERINTENDENT
CENTRAL CALIFORNIA CONFERENCE

THE evaluating of the church school by the educational superintendent is a delicate and interesting undertaking. Obviously the efficiency of any institution is determined by the united strength of its component parts, and as the superintendent looks at a school he is concerned with all the factors and aspects of the teaching-learning situation.

Necessary buildings, adequate equipment, and other essential facilities for effective teaching are readily recognized. Teacher qualification, spiritual and scholastic, and teaching efficiency are major considerations in determining the strength of a school. The school program is definitely conditioned by the relationship of the board and the constituency to the school. The adequacy of financial support is a determining factor in the quality of the work done by the school. Some of the intangibles of school life, such as atmosphere, school spirit, and spiritual tone, are not so easily measured, yet they are of extreme importance. They give life and meaning to the school; they are the foundation of attitudes and character.

The conference educational superintendent looks at the school objectively. He does so with the consciousness that, in a limited degree, evaluating the school program is an attempt at self-appraisal. It is impossible for him to dissociate himself from the school. He is the educational superintendent; he is a member of the board; his relationship to the school is that of supervisor and counselor. His direct approach to the problem of evaluating the church school raises some major questions. Is the

church school operating "in harmony with the general and specific objectives of Christian education as contained in the Bible and Spirit of prophecy volumes and outlined by the General Conference Department of Education"?¹ Is the pursuing of these objectives leading to these desired student outcomes?—

- a. Physical—includes physical efficiency, such as health and the development of manual skill.
- b. Mental—includes mental habits, skills, knowledge, insight, and ideals.
- c. Social—includes social services and efficiency.
- d. Spiritual—includes religious efficiency and the development of Christian personality."²

The purpose in the operating of the church school is to provide a "city of refuge," a prepared environment wherein the desired outcomes can be realized by and for the pupils. The strength or weakness of the institution is determined by the degree to which the school helps the pupils in the attainment of these educational goals.

Some physical factors of the school plant which condition learning include acceptable location of the school in a healthful, wholesome environment; natural beauty, with ample campus for physical education and supervised play. The building should be adequate in size, architecturally designed for school purposes, and provide adequate light, heat, and ventilation.³ Modern buildings situated in clean surroundings have a direct effect upon the health of students and teachers and the reactions of the pupils

and parents. Health and safety facilities are of supreme importance.

In looking at the school the superintendent never permits it to be separated from the church community. The church fostering the school has the right to expect that the investment which it has made in the school and land will be preserved and used in the most effective way to promote the educational opportunities of the boys and girls. The janitorial and maintenance service of a school never fails to make an impression for good or bad, the outcome of which is far reaching in the development of boys and girls.

Adequate instructional equipment is as necessary to the teaching-learning process—the feeding of the mind—as is sufficient and proper food to the nourishment of the body. School supplies, teaching equipment, and school furnishings represent the table service of the classroom. They are the tools by which the mind is fed, the hand trained, and the character formed. The school which fails to make full provision in this field is weak—teaching is slowed down, motivation is lacking. An examination of the school library and its use by pupils may well serve as a barometer or measuring rod to judge the extent or scope of the teaching-learning program. An accessible, well-organized library with adequate, balanced distribution of titles is a tower of strength. The absence of good books or of their frequent use indicates a weak, limited school program.

Essential as needed buildings and equipment are in the operation of the church school, the superintendent realizes the significance of the statement that "the teacher is the school." The application of this principle by the superintendent in his look at the school leads him to do some very careful teacher evaluating. A simple definition of a good teacher is that of a qualified guide, the personal conductor in the process of learning.⁴ In addition to the specific academic education and professional train-

ing, it is necessary that the church school teacher possess spiritual, intellectual, cultural, and social interest and ability. He must have a strong Christian experience and an understanding of boys and girls, with a deep interest in the things that appeal to them. Love must be present and at work. In observing the teacher at work in the classroom and in visiting with him, the superintendent takes note of personality traits. Prominent among such desired traits are poise and emotional balance, patience, cheerfulness, energy, devotion, enthusiasm, willingness to cooperate, ability to get on with others—pupils, patrons, fellow teachers, members of the administrative board, conference workers—spiritual stability, ideals of fairness, good personal appearance, manners, voice, general intelligence, and common sense.⁵ The teacher represents the hub around which the activities of the school revolve. He is the outstanding factor which determines the strength or weakness of the school. Experience and observation occasionally teach that the difference between a failing and a successful school is a change of teachers. The teacher guided by God's Spirit possesses the mold which casts the future of the school.

A well-directed school stems from wise planning through preparation and good organization. Orderly procedure consists of teamwork—teacher and pupils planning and working together in the attainment of worthy goals. The school which sets up a creative control that assures the unpopularity of any interference with the welfare of the school is a well-directed, disciplined institution. That school deserves a high rating which successfully places the emphasis of administrative procedure upon direction of the pupil toward self-control. Constructive discipline is a product of managing, directing rather than governing. Its basic goal is the development by the pupils of ideals, interests, habits, and skills for self-government and good citizenship.

In formulating the administrative and financial policies of the school the board represents an important factor in its program. A sympathetic, cooperative, aggressive, wise-planning board adds great strength to the school. The superintendent's look at the school includes contact with the chairman of the board. Such a meeting serves a double purpose: It gives the superintendent opportunity to report the work or needs of the school as he sees them, and he in turn discovers the ability and willingness of the board to accept his professional counsel and recommendations in an attempt to strengthen the work of the school.

In his attempt at correct evaluation of the over-all educational program of a school, the superintendent will discover whether the full strength of the church community is being harnessed in behalf of the school, and he will ascertain whether the school is serving and meeting the needs of all the children of the church community. The coveted goal is "Every Seventh-day Adventist child in a Seventh-day Adventist school." The superintendent understands, as he looks at the school and community, that Christianity and democracy necessitate participation and cooperation. He knows that the machinery which facilitates unity, cooperation, and coordination consists of regular faculty meetings, scheduled board meetings, an active Home and School Association, school visitation by the parents, parent study groups, public programs, field trips, social programs, JMV meetings, Pathfinder groups, Weeks of Prayer, Ingathering, and the like. A successfully operated school demonstrates the meaning and value of good public relations—"application of 'common sense' to human relations."⁴ The activities and accomplishments of the school are interpreted to the church constituency through a well-planned publicity program. Unnecessary and frequent changes in teaching personnel will be avoided, since they weaken a school.

In this brief look at the church school much of importance has not come into focus. An attempt has been made to evaluate the physical factors of an institution which condition learning; mention has been made of the character-molding ability of the teachers, and desirable teacher personality traits have been cited as being significant; the part which the school board, the parents, the pupils themselves play in the achievement of worthy educational goals has also been touched upon. Special emphasis must ever be placed upon the fact that the school operated by the church is recognized as God's appointed agency in the attainment of His objective "to restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized."⁷ In the final analysis, this is the yardstick that the superintendent uses in measuring his schools. The employment of any factor in the educational program which contributes toward this divine objective is encouraged.

¹ Department of Education, General Conference of Seventh-day Adventists, "Standards for Elementary and Intermediate Schools" (1950), p. 2.

² Department of Education, General Conference of Seventh-day Adventists, *School Manual* (1951), p. 1.

³ "Standards for Elementary and Intermediate Schools," pp. 1, 2.

⁴ Arthur J. Jones, *Principles of Guidance* (1934), p. 39.

⁵ H. R. Douglas, *Organization and Administration of Secondary Schools* (1945), p. 89.

⁶ G. M. Mathews, "Elements of Success in the Public Relations of Elementary Teachers" (mimeographed paper, 1951), p. 1.

⁷ Ellen G. White, *Education*, pp. 15, 16.

AMBROSE L. SUHRIE, resident educational consultant at Southern Missionary College, was honored in a special chapel program on Friday, October 12—the sixtieth anniversary of the beginning of an illustrious teaching career. Dr. Suhrie has, since 1905, taught in 17 outstanding American colleges and universities in 10 States. Though officially retired, Dr. Suhrie is still, at 77, very much "in the swim" as an educator. Last year he spoke in 100 institutions in 40 States, and in a number of institutions in each of 11 Latin-American countries.

THE JOURNAL OF TRUE EDUCATION

How the Pastor Looks at the Church School

William C. Jensen

DISTRICT PASTOR
EAST PENNSYLVANIA CONFERENCE

IN ITSELF a church school is nothing; even as a church building itself, be it ever so gloriously ornate and symmetrically perfect, is nothing unless infused with life by the Spirit of God and the people who worship there. So the church school, unless fused with life by teacher and student, parent and preacher, is nothing.

The church school, however, can and may and usually does become one of the greatest single contributions to the life and growth of the church. Not only will it accomplish its own primary objective, the education of children for Christ; it immediately begins to draw other communicants to its locality. So that in this way alone it will cause the church to grow. It will also furnish from its own halls the very best candidates for church membership to be produced from any source. But let us look together at this church school from the pastor's angle.

Looking at a church school is like looking through the window of one department of a manufacturing plant. We might call it the preliminary department. Here the crude material is brought and entered upon the first stages of transformation. In many cases this material is at first glance anything but promising: often rough, sometimes weak, perhaps twisted and warped; yet material which, in proper hands, will certainly be fashioned into lovely finished products.

The pastor looks at the church school as a three-way transformation potential. Out of this crude material, which enters the workshop at so tender an age, he expects soon to see developing, first, souls for the membership of a growing church;

second, personalities for leadership in a needy world; and third, characters for the ultimate kingdom of heaven. Nor are these expectations of the pastor idle dreams. Years of experience have taught him to know for a fair surety that his hopes will be realized. He watches through the windows of the school under his present surveillance, sees skilled hands in the person of godly teachers slowly but surely molding little lives; and each year it is his joy to baptize and induct into church membership some products of the church school. His first hope has then become a realization. With humble heart he thanks his God for a measure of faith and enough inspiration to have led the church to launch out in the establishment of a school.

All too soon a sad but glorious day overtakes the pastor, when he finds that his erstwhile raw materials have been worked over and developed to the point where *his* school can do no more for them. Personalities have been growing in these young members of his church. They have been accepted by secondary schools, and have moved away for higher education.

A few more years, and the pastor meets his boys and girls as full-grown men and women, and is not surprised to find that they have matured into ministers, doctors, teachers, and nurses—these same boys and girls who only a yesterday or two ago were his wards in the church schools—now personalities for leadership in a needy world.

Did we mention a third potential?

—Please turn to page 26

Counseling in the Modern Secondary-School Program

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COUNSELING is the most personalized service of the entire instructional and extrainstructional program of the high school. In this sense it represents a function which all school staff members, particularly classroom teachers, perform to some extent as part of their daily relationship with students. But when a person is given major responsibility for counseling and spends a definite part of each day doing it, we may more legitimately call that person a counselor. Counseling, therefore, in a more accepted sense, is recognized as a professional guidance function which is systematically planned and for which qualified staff is provided.

Counseling deals with individual students, not groups, although groups may be instructed or may benefit from group discussion and group interaction. Actually group procedures in guidance, such as orientation meetings, occupational information activities, homeroom periods, and the like, serve to support and stimulate interest in individual counseling. Yet counseling as a guidance service is an intimate, confidential function. Counseling deals with individual students—their plans, choices, and personal problems. It is a purposeful relationship between two people in which the counselor uses skill and insight in helping the student, but in which both take an active part to the end that the *student* resolves a conflict, comes to a decision, or changes an attitude.

Counseling is the most important single "specific" in the total guidance program. Not only is it performed as a systematically planned function for stu-

dents who voluntarily seek personal assistance or who are referred for such help, but also it represents a function that pervades most other guidance and individualized instructional services. The provision of counseling services for students as an integral part of the total educational process of the high school reflects a true regard for individual differences, needs, and problems.

The objectives and methods of present-day education emphasize more than ever before the integrity and worth of the individual student. Concern about education for all American youth and realistic life adjustment for all students mark a transition in our educational practice from a subject-matter emphasis to a focus on student-centered practices. Within the pattern of more individualized educational aims and procedures, counseling serves in many contributing ways to the improvement of educational practice and the achievement of better life adjustment for all students. It represents, not a substitute or adjunct, but rather a supporting and integrative educational service of value not only to individual students but also to instructional and administrative staff. Clarence C. Dunsmoor and Leonard M. Miller¹ have expressed the purposes of counseling as follows:

1. To give the student information on matters important to his success.
2. To get information about the student which will be of help in solving his problems.
3. To establish a mutual understanding between student and teacher.
4. To help the student work out a plan for solving his difficulties.
5. To help the student know himself better—his interests, abilities, aptitudes, and opportunities.

6. To encourage and develop special abilities and right attitudes.
7. To inspire successful endeavor toward attainment.
8. To assist the student in planning educational and vocational choices."

As part of the developmental work in State programs of the Occupational Information and Guidance Service, many fine guidance manuals and other materials have been produced for school use. Illustrative among these aids is the Illinois *Handbook for Providing Guidance Services*, which presents the following succinct outline of counseling purposes:²

- "1. To provide individualized assistance to the pupil in regard to problems which he recognizes as vital to himself.
2. To aid the pupil in interpreting his own personal data.
3. To aid the pupil in evaluating various conditions and alternatives which may exist in his environment.
4. To direct the pupil's attention to, and provide positive, constructive aid in regard to, decisions and alternatives which he may have to face.
5. To aid the pupil in embarking on intelligently selected courses of action toward reasonable and constructive goals.
6. To aid the pupil in making necessary adjustments and modifications of plans in progressing toward acceptable and reasonable goals."

This handbook also is here quoted on the basic concepts of counseling:

"Certain concepts may be indicated as basic to counseling as one of the most important aspects of a program of guidance services.

"1. Counseling service should be provided for all pupils. It should be extended to pupils throughout their educational careers and should be available to them even after leaving school. Definite provisions should be made to insure that all pupils not only have the opportunity but also actually participate in individual counseling interviews.

"2. Counseling should be based on the relationship of the total characteristics of the individual to the total factors of his environment to assure proper consideration of all operational influences in any situation or series of situations.

"3. The individual and his felt needs are recognized as the center of the counseling process. The counseling situation grows directly out of individual needs and functions to contribute directly, from the individual's point of view, to the satisfaction of those needs.

"4. Counseling, although a phase of guidance and thus of education, is recognized as distinct from such functions of the educational process as instruction, advising, administration, pupil accounting, and administration of discipline.

"5. Counseling should aid to assist the individual to develop techniques for becoming more intelligently self-directive.

"6. Modern concepts of counseling are eliminating distinctions between so-called kinds of guidance;

they recognize, instead, the need for assistance in regard to various types of specific needs and problems and the inter-relationships of these."

The handbook declares, "Among all aspects of guidance, counseling stands out as the most prominent guidance service to individual pupils." And further, "Counseling of a constructive and purposeful sort does not just happen. It must be planned for and certain prerequisites are essential."

Planning for Counseling

Among these prerequisites are appraisal and record data. Counseling in the absence of valid and reliable diagnostic information about student characteristics, needs, and problems is likely to be little more than sympathetic interviewing. Students cannot be understood unless they are known. Making appropriate allowances for individual differences through individualized instruction, remedial work, adjustment of educational environment, and student counseling requires, as a first essential, that each student be understood as a person. A comprehensive student appraisal and cumulative record plan provides an effective means for securing a developmental and cross-sectional picture of the individual differences and characteristics of each student who is taught and counseled. These data are a means to an end—not an end in themselves. Their greatest value lies in their effective use by teachers and counselors as the basis for instruction and guidance.

According to Wrenn and Dugan,³ the information which should be contained in his cumulative record includes facts concerning his scholastic aptitude, his scholastic achievement and basic skills, his special abilities (clerical, mathematical, artistic, etc.), his interests and plans, his health and physical status, his home and family relationships, his emotional stability and social adjustment, his attitudes, and his work experience.

—Please turn to page 30

School Administrators Can Raise Teacher Morale

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THE majority of school personnel recognize that something is lacking in the schools of today; but few realize that low teacher morale is an important factor in the unrest that exists in the teaching profession, the rapid turnover of teachers and the increasing difficulty of replacements, and the refusal of many teachers to recommend their profession to undergraduate students, prospective teachers, and friends.

Many school administrators are inclined to label morale as some sort of magic wand. It does seem to be the spark that causes a group to work together successfully and happily. Webster's dictionary defines *morale* as a state of mind "affected by, or dependent upon, such . . . factors as zeal, spirit, hope, confidence, etc." It is definitely related to *esprit de corps*, which also, according to Webster, is "the common spirit pervading the members of a body or association of persons" implying "sympathy, enthusiasm, devotion, and jealous regard for the honor of the body as a whole." Although school morale may appear to some administrators quite intangible and unattainable, its effects are unmistakable as contrasted in the following "snapshots" of two schools—School Somewhere and School Nowhere.

In School Somewhere the administrator has built a solid educational foundation in his community, which is friendly and cooperative, with mutual understanding in regard to the policies, problems, and aims of the school. A very cordial and friendly relationship exists among members of the administration, staff, students, parents, and community.

who are all well informed regarding the educational philosophy of the school and the latest trends in education. They have organized themselves into a number of committees, with the objective of long-range and constructive planning for the betterment of the school and the community.

In School Somewhere the administrator is friendly, hospitable, and cooperative in all relationships with the teachers and other staff members. They know that his door is open to them at all times, that they may bring their problems to him for counsel and guidance, and that they will be treated as intelligent human beings. Their individual abilities and know-how are utilized by the administration in helping to formulate school policy and to operate the school. The teachers have a sense of security in the knowledge that they will receive firm backing from the administration and that the administration will deal democratically with all school problems.

The teachers in School Somewhere use democratic procedures in their classrooms; the students are enjoying real learning experiences; and all are happy, satisfied, and well adjusted. The teachers remain with the school year after year, in spite of the fact that a neighboring community offers higher salaries than they are receiving. This spirit of cooperation and friendliness radiates throughout the school and community. School Somewhere would rate high on any survey.

School Nowhere presents a very different picture. The community has a "don't care," critical attitude toward the school,

and the administration does not attempt to interpret the school to the community or the school board. There is much gossip about the school: that there is no discipline in the school, the tuition rates are too high, and the administration and teachers are receiving more salary than they are worth. The administrator is authoritative and makes no attempt to use democratic methods. He orders the teachers around and sees no need to be friendly and congenial. He makes the decisions, attempting to build himself up and keep the teachers down, because that is the only kind of security he can recognize. The teachers resent this, fear to be called into his office, and vent their own feelings of insecurity on the students. The authoritative process is carried into the classrooms, and fear of discipline or poor grades is the only motivation for learning.

The teachers are anxious to transfer elsewhere, and their stay in School Nowhere is short. The administrator blames their leaving on their greediness for more money or their lack of ability to teach, and after they have gone he publicizes his satisfaction at being rid of them. A spirit of distrust, fear, and insecurity permeates the community, teachers, and students. It has been stated that in the early days of medicine some doctors "buried their mistakes." Unfortunately in the case of School Nowhere, the community, teachers, and students were only figuratively buried.

These examples may seem somewhat exaggerated, but what are the facts concerning the morale of teachers? A number of surveys have been made, such as the one by L. E. Liepold and Joseph W. Yarbrough, in which they sent out a questionnaire to sixteen hundred elementary and secondary teachers and some administrators in an attempt to learn what they thought about teacher morale. The replies listed the following as the first ten factors affecting good morale:

- "1. The administration gives firm support to teachers in discipline problems.
2. The teacher has a deep-seated belief in and personal enjoyment of teaching.
3. A just and adequate salary. . . .
4. The students show proper courtesy and respect for the teacher.
5. A worthy retirement pension plan. . . .
6. A professional attitude is shown by all concerned in handling teacher grievances.
7. Adequate sick and emergency leave policies. . . .
8. Personal interest and confidence in the ability and integrity of his staff is shown by the administration.
9. A co-operative spirit exists among faculty members in carrying out the school program.
10. There is position security through sound tenure."¹

Peter D. Shilland made a survey² in which he sent a questionnaire to 429 teachers in West Virginia and tabulated the 216 replies he received. He lists the following first ten factors as being the most influential in teacher morale: doing work for which prepared and in which interested, adequacy of equipment and supplies, consideration and courtesy by superiors, good physical working conditions, job security, administrative cooperation and assistance, friendly attitude of teachers, fair compensation, development of personality in associating with young people, pupil attitudes of respect toward teacher.

Another survey was made by John U. Michaelis³ in which he interviewed 75 teachers and surveyed 242 on this matter of teacher morale. He found that if these teachers were the principals, the following were some things they would do to improve the school morale: They would back the teachers in discipline; organize democratic, effective teachers' meetings; be willing to "go to bat" for higher salaries, better working conditions, more adequate instructional materials; show friendliness, sincerity, appreciation, and recognition of work done by the staff; provide a place where teachers could occasionally relax; be slow to criticize; be broad-minded and listen to teachers' suggestions and criticisms. These teachers also listed some things they would never do if they were the principal: They would never take a child's part against a teacher in front of the child

or a parent, take a teacher to task or criticize her in front of another person, show partiality, gossip, or be too busy to give help to a teacher.

Kimball Wiles, in a survey of a thousand teachers and students in his classes, found that they listed these factors in building staff morale: ¹ security, comfortable living, pleasant working conditions, a sense of belonging, fair treatment, a sense of achievement and growth, recognition of contributions, participation in deciding policy, and opportunity to maintain self-respect.²

Willard S. Elsbree suggests ³ that persons engaged in the teaching profession are no more peculiar than persons engaged in any other enterprises, except that since most teachers are women, they are impelled by the same incentives that influence other members of their sex. Students of the problem agree that women place money lower on the scale of values than do men. Dr. Elsbree quotes Mrs. Kidd, who makes the interesting statement in her book *Women Never Go Broke*, that the number one job incentive of women workers is the opportunity to associate with men rather than to be confined strictly to a feminine atmosphere. Other factors that she mentions as having incentive value for women are admiration and appreciation; congenial, sympathetic bosses; working with a group; convenient location of work and time off; pleasant surroundings; and convenient pay days. Dr. Elsbree concludes that there are strong indications that school administrators might utilize these basic motivation factors and make whatever changes in policies and adjustments are necessary to interest more men in joining the profession; educate administrators and supervisors through workshop or in-service training to the importance of satisfying the need for approval, recognition, and sympathetic leadership on the part of the staff; provide pleasant classroom environments; encourage committee work;

and give teachers a voice in making decisions relating to their work—and thus increase morale in the teaching profession.

The surveys mentioned above list many things that administrators can do to raise teacher morale, such as supporting and standing behind teachers; using democratic procedures; providing fair salaries; displaying friendliness, courtesy, and sociability to teachers; giving teachers security and the opportunity to help formulate school policy; being fair and acting as servant rather than master; giving recognition to teachers for achievement; and making the golden rule the basis for school living and policies.

There may be magic in good teacher morale, but the key is in the hands of the school administrator. School administrators *can* raise school morale!

¹ L. E. Liepold and Joseph W. Yarbrough, "What 1600 School People Think About Teacher Morale," *American School Board Journal*, vol. 119, no. 6 (December, 1949), p. 29.

² Peter D. Shilland, "A Teacher Morale Survey," *Educational Forum*, vol. 13 (May, 1949), pp. 479-486.

³ John U. Michaelis, "Principals and Teacher Morale," *NEA Journal*, vol. 36, no. 1 (January, 1947), pp. 20, 21.

⁴ Kimball Wiles, *Supervision for Better Schools* (New York: Prentice-Hall, 1950).

⁵ See further, W. A. Braem, *Teacher Morale* (Doctor's thesis in Teachers College Library, Columbia University, 1948); Waurine Walker, "Building Morale From the Teacher's Viewpoint," *School Executive*, vol. 70, no. 11 (July, 1951), pp. 42, 43; Susan Dowdell, "... from the Supervisor's Viewpoint," pp. 43, 44; and Mary L. Bradford, "... from the Principal's Viewpoint," pp. 45, 46.

⁶ Willard S. Elsbree, "A Teacher's Lot Can Be a Happy One," *Nation's Schools*, vol. 44 (August, 1949), pp. 29, 30.

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LYNWOOD ACADEMY (California) is happy over a 10 per cent increase in enrollment over last year, a total of 227.

THE JOURNAL OF TRUE EDUCATION

Group Techniques in High School Classes*

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II. Long-Run Groups

IN THE long-run activity, groups attack extended problems and work together until the completion of the project. When students are in such groups for several days, weeks, or even months, new problems of social relationships appear. What kinds of projects can be undertaken? How should the groups be organized? How can the teacher and the groups evaluate the efforts of group members? These are vital questions in using long-term group work in the classroom.

What kinds of projects are suitable to long-term group activity? To answer this question, we need to see how the class can be grouped. There are many ways of dividing a class. For instance, some projects depend on differences in *interests* on the part of students. Some projects need *special skills*. Writing a radio script might be a group project in which some students would do the writing because of superior ability, others would do the sound effects, others would check the factual information needed, others would take care of the electrical equipment for recording. Groups may be arranged in *different ability levels*. In mathematics the class may be divided according to different levels of skill or achievement. Students may be separated according to reading ability in a social studies class and given different textbooks accordingly. Under the fourth category would come groups where some

common factor such as vocational choice would reveal important differences. Each subgroup may be challenged to relate current learning to their future goals. *All-boy* and *all-girl* groups, where different points of view might be expected, are very interesting to young adolescents.

Sociometric tests provide a fifth way of dividing a class.** It gives the teacher important clues about who already belongs to a natural group, who is outside the central groups, and who is rejected by the class in general. The teacher can then arrange groupings for guidance purposes to help those outside the group to learn group skills, to reduce clique exclusiveness, and to provide leadership opportunities for natural class leaders.

Arbitrary groupings make it possible for the teacher to rearrange the usual working groups in the classroom. Thus, if the same students seem always to be together, and are not developing a wider range of acquaintance, some mechanical device for grouping may help to lead them out of their own tight circles. Arranging groups alphabetically or by rows may help to widen the student's range of friends without seeming to be directed at any one person or group.

This analysis of the many ways to "slice" a class demonstrates one of the most important functions of group activity. Used imaginatively, for different kinds of projects, these groupings make it possible for a student to achieve recognition for some particular skill or attribute or idea, allow individual differences to be met, and finally, make it possible

* This is the second of two articles prepared by Dr. Grambs on the techniques of group work. The former article, appearing in our issue of October, 1951, dealt with the short, informal type of group projects.

** Numbers refer to items in bibliography.

for all members of the class to learn to work together with every other member of the class on some common basis.

The kind of project that the group will work on will, to a large extent, determine the composition of the group. Not all subject matter can be dealt with through the group process. Not all students are capable of their best work in a group, just as some individuals are unable to work alone. In any subject, however, several *different* kinds of long-run groups should be utilized each semester or year. Keeping a record of who works in what group will aid the teacher in shifting group personnel so that the benefits of an extended circle of work companions can be realized.

Hazards to Avoid

It must be remembered that for every report of success there will be many trials and mistakes and failures. Some of the typical mistakes that are made are:

1. Rushing into group or committee work without careful preparation on the part of students or teacher.
2. Failure to provide needed materials. If groups are to do research, the materials of research must be available.
3. Inability of the teacher to guide the groups due to individualization of previous training. To develop group spirit, it is necessary to treat the group as a whole, but often we see only individuals, rather than group relations.
4. Projects too complicated, or too simple. If timing is wrong on the group project, the group is liable to disintegrate rather quickly.
5. Putting the wrong people together. Often a teacher needs to experiment with various ways of grouping the class before he will find out which grouping will click in his class.
6. Overdoing group work—allowing insufficient opportunity for individual achievement.
7. Confusion and lack of definiteness as to group product. A specific and clear and preferably *concrete* outcome should result from group effort.
8. Overemphasis on intergroup competition. This will transfer focus from real learning to attempts to out-do others at any cost, and thus the value of cooperative effort will be lost.

Evaluating Group Techniques

Since this approach to learning is relatively new, it is important for the teacher to know if it is working satisfactorily. One of the more obvious ways of evalu-

ating the success of group methods is by a subject-matter test. Do the students know as much as one expects them to know from use of other classroom methods? If the subject matter seems to be acquired to the same extent, then one is assured of one measure of success of the group approach. There are other ways of evaluation. Studies of groups indicate that one important measure of success may be the extent to which the group itself can appraise its progress. If a group of youngsters stop and look at themselves as a group and report objectively about their progress, then one important new outcome has been achieved—a new growth toward adult behavior has occurred. From an objective view, then, comes the prescription for what might be done to make the group, and the individual in it, function at a more adequate and mature level next time.

By observing student behavior the teacher can often tell whether the group work is affecting them. If those students who previously had no friends now appear to have someone to talk with when class is over, then the groups have had an important socializing effect. The use of sociometric questionnaires as a basis for short- or long-run groupings is extremely useful in indicating to what extent group experiences have or have not actually affected the social relationships of youngsters in a positive direction.

Preliminary to all evaluation, however, is some basic understanding between teacher and student about what constitutes good work. When using group techniques the teacher might well pause, after the first classroom experience with this method, and discuss with the class whether they enjoyed the experience, what things made it good, what things made it less than good. The basic question of what makes a good group then becomes important to everyone. Periodic re-evaluations help the class to grow in skill and insight. How are we doing now? and, What can we do to im-

prove? are important follow-up questions that the class could help the teacher answer.

Planning With the Class as to What Constitutes a Good Group

How does one grade a group product? Here again some pupil-teacher agreement is very useful; in fact, it is mandatory. Since not everyone contributes alike to any group project, there must be room for both individual and group recognition. This can be accomplished by having a group grade on one end product—say a report or an oral presentation, while also having an individual grade on some common assignment, such as a quiz of subject matter that the group is covering, a written report of individual reading or interviewing, and so forth. Students will be very intent on knowing how the grades will be weighted; it is important to give the group product sufficient weight in the total grading to encourage the best effort of everyone. But in order to account for individual differences and other imponderables, some provision is needed for an individual assessment of growth.^{2, 7, 10}

One interesting method of evaluating the "attractiveness" of a given group is to ask the members of the class, individually, to report how much weight they feel should be given to their group as against their individual projects. Where the groups are successful in doing a good job, the students will tend to assign more weight in the final grading; where the groups are not functioning so well, the students will wish their own individual work to get the greatest share in the total grading.

In evaluating the success of the group approach, the teacher might well utilize some of the following specific aids:

1. *Meeting evaluation form.* At the end of a class period, after the groups have been meeting for some time, the teacher might use a very simple form in order to get a quick check on the

level of satisfaction with their meeting:

How Good Was Our Meeting?

NAME _____ (or group no. or group topic) _____

Check in the square below at the point which best indicates your feeling about your group meeting:

- Excellent
- Good
- All right
- Not very good
- Terrible

What was the best thing about the meeting? What was the main weakness of the meeting? Comments and suggestions.

These may need to be anonymous, using only group number or project in order to protect individual respondents. After the teacher has looked them over, it might be useful to give the reports to each group to review. A summary of the feelings of all the members of the group could be reported to the individual groups for their own use, or to the whole class, in order to increase group morale and arouse some moderate intergroup competition to be "the best group."

2. *Group participation records.* These may be filled out either by the teacher as he observes the groups or by a member of the group with that special assignment. This will help the teacher as well as the group see to what extent certain individuals are doing either too much or too little in the group's life. Various kinds of observational forms may be devised by the class itself for special purposes:

- A. Quantity participation record: A tally mark is recorded after each person's name every time he makes a contribution. This gives a sum of contributions.
- B. Quality participation record: As each person makes his contribution, an evaluative mark is put after his name. These marks are:
 - + plus—a contribution that aids the group thinking.
 - minus—a contribution that delayed or interfered with group progress in thinking.
 - O zero—a remark that neither aided nor hindered—a "blah" remark.
 - ? —individual asks a question.

In using this scoring method it is often difficult for observers to put down many minus marks, as it is apt to hurt the feelings of those so evaluated. However, if the discussion about the scoring is objective and everyone sees that a minus score might mean just lack of skill in group participation, then the negative factors may be recorded without damage to morale.

C. Group interaction record: An arrow is used to join the names of individuals whenever they talk to anyone else. When an individual addresses a remark to the group as a whole, the arrow should point out toward the edge of the paper. The pattern recorded here is one of the most interesting, since it is possible to note whether the leader or chairman is dominating the discussion, or whether two people are carrying on a personal argument to the exclusion of everyone else.

3. *Use of group observers.* It may be helpful to assign one student to each group as an observer for one class period. These observers then can report to the whole class on how well the group was able to work together, the things that helped the group move toward its goal, the things that interfered, and some observations of the roles different people play in group endeavor.^{6, 18} The role of the observer provides excellent training. As soon as an individual is outside the group, watching only for group interaction and evidences of progress toward the goal, he learns a great deal about how to be a good group member. The task of observer is often useful with students who have particular difficulty in working with a group.

4. *Use of group recorders.* The group recorder can report both to the group and to the teacher or class about the group's progress. This recorder is more than just a secretary, and should be an assignment for boys as well as girls. The recorder helps the group to think toward its goal. The leader of the group, either elected or spontaneous, can help balance the discussion and include those who are least verbal. But besides the leader one person is often needed to help keep group thinking focused. The recorder asks such questions as: "Now what is the issue we are discussing?" "Is this an accurate statement of what we decided to do?" "I am not sure that we covered the point raised by John a while back regarding——" Thus, he or she helps keep the group moving forward. From the record made in this fashion, the teacher as well as the group has a sense of where it is going, and how. A progress report can then be made from time to time to

the whole class, and then a general evaluation of progress will be in order.

5. *Individual participation—appraisal methods.* Often the class as well as the teacher may be dissatisfied with giving a whole group the same grade for the group report or group product, whatever that may be. It is obvious that some students will do better work and more work than others. As a method of helping equalize the work that is done in the groups, as well as getting individual efforts appraised, teachers may ask the members of the group to evaluate each other. Each may also evaluate his own progress.

The teacher will find it more useful to develop a rating form with the assistance of the total class. When the class aid in building such evaluative tools, they are learning some very important lessons in social skills. In addition, they are learning to discriminate among ideas, to establish sound values, and to view behavior—their own and others'—objectively. It is easier for students in the class to fill in such a rating form intelligently if the items and the form itself have been phrased and designed by them. The words are their words—the ideas are phrased in terms understandable to the class members, and it is clear to them just what it is they will do with the rating form. This class procedure also aids in discipline, since all members together have agreed on what is desirable. The knowledge of later peer appraisal serves as a powerful goad toward conformity with moderate classroom control needs.

Discipline problems that may arise in connection with group work are best dealt with through class and group discussion, thereby using group pressure to aid individuals in their obligation to meet social responsibilities. Where group problems are intrinsically interesting and students are successful in doing a good job, discipline disturbances will be rare, as experiences of a number of teachers have shown.

Reporting on the Group Project

While some long-term groups suggested here will not have anything to report to the rest of the class (for instance, problem-solving in a mathematics class), others need to share with their classmates the results of their research. Experience with group reports has been gratifying wherever the groups have been encouraged to try new ways of educating their classmates. The steps to be taken with the class prior to group reporting are:

1. Set a deadline when groups will report.
2. Agree on the function of the group report. If the report is to inform, then the group must emphasize facts, must seek ways of discriminating between important and unimportant facts, should find media for presenting factual material so all can see it at once, such as graphs, charts, slides. If the report is to stimulate discussion, then a panel, debate, dramatic introduction of some sort is called for.
3. Discuss what it means to educate others. The class will need very often to analyze the difference between that which is educational and that which is merely novel, entertaining, or startling. Turn the thinking of the class upon what their classmates *need* and *want* to know.
4. Encourage originality. Suggest some things that groups can do to enliven their report and attract the interest of the class.
5. Review the material on good oral reporting. Since the success of many group reports will depend on the skill of the members in oral presentation, some class discussion of oral report skills is very useful.
6. Arrange for responsibility for evaluation of information contained in the report. It should be clear just what the class audience will be asked to recall as a result of the presentation.
7. Designate clearly the teacher's role during the group report. Sometimes the teacher may request a few moments at the end of the report to add or summarize or point up some item the group may have overlooked. Or the teacher may want to do a brief evaluation of the report. Once in a while a discussion gets so lively or a report is so amusing the class gets somewhat out of hand; then the teacher should step in. Also, if a group member ties up completely with stage fright, the teacher may want to come to his rescue rather than leave it up to a chairman. But the teacher's role primarily is in a back seat; the report belongs to the group.

Remember that it is not always necessary for a group to report to the class. Sometimes a great deal of time is wasted in listening to other students report. The use of the group report should be a significant activity. Each report must be carefully worked out. Sometimes using bulletin board displays or circulating a

written report can be used as a substitute for the oral report. Too frequent group reports can be just as monotonous and inefficient as too few.

Conclusion

Group procedures as outlined here are similar in many ways to the committee work that is often used in high school classes. The basic difference is that, in addition to learning outcomes, the teacher uses the group deliberately to increase the development of human relations skills on the part of young people. The group *process* is a focus of attention as well as the group *product*.

Group procedures, both short- and long-run, have much to offer the high school teacher in terms of increasing the range of student participation, increased interest, and over-all classroom morale. Used with discrimination group teaching can overcome some of the lacks of today's mass schooling.—*California Journal of Secondary Education*, vol. 26, no. 5 (May, 1951), pp. 277-282. (Used by permission.)

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SCHOOL NEWS

NINE SENIOR MEDICAL STUDENTS of the College of Medical Evangelists, five wives, and several instructors, under the direction of Dr. Bruce W. Halstead from the School of Tropical and Preventive Medicine, left California late in July for the third annual Mexico Field Course being offered in cooperation with the Institute of Inter-American Affairs and the Ministry of Public Health and Welfare of Mexico. The group spent a month in the tropics, seeing clinical demonstrations, making field trips, and hearing lectures—all of which gave them an insight into the problems and duties of medical missionary work.

MOUNT ELLIS ACADEMY (Montana) is celebrating its golden anniversary this year, with a good enrollment and excellent spirit. There are several new staff members, including Corinne Pflugradt, dean of girls, business office manager, and teacher of typing; K. Eldon Baker, Bible and history; Kraid I. Ashbaugh, English and Spanish, and Mrs. Ashbaugh, school nurse and laundry manager.

FRUITAGE OF DREAMS, PRAYERS, AND LABOR at Shasta, California, was the dedication, free of debt, of a new building which combines church school classroom, chapel, and second-floor apartment for the teacher. A beautiful part of the dedication service was the consecration of the entire membership and the baptism of seven candidates.

DURING 1950-51 SOUTHERN MISSIONARY COLLEGE provided more than \$300,000 in student labor. Average monthly earnings in the industries were \$54.72 per student, but of course students who work all or most of their way greatly exceed this figure.

MR. AND MRS. DONALD CUPPS are new staff members at Los Angeles Academy (California), he teaching woodwork and auto mechanics, and she teaching home economics, piano, organ, and marimba.

IRENE WAKEHAM, English teacher at Philippine Union College, received the M.A. degree in English from Pacific Union College last spring while on furlough from the Philippines.

CEDAR LAKE ACADEMY (Michigan) opened with 220 students enrolled, the highest number in its history.

REFLOORING AND RECEILING OF THE AUDITORIUM at Union College was made possible by the \$16,624.78 received through the Student Association campaign last spring.

DURING JUNE AND JULY LAST SUMMER Maplewood Academy Bindery (Minnesota) bound over 16,000 volumes and shipped just over \$20,000 worth of business. Student labor in the bindery for the summer months was in excess of \$9,000.

FOREST LAKE ACADEMY (Florida) welcomes new staff members: Lawrence Stevens, dean of boys; Mrs. Mildred Vye, dean of girls; Mary Linderman, librarian and English teacher. The enrollment is 234—which is 7 more than last year's highest number.

TWENTY-FIVE SEVENTH-DAY ADVENTIST MINISTERS AND THEIR WIVES took a two-week course in Medical Evangelism on the Loma Linda campus of C.M.E., beginning July 23. "The purpose of the series of studies is to prepare the S.D.A. minister and his associates to carry on a well-balanced health education program."

THE CENTRAL AMERICAN VOCATIONAL COLLEGE (Costa Rica) reports an enrollment of 138. New staff members include: H. A. Habenicht, principal; Ruben Ruiz, Bible and Spanish; Charles Day, farm manager; Elden Ford, preceptor and teacher, and Mrs. Ford, elementary teacher training; Estella Valle, assistant in teacher training.

NEWBURY PARK ACADEMY (California) announces new staff members: A. G. Tappen, dean of boys; Cathleen Chilson, English and Spanish; Mr. and Mrs. Boyd Thompson, Bible, carpentry maintenance, and industrial arts; Ralph Sandberg, wind instruments and band director; Jack Dassenko, agriculture; Mrs. Dassenko, elementary school; Albert F. Etling, farm mechanics, agriculture, physical education, and mechanical maintenance; Mrs. Etling, laundry superintendent.

NOT ALL STATISTICS ARE COLD! From the educational secretary's report to the quadrennial session of the Southern African Division, last April, we glean these figures:

<i>Institutions</i>	<i>Enrollment</i>
1 College	281
15 European home, church, and secondary schools	275
1 Cape Field training school	149
4 Cape Field church schools	92
10 African training schools	3,378
1,454 African mission, central, and village schools	66,936
1,485 Schools ——— TOTAL	Enrollment — 71,111

This is an increase of 17,164 enrollees in four years in these schools where "evangelism and education . . . are almost synonymous terms."

WILFRED J. AIREY, professor of history at La Sierra College, has taught lower division United States history and principles of education during the fall quarter in the Pacific Union College Extension Course at Hawaiian Mission Academy. Mrs. Mary Groome, L.S.C.'s elementary first-grade instructor, taught during the summer session. These are the first La Sierra teachers to serve in the extension division, but the plan will be continued.

FIVE NEW STAFF MEMBERS are announced for Highland Academy (Tennessee): Charles E. Davis, dean of boys and print shop manager, and Mrs. Davis, accountant and assistant matron; Mary Elam, registrar, librarian, and English teacher; Drew Turlington, biology and maintenance; Dorothy Zill, dean of girls and music teacher.

RELIGIOUS EMPHASIS WEEK at Adelpian Academy (Michigan) was climaxed on Sabbath, September 22, by an "adventuring day," when 78 of the youth visited homes, enrolled individuals in the Bible correspondence course, and received many requests for Bible studies and filmstrips.

STUDY TOWARD PROFESSIONAL ADVANCEMENT occupied the summer vacation time of 31 staff members of Pacific Union College: 18 up and down the West Coast; 3 in the Great Lakes area; 9 on the East Coast; and one at the Sorbonne in France.

THE 1951 GRADUATING CLASS of Oakwood College evidenced a decided interest in Christian education by making a gift of \$300 to assist worthy students who should follow them at Oakwood.

NEW STAFF MEMBERS at Union College include Dean E. Friedrich, instructor in voice; Florence Moline, instructor in mathematics; Robert Reynolds, physical education.

WALLA WALLA COLLEGE HYMN FESTIVAL last May 11 featured about 250 singers and instrumentalists—the college, academy, and campus school choirs and the orchestra and band.

GEM STATE ACADEMY (Idaho) welcomes a full house of students and new staff members including Ray Hartlein, Bible, and Mrs. Hartlein, English; Nellie Headley, dean of girls; Elaine Saxby, piano.

PHILIPPINE UNION COLLEGE reported a summer school enrollment of 208 "from all over the islands"—35 more than last year's enrollment. Eleven seniors were graduated at the close of the summer session, June 17.

NEW STAFF MEMBERS AT CAMPION ACADEMY (Colorado) include Ben Trout, accountant and assistant business manager; Genevieve Dickerson, dean of girls; Thomas Thompson, dean of boys; Arthur Hauck, Bible, and Mrs. Hauck, home economics; Melwood Underhill, language, woodwork, and Bible; W. A. and Dorris Alexander (brothers), managers of the broom shop.

UNION COLLEGE was host, August 26 to September 1, to the first triunion elementary and secondary teachers' convention ever held. In attendance were the teachers of the Northern, Central, and Southwestern Union conferences. Five Central Union educators were awarded the five-star gold service pin for 30 or more years of service, with honors going to Helen Hyatt for 50 years' service.

WALLA WALLA COLLEGE welcomes new staff members: F. A. Meier, dean of men; Mrs. Blanche Jones, dean of women; J. W. Rowland, theology; Melvin Johnson, woodwind and string instruments; Esther Sonnenberg, freshman English. In the academy: Harold Schwartz, principal; Mrs. Myrtle Rowse, English; Rosamond Lewis, science and mathematics; J. Lynn Pester, history and typing. In the campus school: Wayne Hixson, grade 8; and Mrs. Iris Schuler, grade 6.

How the Pastor Looks at the Church School

(Continued from page 13)

Yes, all the while souls and personalities have been developing, characters too have been taking shape and form. These boys and girls have been in the polishing process in the hands of skilled Christian teachers. They have been rubbing elbows with one another and with the world. They have learned when to say yes and when to say no. Their characters are now so fixed that all the powers of hell cannot swerve or turn them. They are now candidates, not only for church membership, not only for higher education, not only for leadership at home and in the mission fields, but "for the higher joy of wider service in the world to come."¹

"And they shall be mine, saith the Lord of hosts, in that day when I make up my jewels."²

This is what the pastor sees when he looks through the windows of that workshop called the church school. His is a long-range view.

¹ Ellen G. White, *Education*, p. 13.

² Malachi 3:17.

NEW STAFF MEMBERS AT HELDERBERG COLLEGE (South Africa) include: V. J. Adamson, biology; J. H. Smuts, history; Mrs. Smuts, English and music; M. A. Ficker, Afrikaans; Myrtle Hegter, home economics; Daphne Metcalfe, elementary grades; Mrs. Oelrich Nell, infirmary; Edith Hurlow, assistant in the business office; June Wilson, school nurse; Grace Duffield, critic teacher.

A NEW 45-HOUR MAJOR COURSE IN PUBLIC RELATIONS is being offered to students of Pacific Union College this school year. The curriculum includes news writing, advanced radio broadcasting, public procedure, editorial techniques, and photography.

A FOURTEEN-POINT PROMOTION PROGRAM was pushed at Walla Walla College last school year with regard to the American Temperance Society.

SUNNYDALE ACADEMY (Missouri) was host last spring to the annual Central Union Music Festival.

FORTY-EIGHT SENIORS received diplomas and degrees at Atlantic Union College's 64th annual commencement last June 3.

250 SENIOR STUDENTS FROM 8 ACADEMIES in the Central and Northern unions were guests of Union College on College Day last April 16. Most of these are doubtless now enrolled as college freshmen.

THE TEACHER TRAINING PROGRAM at La Sierra College has been unanimously approved for accreditation by the California State Board. This entitles elementary education majors to State teaching credentials automatically upon graduation.

LYNWOOD ACADEMY (California) welcomes a new chemistry teacher, Charles C. Weeks, and a new accountant and cashier, Duane Purdey; also three new bus drivers to bring the students in from White Memorial area, Alhambra, and Santa Ana.

THE SECOND ANNUAL INSTITUTE OF SCIENTIFIC STUDIES FOR THE PREVENTION OF ALCOHOLISM met for two weeks in July on the Loma Linda campus of C.M.E., and was attended by more than 100 educators, physicians, ministers, welfare workers, and temperance officials from all parts of the United States.

THE AKAKI BOYS' SCHOOL (near Addis Ababa, Ethiopia) witnessed a joyful occasion last April 28, when 41 young people from that school, the Kabana Girls' School, and the Filwoha Hospital were baptized. Most of them were from Coptic homes. One was Mohammedan, one Catholic; two were Lutheran. Four Ethiopian tribes were represented.

HAWAIIAN MISSION ACADEMY reports the new year beginning with a good enrollment, full dormitory, and several new teachers, including Helen Ginoza, secretarial science; Frances Nordberg, Spanish; Charles Yoshita, assistant in printing; Hideo Oshita, Bible; Catherine Shepherd, first grade; and Ross Hiatt, eighth-grade teacher in the elementary section. Mrs. Hiatt is doing secretarial work in the mission office.

The President of the Board Looks at the College

(Continued from page 5)

lastic qualifications and attainments will interest him. He will be still more concerned to learn of their ability to instill a studious and industrious spirit in the young people under their care.

The board president will seek to learn whether the members of the faculty are sympathetic and understanding with their students and willing to give special help to those of lower scholastic ability, realizing that Adventist colleges were founded for all the youth of the denomination.

The college plant will, of course, come under the careful scrutiny of the board president. He will notice whether it is being kept in good repair. He will inquire regarding the adequacy of the equipment and learn whether the surroundings are conducive to study.

In his entire survey the president of the board will have the individual student in mind, for he is the most important person in the college. It is for the student's benefit that the buildings were erected and the faculty and staff employed. In his dual role as union conference president, the president of the board also follows the student with keen interest as a denominational worker after graduation, and in this observation the strength as well as the weaknesses of the college become most apparent.

LODI ACADEMY (California) announces a record-breaking attendance of 312, and several new staff members: Earle Hilgert, American history, Old Testament history, and bookkeeping; James Scott, world history, New Testament history, and general mathematics; George Casebeer, Spanish, voice, and director of choral groups; Ronald D. Hill, business assistant; Milford Perrin, printing; Mrs. L. M. Stump, home economics and laundry supervisor; Richard Whisenhunt, auto mechanics; Robert Becker, biology, chemistry, and Spanish.

VOL. 14, NO. 2, DECEMBER, 1951

INGATHERING FIELD DAY for Auburn Academy (Washington) netted \$1,549.61.

PACIFIC UNION COLLEGE RECEIVED FULL ACCREDITATION with the Western College Association last May 28. "This raises the value of every degree, course, and credit taken at P.U.C.," says Registrar E. C. Walter.

MAXINE ATTEBERRY, assistant dean of the C.M.E. School of Nursing at Los Angeles, has been appointed to membership in the Board of Nurse Examiners of the State of California. This board regulates the approval of schools of nursing and licensure of individual nurses in the State.

PLATTE VALLEY ACADEMY (Nebraska) welcomes new staff members: D. W. Curry, principal, and Mrs. Curry, shorthand; Paul Evers, dean of boys; Merlene Ogden, English; Marvin Anderson, assistant farm manager, and Mrs. Anderson, home economics; Kenneth Christianson, maintenance, and Mrs. Christianson, laundry superintendent; Mrs. Victor Bascom, school nurse.

California College of Medical Technicians

San Gabriel, California

(Suburb of Los Angeles)

Offers the following
courses:

X-ray Technician

(Fifteen Months)

(One year of college minimum requirement)

Medical Office Assistant

(Twelve Months)

(High school graduation minimum requirement)

NEW CLASSES BEGIN EACH
FEBRUARY AND SEPTEMBER

Approved for Veterans

Write for Bulletin

PACIFIC UNION COLLEGE welcomes a number of new staff members this year, including Walter C. Utt, history; Donald Muth, art; Helen Litvin, home economics; Gerald Ferguson, Mrs. J. Paul Stauffer, Mrs. Wilma Shafer, and Delbert Winning, music; Ruth Burgeson, assistant dean of women; Donald Lake, assistant dean of men and physical education instructor, and Mrs. Lake, also instructor in physical education; Ronald D. Drayson, secondary education; Harri Davies, M.D., college physician; Walter Bolinger, physics; Lenore Hardt, Prep School registrar; Frank Dietrich, fifth- and sixth-grade supervisor in elementary school.

AUSTRALASIAN MISSIONARY COLLEGE has the "new look" as a fine new girls' dormitory is rising near the present one. Building materials are in exceedingly short supply, but T. W. Hammond, the building supervisor, has had numerous remarkable experiences in his search for scarce commodities. Not once has labor ceased on the new building, though many times there has been every expectation of delay. The new dormitory is part of a four-year plan of rebuilding at Avondale.

PINE FORGE INSTITUTE (Pennsylvania) welcomes new staff members: E. I. Watson, principal; C. M. Goulbourne, dean of boys and teacher of language; E. A. Goulbourne, registrar and teacher of mathematics; Margaret B. Johnson, librarian and teacher of English. The enrollment is nearly 100.

GLENDALE UNION ACADEMY (California) is fairly bursting at the seams with the largest enrollment in its history—167 in grades 9-12 and 408 in the elementary section, making a total of 575. The new modern cafeteria, with seating capacity for 250, is enjoyed by all at lunch hour.

127 SENIORS WERE GRADUATED in the 60th annual commencement at Union College on May 27, 1951. A few days earlier 23 were graduated from the academy.

SIX NEW CHURCH SCHOOLS are operating this fall in the Upper Columbia Conference, making a total of 36.

A NEW MEN'S HOME AT HAITIAN SEMINARY is made possible by Missions Extension and Ingathering funds.

EXTENSIVE REPAIRS AND RENOVATION have given a definitely "new look" to the boys' dormitory at Union Springs Academy (New York).

THIRTY-TWO STUDENTS WERE BAPTIZED at Philippine Union College last March 3-8 from the college, 10 from the preparatory school, and 14 from the elementary school.

AT ITS 56TH ANNUAL COMMENCEMENT, last June 3, Walla Walla College granted Baccalaureate degrees to 194 senior students, and Master of Arts degrees to three graduate students.

NEW STAFF MEMBERS at Atlantic Union College include: Oscar Schmidt, assistant librarian; Malcolm Hartwell, dean of men; Mrs. Ida McGraw, house mother for the men's home; M. Ferand Fisel, French; Fred Crump, dean of academy boys; Glen Greenway, academy printing.

FIFTY ELEMENTARY AND INTERMEDIATE SCHOOL TEACHERS from churches in the Southern Union were enrolled during the 1951 summer session at Southern Missionary College. This is a phase of a general effort to up-grade the teacher preparation in the Southern Union.

NEW STAFF MEMBERS at La Sierra College include Ruth Stenborn, Lydia Sonnenberg, and Dorothy Weisz, home economics; Charles Hirsch, history; Albert Chaney, Kenneth Johnson, and Robert Macomber, chemistry; Lawrence Redmon, printing; and Donald H. Abbott, M.D., college physician. In the prep school: Floyd Woods, Bible; Grace Alvarez, Spanish and history; H. F. Lease, physics; Mary Donna Bothe, typing and administrative secretary.

THE C.M.E. SCHOOL OF TROPICAL AND PREVENTIVE MEDICINE has been assigned as one of seven depositories, and has received a collection of 743 fish specimens collected subsequent to the underwater A-bomb explosion at Bikini. These specimens, appropriately classified and tagged, were sent to the school by the Curator of Fishes, United States National Museum. The specimens will be used for comparative work by Dr. Bruce W. Halstead and his associates in connection with their studies on poisonous fishes.

The Function of the School Board

(Continued from page 4)

lighting, and plumbing requirements, tunnels for heat, light, and plumbing lines, and so on. Careful study of such details of the building committee will save the time of the Board of Trustees and result eventually in fewer costly changes in construction. Incidentally, no changes should be made at the behest of individuals without study and approval by the board. Suppliers of materials and equipment can give much help in interviews with the building committee. Care should be observed if "patents pending" types of equipment and plans are proposed.

As definitely as the responsibilities and functions of the board should be made clear, just so definitely should it be understood what are not the duties of the board. The working policy for the institution should specify these, as well as the board-faculty relationships, and the specific duties of the college president, dean, manager, treasurer, heads of departments—educational, industrial, and vocational—and their associates and assistants.

All of us must look to someone for direction and leadership. It is well to remember that it is as fine a work to follow as it is to lead. Doing one's duty is usually duty enough, leaving no time or energy for a duty which is not one's duty. Good organization is merely good cooperation, which is possible with known limitations of duty and responsibility.

It is a cheering service for board members to contribute their time and counsel and to make financial provision for operational and plant expansion to serve the sons and daughters of the remnant church membership.

114 COLLEGE SENIORS were graduated from La Sierra College last June 3. 40 seniors were graduated from the academy.

FORTY-THREE GRADUATES RECEIVED DIPLOMAS at the 47th annual commencement exercises of Maplewood Academy (Minnesota) last May 27.

MOUNTAIN VIEW ACADEMY (California) welcomes new staff members: Joan Kindopp, piano and commercial; Arthur Mitchell, Bible and history; Pearl Schar, registrar and accountant.

DUE TO THE DEMAND FOR HOUSING on the part of young married students, Southern Missionary College in 1950 erected 12 two-bedroom family units. During 1951 24 one-bedroom family units were constructed.

CARIBBEAN TRAINING COLLEGE (Trinidad) reports the largest student enrollment in its history: 65 college, 7 special, 194 secondary, and 45 elementary—a total of 311, representing five races and seven nationalities.

K. J. GRAY is the new principal of Bautama Training School and educational and Missionary Volunteer secretary for Papua, South Pacific. R. M. Ellison replaces Pastor Gray as educational and MV secretary of the Coral Sea Union Mission.

SAN PASQUAL ACADEMY (California) has made extensive improvements and added much valuable laboratory equipment to its chemistry, biology, and home arts departments, so that now "no essential equipment is missing." Pianos and band instruments have also been added to the music department.

MADISON COLLEGE welcomes new staff members: James Wentworth, head of business office; W. H. Wineland, credit manager of the college; A. W. Saphiloff, credit manager of the sanitarium; Andrew Chastain, student employment director and teacher of accounting; Mrs. Gene Cox Hudson, head of sanitarium kitchen; Mrs. Vivian L. Johnson, dean of college women; Naomi Kime Pitman, M.D., pediatrics at the sanitarium; W. E. Layton, manager of the college store; Ivan C. Peacock, manager of physiotherapy at the sanitarium, and Mrs. Peacock, assistant in the college cafeteria; H. C. Lovett, agriculture, and Mrs. Lovett, assistant business manager and cashier at the sanitarium.

Counseling in the Modern Secondary-School Program

(Continued from page 15)

"Many tools for such appraisal have been developed, of which tests are but one. In the typical small high school, where the appraisal techniques of tests and records are usually at a minimum, the main information available about a student often is limited to a scholastic aptitude (intelligence) test score and a record of school achievement. Such a narrow range of understanding can be enlarged by planned use of a variety of simple techniques:

"1. *The cumulative record.* The folder-type guidance record aids teachers in their study of the individual by providing a thorough picture of his past performance and development. Such a record system may be inaugurated in the seventh or ninth grade and developed progressively for the entire high school by setting it in motion for each successive seventh- or ninth-grade group. Actually, the more valuable and recommended approach is to begin the cumulative record in the kindergarten or first grade. Then transfer it with the pupil to be used as a basis for the high-school cumulative record.

"2. *The pupil questionnaire.* A mimeographed questionnaire will provide basic facts about home and family, out-of-school interests and activities, educational and vocational plans, work experience, attitudes, and self-ratings.

"3. *Psychological tests.* At least two measures of scholastic aptitude, supplemented by tests of reading skill, measures of scholastic achievement, and an inventory of interests, should be obtained in the high school. At least two recent publications are of practical help to school principals and their staffs who are interested in school guidance and instructional programs. [They are "Using Tests in the Modern Secondary School," *The Bulletin of the National Association of Secondary-School Principals*, vol. 32 (no. 158), December, 1948; and *Guidance Testing*, by Froehlich and Benson (Chicago: Science Research Associates).]

"4. *Observation reports and anecdotes.* Teacher reports, in terms of objective anecdotes about actual pupil performance and behavior, both good and bad, represent a desirable addition to the understanding of pupils.

"5. *Autobiographies.* Student autobiographies often are introduced in English classes as projects in the development of pupil self-appraisal and clarification of plans. Such personal reports which should be treated always as confidential, may be used in connection with a cumulative record to establish more complete understanding of the individual.

"6. *Interviews.* The interview is the most effective single technique for obtaining a clearer picture of student plans, attitudes, and adjustment. It is helpful for such specific purposes as (a) securing information from the student, (b) giving needed information, and (c) assisting pupils in the solution of problems.

"7. *Case study.* The case study is the most comprehensive technique for the study of an individual. There are two types of case studies: (a) the abbreviated case study provided for all pupils by the developmental picture contained in the cumulative record and (b) the intensive case history of a particular student, supplemented by careful interpretation of all collected facts and recommendations for treatment. The counselor, the teachers, and what-

ever other specially trained workers are available pool their efforts in this unified study of an individual."—*The Bulletin of the National Association of Secondary-School Principals*, vol. 35, no. 175 (January, 1951), pp. 9-16; condensed in *The Education Digest*, vol. 16, no. 8 (April, 1951), pp. 40-43. (Used by permission.)

¹ Clarence C. Dunsmoor and Leonard M. Miller, *Principles and Methods of Guidance for Teachers* (Scranton: International Textbook Co., 1949).

² C. A. Michelman, *Handbook for Providing Guidance Services*, Series A, Bulletin No. 107 (Springfield: State of Illinois, Board of Vocational Education, June, 1949).

³ C. G. Wrenn and W. E. Dugan, "The Job of Counseling," *Minnesota Journal of Education*, November, 1948.

AUSTRALASIA'S ADVENT CORRESPONDENCE SCHOOL (Sydney, N.S.W.) reports an all-time high enrollment of about 400 students working by correspondence in such remote places as Tonga, Samoa, Fiji, Solomon Islands, and New Guinea, as well as in every state of Australia and New Zealand.

AT OAKWOOD COLLEGE more than twenty awards—cash donations and tuition scholarships—ranging from \$5 to \$200, were presented at commencement time to graduates and other students who had done outstanding work during the school year.

BROADVIEW ACADEMY (Illinois) announces new staff members: John M. Howell, principal; A. Orville Dunn, Bible; Hugh Love, dean of boys; Mary Durning, dean of girls; Mrs. Bradford Braley, piano.

AT PLATTE VALLEY ACADEMY (Nebraska) last March 17 R. M. Mote baptized 11 persons from the academy, church school, and community as a fitting climax to the spring Week of Prayer.

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THE JOURNAL OF TRUE EDUCATION

The Chairman of the Board Looks at the Academy

(Continued from page 9)

imposing penalties the government committee should make them such as will not punish the parent instead of the pupil. For instance, suspension from school is often really relished by the pupil under discipline, but the expense of sending him home and returning him to the school must be borne by the parent. Thus the parent suffers while the pupil has a lark. It is better for the discipline to be imposed at the school.

The financial standing of the academy will have much to do with its over-all success. If the finances of the school are to be maintained in good condition, it will call for the wholehearted support and cooperation of the entire faculty. The departments of the school must be maintained on an equitable basis of financial expenditure, even though at times some may find it necessary to use makeshift facilities to help keep expenses to a minimum. It is far better for an academy to operate temporarily under the handicap of inadequate equipment than to run heavily into debt.

One responsibility of each member of the academy faculty is to recognize that the school property is his; consequently he will do all he can to keep the buildings, the furniture, and everything about the school in the best possible condition, as he would delight to do in his own home. If the faculty members themselves recognize this responsibility and fulfill it, there will probably be little difficulty with vandalism in the school.

One of the greatest assets in any academy is a strong school spirit on the part of the faculty and student body. The faculty members themselves can do more to bring about such a spirit than can anyone else. If they cherish that spirit in their hearts, and demonstrate it in their lives and in their fellowship with the students, the young people will catch the

spirit and will join in exalting the school to the place that it should occupy on the campus, in the dormitories, the classrooms, and in their own homes and churches.

Let us, by the grace of God, make this bridge—the academy—effective in spanning the gulf between childhood and adulthood.

¹ John 4:34.

² John 17:6-19.

PACIFIC UNION COLLEGE has entered enthusiastically upon the fifth year of its Personal Evangelism Crusade. Since the crusade began there have been 66 baptisms directly traceable to this work, a company of believers has been organized, and 12 branch Sabbath schools are in weekly operation. Last year more than 200,000 pieces of literature were distributed over an area of 75 miles radius from the college.

WISCONSIN ACADEMY is happy to welcome several new staff members this year: Lucian R. Love, dean of boys, social science, and Mrs. Love, commercial; R. E. Pleasants, Jr., Bible and French; W. Bryan Votaw, Bible and history; Dorian Wilson, band director, organ, and piano.

SIXTY-SIX CARLOADS of Walla Walla College and Academy students and teachers participated in the annual Ingathering field day in early October, and others who "stayed by the stuff" contributed the day's wages, resulting in a total of \$2,673.43.

EMMANUEL MISSIONARY COLLEGE was host, August 20-28, to a workshop and convention of approximately 40 college teachers of agriculture, business administration, home economics, industrial arts, and secretarial science.

MV CLASSWORK AT CAMPION ACADEMY (Colorado) for the 1950-51 school year was climaxed on May 12 when 63 members were invested and more than 200 honor tokens were awarded.

ADELPHIAN ACADEMY (Michigan) reports an opening enrollment of 245, taxing facilities to the limit.

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