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* By request we are designating the classification of articles listed in our table of contents: (1) Elementary, (2) Secondary, (3) College, (4) General.

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

Wider Horizons—An Editorial

THE global responsibility of the church requires the services of men and women with an unusually great capacity for empathy—that rare and valuable human quality of sympathetic and intelligent understanding of another person. This ability to project oneself into the other fellow's problems and point of view is one of the chief ingredients of success in Christian work and living.

The lack of empathy in those who travel in other lands, or in those who carry responsibilities involving people of other cultures or races, is crippling to the worker so handicapped; and often it brings loss and discredit to the church. It is important that Adventists combine love of country with respect for and intelligence about other nationalities. It is even more important that, coupled with a desire to be a credit to one's own race, he does not belittle or discredit other races. Well-meaning and consecrated workers have failed in overseas service, because they were unable to see the line separating Christian duty from American custom, the Decalogue from the mores of the homeland. Even in this country, sectionalism is not dead. The other day we were asked in all seriousness by a mother from one of the great Western states whether her daughter should be discouraged in keeping company with a boy from one of the middle Atlantic states, on the grounds that it might lead to a sort of mixed marriage—mixed in the sense that life is so different in the East!

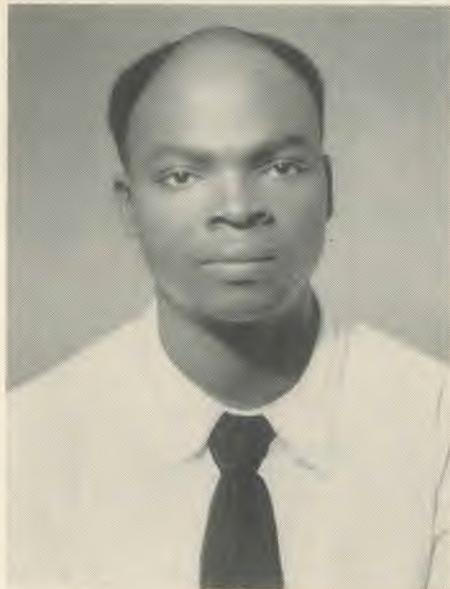
Prejudices toward race or nationality are not built-in by nature. Children of different races or colors play together without self-consciousness. The language barrier is quickly broken and communication established. It is only by indoctrination that these prejudices develop—indoctrination that is often based upon false premises or half-truths, sometimes upon plain and unadulterated ignorance.

The Christian teacher has an opportunity and a responsibility in this matter. He is gen-

erally the most highly educated person in the child's world. His attitude toward the community, the church, the nation, foreign peoples and cultures, leaves a lasting impression. The procession of teachers through the elementary, secondary, and college years leaves a succession of attitudes and sometimes prejudices, which either build or tear down that sense of kinship and intelligent appreciation for the races and nationalities of the world neighborhoods so essential in the people who carry to the world the message of salvation through the Christ whose coming is imminent.

The attitudes of all teachers stand self-revealed through their informal, if not involuntary, instruction in the everyday teacher-student relationships. But some academic disciplines lend themselves particularly well to the world view. In the Bible the common blood of all mankind, the responsibility for brother and neighbor, and the duty to love are lifted out of theological abstraction. In the Bible classes the young person should be shown their meaning in concrete social situations. Sociology, history, geography, the languages and the literatures of other peoples, can all be used to open doors and windows upon the world and to foster concepts and attitudes based upon information intelligently interpreted.

The Adventist teacher, by precept and example, should lead the church into intelligent appreciation of the peoples who inhabit the world neighborhoods, with a sense of values as valid in measuring the strength and goodness of the neighbor as in recognizing his need. The Adventist teacher should lead the church in applying in a practical way the principles of Christian brotherhood to the neighborhood across the tracks as well as to the lands on the other side of the ocean. Thus conceived and thus demonstrated, the mission program of the remnant church both at home and abroad can flourish with God's blessing in the time remaining to us more than it has in the past.



Some Principles of Discipline

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WHEN man came from his Maker, he was perfect in body, mind, and character. But he became disobedient, and it was necessary for God to resort to some sort of discipline. The following principles have necessarily grown out of the sin of our first parents from the time they partook of the fruit of the tree of the knowledge of good and evil.

All are transgressors and have come short of the glory of God. Sin entered the world by one man, and death by sin; so all are under sentence of death, because all have sinned.¹ Children are born with a sinful nature that expresses itself from infancy onward, notwithstanding the protests of some modern educators.²

The discipline of correction began when Adam and Eve were expelled from the Garden. The spirit and purpose of God's correction are revealed by Paul in his letter to the Hebrews, in his well-known statement based on Proverbs 3:11, 12: "My son, despise not the chastening of the Lord; neither be weary of his correction: for whom the Lord loveth he correcteth; even as a father the son in whom he delighteth."

The best example of Christian discipline is to be found in the life and work of the Master. Christ was loving, patient, and faithful in counseling, instructing, and reproofing the twelve as pride, covetousness, and a vindictive spirit cropped out from time to time. His reproof was mingled with encouragement. Even the woes pronounced on the scribes, Pharisees, and lawyers were uttered in love and compas-

sion. Weeping, He made His last appeal to His beloved Jerusalem.³

The Holy Spirit who reproves the transgressor is also called the Comforter.⁴ The holy angels minister to those who are heirs of salvation. They speak good words and comfortable words as they endeavor to guide and direct in the way of truth and holiness.⁵ While the Bible, the holy word of God, given to the human family as our guidebook, contains reproof and correction, yet it is through patience and comfort of the Scriptures that erring and faulty humanity find hope.⁶

The purpose and spirit of heavenly discipline are to be exemplified in all earthly discipline. Human teachers, like their heavenly example, must exercise a spirit of love, mercy, and patience in all their dealings.⁷

There are several kinds of discipline that relate to the work of the teacher. Those to be taken up here are: discipline of authority, discipline of exhortation and appeal, discipline of reproof and rebuke, discipline of punishment, discipline of expulsion and separation.

Jesus at times used the discipline of authority, as when He cleansed the Temple.⁸ Although it was love that prompted the command, it was not love that led to obedience, so Jesus was asked by whose authority He taught and did as He did. His answer was indirect, but His meaning was clear. His authority was from above.⁹ It was the truth He lived and taught that gave authority to the ministry of Christ. This authority the Christian teacher may have.

Teachers of truth who also live it are the greatest educational need today in our homes and in our schools. Parents are called upon to exercise the discipline of authority, because they direct their children during the early years of irresponsibility, when they must stand

in the place of God for their children. The exercise of this authority of truth and right example is lacking in many homes today, and the children, even while still in their infancy, exercise control over their parents. The same situation exists in many schools, and lawlessness, crime, and anarchy are manifested in the lives of students while still in their teens or even younger.

The discipline of exhortation and appeal is the one the Christian teacher likes best to use. It should be administered first. Many times it is sufficient. It is the form most used in the books of Proverbs and Ecclesiastes, most of which are credited to Solomon. The endearing address, "My son," as found in these books was used in those days by teachers as well as parents, and students were called "sons of the prophets." Possibly Solomon was addressing his own sons in the first three chapters of the book of Proverbs, beginning with the words found in Proverbs 1:8-10. And in the fourth chapter he refers to the instruction given him by his father David.¹⁰ Parents he exhorts to train up a child in the way he should go, so that when he is old he will be faithful.¹¹

The discipline of reproof and rebuke is the most difficult of all discipline, yet it must not be neglected. It is unsafe to administer unless the teacher is given divine assistance. This mode of discipline was used by Christ, but always mingled with pity and love. The apostle Paul used this method when Elymas the sorcerer opposed his work.¹² It should be noted that when Paul administered this rebuke and punishment he was "filled with the Holy Ghost." The great Teacher of truth was aiding him in vindicating the truth, and the result was that truth prevailed. Paul charged Timothy to "reprove, rebuke, exhort with all longsuffering."¹³ Solomon encouraged the use of the discipline of reproof, when administered with discrimination.¹⁴ David described the response of one willing to learn when he is reproved.¹⁵

Violations of the rules and regulations of the home, the school, the church, and the state must carry some penalty, else law and order will not prevail. This brings us to the discipline of punishment, which is of value when it causes the transgressor to refrain from violating the code, but has little value if it merely restrains him through fear or confinement.

In the Bible, punishment of the body—corporal punishment rightly used—was author-

ized by law and was considered to be a duty resting upon the parents when counsel, warning, and reproof failed.¹⁶ Even capital punishment was authorized when a son proved to be hopelessly disobedient and lawless. The parents stated their case to the elders, who were the government, and the latter decided whether the extreme penalty was to be exacted or a lesser punishment administered.¹⁷

The Bible does not specify the age of the child who is to receive corporal punishment. Bodily pain following a misdeed, in a cause-and-effect relationship, can be recognized by a child before the mental and spiritual powers are sufficiently developed to distinguish right from wrong. The child will refrain from crying or manifesting his ugly or disagreeable traits if he knows that such conduct will be followed by some form of punishment that gives physical pain. The disapproval or complete abandonment of corporal punishment is not producing the desirable attitudes and behavior in the relations between parents and children, and between teachers and pupils, that existed in the days when corporal punishment was more commonly used, even though it was not always wisely administered. There is not the respect, loyalty, and obedience that was manifest under the older form of discipline.

"One of the first lessons a child needs to learn is the lesson of obedience. Before he is old enough to reason, he may be taught to obey. By gentle, persistent effort, the habit should be established. Thus, to a great degree, may be prevented those later conflicts between will and authority that do so much to create alienation and bitterness toward parents and teachers, and too often resistance of all authority, human and divine."¹⁸

This further instruction from the Spirit of prophecy may well be heeded:

"The work of 'breaking the will' is contrary to the principles of Christ. The will of the child must be directed and guided. Save all the strength of the will, for the human being needs it all; but give it proper direction. Treat it wisely and tenderly, as a sacred treasure. Do not hammer it in pieces; but by precept and true example wisely fashion and mold it until the child comes to years of responsibility."

"The mother may ask, 'Shall I never punish my child?' Whipping may be necessary when other resorts fail; yet she should not use the rod if it is possible to avoid doing so. But if milder measures prove insufficient, punishment that will bring the child to its senses should in love be administered. Frequently one such correction will be enough for a lifetime, to show the child that he does not hold the lines of control."

"And when this step becomes necessary, the child should be seriously impressed with the thought that this is not done for the gratification of the parent,

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The Role of the Nurse in the School

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THE nurse has a threefold role in the school: that of health instructor to the students, liaison worker between the school and the home, and member of a team working with the doctor and the dentist to see that defects are corrected and that a healthy school environment is maintained. Each year health assumes more importance, and the nation realizes that to have healthy adults in the future we must guard the health of the children of today.

The larger portion of the nurse's work should consist of health instruction. Ellen G. White gives health a place of major importance in her writings. The Bible tells us that our bodies are the temples of God, and as such they deserve the best care it is possible to give them. The nurse can spend her time in no better way than in teaching the children how to build strong, healthy bodies. Every illness prevented means a healthier, happier, individual. And by this health teaching in the school the nurse is able to reach into the homes, for the children repeat at home the things they learn at school.

Some may say, "But the teachers in our schools teach health. Why do we need a nurse to come in and do it too?" There are several reasons why the nurse should do this health teaching, as these examples will show:

1. The children and young people accept the nurse as an authority on health, and as such

her words add weight to the information already given by their teachers.

2. Telling health stories to the school children gives the nurse an opportunity to become acquainted with the pupils. They learn to know and accept her as a friend. She is able thus to gain their confidence so that they are willing to come to her with their health problems.

3. If it seems advisable for the nurse to visit a home to discuss some health problem with the parents, the student has already paved the way for pleasant relations by having discussed at home facts heard from the nurse at school.

The next phase of school nursing that we shall discuss is that of visiting in the homes or counseling with the parents at a prearranged time at the school. Perhaps Betty's tonsils need attention; Billy has decayed teeth; Mary's eyes are bad. The nurse has sent home notices of these defects, but has received no response. Then she may either request each mother to come to the school to talk with her, or in case there are younger children in the home that make it difficult for the mother to get out, the nurse may decide a home visit is necessary. Through such visits—either at school or in the home—the nurse may find a tired, harassed mother who knows her child's tonsils should come out or that teeth or eyes need attention, but who does not know where to secure the

money for such care. Then the nurse is able to tell her how arrangements may be made for the help the child needs. Again, the nurse may find a mother who has just been too busy to make arrangements to have defects corrected, or who did not fully realize the importance of having corrective work done and had therefore neglected to have anything done for her child. To such a mother the nurse explains why a tonsillectomy is necessary, the results of neglecting decayed teeth, how eye strain may undermine the child's health, and the benefits gained by following the doctor's recommendations.

Perhaps one child in the school poses an apparently impossible behavior problem, and all the teacher's efforts to correct the situation do not avail. Then the teacher and the school nurse have a conference. The nurse is given enough information to understand the teacher's viewpoint and to be able to deal with the situation intelligently; then she goes to the home to see if the parents are aware of the child's behavior and what problems they may be having with him at home. Several visits may be necessary; or a conference of nurse, parents, and teacher may prove helpful. In most cases, as a result of these combined efforts, the source of the trouble can be discovered in a physical defect that is causing nervous tension, in some home problem that is giving the child a feeling of inferiority or insecurity, or in some other phase of life that is affecting the child's growing mind and body and making him difficult.

Perhaps you are wondering how it is possible for the nurse to fill these varying roles: the instructor of students in the schools, the community worker safeguarding the children's entire environment, a team member working to correct defects. Only careful planning allows time to get the picture of each child as a whole.

Let us assume that a new school year is beginning, and that the nurse has appraised the situation and is outlining her work. She will first list the things she hopes to accomplish during the school year. As she makes the list she will bear in mind the fact that she will undoubtedly be able to spend only a few hours in each school every week or every two weeks, as the case may be. In this short time she wishes to achieve as much as is humanly possible. From past experience she knows she must plan the work, then work the plan; so her first step is to set down on paper the things she *must* accomplish, and also the things she *hopes* to

accomplish. When completed, her list might include the following:

1. Counsel with the principal and teachers of each school in which she is to work, to obtain their suggestions as to the health program they would like to have in their school.
 2. See that every child in the school is weighed, measured, and tested for vision and hearing. (This process is known as screening, and will be thus referred to in this article.)
 3. Arrange with school doctor for physical examinations of all children in the first and fourth grades in the church schools, those in the seventh grade of intermediate schools, in the ninth and twelfth grades of academies, and those who are entering college.
 4. Work out a plan for a dentist or dental hygienist to examine the church school children's teeth.
 5. Prepare for the immunization program in church schools.
 6. Check with the teachers regarding any health problems they have noticed in daily contacts with the children.
 7. Talk with mothers (or with students themselves in academy or college) about remediable defects, and help to plan for their correction.
 8. With the Home and School Association president plan health programs for the parents.
 9. Tell health stories to every grade in the church school, and arrange for films and lectures for students in intermediate school, academy, and college.
 10. If the nurse is working in a college, arrangements must be made for someone to be in the dispensary at all times, and for health teaching by means of posters and other literature available for the students.
- In looking at this list it is obvious that if the school nurse is to screen every child in each school she visits, she will have no time to do anything else. Nor is it necessary that she do this. The Home and School Association should appoint a capable mother to be health chairman, who acts as the nurse's assistant; and with the nurse she plans the activities of the health committee, made up of other mothers chosen to assist her, according to the size of the school. As soon as this committee is assembled and the plans for the school year have been completed, the nurse arranges to meet with the mothers to instruct them in the work of screening. Once instructed, these mothers can carry on this work without the nurse's

assistance, thereby releasing her for other duties.

As a reminder of what is expected of the mothers in this work, the nurse will usually post a list of their duties, as follows:

1. Be sure the teacher is notified at least one day before you plan to screen her children.

2. Have the Health Record blanks in order, ready to be given to each child as he or she comes for screening.

3. Arrange for one mother to do the weighing and measuring, two mothers to check on vision, and one mother to record findings on the Health Record. If the health room is large enough, and if there are extra scales and shadow boxes, more mothers may do this work.

The nurse leaves with the health chairman a ruled sheet of paper headed "Students the Nurse Should See" and having columns labeled "Name," "Age," "Grade." Then if a student apparently has bad vision that is uncorrected, or is markedly underweight or overweight, this fact is noted. Thus students who may need help are called to the attention of the nurse.

In academies and colleges the screening work may be done by students selected for this work because of their accuracy and attention to detail and duty. They would carry on the same routine as outlined for the health committee above.

Next come the physical examinations. Again the chairman of the health committee is called into service, either to help with the work herself or to appoint other mothers as needed. These mothers help the doctor and record his findings on the Health Records. As soon as the doctor has finished with each child, his mother (if she is present or the older student himself) talks with the nurse regarding any defects or health problems noted by the doctor.

In our church schools, immunizations should be given early in the school year. The nurse should arrange for this with the Health Department or with private doctors. If there is a Home and School meeting before this date, the nurse might give a short talk explaining why these immunizations are necessary and who should receive them. The nurse and the doctor work together on this program, with the health committee mothers taking the children to and from the rooms and recording immunizations given.

Upon completion of this preliminary work of screening, physical examinations, dental examinations, and immunizations, the nurse is ready to begin her work of following up all students who have remediable defects to see

that the conditions are corrected. This work, along with health teaching, continues throughout the school year at whatever level she is working—church school, academy, or college.

Early in the school year, perhaps even before school begins, the nurse will wish to talk with the principal and teachers of the school to ascertain which subjects they wish particularly emphasized in the health teaching. These should be discussed first, then the nurse will continue with subjects of her own choosing. It has been found helpful to post a list of subjects and have the teachers choose those in which they are interested, then make appointments for giving the talks or telling the stories.

Most teachers and principals feel that posture needs stressing every year, so we usually open the storytelling for the year with a posture campaign for the whole school. If there are several rooms in the school, we check to see which room has the best posture. The teachers make charts with the names of all the students, and the nurse checks the posture while the teacher records "Good," "Fair," or "Poor." Later in the year we plan for a recheck of posture to see what improvement has been made. Other suggested topics include:

1. A Journey Through Healthland (on good foods)
2. Sleep
3. Cleanliness
4. Prevention of Colds
5. Health Habits Around the World
6. Fingernail Do's and Don'ts
7. Body Systems
8. Work of the Blood
9. Summer Safety Campaign
10. "Baby Sitting" Class

For the academies and colleges we suggest films on varying subjects that are available through the public libraries or the Health Department. Films may be shown on the subjects mentioned for stories: posture, nutrition, communicable diseases, care of the body, value of exercise, a healthy mind, and other subjects.

The parents, too, should be included in the health education program, so a conference with the Home and School president is in order. With her the nurse will discuss subjects in which the parents are or should be interested, and they decide when in the year these topics may be presented. Films may be shown to the

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ACCENT THE POSITIVE

*Ellen G. White **

CHRIST was a teacher sent from God, and His words did not contain a particle of chaff or a semblance of that which is nonessential. But the force of much human instruction is comprised in assertion, not in truth. The teachers of the present day can only use the educated ability of previous teachers; and yet with all the weighty importance which may be attached to the words of the greatest authors, there is a conscious inability to trace them back to the first great principle, the Source of unerring wisdom, from which teachers derive their authority. There is a painful uncertainty, a constant searching and reaching for assurance that can only be found in God. The trumpet of human greatness may be sounded, but it is with an uncertain sound; it is not reliable, and the salvation of human souls cannot be ventured upon it.

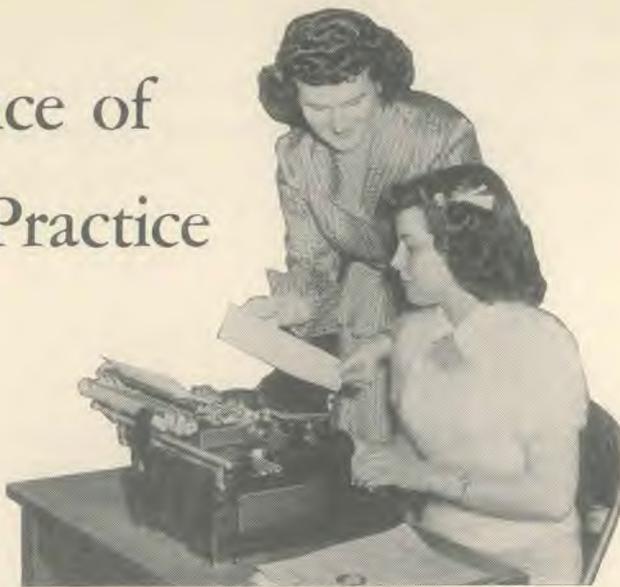
A mass of tradition, with merely a semblance of truth, is being brought into education, which will never fit the learner to live in this life so that he may obtain the higher immortal life. The literature placed in our schools, written by infidels and so-called wise men, does not contain the education that students should have. It is not essential that they shall be educated in these lines in order to graduate from these schools to the school which is in heaven. The mass of tradition taught will bear no comparison with the teachings of Him who came to show the way to heaven. Christ taught with authority. The sermon on the mount is a wonderful production, yet so simple that a child can study it without being misled. The mount of beatitudes is an emblem of the high elevation on which Christ ever stood. He spoke with an authority which was exclusively His own. Every sentence He uttered came from God. He was the Word and the Wisdom of God, and He ever presented truth with the authority of God. "The words that I speak unto you," He said, "they are spirit and they are life."

* *Fundamentals of Christian Education*, pp. 407, 408.

The Importance of Typewriting Practice

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THE old adage, "Practice makes perfect," has been disproved. Even the newer adage, "Correct practice makes perfect," must be properly interpreted. The former has been proved faulty, because, if the practice is incorrectly done, the incorrect elements will become just as deeply ingrained as would the correct elements. The later adage must be accepted with caution and with an intelligent interpretation of "correct practice," for, if a student using the best possible techniques should practice a typewriting exercise at fifteen words a minute many times, he would build habits of typing at that rate, and that rate only. "Correct practice" must be interpreted as exercise in continuous development of plastic, adjustable skills, ever looking toward better techniques, higher speed, and greater accuracy. Correct practice must mean reaching out for continuously higher goals, not blind repetition of a given technique at a set rate.

It used to be somewhat common for typing students to "make three copies of this exercise," or "type this list of words ten times," or "type this warming-up drill repeatedly for three minutes." Any exercise typed under such conditions can be of little value, because the student has no particular goal to try to attain, other than to keep making typing movements until the time or quality goal has been attained. In every exercise the students should have a definite purpose; they should know why they are typing a definite exercise and what they are to attain from it. Purposeless drill is futile.

The number and nature of the purposes that a student should strive to attain in any one drill should be few in number and relatively easy to attain. Thus a class may be told to type a drill exercise with particular attention to keeping the hands from moving forward or backward, or keeping the fingers properly curved, or trying to make at least one less error each time than last time, or keeping the eyes on the copy. If the students are told to do all these things, they will fail because there are too many things to attend to. If students are asked to try to increase their speed by ten words a minute they will probably fail; whereas if the increase sought were only two words a minute, they might succeed. Emphasis on a single element, or a very few elements, permits purposeful drill that is likely to promote success and, from that success, confidence.

The student should be able to determine the progress he is making—the success he is attaining. This means more than that he should be able to count errors or speed. It includes a knowledge that he is improving in the various techniques. For instance, students may be paired off; and as one types, the other watches his eyes to see how many times he looks away from the copy. Then the students reverse. In this way each student has a report of his success or failure, not only in terms of speed and accuracy, but also in terms of keeping his eyes on the copy. Knowledge that one is actually making progress toward a goal is highly stimulative to greater achievement.

Perhaps teachers err in using many drills and exercises merely as testing or grading exercises. If a student thinks a grade is going to be given for a drill, he tries to make it as correct as possible, thinking that accuracy is to be the basis for the grade. If he thinks he can make the result more correct by looking at his fingers, by striking some keys with the wrong fingers, or by using other incorrect techniques, he may commit those faults in the hope of obtaining a more correct copy. His objective should, of course, be largely one of experimentation to find better ways and techniques, but he hesitates to experiment if it might cause a few errors. If the instructor will tell the class that a certain drill is to be typed for practice only, that it will not be marked, and does not even need to be handed in, the students may be more easily led to experiment and seek improved techniques.

Good practice then must include (1) a special purpose or objective on the part of the student—he should know what the drill is designed to accomplish; (2) he must be willing to change and adjust and experiment to try to find better ways, secure in the knowledge that he will not be penalized for errors that the experimentation may lead him into making; and (3) he must have means of determining the degree of success in his efforts.

It is not uncommon, for instance, to see a typing student start an exercise, make an error in the first line or two, remove the paper from the machine and start again, only to make another error in a short time, and start all over a third and a fourth and perhaps many more times. This procedure is wasteful of paper and it is also a very poor and inefficient method of practice. Knowing this to be true, some teachers try to stop it by rule or regulation. Students may be told that they must finish each exercise they start, but such instructions cause the student, when he has decided that his paper will not be acceptable, merely to race through the rest of the exercise, careless of errors and of techniques. His only object is to finish the exercise so that he can start again, in the hope that the next attempt will be successful. Some teachers may try to prevent this by issuing only one sheet of paper at a time and requiring that the student turn in a finished sheet in order to get a new one. This device fails to stimulate the student to practice and experiment in the search for better tech-

niques. It only causes him to be a little more careful and to race a little less swiftly after his actual objective—the securing of another piece of paper on which to try again.

Much of this could be avoided if the student knew that the exercise was actually a practice or experimental drill and that it would not be graded. It is probable, however, that the student cannot be forced to practice properly by any orders. He will practice properly only if he is himself convinced that typing the exercise all the way through is better procedure than stopping and starting over again after each error.

It is necessary that the teacher make the students see the disadvantages of starting a new sheet after each error, by explaining and demonstrating what some students do when they start over again and again, something like this:

"The student who starts a new sheet each time he makes an error is not only wasting a lot of paper but he is also giving himself very poor practice. Suppose, for instance, you are trying to type a ten-line exercise, and you make a mistake in the first line. You scowl, murmur something under your breath, yank the paper out [demonstrate all this], and start over. This time you get the first line right, but you make an error in the second line. You scowl a little harder, mutter some more, and tear the second sheet out, starting all over again. This time you may get the first line right and the second line right, but you make an error in the third line. You see, if the exercise is new and difficult, with new words or techniques to be met, it is very likely that you will make errors. But you tear the paper out and start over, again and again. Suppose that you made only one error in each line, and that you never made an error in any line you had previously tried. That means that in eleven trials you would have typed the first line eleven times, the second line ten times, the third line nine times, and so on down to the tenth line, which you have typed only twice. You would have overpracticed the first part of the exercise and underpracticed the last part. Would that be effective?"

The teacher may continue by pointing out to the students that in any new drill there will be many letters, words, and phrases that need no particular drill, and only a few will be found that do need considerable practice. Typing the entire exercise over and over is not a good way to learn those hard words. The student who

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STRAIGHT from the BLUEPRINT

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

→ This Is Christian Discipline

I. BASIC CONSIDERATIONS IN CHRISTIAN DISCIPLINE

A. Christian education produces free men.

1. True education must prepare young people for the responsibility of being free moral agents.

"Every human being, created in the image of God, is endowed with a power akin to that of the Creator,—individuality, power to think and to do. . . . It is the work of true education to develop this power; to train the youth to be thinkers, and not mere reflectors of other men's thought." (Ed 17)

2. Freedom in the Christian sense, the voluntary choice of right being and right doing, must be the goal.

"Every child should understand the true force of the will. He should be led to see how great is the responsibility involved in this gift. The will is the governing power in the nature of man, the power of decision, or choice. Every human being possessed of reason has power to choose the right. In every experience of life, God's word to us is, 'Choose you this day whom ye will serve.' [Joshua 24:15.] Every one may place his will on the side of the will of God, may choose to obey Him, and by thus linking himself with divine agencies, he may stand where nothing can force him to do evil. In every youth, every child, lies the power, by the help of God, to form a character of integrity and to live a life of usefulness." (Ed 289)

"The youth have an inborn love of liberty; they desire freedom; and they need to understand that these inestimable blessings are to be enjoyed only in obedience to the law of God. This law is the preserver of true freedom and liberty. It points out and prohibits those things that degrade and enslave, and thus to the obedient it affords protection from the power of evil." (Ed 291)

3. There must be continuous choice according to accepted values.

"The young should be controlled by firm principle, that they may rightly improve the powers

which God has given them. But youth follow impulse so much and so blindly, without reference to principle, that they are constantly in danger. Since they cannot always have the guidance and protection of parents and guardians, they need to be trained to self-reliance and self-control. They must be taught to think and act from conscientious principle." (MYP 379)

B. Christian education builds character.

1. Character training is the highest form of education.

"The highest class of education is that which will give such knowledge and discipline as will lead to the best development of character, and will fit the soul for that life which measures with the life of God. Eternity is not to be lost out of our reckoning." (CPT 45)

2. The teacher's most important work.

"Character-building is the most important work ever entrusted to human beings; and never before was its diligent study so important as now." (Ed 225)

3. Christian indomitableness is to be sought.

"Beyond the discipline of the home and the school, all have to meet the stern discipline of life. How to meet this wisely is a lesson that should be made plain to every child and to every youth. . . . We may do the children and the youth a lifelong good by teaching them to meet bravely these troubles and burdens. While we should give them sympathy, let it never be such as to foster self-pity. What they need is that which stimulates and strengthens rather than weakens." (Ed 295)

II. DEVELOPMENTAL DISCIPLINE: PRINCIPLES AND PROCEDURES

A. Discipline should prepare the student for self-government.

1. Personal self-discipline is to be the aim.

"The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control." (Ed 287)

"Those who train their pupils to feel that the power lies in themselves to become men and women of honor and usefulness, will be the most permanently successful." (FE 58)

2. Opportunities for self-government should be extended as the student shows readiness.

"To direct the child's development without hindering it by undue control should be the study of both parent and teacher." (Ed 288)

"The will should be guided and moulded, but not ignored or crushed. Save the strength of the will; in the battle of life it will be needed." (Ed 289)

B. Appreciation of law is basic in self-government.

1. The child must have the protection of the habit of obedience before he is old enough to reason.

"One of the first lessons a child needs to learn is the lesson of obedience. Before he is old enough to reason, he may be taught to obey. By gentle, persistent effort, the habit should be established." (Ed 287)

2. The home and the school shape the child's concept of government.

"It should be made plain that the government of God knows no compromise with evil. Neither in the home nor in the school should disobedience be tolerated. No parent or teacher who has at heart the well-being of those under his care will compromise with the stubborn self-will that defies authority or resorts to subterfuge or evasion in order to escape obedience." (Ed 290)

"Children should be taught to respect experienced judgment, and to be guided by their parents and teachers. They should be so educated that their minds will be united with the minds of their parents and teachers, and so instructed that they can see the propriety of heeding their counsel." (FE 17)

"Help the child to see that parents and teachers are representatives of God, and that as they act in harmony with Him, their laws in the home and the school are also His. As the child is to render obedience to parents and teachers, so they, in turn, are to render obedience to God." (Ed 287, 288)

"As soon as he [the child] is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealings with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering. When God says 'Thou shalt not,' He in love warns us of the consequences of disobedience, in order to save us from harm and loss." (Ed 287)

3. Love must be paired with firmness.

"Teachers are to bind the students to their hearts by the cords of love and kindness and strict discipline." (CPT 265 [compare 2T 259])

C. The student should be given experience in responsibility.

1. Responsibility may be developed through service.

"In service in the schoolroom many a boy whose restlessness leads to disorder and insubordination would find an outlet for his superfluous energy. Let the older assist the younger, the strong the weak; and, so far as possible, let each be called upon to do something in which he excels. This will encourage self-respect and a desire to be useful." (Ed 285, 286)

2. Trustworthiness is a natural response to being trusted.

"The wise educator, in dealing with his pupils, will seek to encourage confidence and to strengthen the sense of honor. Children and youth are benefited by being trusted. Many, even of the little children, have a high sense of honor; all desire to be treated with confidence and respect, and this is their right. They should not be led to feel that they cannot go out or come in without being watched. . . . Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust." (Ed 289, 290)

3. Students should participate in the making of school rules.

"The rules governing the schoolroom should, so far as possible, represent the voice of the school. Every principle involved in them should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed." (Ed 290 [compare CPT 153]). (We do not understand this to mean an abdication of faculty responsibility. Rules are applications of fundamental principles or well-established aims to specific situations. Society, the church, and the controlling board look to the faculty to uphold and justify sound principles. Teachers and students should collaborate in finding true and workable applications of these principles.)

4. Rules should be administered so as to teach respect for law.

"Rules should be few and well considered; and when once made, they should be enforced. Whatever it is found impossible to change, the mind learns to recognize and adapt itself to; but the possibility of indulgence induces desire, hope,

and uncertainty, and the results are restlessness, irritability, and insubordination." (Ed 290)

"If the youth could see that in complying with the laws and regulations of our institutions, they are only doing that which will improve their standing in society, elevate the character, ennable the mind, and increase their happiness, they would not rebel against just rules and wholesome requirements, nor engage in creating suspicion and prejudice against these institutions." (CPT 99, 100)

"Our schools have been established that in them the youth may learn to obey God and His law, and become fitted for service. Rules for the conduct of those who attend, are necessary, and the students should act in harmony with these regulations. . . . Each student entering one of our schools should place himself under discipline. Those who refuse to obey the regulations should return to their homes." (CPT 264, 265)

D. Developmental discipline is the fine art of making disciples.

1. The Christian teacher will reflect the character of Christ.

"As the highest preparation for your work, I point you to the words, the life, the methods, of the Prince of teachers. I bid you consider Him. Here is your true ideal. Behold it, dwell upon it, until the Spirit of the divine Teacher shall take possession of your heart and life." (Ed 282)

2. The teacher will reveal the love of God.

"The habits and principles of a teacher should be considered of even greater importance than his literary qualifications. . . . In order to exert the right influence, he should have perfect control over himself, and his own heart should be richly imbued with love for his pupils, which will be seen in his looks, words, and acts." (FE 19)

3. The teacher must be what he wishes the young person to become—self-controlled, under discipline to Christ.

"The teachers . . . need to be self-possessed, to keep their temper and feelings under control, and in subjection to the Holy Spirit. They should give evidence of having, not a one-sided experience, but a well-balanced mind, a symmetrical character. Learning daily in the school of Christ, such teachers can wisely educate the children and youth. Self-cultured, self-controlled, under discipline to Christ, having a living connection with the Great Teacher, they will have an intelligent knowledge of practical religion; and keeping their own souls in the love of God, they will know how to exercise the grace of patience and Christ-like forbearance." (CPT 191)

"When Christ is formed within, the hope of glory, then the truth of God will so act upon

the natural temperament that its transforming power will be seen in changed characters. You will not then, by revealing an unsanctified heart and temper, turn the truth of God into a lie before any of your pupils. Nor will you, by manifesting a selfish, unchristlike spirit, give the impression that the grace of Christ is not sufficient for you at all times and in all places. You will show that the authority of God over you is not in name only, but in reality and truth." (CPT 194). (Since rules represent only the lowest common denominator of behavior in a given social group, it follows that teachers should encourage and demonstrate a plus quality in behavior reaching toward a maturity which, while it includes the accepted mores of the school, will achieve and hold a higher level of conduct than that described by the regulations.)

E. Dangers to be avoided.

1. Excessive domination is disastrous.

"The discipline of a human being who has reached the years of intelligence should differ from the training of a dumb animal. The beast is taught only submission to its master. For the beast, the master is mind, judgment, and will. This method, sometimes employed in the training of children, makes them little more than automatons. Mind, will, conscience, are under the control of another. It is not God's purpose that any mind should be thus dominated. Those who weaken or destroy individuality assume a responsibility that can result only in evil. While under authority, the children may appear like well-drilled soldiers; but when the control ceases, the character will be found to lack strength and steadfastness. Having never learned to govern himself, the youth recognizes no restraint except the requirement of parents or teacher. This removed, he knows not how to use his liberty, and often gives himself up to indulgence that proves his ruin." (Ed 288)

2. The will is not to be weakened but strengthened.

"It is not God's purpose that any human being should yield his mind and will to the control of another, becoming a passive instrument in his hands. No one is to merge his individuality in that of another." (MH 242)

"The severe training of youth, without properly directing them to think and act for themselves as their own capacity and turn of mind will allow, that by this means they may have growth of thought, feelings of self-respect, and confidence in their own ability to perform, will ever produce a class who are weak in mental and moral power. And when they stand in the world to act for themselves, they will reveal the fact that they are trained, like the animals, and not educated. Their

wills, instead of being guided, were forced into subjection by the harsh discipline of parents and teachers." (FE 17)

III. CORRECTIVE DISCIPLINE: PRINCIPLES AND PROCEDURES

A. Correction is to be redemptive.

1. The wrongdoer must, if possible, be led to seek reformation.

"The true object of reproof is gained only when the wrong-doer himself is led to see his fault, and his will is enlisted for its correction. When this is accomplished, point him to the source of pardon and power. Seek to preserve his self-respect, and to inspire him with courage and hope. This work is the nicest, the most difficult, ever committed to human beings. It requires the most delicate tact, the finest susceptibility, a knowledge of human nature, and a heaven-born faith and patience, willing to work and watch and wait. It is a work than which nothing can be more important." (Ed 291, 292) (This quotation reveals a significant sequence: (1) the student must be led to see his fault; (2) his will is enlisted; (3) he is pointed to pardon; (4) he is pointed to power; (5) his self-respect is preserved; (6) hope and confidence are inspired.)

2. The spirit of Christ is to be exemplified in the teacher.

"If the teacher has the love of Christ abiding in the heart as a sweet fragrance, a savor of life unto life, he may bind the children under his care unto himself. Through the grace of Christ he may be an instrument in God's hands to enlighten, lift up, encourage, and help to purify the soul temple from its defilement, until the character shall be transformed by the grace of Christ, and the image of God be revealed in the soul." (CPT 197 [compare FE 19, CPT 191, Ed 292, 294])

3. Consideration is to be shown the wrongdoer.

"Great care should be shown in regard to making public the errors of students. To make public exposure of wrong is harmful in every respect to the wrongdoer, and has no beneficial influence upon the school. It never helps a student to humiliate him before his fellow students. This heals nothing, cures nothing, but makes a wound that mortifies." (CPT 267)

"He who wishes to preserve his own dignity and self-respect must be careful not to wound needlessly the self-respect of others. This rule should be sacredly observed toward the dullest, the youngest, the most blundering students. What God intends to do with these apparently uninteresting youth, you do not know." (CPT 93)

4. Nagging defeats the teacher's purpose.

"In our efforts to correct evil, we should guard against the tendency to faultfinding or censure. Continual censure bewilders, but does not reform. With many minds, and often those of the finest susceptibility, an atmosphere of unsympathetic criticism is fatal to effort. Flowers do not unfold under the breath of a blighting wind.

"A child frequently censured for some special fault, comes to regard that fault as his peculiarity, something against which it is vain to strive. Thus are created discouragement and hopelessness, often concealed under an appearance of indifference or bravado." (Ed 291)

5. Every Christian school should be a shelter for tempted young people.

"In this time of special danger for the young, temptations surround them on every hand; and while it is easy to drift, the strongest effort is required in order to press against the current. Every school should be a 'city of refuge' for the tempted youth, a place where their follies shall be dealt with patiently and wisely. Teachers who understand their responsibilities will separate from their own hearts and lives everything that would prevent them from dealing successfully with the wilful and disobedient. Love and tenderness, patience and self-control, will at all times be the law of their speech. Mercy and compassion will be blended with justice. . . . In gentleness they will set before the wrong-doer his errors, and help him to recover himself. Every true teacher will feel that should he err at all, it is better to err on the side of mercy than on the side of severity." (Ed 293, 294)

6. Teachers are not to become discouraged over occasional failure.

"After all these efforts, teachers may find that some under their charge will develop unprincipled characters. They are lax in morals as the result, in many cases, of vicious example and neglected parental discipline. And teachers doing all they can will fail to bring these youth to a life of purity and holiness; and after patient discipline, affectionate labor, and fervent prayer, they will be disappointed by those from whom they have hoped so much." (FE 117)

B. When the student must be arrested in his course.

1. Separating a student from school is a serious business.

"Be careful what you do in the line of suspending students. This is a solemn business. It should be a very grave fault which requires this disci-

—Please turn to page 28



Entrance to Japan Missionary College

Providence in Japan

Raymond S. Moore

PRESIDENT
JAPAN MISSIONARY COLLEGE

WE HERE in the educational work in Japan have this year continued to see remarkable demonstrations of the blessings of God as we have sought His wisdom in carrying out His plan. We know that God is able to perform miracles to demonstrate His providential care for us. Perhaps the most dramatic is the Mizuno story. Dr. Tsunekichi Mizuno is the man who took our book *Education* off the library shelf in the University of Illinois years ago, studied it thoroughly—and remembered it. Later, because of this experience, Dr. Mizuno, then director of Social Education for all Japan (and therefore of parochial education), became the protector of this college when it was in trouble just before World War II. A distinguished educator, he was also director of Japan's great Museum of Science.

After our repeated attempts to get Japan Missionary College accredited for teacher education had ended in failure, we were once again at the end of our rope. We had to have teachers for our church schools, and they must be educated here. We knew that to be God's will. But we also knew that the Japanese Government required government certification of all elementary and secondary teachers, whether public, private, or parochial.

When the prince was here last year, some of the Education Ministry's men were here also. One of these, Dr. Jintaro Kataoka, the United Nations' representative, was especially friendly to us. He suggested we try affiliation with Tamagawa University, an elite, highly accredited school out of Tokyo, especially noted for its outstanding work in teacher education. We demurred—told him we had thought of that

—had even approached a college or two—but our conditions could not be met; namely, (1) all didactic teaching must be done by our own teachers on our campus, (2) charges must be within our budget, (3) no syllabi would be taught which were inconsistent with our beliefs, and (4) no demands for any Sabbath appointments could be made.

Dr. Kataoka said to try anyway, on an extension-affiliation basis—that, strangely, Tamagawa University had a philosophy of education much like ours. With much prayer that God's will would be done, we did go. And who should be director of both extension and teacher education but Dr. Mizuno!

He immediately took to our idea. He called in his faculty council; they were dead set against it. Dr. Mizuno assured them he would take personal responsibility; they reluctantly relented. We were very happy, but had yet

A Book

We study Locke and Rousseau taught by Flavel and Herbart, Hegel. And having been led to engage in and devote ourselves

But unless we come to the most profound, whose actions are the greatest among men, it should provide correct guidance and the student, who, it might be

In the "New Education" teacher by the planet, and the we include in our consideration the solar systems, all the components in perfect order, our concept of

We must, through Jesus Christ, see the living God Himself; and must attain to His eternal life, enjoy the name of a teacher in spite of our uncertain and changing world, have the name of a teacher

Education, written with the name of a teacher for fifty-some years been a teacher in the greatest possible service to the world over.

When I was studying at Princeton, I had the privilege to read the book in question. I was moved by the book at that time to recommend it to the educational world. I heard that the book has found a wide language and is being promoted throughout the world. Education is based upon the principles of mind, body, and hand.

I hereby recommend this book as most profitable reading for the educational world.

April 22, 1953

Professor
Former
Former
for the

a long way to stretch our faith, for our students had to take an entrance examination, even though the courses were to be taught on our own campus. Every one of our students failed! We didn't know what to do—except pray. We went back to Tamagawa. Dr. Mizuno told his professors that he knew something about this college that they might not understand, and to let our students go ahead under his own



Teaching Staff of Japan Missionary College

ommended

We look up to Pestalozzi. We are made to think by Kant and Frodike and Dewey, we now see "New Education."

The God whose thoughts are the most holy, whose influence is none a matter of impossibility to for the child, the pupil, and a reflection of the light of God. God is symbolized by the sun, the creator by the moon. But unless power of God, who guides all us, and all the other systems in vision cannot escape narrowness. The great Teacher sent by God, now His methods of teaching; . Otherwise, we cannot safely tools, which are but miniatures ty. Nor shall we, needless to heavenly school of the future. red pen of Ellen G. White, has own book, which has rendered students, teachers, and parents

iversity of Illinois, it was my language. I was profoundly it has been my desire ever since Japan. It is my sincere joy to translated into the Japanese pan Missionary College, whose of education as it is presented nonious development of spirit,

parents, teachers, and students understanding of the "New

ed: TSUNEKICHI MIZUNO
awa University
the Tokyo Museum of Science
of Social Education
of Education

recognition. Finally they did. Now our students were on the spot. They were all scholarship students, and all such have to average at least twenty work hours per week in shops, on farm, etc.—two hours more than our regular minimum. They came to the teachers and asked to be relieved of some of their work, so they would have more study time. The teachers, perplexed, came to us. We asked them who had brought them thus far, and if He could take them on, quoting *Education*, page 46, where it says that special wisdom is promised if we follow God's plan. They understood immediately and went ahead, averaging well over their required twenty hours a week.

Surprisingly, we didn't worry much. What had happened was so far beyond us anyway that we just prayed and left the matter with God. At the

end of the first quarter our students had compiled what may be one of the most amazing records in higher education. With courses taught at our college, but reports and examinations graded by the various professors at Tamagawa University, every one of our students (fourteen finally) received all A's in all subjects! The professors could not understand it, and have now taken to sending their students here to see what we are doing. This month (November, 1953) another delegation of twenty Tamagawa students will come here, and Dr. Mizuno will visit us. This fall during our students' four-week stint of practice teaching on the Tamagawa campus, the President even invited them to his home—a privilege few of his students could ever experience.

Dr. Mizuno, of course, is very happy. It is interesting, if not disconcerting, to read his cards and letters to us, in which he, a really great educator of the world, constantly asks counsel on various educational problems as a basis for his writing and teaching. God has a plan that will humble even kings.

An interesting side light during a later quarter involved the professor of political science at Tamagawa, whose record revealed that he considered virtually no one worthy of an A and gives only one B out of 100 students. He gave all of our students B's except one who received a C. The tally at the end of the first year was, for all our students, 75 per cent A's, 24 per cent B's, and only one C—and a great lesson for us all!

Personalizing College Teaching

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PERSONALIZED teaching provides for recognition of the individual and adaptation of the instruction to meet his needs. It adds the warm friendly touch to learning. It makes teachers more aware of individual potentialities, and the means of challenging these potentialities to the maximum. How can the college professor personalize his teaching? The writer has tried three techniques: the student-planning approach, the use of student assistants in individualized teaching, and the conference technique. In each case the techniques have been used with more than one group and have been revised on the basis of the suggestions of the group.

Student planning was used in teaching educational guidance. Seniors and graduate students were enrolled in the course. Usually there were about twenty-five students in the class, which met informally around a big table, with approximately equal numbers representing each group. During the first two sessions the members of the group decided how they would work together and, after two days of exploratory reading, selected the topics which they thought they needed to know something about. They were guided by a bibliography and mimeographed materials, which included a list of favorite topics defined by previous classes, and hints for studying the course. When the members of the class had made their choice of topics, they elected three students to make final selections, to arrange the topics in order of presentation, and to make up a schedule.

Because the students still were not sure how the procedure worked, they usually asked the instructor to demonstrate it. He, in turn, selected the panel members from the leaders of earlier panels. Actually, all the panel leaders chose their favorite topics and then selected the panel

members from among the students who expressed interest in serving on their panels. After planning the first topic, the instructor called a leadership-training session at which the chosen leaders discussed in detail all the proposals made by the class. Members of the first panel brought out the problems which they met in planning their discussion.

Popular practice showed that students wanted each member of the committee prepared on all phases of the topic. They insisted that the committee define required readings for everyone, and also expected it to do wide reading and to bring a broad background to the session. At the beginning of the discussion, the leader set up the problems; then discussion began among the committee members. Leaders were cautioned to be sensitive to reactions which indicated the desire of others to participate. The students wanted challenges, extra facts, and practical hints for giving guidance within the classroom. They instructed the panel leaders to avoid lectures and formal reports.

The instructor was just another member of the group, he contributed as a member of the class. There were times when he believed it better to let the group struggle with the issue rather than to inject his own ideas. On the other hand, the panel chairman was free to call upon him at any time a need for more information arose.

The last few minutes of the final session were set aside for the chairmen to summarize the work of the group. There was also opportunity for all members of the group to challenge or correct any points in the summary. Immediately after the last class session on a topic, the group met to develop a summary and mimeograph it for the entire class. These summaries stressed the practical ideas which students be-

lieved they would be able to use in their teaching. When they wrote their summaries, they prepared a topic quiz for the rest of the class, which was scored and returned at the time the summaries were distributed. The averages of these short quizzes were used, along with three other criteria, to determine the final mark.

The other factors were: the student's own estimate of his progress, supported by narrative and developed upon the basis of how well he achieved his objectives; his fellow students' evaluation—based upon criteria set up by the class; and the final examination. Each factor was weighed equally. It is interesting to note that students often requested individual conferences to help them prepare their own evaluation. The final examination was given at the last regular session. Prior to this time, several days were set aside for unfinished business. During these sessions the class simply presented questions which had remained unanswered. The regular examination period was set aside for discussion of the final examination. This was the only session at which class attendance was required. Actually, this was probably an unnecessary requirement because class attendance was good. The final examination was largely an objective test. In spite of the fact that an objective examination does not measure the quality of thinking achieved through their type of learning situation, students were unanimous in their belief that they did better than they would have, had it been a formal lecture course. By the end of the semester practically all the students' comments were favorable. However, opinions were different about the middle of the semester. At that time the students were insecure. They were having a new experience and they were not sure that they liked it. Leadership sessions and evaluation forums usually relieved tensions and gave the individuals the reassurance they needed to go on and find themselves in their new setting.

A number of years ago, when the writer was teaching mathematics and science, he experimented with an approach to personalized teaching in the physical sciences: algebra and calculus at the college level, algebra in high school, chemistry in high school, and first-year college physics. Here the course content was fairly well defined. Hence, the planning sessions were devoted to arranging ways of working together. The class always preferred the individual approach. Because the high-school chem-

istry classroom-laboratory combination provided an ideal setting, the experience of this group is described. A demonstration laboratory unit was provided in the front of the room, and movable armchairs were available for class discussion. The back of the room was set aside for sufficient laboratory units to accommodate four classes of forty students each, provided that two students shared a laboratory locker. Naturally, a less elaborate room was needed for mathematics. When the work session began, the student assistants formed a group at the front of the room.

The instructor used two criteria in selecting assistants—performance in related courses and interest in helping fellow students. Were he to do it over, he would present these criteria to the class and ask them to help select the assistants. The assistants helped individuals with whatever problem students presented. Assistants received special instructions to help them differentiate between doing the work and helping the student do his work. Actually, assistants were not required to turn in daily assignments. They were provided with special problems and other learning materials to challenge them when they were not assisting their fellows. The course was offered in a number of large blocks of work-units with long-term assignments. Reading materials were provided at different reading levels. Minimum assignments were made. Provision was also made for additional reading, extra problems, and supplementary experiments. Both the assistants and the instructor provided individual help during the work session. They also checked the daily assignments. Each of them had an answer book. When he found a problem worked incorrectly, he helped the student rework it correctly. Daily work was simply checked off. During the discussion periods and examination periods the assistants became regular members of the group, which soon learned that no question was too simple to ask. Sometimes when a student could not even phrase the question, he would simply say, "Please explain that section starting in the middle of page —."

A description of a typical class period will provide an understanding of the class procedure. Usually the instructor would open the period by asking, "Are there any questions?" There were many. Once the question was stated, the teacher referred it to the group. If someone answered it, the group simply went on to another question. If there was doubt, various

students presented their views and finally the instructor pulled all the facts together into an explanation. On two of the three days not devoted to laboratory work, the instructor gave a daily quiz. Other days students worked independently most of the hour. After the quiz was discussed, the group began their study session. The long-term assignment was broken down into smaller units so students would know what to expect in the quizzes. If the student thought that he should work in the laboratory the rest of the hour, he was allowed to do so. He was restricted to defined laboratory experiments as a safety feature. Actually, the students accepted this restriction very well. They still had a lot of choice over and above their required work.

The students' comments, which were summarized for a school report, have been paraphrased for this paper:

1. This course made me work and like it. I never knew one had to know so much about something to make it make sense to somebody else.
2. Those problems for leaders really racked your brains.
3. It was tough for me; I sure liked all the help I got.
4. I got some good suggestions on how to study the course.

5. I never realized before what a tough time some students have. (There was a sympathetic and helpful attitude developed in the leaders, who used to be intellectual snobs.)

6. This course looks like something I would like to use to make a living.

One of the calculus students made a statement somewhat as follows:

I really liked those discussion sessions where we developed proofs with our books closed. We felt as if the instructor drew the proofs right out of us. The joy of original discovery was fun.

In this teaching experience the writer did not feel the resistance he has sensed in using less traditional approaches in the educational-guidance course. He did sense a feeling of co-operation. In this second case the group simply accepted the syllabus and learned to work together in a friendly atmosphere.

About this time the reader might logically ask, "What do you do to personalize instruction in the large class?" The approach called the "conference technique" was used both in teaching a large class in general psychology and in an educational conference. There were approximately one hundred fifty teachers in the second group, while the first group was made up of about seventy college Sophomores and Juniors. For convenience in discussion let us

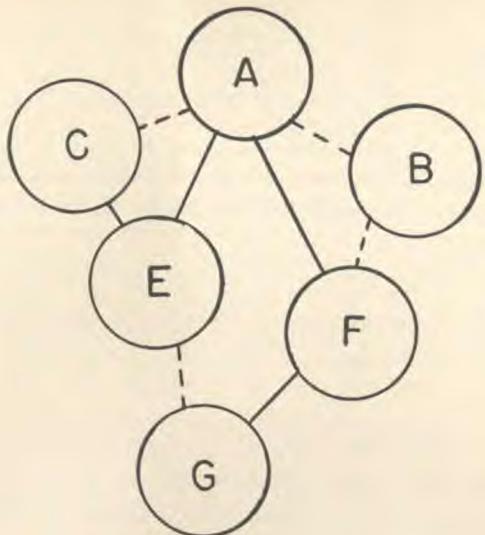
assume that one of these experiences was a three-semester-hour course. Monday there would be a condensed lecture covering all the ground to be included in the week's work. Wednesday there would be a conference session for which the class was divided up into groups of five or six, assignment to the group being made either at random or on the basis of interest. The writer prefers random assignments. In either case the conference group elected its own chairman and spent the hour discussing issues and problems defined in both the lecture period and the reading assignments. It also identified practical ideas that had been discovered as well as questions which remained unanswered. During these periods the instructor moved from group to group, giving special help. Finally, the class met as a unit again on Friday. The chairmen presented their groups' contributions and questions to the whole class for discussion. The Friday plenary session proved to be a brisk one. However, students could usually answer each other's questions. The discussion was not limited to group leaders. The students' reactions to the technique can be reviewed in these five paraphrased statements:

1. I got to know the instructor even if the class was big. The grouping plan made it easier to get your problems to him.
2. The midweek discussion session gave us a chance to apply the course experience to our own way of living.
3. I wasn't afraid to talk in the small group. I found I could get my thoughts into the class thinking.
4. Everybody had a chance to participate.
5. The setting created an informal spirit that carried over into all the sessions.

The midweekly session group changed the atmosphere from one of listening to one of contributing. Moreover, it was easier to get to know the students in fifteen small groups than in one large group of seventy-five. The informality of these discussion sessions added the personal touch that was needed.

Before going any further, the writer wishes to make it clear that he does not believe that this concept of teaching is new. Through the ages there have been teachers who personalized their teaching. These experiences have been reviewed to show that the task can be done in various sizes and types of classes; furthermore, the procedure must be adapted to the nature of the class, the personality of the instructor, and the type of course taught.

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The Dean's Part in the Improvement of Instruction

Schiller Scroggs

DEAN, ARTS AND SCIENCES
OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

THE dean's part in the improvement of college instruction is strongly conditioned by the nature and scope of his responsibilities, which are not standardized; his post varies from the academic programming and guidance of students to virtual presidency of a major division of a university. Again, his status varies with the character of the president and the extent to which the latter confines himself to the money-raising, public relations, and such external duties. The traditions and code of the institution, especially the extent of faculty control, play their part, as also does the character of the dean himself. It is consequently impossible to generalize with security about the matter. Nevertheless, the conviction persists that the dean can be a positive and effective factor in the improvement of college teaching.

There are five general statements that underlie thinking here. (1) The dean's policies must be flexible, persistent, and consistent. Obviously, there is no such immediacy for a reform nor any such correctness in one dean's conception of it as to warrant adamant inflexibility. Yet the faculty should always be aware of the pressure of a rationally stated stand that is advanced at every propitious opportunity, and surely a faculty is entitled to find a dean's academic policy tomorrow consistent with its central trend today. (2) The dean should have long-term plans. He is dealing with a socially coherent and dynamic unity, which means that

he must allow time for ideas to be integrated into the thought and attitude structures of the faculty. Is it not likely that much faculty resistance to change comes simply from their unreadiness to act in a given direction rather than from any permanent opposition to change? (3) From time to time the dean should advance formal, well-planned proposals, but these should serve simply as concrete suggestions; that is, the details of the proposal explicate it, rather than prescribe its form; they do not halter the freedom of the faculty—rather, they challenge the faculty to produce a better plan. (4) The dean is usually the only person paid to spend time studying the entire instructional situation. If he does not do this, it will not be done. The professors have their own pressing problems. Faculties therefore look to deans for imaginative leadership but not command. (5) The dean should know where and how he fits into the dynamic social group called a college and build his strategy upon that.

There are at least five assumptions that underlie the dean's approach to improving teaching. No one will seriously challenge these, but the dean may not keep himself sufficiently aware of them:

- (1) Most professors are conscientious and professional in outlook;
- (2) Most professors are able, intelligent and rational;
- (3) All professors are human; they react to praise and blame; they accept the implications of their academic roles;
- (4) Universities and colleges are in the main rational institutions; in the long run, reason prevails over prejudice;

* Paper read before the Conference on Improvement of College Teaching at the University of Missouri, June 17, 1950.

(5) The improvement of instruction is primarily a faculty function; all administratively initiated practices must have faculty acceptance.

Such is the conceptual structure within which the dean builds an educational unity. All of the postulates of administration are not given here—just those most operative in improving instruction. The dean works where and as he can under the limitations of his particular situation and with faith in the outcome. As his plan emerges in action, it will reveal its full form; as his efforts bear fruit with a minimum of bitterness and resentment, his colleagues usually will accord him enlarged scope of action. Hence, the dean's efforts must not deteriorate into mere opportunism. He must continuously be preparing the situation for action where improvement is most needed: the psychological preparation of the faculty, plans and provisions for methods, materials, facilities, services. He must press for action but not strain. He must personify patience and understanding; realize that there is a certain timelessness about getting results. Goals must be clear, conceived in terms of methods and procedures as well as outcomes. There must be persistent organization: of thought, attitudes, behavioral relationships. Unremitting education of the faculty must go on: no one ever knows enough; problems grow ever more profound. Does such advice savor too much of dilatoriness? If so, the statement has been inadequate. The dean should move as rapidly as circumstances permit, but carry his faculty with him. Such tactics will accomplish more than exhibitionism and dramatic speeches.

Every replacement of or addition to staff is a crucial step. Each must produce an improvement in classroom teaching. Especially should new department heads know the plans of the dean and be in accord with them. It is surprising how rapidly events move with the appointment of a few key men. There are other directions in which the dean can use his appointive powers to improve teaching; faculty enlistment activates the program; service studies by the faculty stimulate proposals and provide means for their validation. To effectuate these, the dean appoints and appoints and appoints; he will do well to appoint in some cases to get the job done; in others, to educate certain people; and in still others, to give the resistance party a taste of the responsibilities and consequences of decision.

This Is the Christian College

It leads students to seek the holiness of beauty, but it encourages them to find the beauty of holiness.

It introduces students to great minds, but it urges them to explore the nature of the infinite Mind.

It opens doors to the great literatures of the ages, but it pre-eminently magnifies the Book of books.

It lays bare the mysteries of science, but it directs the student to the Giver of life.

It traces the course of human history, but it also charts the ways of Divine Providence.

It teaches the principles of economics and social action, but it measures them by the law of God and the Sermon on the Mount.

It stimulates material progress, but it shows men the way to spiritual conquest.

It inculcates loyalty to country, but it emphasizes allegiance to the kingdom of God.

So much for policy and strategy. What specific means has the dean at his disposal? They are so numerous that they can be presented only in inventory here; but they are all well known. Let us begin by considering the improvement of instruction through recruitment of better teachers.

There is the letter of recommendation. What does it say specifically about the candidate's teaching, about his enthusiasm for or commitment to the subject, about his personality, his social adjustment, his human relations? If these are not mentioned, one of two things is surely the case: either the candidate did not possess such desirable characteristics in sufficient degree for them to have impressed the person recommending, or that person does not know what makes a great teacher. Hundreds of recommendations from competent university professors have stated clearly and objectively the scholarly achievements of the young Ph.D., but did not even suggest that he wanted to teach or could do so effectively. Sometimes a second inquiry will elicit the requisite information. There must be knowledge, of course, of the professor who recommends, or at least his letter should be scrutinized for clues to his own personality. Transcripts can give some clues: they will tell whether the candidate learned well; they will also reveal his academic strengths and weaknesses, and they will give

some idea of the distribution of interest and excellence. In reading transcripts, however, one must know clearly the kind of standards the issuing college has. Estimates of the candidates by former employers should be read with especial attention to what is left out, as well as to what is said. This is an equally important point of concern in reading the candidate's letters.

When the candidate presents himself for personal interview, there is usually a brief, friendly conversation in which bits of academic gossip or persiflage are exchanged. Why not make the conference pointed and contributory: Does the candidate dress carefully but not foppishly? Is he neat? Are his manners easy? What is one's reaction to his facial expression? Is his courtesy natural? Is his voice harsh? overly soft, forbidding, repellent? positive? clear? Are his appearance and bearing confident? friendly? dignified? Can the conversation be led to disclose opinionation? to test conviction? to reveal ideas on teaching? professional outlook? clarity of views? What about the candidate's general knowledge: grasp, imagination, clarity? These matters are, it is to be hoped, not considered remote from the subject of improving college teaching. They really bear upon the only certain way in which the dean can have any sure part in it. Let there be no self-deluding: a professor once employed is a long-term investment, especially if he happens to be just about average. In ten or fifteen years, any dean can remake his faculty if he goes about it with clear and consistent objectives; and he can do it with offense to none and with growing support as his ideas become personified in his staff.

These points do not exhaust the criteria for selection, especially with reference to young, untried Ph.D.'s. (They are the greater problems because there is less direct evidence of teaching ability available.) Why is the young candidate not asked to write a connected statement of his ideas about and attitudes toward good teaching? A futile procedure? Perhaps, but surely not so futile as employing him without any knowledge whatever about him. What specifically has been his past record in the classroom, including teaching assistantships? Might it not be well for the dean and the department to judge his performance in a try-out seminar? What evidences of interest in the education of freshmen and sophomores does he manifest

(or are they but necessary nuisances to be dealt with until seniority enables him to teach in the more ineffable realms of scholarship?)?

The discussion of improved recruitment methods may be concluded with four rather unconnected dogmatic remarks: (1) The inexperienced Ph.D., when carefully selected, is usually a better bet than the experienced teacher from elsewhere for the teaching of lower division subjects. (2) One's own graduates afford the best field of selection if the criteria are rigorously applied because there is a longer and more intimate history. (3) There is no intent here to deny the priority of scholarship in the selection of new professors; but so long as undergraduate colleges do not stress teaching qualifications as such, just so long will the graduate schools neglect selecting and preparing their students for teaching. And (4) the particulars presented here may seem picayunish. Any one of them of course is; it is the pattern made by many directly observed bits of evidence that tells the tale. This particular list may be inadequate; that is not the point: each dean should build up a list of his own, tested by his personal observation of the classroom performance of persons he has selected by his criteria; to neglect clear-headed evaluation here is to remain indefinitely incapable of wise selection.

There are several ways in which the dean can materially promote the improvement of teaching in service. Time compels extreme brevity but fortunately suggestion is all that is required.

In general, the dean can raise questions, make informal suggestions, present formal proposals, plan and conduct stimulating faculty meetings, initiate or encourage (that is, finance) service studies (special studies of specific teaching difficulties; progressive studies of persistent teaching problems; statistics on grades, student abilities, student reactions, etc.).

The dean can see that orientation courses in higher education are offered. There can be provision for class visitation: the young teacher is to be visited by a superior senior teacher, and vice versa. A variation of this would be novitiate teaching; that is, the senior professor takes the young teacher actually as an assistant teacher and has him observe, plan, and occasionally practice. One plan that has been found particularly successful with graduate assistants is to place them under a senior professor of the department concerned. A part of this professor's regular teaching load is to teach them how to

teach: there are weekly group conferences, class visitations followed by personal conferences, review of examinations, and so on. There is also the gathering and presentation to the teacher of student comment, either through term papers in an orientation course, through unsigned critiques handed in after the final examinations, or formal ratings. Ratings should not become a part of the machinery of personnel administration, except when a professor's adequacy has been formally challenged and then only if the rating is administered by a faculty committee. The reason for this is that faculties have not yet accepted the validity of ratings, and hence they view them as unprofessional, and as a menace to their security. An instrument viewed as a menace is unlikely to elicit creative teaching results.

The crucial problem is that of rewarding good teaching. Promotion, special pay and status, special privileges, such as travel, appointment as institutional delegate, publication of studies, public recognition are among the well-known means and methods. How pitifully far the practice of most deans falls below possibilities here! Evidence is hard to get, but again the accumulation of a great many details, such as an examination of syllabi and examinations over a three-year period will give a meaningful pattern. Courage, discernment, and imagination are the requisites of success. Do deans measure up?

There are many additional measures available to the dean for keeping the faculty alert. This conference is one; the presentation of timely speakers on the campus, keeping journals and books readily available, publication of a mimeographed news-letter. Bring master teachers during their sabbaticals to the campus for a semester as visiting professors. Arrange for demonstrations of unusually interesting teaching procedures that are developed on the campus. Organize curriculum studies and see that they get down to profound issues. Encourage participation in workshops, both as teachers and learners. Stimulate individual and co-operative experimentation with interest, funds, and service load reduction. Send delegates to conferences and have them report back formally to the appropriate faculty, and file the report both in the library and in the professor's personnel folder (and tell him you have done so). Distribute mimeographed copies of interesting materials, and so on.

The dean is almost solely responsible for seeing to it that professors have every mechanical or other facility or service needed to improve their teaching. Before all others, comes an adequate stenographic and duplicating service, which will permit the professor to use a seemingly unlimited amount of syllabi, objective or other tests, bibliographies and other selected materials such as maps, diagrams, excerpts, etc. This service involves duplicating machines, competent and *willing* operators, skilled stencil cutters, a supply of stenciling accessories. Many duplicating services are characterized by lack of imagination and the desire to serve. Here especially is where the dean should function. Then there are the audio-visual services: including a variety of machines: lecture room projectors and screens, special projection rooms, a previewing room, indexes to materials both local and other, and a smoothly functioning scheduling and rental agency that will come right into the classroom and show the film. A museum and exhibits agency to procure and arrange exhibits is useful. There is the provision upon request of special equipment and teaching aids for the individual class unit: microscopes, slides, collections, etc. The availability of a scoring machine will without much effort on the part of the dean stimulate testing and evaluation studies. Many professors will utilize a tape recorder if it is available, to study their own classroom techniques. Give professors student readers and most of them can spend more time in student conferences. There should be listening and recording rooms for music, speech, dramatics, foreign languages. The faculty should have available the services of a test and curriculum specialist to consult as they feel the need. The dean is also primarily responsible for building a strong student advisement service, including adequately staffed orientation courses, co-operation with student and teacher, securing pertinent student opinion through informal comment and special papers and critiques. One might inventory a score of ways in which the dean can contribute to improved teaching by attention to physical plant adjustments: some have been mentioned. Then there is the indirect but very important matter of faculty social life which can merely be mentioned: the provision of continuous casual faculty acquaintance and interchange, organized but informal, and physically provided for.

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What the SCHOOLS ARE DOING

- Children of the Indianapolis, Indiana, South Side church school combined their efforts with those of the Dorcas Welfare Society to fill 16 large packing cases "with almost anything a child would want . . . color books, crayons, paints, brushes, candy, and many other items including warm clothing," to be sent as Christmas gifts to the 300 Korean orphans being cared for by Dr. and Mrs. George H. Rue at Seoul Sanitarium. A substantial sum of money was sent in addition to the gifts.
- Following the current trend in the United States, Washington Missionary College is this year teaching foreign languages in the elementary grades. Doctor Wall, head of the college department of foreign languages, is teaching Spanish to the sixth graders, and Mr. Henderson is introducing French to the fifth graders. They report that pupils, parents, and teachers are enthusiastically supporting the program.
- From subfloor to the last rafter in one day's work brought much satisfaction to W. C. Sandborn and Felix A. Lorenz, of Madison College, and 8 student assistants, when they helped to construct a workers' apartment building at the El Reposo affiliated rural unit.
- A new Barbados Seventh-day Adventist Secondary School was officially opened last September 21 in the Leeward Islands Mission, West Indies. A number of prominent government and business men participated in the opening ceremonies.
- Dormitory students of Walla Walla College showed the true Thanksgiving spirit last November by contributing more than \$275 to provide food baskets for the poor of the community.
- Emmanuel Missionary College topped Adventist college Ingathering records last October with a total of \$11,500 in one field day! More than 500 students in 100 cars participated.
- Helderberg College (South Africa) reports baptism of 17 youth on Sabbath, October 3. At the morning service the same day 17 babies and small children were dedicated.
- Northern Luzon Academy (Philippines) was host to a teachers' institute last September 26-29. Forty teachers were in attendance.
- Enterprise Academy (Kansas) reports an enrollment of 132 eager students, with the girls' dormitory fairly "bursting at the seams."
- Exemption from operation of the National Sunday Blue Law has been granted to Seventh-day Adventists in the Philippines, by order of the acting secretary of the Department of Labor.
- Southwestern Junior College students raised \$1,825.72 Ingathering funds on their field day last October 6. An additional \$100 was contributed by those who "stayed by the stuff."
- The early fall Week of Prayer at Oakwood College, October 19-23, was conducted entirely by senior and junior ministerial students, as a part of their training in conducting revivals.
- Maplewood Academy (Minnesota) reports good farm crops—3,000 bales of hay, 1,000 bales of straw, 175 tons of ensilage, 300 bushels of soybeans, and more than 4,000 bushels of corn.
- The Student-Faculty Association at Canadian Union College sponsored a Week of Joyful Living in November, with student speakers at the three chapel services and at union worship periods.
- Twenty-four freshman nurses of the Walla Walla College School of Nursing received their caps and Florence Nightingale lamps last October 23 in the traditional ceremony at the Portland Sanitarium. The WWC School of Nursing has been approved for full national accreditation by the Collegiate Board of Review of the National Nurses Accreditation Service.
- The foreign language department of La Sierra College is experimenting in its beginning classes this year. Working on the theory that language is a skill as well as a discipline, the teachers are spending more time with their students in a type of laboratory period and requiring less study time outside of class. To aid the students in acquiring a good pronunciation, the reading material of the texts has been put on tape and filed in the library, which has several carrels equipped with earphones for listening. Students may thus listen to the reading of their lessons at any time they wish.

- Arthur W. Spalding's death on December 15, 1953, brought to a close more than 60 years of fruitful service to the denomination, beginning as a teen-age stenographer in old Battle Creek Sanitarium. Elder Spalding was author or co-author of approximately 30 books in the varied fields of biography, denominational history, poetry, youth problems, parent education, and stories for children; and his contributions to periodical literature are beyond computation. He was considered to be the most outstanding writer in the denomination, with a marvelous gift for using exactly the right word in the right place to express the finest shade of meaning. Just a few days before his death he corrected the page proofs for his last book. Elder Spalding's death brings real loss to the denomination and deep personal grief to thousands of those who knew and loved him as teacher, counselor, and friend.
- Elder Gordon S. Balharrie, professor of religion and history at Canadian Union College, assisted by J. Ivan Crawford, music director, Mrs. Crawford, pianist, and theology students serving as ushers, opened a series of evangelistic meetings in the nearby town of Lacombe on November 8. Attendance and interest are good.
- CME School of Medicine sophomores planned and presented every service of the college church over the weekend of November 20 and 21. Fourteen students took part in the inspirational exercises, which included the MV meeting on Friday evening, the Sabbath school services, and the sermon hour.
- New staff members at Laurelwood Academy (Oregon) include Mrs. Marjorie Cate, piano instructor; Mrs. Harry Hemple, superintendent of food service; Frank Losey, engineer; and Sydney Steward, band director and instrumental instructor.
- Following the fall Week of Prayer conducted at Campion Academy (Colorado) by the educational superintendent, Lee Carter, more than a dozen students joined a class in preparation for baptism at the earliest opportunity.
- Walla Walla College students raised \$2,225 Ingathering funds in the 1953 campaign. The academy students added \$265, and the children of the campus school raised \$1,295.08, making a grand total of \$3,785.08.
- Mr. and Mrs. R. M. Mote joined the staff of West Indian Training College (Mandeville, Jamaica) in September, 1953, he to assist in the theological department and she in English.
- Of the 22 seniors graduated from Helderberg College (South Africa) last November 7, 20 were already appointed to service in the Southern African Division.
- Wisconsin Academy and church raised \$1,810.51 Ingathering funds in 1953.
- Indiana Academy was host to the conference workers' meeting last November 9 and 10.
- Union College farm operations will be considerably expanded through the recent purchase of a 320-acre farm, at a cost of \$54,400.
- Campion Academy (Colorado) students—250 of them—raised \$1,305 Ingathering funds in all-rural territory on the annual field day.
- Eight students of Portland Union Academy (Oregon) and 25 pupils of the elementary school were baptized after the fall Week of Prayer conducted by R. A. Anderson and Harold Metcalf.
- Pacific Union College is offering a new course of study for lay evangelists during this winter quarter, containing prophecies of Revelation, Bible doctrines, life and teachings of Jesus, and personal evangelism. L. H. Hartin, professor of religion, is in charge of the new course.
- Golden Gate Academy (California) is filled to capacity and overflowing with 115 academy students and 188 elementary pupils. New staff members include Arthur Rowe, bandmaster and wind-instrument instructor; Walter Comm, science, mathematics, and shop; Howard Hardcastle, elementary school supervisor and teacher of the 8th grade; Agnes Comm, grades 5 and 6; Mrs. Fern Stoner, grades 3 and 4; and Dorothy Champion, grades 1 and 2.

Personalizing College Teaching

(Continued from page 20)

To achieve the values which can be derived from personalized instruction, the college administrator must encourage experimentation in teaching method as well as in the subject-matter field. He must also recognize teaching as an important factor in making promotions. To do this, he and his staff must devise a scientific plan for evaluation of all factors. Next they must decide on the value of each factor and be courageous enough to state a policy which will define these factors. Then, if good teaching is recognized, it can be achieved. The claim of this paper is that even excellent formal lecturing is not good enough. There is a personal factor in learning that must be recognized and considered in reorganizing the instructional program.—*The Journal of Higher Education*, Vol. XX, No. 8 (November, 1949), pp. 410-413, 442, 443. (Used by permission.)

► Old South Hall, 62-year-old landmark on the Union College campus, went down in a "blaze of glory" Christmas night. New South Hall was also seriously damaged, the dining room being completely destroyed (though the kitchen equipment was saved and was in operation Monday), 6 student rooms completely burned out and 19 others severely damaged. Loss is estimated at \$150,000, most of which is covered by insurance. Repair crews were at work early Sunday morning, and school reopened as scheduled.

► Giving treats instead of asking for them seems to have been popular with our young folk last Halloween, among them the pupils of Dinuba church school (California), who sang for their neighbors and presented cellophane-wrapped copies of *The Coming King* and enrollment cards for the Bible correspondence course.

► Emmanuel Missionary College was host, last December 29-31, to the Rural Living Institute group, sponsored by the Association of Self-supporting Institutions. Workshops and demonstrations made the meeting practical and beneficial.

► Eighteen bales of "white gold" were the net result of the cotton-picking festivals at Oakwood College last September 8 and 29. Prizes were given for the champion pickers. "Cotton King" V. Plummer picked 289 pounds on September 8!

► Excavation was begun last November 5 for the Collegedale clinic on the campus of Southern Missionary College. M. G. Anderson, M.D., will be in charge of the clinic, which is envisioned as the "seed" of an eventual full medical unit.

► Eleven students of Glendale Union Academy (California) joined a study class in preparation for baptism, following the fall Week of Prayer conducted by Edward Heppenstall, professor of religion at La Sierra College.

► Directed by Gerald I. Ferguson, the Pacific Union College Oratorio Chorus of 120 voices and the 37-member orchestra gave the 25th annual presentation of Handel's "Messiah" December 19.

► More than \$14,000 Ingathering funds were raised by students and teachers of Malayan Union Seminary (Singapore) in the 1953 campaign.

► Conference MV secretaries of the Columbia Union were weekend guests of Washington Missionary College last November 13, 14.

► Five students were baptized at the close of the fall Week of Prayer at Platte Valley Academy (Nebraska).

► Union Springs Academy (New York) has enrolled 141 students this year.

Some Principles of Discipline

(Continued from page 5)

or to indulge arbitrary authority, but for the child's own good. He should be taught that every fault uncorrected will bring unhappiness to himself, and will displease God. Under such discipline children will find their greatest happiness in submitting their wills to the will of their heavenly Father."¹⁹

Finally, when all other means have failed, there is the discipline of expulsion and separation. "Cast out the scouter," says the wise man.²⁰ Expulsion or dismissal, temporary or permanent, may at times have to be resorted to in order to save the school from demoralization and ruin. When this is the situation, there should be no hesitation. Prompt, decisive action should be taken, as the Lord commanded Joshua.²¹ It was not the time for prayer, but for action; and until Achan was removed from the camp no progress could be made. Teachers must be sure that prayer and personal effort have preceded the taking of such drastic measures as permanent expulsion of a student, or even temporary dismissal. Then they may by faith claim divine wisdom and discernment to know when and how to proceed in such a time of crisis.

¹ Romans 3:23; 5:17.

² Psalms 51:5; 58:3.

³ Matthew 23:37.

⁴ John 16:7-11.

⁵ Zechariah 1:13.

⁶ Romans 15:4.

⁷ Ellen G. White, *Testimonies for the Church*, vol. 2, pp.

24-26.

⁸ John 2:15, 16.

⁹ Matthew 21:23-46.

¹⁰ Proverbs 4:3-9.

¹¹ Proverbs 22:6.

¹² Acts 15:9-12.

¹³ 2 Timothy 4:2.

¹⁴ Proverbs 9:7-9.

¹⁵ Psalms 141:5.

¹⁶ Proverbs 13:24; 19:18; 22:15; 23:13; 29:15, 17.

¹⁷ Deuteronomy 21:18-21.

¹⁸ Ellen G. White, *Education*, p. 287.

¹⁹ Ellen G. White, *Counsels to Parents, Teachers, and*

Students, pp. 116, 117.

²⁰ Proverbs 22:10.

²¹ Joshua 7:10-13.

► Walla Walla College was host, last November 6-10, to a convention of Adventist Book Bindery managers. Five colleges and two academies were represented. The newly formed "Associated Library Binderies" elected officers and voted annual meetings.

► New staff members at Oakwood College this year include Mrs. Lula B. Cox, elementary education; Janith Lewis, English and speech; Mrs. Allie Terrell-Valentine, typing; Mrs. E. M. Lindsay, assistant director of foods and nutrition; Mrs. Doris E. Jones, R.N., school nurse; and Mae E. Laurence, academy English.

This Is Christian Discipline

(Continued from page 15)

pline. Then there should be a careful consideration of all the circumstances connected with the case." (FE 282)

2. Expulsion should be for persistent insubordination or serious contamination of others.

"If they are *insubordinate and will not be controlled*, they are better off at home, and the school is better off without them." (FE 54)

"They have no respect for the rules of the school, and they demoralize all who associate with them. After the teachers have done all they can do to reform this class, after they have, by personal effort, by entreaties and prayer, endeavored to reach them, and they refuse all the efforts made in their behalf, and continue in their course of sin, then it will be necessary to separate them from the school, that others may not be contaminated by their evil influence." (4T 422)

3. Public disgrace is to be avoided if at all possible.

"This rule [the Golden Rule] will lead the teacher to avoid, so far as possible, making public the faults or errors of a pupil. He will seek to avoid giving reproof or punishment in the presence of others. He will not expel a student until every effort has been put forth for his reformation. But when it becomes evident that the student is receiving no benefit himself, while his defiance or disregard of authority tends to overthrow the government of the school, and his influence is contaminating others, then his expulsion becomes a necessity. Yet with many the disgrace of public expulsion would lead to utter recklessness and ruin. In most cases when removal is unavoidable, the matter need not be made public. By counsel and co-operation with the parents, let the teacher privately arrange for the student's withdrawal." (Ed 293)

4. In all their dealings with students, teachers are to be physicians to souls.

"I wish all could view this [suspension and expulsion] as it has in all its bearings been shown me. I think there would be radical changes made in many rules and methods of dealing with human minds. There would be more physicians to heal human souls, who understand how to deal with human minds." (FE 282)

"Great is the responsibility of those who take upon themselves the guidance of a human soul." (Ed 280)

"He who seeks to transform humanity must himself understand humanity." (Ed 78)

► The Navaho Indian Mission School (Arizona) will benefit by the \$335 Sandy Booth Memorial Fund, set up by Walla Walla College community in place of buying flowers for Sandy's funeral last August. With the money thus provided, books will be purchased for the Navaho children—reading course books, general reference books, and nature and inspirational books. Each book will carry a photograph of Sandy Booth.

► Students of Southern Missionary College going home for Christmas vacation distributed more than 4,000 "gospel bombs" prepared by the College-dale MV society. Each "bomb" was wrapped in colored transparent cellophane to allow an article heading to show through, in order to catch the eye of anyone who might pick it up.

► Children of the Buffalo (Wyoming) church school gave, instead of asked for, "treats" last Halloween. They sang at each home, then solicited gifts of food and clothing for Korea and for needy families in the community. The response was most gratifying, and the children had a wonderful time.

► Walla Walla College engineering department has recently completed plans for a water supply system and sewage disposal system for Laurelwood Academy. The plans have been approved by the Oregon State Sanitary Authority, and both projects are now under construction.

► The Washington String Quartet presented a program at the National Gallery of Art last December 6. They had previously made a successful debut in New York's Town Hall. Dr. George Wargo, of Washington Missionary College, is the violist in this quartet.

► Nine students of Hawaiian Mission Academy were baptized at the close of the Week of Prayer conducted last November 2-7 by L. E. Davidson. Eighteen pupils in the 7th and 8th grades joined a study class in preparation for baptism later on.

► Columbia Academy (Washington) makes a three-way report of progress: 170 students enrolled; 200 gallons of pears canned and 120 gallons of sweet corn frozen; and more than \$1,000 Ingathering funds raised on field day.

► Union College Ingathering goal was boosted by \$669 when 200 students solicited in Omaha on December 10, bringing the total up to \$4,083.68 toward the \$7,100 to be reached.

► The Pathfinder Club of Lynwood Academy (California) won third award in the yearly Southern California Pathfinder Fair. They also took part in Glendale's big Armistice Day parade.

► For the 1952-53 school year the Southern Asia Division reports a total of 134 schools, 344 teachers, 5,527 students, and 217 baptisms.

The Importance of Typewriting Practice

(Continued from page 11)

does that is like the mechanic who has a customer with a few squeaks in his car. Will the mechanic, not knowing just where the squeaks are, attach a crane to the car and dip it all into a huge vat of oil to get the spots that cause the squeaks? Of course not. He will try to find the squeaks and put oil on those spots. That is what the student must do—find the hard spots and practice on them.

A good method of practice would be to type the drill all the way through, looking for and marking the hard spots that cause actual errors and that cause him to slow down even though he got them correct. The words that he typed smoothly and swiftly and without error might be disregarded. One method of marking the hard spots is to strike the diagonal bar after each word that caused a slowing down or a lack of fluency and smoothness, because, unless they are marked when they are typed, the student may not remember them. Of course he can find the words that contain errors merely by inspecting the typing.

Having found the hard spots, the student may then practice each of them to develop smooth, swift, correct stroking on them. It must be realized, however, that an error or a hesitation may be caused not only by difficulty within that word, but even by a carry-over from a previous word or two or by the anticipation of a word or two ahead. It is suggested that the student type the word missed rather slowly at first and then at increased speeds. Then he should type it with the words preceding and following it until he can type the phrase smoothly and correctly. Then he should move on to the next hard spot and practice it similarly, until he has covered them all.

When all the hard spots have been practiced in this manner, the student should type the entire exercise again. If his practice has been effective, he should get a copy that is entirely correct, or nearly correct, on this second attempt. If he makes other errors on this second attempt, he should stop and practice them. If he repeats errors made on his first attempt, he should realize that he did not practice those parts sufficiently. It is impossible to tell how many times a given error should be typed, because students differ. Some students may not need

to practice it at all but would get it right on the next attempt; other students may need to practice it a hundred times. It is a good idea to tell the student that he should practice until he is sure he has mastered the error and that he will be responsible for practicing each hard spot until he is sure that he has mastered it. Under this plan the student's objective is what it should be; namely, the mastery of the hard spots, not mere heedless repetition.

A variation of the above plan of practice is to have the student stop whenever he makes an error or when he meets a combination that causes hesitation and to practice that word immediately. He may be told to type the word containing the error for a line or more, then to type it together with the preceding and following words, until it is smooth and correct. When this has been done, he continues with the exercise until he meets another hard spot, where he stops and does the same thing.

Using plans like these, the first writing is considered not as an exercise to be handed in but as a diagnostic device to find the spots that need practice. Even the second attempt may not be graded, for it is only a device by which the student determines how successful he has been in his practice efforts and to reveal to him what, if any, additional practice he needs. Typewriting can be taught better, at higher levels of achievement, and in a shorter time if students are taught how to practice intelligently.

► *Science Magazine* for October, 1953, listed the College of Medical Evangelists as one of 14 medical education centers having had "the most rapid increase in research potentials" in recent years. In the last 12 years both government and private funds have stimulated schools to aid in solving current medical problems. Facts and figures tend to prove that the best teaching is done where research is being carried on.

► Washington Missionary College Student Association recently voted \$100 "to keep African students in school" at Malamulo Mission, in answer to an appeal from Miss Teadie Harris, a WMC graduate now teaching there.

► Bethel Intermediate School (Wisconsin), a fine 3-room building valued at \$25,000, was dedicated free of debt last November 21. Stephen Yost is the principal.

► The 13 church school children of Greybull, Wyoming, opened their Ingathering program by soliciting \$52.76 on last "trick or treat" night.

THE BOOKSHELF

The Teaching of Foreign Languages in the Elementary School, by Theodore Andersson, Yale University. New York: D. C. Heath & Co. \$1.25.

The usefulness of languages in this rapidly shrinking world is almost universally admitted because of our relations with other peoples—diplomatic, economic, commercial, and cultural. The handbook, *The Teaching of Foreign Languages in the Elementary School*, is a theoretical and practical study of the rapidly growing trend in this country which brings the study of foreign languages into the very first years of the child's education.

Language study has often been disappointing to both the student and the educator. Society is right in demanding results from language teachers, but it is not right in demanding the impossible. It must be remembered that in learning one's mother tongue, it took several years for each of the following skills: to learn to speak it, to learn to write it, and to learn to use it skillfully and accurately. All the evidence indicates that, for linguistic, cultural, psychological, and sociological reasons, adolescence is far from the best time in which to introduce a second language. The "multi-lingual" period of life is before, not after, puberty.

In this handbook are adequately answered the questions that naturally arise in the reader's mind: What should be the second language? Should languages be offered to all or only to selected pupils? How can foreign language be integrated with the other parts of the elementary school curriculum? Who should teach the foreign language? What methods and materials should be used for each grade?

Sample lessons and corresponding key are provided for at least thirty class sessions of twenty minutes each. Thirteen pages are devoted to syllabi, guides, reference and source material, and textbooks.—MARY HOLDER DIETEL, Associate Professor of Modern Languages, Southern Missionary College.

► Newbold Missionary College (England) has been made the senior college of the Northern European Division, though continuing to offer preliminary and junior college education to the British youth especially. The opening enrollment, September 15, was 117, representing 21 countries—"a happy league of nations!"

► Ministerial students of Atlantic Union College are assisting the pastors at a number of churches and evangelistic efforts in the Southern New England Conference, as a part of their practical training for future service.

► Southern New England Conference reports 21 church schools this year, with 33 teachers and 509 pupils—an increase of 2, 3, and 43 respectively!

► Thanksgiving Day was open house for the new men's dormitory at Union College, when more than 1,000 guests were greeted by the young men and proudly escorted through the building.

► Charles B. Hirsch, assistant professor of history and political science at La Sierra College, has received confirmation of his Ph.D. degree in history after passing his oral examinations at Indiana University last November 23.

► MV Investiture day at Helderberg College (South Africa) was October 3, when 66 candidates received their insignia in all classes from the 8 Master Guides down to 7 small Busy Bees.

► Wisconsin Academy is inaugurating a wood-craft shop, superintended by Larry E. Stamper, which will enable 30 to 40 students to earn a large share of their school expenses. It is their aim to have \$100,000 worth of finished products ready for the early spring market.

► Highland Academy (Tennessee) was host to the Kentucky-Tennessee Conference workers' meeting last November 9-11. The concerts given by the academy choir and band were so much appreciated that the workers enthusiastically pledged another \$900 to assist in the expansion of the music department, of which Frank Hepple is director.

► The first quaternary conference teachers' institute, held October 6-9 at the new Glenville Seventh-day Adventist church in Cleveland, Ohio, brought together 76 teachers and educational superintendents from the Allegheny, Central States, Lake Region, and Northeastern conferences; with a score of guest counselors from local, union, and General conferences, Oakwood College, and other organizations.

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The Role of the Nurse in the School

(Continued from page 8)

parents, or authorities on the various subjects may give lectures. Some subjects might be:

Mental Hygiene—"a merry heart doeth good like a medicine"

Adolescence—keeping young with your child

Growing Old Gracefully—for those who have elderly people in the home

Food and Nutrition—how to prepare healthful meals for the family

Why Parents Need a Yearly Check-up

In the busy Home and School program there will not be time, of course, for more than one or two health programs; but by submitting a suggestive list and requesting topics from the parents, subjects of interest may be chosen.

Nor is this program necessarily limited to the Home and School Association. Groups of mothers may wish to meet afternoons for study of such health subjects as child development, needs of childhood, and others. Parents cannot learn too much about their children and cannot spend too much time in preparing their children for life here and hereafter. Healthy bodies make healthy minds, and God needs healthy men and women to finish His work in the earth.

How wonderful, then, is the role of the nurse in our schools, as she works with Christian doctors, dentists, teachers, and parents in guarding the health of every student with whom she comes in contact. The work that she may do is not limited, and by careful planning she will be able to accomplish much each year.

► The Temperance Club at Canadian Union College is a thriving organization, under the leadership of Malcolm Graham and sponsorship of Todd C. Murdoch. Each of the 335 students of the college and high school is an active member of the Temperance Club. On November 21 Elder Murdoch, accompanied by student officers, presented a lecture at a W.C.T.U. rally in Lacombe.

► Students of Mount Ellis Academy (Montana), armed with nearly 500 Pocket Companion books, called at Bozeman homes on "trick or treat" night last October, and presented a book to each person who opened a door to them. The response was "generally cordial," and a good time was had by all.

► A program of sacred songs by Ben Glanzer at Walla Walla College on October 31 netted more than \$500 for the new college church.

► Madison College reports an enrollment of 200, with 70 students in the academy and 125 pupils in the elementary school.

► Emmanuel Missionary College students and staff contributed more than \$2,000 for the Week of Sacrifice offering last November.

► The Michigan Conference reports 47 church schools this year, with 85 full-time and 4 part-time teachers, and 1,877 boys and girls enrolled. This is a gain over last year of 1 school, 160 pupils, 1 part-time and 7 full-time teachers.

► Southern Missionary College and its industries furnished \$30,000 in labor to its college and academy students during the month of November alone, enabling about 160 students to earn all their school expenses and hundreds more to work a substantial part of their way.

The Dean's Part

(Continued from page 24)

Does all of this appear to be too obvious and not to the point of the improvement of teaching? Perhaps much of successful administration is just a creative utilization of obvious means and obvious ways. Only the exceptional dean can improve the situation by going into classrooms to tell professors how to teach. Here the dean's task is one of accomplishing ends by indirection. Our illustrations, it is hoped, show through what is perhaps an inventory of the obvious, how a dean can work effectively twenty-four hours a day to bring about the improvement of college instruction, and still have vast unused possibilities available. So these suggestions close on what has been their dominant note.

There was on our campus a rather fabulous personage, Bohumil Makovsky, or simply Boh as he preferred to be called. For many years Boh was head of the music department (organized at Oklahoma A & M as part of the arts college). He and the new dean were having a conference one day shortly after the latter's appointment, during which the young dean told him a number of improvements the professors of music should institute. Boh looked at him through friendly, smiling, and perhaps just slightly amused eyes, nodded his head affirmatively and said, "Yes, Dean, but first you must make them *want* to do it."—*College and University*, vol. 26, no. 2 (January, 1951), pp. 199-206. (Used by permission.)

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