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

Congratulations, Mr. Rugg!--An Editorial

THE leaders of progressive education in this country have issued a new statement of principles and policies. This statement is of special interest since it appears to point to a movement toward the right by the stormy petrels of education, Harold Rugg and the steering committee of the progressive movement.

The statement of principles is prefaced by an admission that, while child-centered education has much to commend it, and while it has had some successes on which progressive education will continue to build, the leaders can no longer be content with a child-centered program.

A further admission is made that they still lack a truly unified, organic theory of behavior, and therefore have no base for a program of education for disciplined thought and imagination.

They then move on to a philosophical concept of the reintegration of individual personality and the reintegration of American culture, to be the twin goals of dynamic education, now to be built around civilization-centered schools.

We come, then, to the heart of the new policy and its chief theme, according to the committee: disciplined intelligence and imagination through rigorously disciplined materials.

This pilgrim's progress of a movement from a precocious childhood, through a belligerently dogmatic adolescence, into a self-appraising maturity, may have some lessons for the Adventist teacher and educational administrator.

We need to face the fact that we are members of a fad-ridden profession. This is in part due to the rapid rise and development of the supporting disciplines (notably psychology with its numerous ramifications and applications), themselves fluid and formative. In part it is due to the earnest dynamic within education itself, from whose institutions society expects so much, and upon which the future so vitally depends.

The Adventist teacher needs to draw on wisdom above and beyond his own as he works and studies among the confusions, conflicts, variables, and experiments of his profession. He needs to exercise his God-given intelligence and his Christian insight and judgment in distinguishing between what is true and based

upon the eternal verities, and what is hypothetical and ephemeral. While he should be informed about trends and current activities on the growing edge of his profession, he will commit his life and stake his professional career only on principles of education and philosophy in harmony with the Word of God and therefore having divine approval.

The danger is that in our earnest seeking after competence and professional stature, and our reaching after modernity, we eat the apple passed to us in teacher-training classes without looking too closely at the tree from which it was picked. Teachers fill their notebooks with formulas, methods, and neatly epitomized slogans, full of "integrations" and "frames of reference" and other semantic trademarks by which educationalists identify one another. All of which is to the good and registers growth in professional stature, provided our frame of reference is a Christian philosophy of education, and provided our integrations are within its legitimate objectives.

We did not go overboard for progressivism in its radical period. We viewed it then, and we continue to view it and other educational experiments and fashions, in the light of abiding principles and solid values. We can go along with the progressives on the existence of values in the child-centered concept, when it comes to method. We can agree most heartily that education should in its processes be a demonstration of disciplined intelligence and should have disciplined intelligence as one of its major goals. We can even go along with the idea that schools should be civilization-centered, though here our definition of terms may differ considerably from that of the progressives.

We think it highly significant that the leaders of progressivism must now confess that they have found no satisfactory theory of behavior as a base for a program of disciplined thought. A Christian philosophy of life and of education supplies such a base. The Christian teacher, therefore, has something of great value to give to education. We must not fail to proclaim and stand by our convictions, as more and more educators are coming to see that without religion there is no firm foundation upon which to build spiritual and moral values.

Christian Education Can Be Evangelistic

A. J. Woodfield

HEADMASTER
STANBOROUGH'S SECONDARY SCHOOL, ENGLAND

FIGURES appearing on page 35 of THE JOURNAL OF TRUE EDUCATION for June, 1954, indicate that in our schools around the world (outside of North America) more than half of the pupils come from non-Adventist homes. This was presented as an evidence of the great evangelistic possibilities in the schools. It is an evidence, too, that more and more non-Adventists see in our schools something more than mere book education—in short, a particular and desirable form of Christian influence. This salutary Adventist atmosphere will become more and more noticeable as the sapping, devitalizing forces of theistic evolution and modernism emasculate and reduce to mere mockery the so-called Christian background of most of the world's church-connected schools. Thus, youth from the world coming into our schools will learn of and accept gospel truth.

This influx of children from non-Adventist homes need not be looked on with foreboding. It is refreshing to notice that the 55 per cent of pupils from non-Adventist homes are referred to as an evangelistic potential, surely the only logical way they can be regarded by a people entrusted with the last saving message to a perishing world! This is an evidence also that many people are hungering for the message we can give. Parents want to give their children the best possible preparation for life, and an Adventist education seems to be increasingly recognized as just that.

At Stanboroughs Secondary School we have had experience with a large non-Adventist enrollment. For the first few years this was looked on with distrust, and one still hears an occasional voice of questioning. But in the main our people here have welcomed these children into our midst, have had them singing in the church or helping in special programs, especially as they have wanted to enter more and more into Adventist life and activity. Thus at the present time eleven boys and girls not of our faith are pursuing the JMV courses and other

activities; seven attended the JMV camps this year; others are attending Sabbath school, and some have been baptized. Far from leading our own children away, these non-Adventist children have provided definite opportunities for sharing faith. They are from good homes, are well mannered and well behaved, and in many ways bring credit to our school in this once-prejudiced district.

This influence has not stopped with the children themselves. One mother asked a teacher this year how she could become an Adventist. Last term a young couple coming to pay their son's fees, asked to see the headmaster, and we spent a long time together talking about our faith. They want their son to be brought up in the Adventist faith, they want religious unity in their home, and I believe they are ripe for the reception of our message. The present secretary of the school was brought into the message through his daughter, a pupil at the school.

However, the doors of opportunity that our schools are opening must be entered. This poses a very real problem, especially at large schools such as ours. Children are brought along to a certain stage, then they leave the school and fall away from our influence for various reasons, not the least being the influence of misunderstanding parents. At fifteen and sixteen most boys and girls are not able to withstand opposition at home, and the good is undone. For example, a girl who attended our school for several years, went to one of our camps and, with several others, gave her heart to God. I talked with her about baptism, for which she was ready—but her mother advised that she wait. We got work for her in the conference office, to keep her under Adventist influence; but after two years she left, and now has no connection with us at all.

This all seems to show that if we are to develop and take advantage of the good will that our schools are creating, we must make definite provision both for religious instruction

in the school and for contact with the homes. Indeed, it should not be hard for a consecrated worker to develop the genuine friendliness in the homes and the awakening religious consciousness in the children into tangible and considerable additions to the church. This real friendliness is illustrated by the experience of one of our solicitors who called at a place of public entertainment in the next town, and asked the proprietor's permission to solicit in his establishment. This gentleman said, "You come from Stanborough Park, I believe. I shall certainly give you permission. My two sons were educated at Stanboroughs School; they did well, and are now in good positions, thanks to the influence of the school." Under God's Spirit, and with definite and tactful encouragement, this good will could easily be turned to interest in our beliefs, which surely is the open door for instruction in the message.

Another way in which we cultivate good will toward the church is in making use of opportunities for publicity. In accordance with the teachings of the messenger of the Lord, the school has recently added and equipped new departments to provide training in manual and practical skills. An official opening was arranged, followed by an open evening. The

mayor of Watford was invited to the official opening, and was so interested that he postponed his holiday to attend. The evening was a great success, and particularly gratifying was a remark by the mayor as we went around the school afterward: "What impresses me about you people is that you make the religious nature of your school evident in every activity; not obtrusively, but nevertheless it is there coloring every phase of the work." The opening attracted a large gathering—too large to be accommodated in the hall, and many had to remain outside. We told this great audience about our Seventh-day Adventist ideals in education, and were thus able to some extent to bear witness to our distinctive message and the reasons for our existence as a people.

We at Stanborough Park feel the need of a full-time young people's worker on the staff, who can be definitely responsible for the spiritual activities of the school—teaching the Bible, conducting baptismal classes, getting into the homes of the children to neutralize opposition and to develop parents' interest in our work. I believe that here is the way to make the most of the golden opportunities presented by the non-Adventist children and young people in our schools.

Stanboroughs Secondary School, England





The Emerging Pattern of College Accreditation

Conard N. Rees

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IN ORDER fully to appreciate the emerging pattern in college accreditation, one must briefly review the somewhat confusing accrediting pattern of the past. For out of the accrediting system of the past, with its many different organizations in special fields, the urgent need for coordination and cooperation in college accrediting became apparent. The National Commission on Accrediting was developed in answer to this need.

Background

During the first half of the twentieth century numerous professional organizations,¹ representing various types of educational institutions, sought to restrain and direct accreditation in institutions of higher learning. There are, for example, the voluntary collegiate organizations of institution-wide interests, such as the six regional accrediting associations; organizations of specialized schools, such as the American Association of Collegiate Schools of Business; organizations of professional practitioners, such as the American Bar Association; accrediting bodies, such as the American Association of University Women, the *Good Housekeeping Magazine*; honor societies and church councils. The number of organizations seeking control over institutions and specialized segments of them continued to grow steadily. By 1950 more than one hundred agencies were in a position to impose their demands upon institutions of higher learning, and in many instances were competing with one another for the privilege of controlling and policing certain phases of higher education. This resulted in ever-increasing costs, duplication, regimentation, and standardization.

In the name of protecting and serving the

public, a professional organization would limit its membership or recognition to institutions complying with minimum standards established by that organization. Inspections were made, and a list of the approved institutions was drawn up. Thus was established a select group of institutions which maintained practices and programs outlined by the organization. Institutions offering less than the prescribed program were, by implication, labeled inferior. Since effective penalties couched in such pressures as State licensing laws, alumni support, and faculty morale are evoked upon institutions not "voluntarily" complying with the standards, accrediting has become a powerful device for forcing advancement of certain fields of specialized interest.

Formation of the National Commission on Accrediting

Fearing the mounting threats to essential institutional freedom, autonomy, and diversity, a group of college and university presidents formed in 1949 the National Commission on Accrediting, thus bringing into being an important force in American higher education. The commission's constitution directed the commission to eliminate the objectionable and to improve the constructive features inherent in the accrediting function. More than 950 institutions have joined the commission and now pay annual dues in support of its program.

Keeping in mind the goals outlined in its constitution, the commission believes that through educating and utilizing the cooperation of all interested persons, accrediting can be made a productive evaluative process. The commission has set in motion machinery that will make possible the necessary changes. Some of

the commission's principles and proposals are projections of observed trends; others are composites of concerted contributions representing all phases of higher education and related fields.

Features of the Commission's Program

The principal features of the commission's program may be outlined thus:

1. Historically, accrediting has contributed much good to higher education, and, if properly handled, it can continue to be a constructive force for improvement.
2. If accrediting is to be of most worth, it must be made to serve and strengthen the best interests of all higher education. No one program within an institution should be promoted at the expense of institutional stability and objectives. No one educational field should be nationally promoted through accrediting at the expense of other equally legitimate educational programs.
3. Colleges and universities should, through the six regional accrediting associations,² be the responsible and supervising authority for evaluating higher educational institutions.
4. Channels should be maintained through which the institutions can be continually reached with suggestions from the professions and from employers of graduates.
5. Accreditation costs and the number of visitations should be kept to a minimum.
6. Improvement of higher education in all its parts is best achieved when based upon thorough self-examination prior to evaluation by outside specialists.
7. Institution-wide aims and responsibilities should be given primary consideration, and evaluations should be concerned with the institution as a whole, as well as with its various segments.
8. Evaluation of an institution should be based upon its aim and objectives, and should emphasize qualitative as well as quantitative features.
9. Accrediting should not be limited to inspection and measurement of a segment of an institution in terms of arbitrarily applied national standards, with a view to imposing those standards upon that segment. Rather, accrediting should be an educational enterprise, the major aim of which is to stimulate institutional growth and development through self-evaluation and expert assistance conditioned primarily by what that institution aims to do.

The Commission's Plan and Coordination With Professional Organizations

For lack of a better existing administrative system, and in preference to federal control, the National Commission on Accrediting has called upon the six regional accrediting associations to assume responsibility for coordinating and supervising the accrediting of all higher institutions within their respective areas. As the regionals gain strength under this plan, they will increasingly seek to unify and coordinate their own accrediting plans and the accrediting activities of various national professional agencies. Though the institution-wide team approach is advocated, the various parts of an institution should still receive the benefit

of segmental evaluation. That is, experts in legal education will evaluate the law school; medical experts will evaluate the medical school, et cetera. But the evaluators (representatives of national professional organizations) will function as members of a regional team studying each part in relation to all other parts and in the perspective of the whole institution.

Each institution should undergo a thorough institution-wide self-evaluation prior to visitation by the team of evaluators headed by the regional association and representing the various professional fields in which the institution maintains training programs. Eventually, one questionnaire and one fee should suffice for the whole operation.

It is anticipated that, when the plan is in full operation, a given institution will be visited by an accrediting team only once in ten years or so, though interim reports and visitations may be desirable in certain institutions or subject areas. Professional organizations will continue to carry on professional development activities, and institutions will continue, to whatever extent they desire, to participate in the educational affairs of the professional organizations. But for accrediting purposes, institutions are requested to negotiate through the regional associations.

The National Commission on Accrediting supervises the development of the above proposal and provides the necessary coordination on the national level, but it has no intention of centralizing accrediting beyond the regional level. Though each regional association remains autonomous and independent, it is the commission's task to carry out its mandate to remove the "evils" and to improve the constructive aspects in all accrediting.

The commission has appeared to be a threat to the traditional, hard-won accrediting systems of the various professional organizations, and their first reaction was one of understandable hostility. Through personal conferences with leaders in the national associations, however, this early feeling has been largely overcome. At present, though many professional groups are sympathetic with the plight of the institutions, they are unwilling to relinquish their accrediting activities until they are satisfied that the new program will do the job equally well or better than what they now provide. This attitude rightfully places the burden of proof upon the commission's program. National organizations participating in accrediting have,

without exception, expressed willingness to join in helping to develop and test the commission's plan by participating in experimental evaluations. The commission is not unaware of considerable skepticism still in some quarters. Experience has shown, however, that confidence in the new procedure grows as people work with it. Some of the commission's strongest supporters today were its severest critics a year ago. Thus it becomes clear that there is an emerging cooperation in college accrediting between the majority of educators and the representatives of professional groups.

Summary and Conclusions

In conclusion, the current scene in accrediting may be summarized thus:

1. The national accrediting picture is known and understood. Needed research has been outlined and in some instances completed.

2. A program has been developed in the best interests of all concerned.

3. The program has the full or conditional support of the vast majority of educators and representatives of professional groups.

4. Regional and professional agencies are taking steps to put the plan into practice.

5. Many professional organizations wishing to enter the accrediting picture for the first time have been deterred. In order that a single unified voice might represent a given field to higher education for accrediting purposes, numerous organizations have joined in the formation of representative councils or committees.

6. An educational campaign is under way, through a network of hundreds of faculty committees appointed at the request of the commission, to study materials published by the National Commission on Accrediting.

7. At present the whole field of accreditation is in a state of change. Regional and professional organizations are experimenting in joint activities, reconsidering their accrediting functions, and planning or conducting joint experimental projects. Differences on apparently incompatible points of view concerning the control of accrediting have been set aside in genuine efforts to collect facts, explore proposed solutions, and bring about improved practice wherever possible.

8. Assuming that *real* improvement is best achieved through guided self-assessment, the reconsideration of basic philosophies and the reformation of policies and procedures have stimulated the trend toward guided self-evaluation and self-improvement. Though the educational benefits already derived from cooperative study by persons responsible for accrediting give evidence of the soundness of the commission's approach, the major benefits are yet to come.

Progress in this new accrediting program will be slow at times. Opportunity must be made for experimentation, for cooperative action, and for large national organizations to provide for the participation of their members through democratic processes. Patient, persistent cooperation is essential if a program for solving accrediting problems in higher education is to be properly

forged in the best interests of all. In this, as in all great movements, courage, faith, strong leadership, and the full cooperation and support of educators themselves, will be required.

¹ "Professional organization" is used in this article to refer to national agencies in special subject or educational fields.

² The six regional accrediting associations are: The Middle States Association, The New England Association, The North Central Association, The Northwest Association, The Southern Association, and The Western College Association.

The New National Council for Accreditation of Teacher Education

BEGINNING July 1, 1954, the National Council for Accreditation of Teacher Education became the official body for the specific accreditation of teacher education institutions and programs. From 1927 to 1954 the American Association of Teachers Colleges and its successor, the American Association of Colleges for Teacher Education, provided the only accreditation for teacher education available except that which was done incidentally by the regional accrediting bodies in their general accreditation of colleges and universities. The American Association of Colleges for Teacher Education will still be involved in the accreditation function through its representation in the new National Council for Accreditation of Teacher Education.

The council is made up of 21 members as follows: 6 from colleges and universities appointed by the American Association of Colleges for Teacher Education; 6 from State departments of education, 3 of which are appointed by the State directors of teacher education and certification, and 3 by the State Commissioners of education; 6 teachers and administrators from the schools appointed by the National Commission on Teacher Education and Professional Standards of the National Education Association; and 3 school board members appointed by the National Association of School Board Members. Its functions are to determine the standards which teacher education programs must meet in order to be accredited and to set up procedures for the administration of standards in those institutions which apply for national accreditation. The council expects to work closely with the State accrediting bodies and the six regional accrediting associations, especially in the application of its standards.—*Higher Education*, vol. X, no. 8 (April, 1954), p. 129.

THE PARABLE

IT WAS registration day at the church school. A Christian mother appeared at the door of the school with her children. The teacher greeted them there.

"Miss Brown," the mother began, "I am deeply concerned about the salvation of my family. I want my children to grow up to be strong and true. I want them to love Jesus. That is why I want them in the church school. Tell me, is your school Christ centered?"

All day, as she met the children and their parents, Miss Brown pondered that question. At the close of the day she sought out the principal.

"Mr. Smith," she said, "this morning the mother in that new family that has just moved to town brought her children to enroll them in the school. She asked a question I was not sure how I should answer. She asked, 'Is your school Christ centered?'"

"Well," said Mr. Smith, "you are new here; but you know our routine. Didn't you tell her we have morning devotions the first thing every day, and we have regular Bible classes?"

"I might have told her that; but that is not what she asked me."

"Didn't you tell her," the principal continued, "that we have only Seventh-day Adventist teachers, and that they all have the proper degrees and are duly certificated?"

"She didn't ask me that."

"Didn't you say that our school is fully accredited, that we have wonderful equipment, visual aids, and all that sort of thing?"

"I could have told her all that," replied the troubled teacher; "but she only asked, 'Is your school Christ centered?'"

The principal pondered the question for several days; then he called a faculty meeting, and related the experience to all the teachers. Together they reviewed the instruction from the Lord, and the aims and philosophy of Christian education. Soon the distinction became clearer in the minds of all the teachers, between the child-centered methods they had learned in teacher-training courses, and the Christ-centered objectives of true Christian education; and they began to use the skills of method to advance

the spiritual as well as the intellectual and physical aims of the program.

Every teacher examined himself, to see whether his words and his conduct in the classroom and on the playground helped the children to understand the character of Jesus and to be attracted to Him.

The reading and visual-aid programs were reviewed, to make sure that only those materials were used which Christ could approve were He the superintendent of schools.

Each teacher took greater pains to help and guide his pupils, whom he sought to understand better and whom he came to love more.

Reference to God, His law, and His character, and discussion of spiritual matters and personal spiritual problems, came more naturally into the study of all subjects than they had before.

God's other book, the world of nature, received more enlightened study, as a means to a better understanding of Him and a deeper appreciation of His character.

Class periods in health and hygiene came to include more than memorized textbook material. The light of God's instruction for the people of our time was thrown on this study.

Morning devotions became more than routine exercises preceding the educational day, and they grew so attractive that tardiness was noticeably reduced. Bible classes ceased to be mere quizzes on historical and doctrinal facts; instead, each period brought practical discussion and application of Bible truths to personal spiritual problems and everyday living.

Missionary activities were encouraged, and social activities were more carefully planned as part of the total educating environment.

When the school year closed, teachers and church members were happy in the conviction that the church school had made substantial progress toward being truly Christ centered. While the children were too young to put the finger on the exact cause of their attitude, they ended the school year loving their teachers and looking forward to the opening of a new school year, with new experiences in spiritual, mental, and physical growth—which they thought of only as living.—A CHURCH SCHOOL TEACHER.



Students Work as Well as Study at Nigerian Training College

Joseph W. Wogu

TEACHER
NIGERIAN TRAINING COLLEGE, WEST AFRICA

IT IS interesting to see that realization of the usefulness of manual labor is still growing in Adventist schools all over the world. Reports of achievements in various institutions have brought joy and inspiration to us here in West Africa, and we are glad we can include Nigerian Training College with these which recognize the dignity of labor and delight in practical education.

Love for work and interest in participation were fully manifested by the students of Nigerian Training College during the 1953 school year. Throughout the year, under staff supervision, the students engaged in such useful labor as drawing plans for buildings, clearing and leveling building sites, constructing simple houses, molding blocks, and simple masonry and carpentry; as well as printing, a little book-binding, and operating the electric plant and the water-pump motor.

As an aid to education, faculty members sponsored a number of excursions, outstanding among which was a geography trip to a nearby primary school. Having covered the assigned geography material for the year, the second-year teacher-training students and their teacher were eager to make a practical review of the physical features of Africa. We were really fortunate, for our need was met in this neighboring school. Though the model was not very large, it was a joy to touch such mountains as Atlas

and Kilimanjaro while still near home. Questions brought practical explanations, and the occasion was an interesting benefit. On our way back to the college, the class unanimously requested that I obtain permission from the principal for them to work on a model similar to the one they had just seen and studied, but much larger and more detailed.

Principal Downing granted this request with all pleasure, and a site was chosen at the western end of the college classroom block. The spot was quickly cleared, leveled, and laid out. The students were really zealous. This construction needed a firm base, so all went to work collecting pebbles and pieces of concrete. Within three days this plot, measuring sixteen by thirteen feet, had been enclosed with a six-inch wall.

The rest of the construction entailed flooring
—Please turn to page 21



STRAIGHT from the BLUEPRINT

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

This Is Christian Guidance

I. DEFINING CHRISTIAN GUIDANCE

A. Guidance involves appraisal.

1. The more mature evaluate the capacities of the less mature.

"Heaven sees in the child, the undeveloped man or woman, with capabilities and powers that, if correctly guided and developed with heavenly wisdom, will become the human agencies through whom the divine influences can co-operate to be laborers together with God." (FE 263)

"Many apparently unpromising youth are richly endowed with talents that are put to no use. Their faculties lie hidden because of a lack of discernment on the part of their educators. In many a boy or girl outwardly as unattractive as a rough-hewn stone, may be found precious material that will stand the test of heat and storm and pressure. The true educator, keeping in view what his pupils may become, will recognize the value of the material upon which he is working." (Ed 232)

2. Counseling must lead to student self-appraisal.

"Students will come to school who have no definite purpose, no fixed principles, no realization of the claim that God has upon them. These are to be led to awake to their responsibilities. They must be taught to appreciate their opportunities, and to become examples of industry, sobriety, and helpfulness. Under the influence of wise teachers, the indolent may be led to arouse, the thoughtless to become serious. Through painstaking effort, the most unpromising student may be so trained and disciplined that he will go forth from the school with high motives and noble principles, prepared to be a successful light bearer in the darkness of the world." (CPT 498)

"In the ordinary walks of life there is many a man patiently treading the round of daily toil, all unconscious that he possesses power, which, if called into action, would raise him to an equality with the world's most honored men. The touch of a skillful hand is needed to arouse and develop those dormant faculties." (GW [1892] 385)

3. Personal counseling not to be neglected.

"He [the true educator] will take a personal interest in each pupil, and will seek to develop all his powers." (Ed 232)

"In all true teaching the personal element is essential. Christ in His teaching dealt with men individually. It was by personal contact and association that He trained the twelve. It was in private, often to but one listener, that He gave His most precious instruction." (Ed 231)

4. Individual difference to be considered.

"The teacher should carefully study the disposition and character of his pupils, that he may adapt his teaching to their peculiar needs. He has a garden to tend, in which are plants differing widely in nature, form, and development." (CPT 231)

"In all our dealings with students, age and character must be taken into account. We cannot treat the young and the old just alike. . . . The age, the conditions, and the turn of mind must be taken into consideration." (CPT 101)

B. Christian counseling is positive.

1. Judgment and will are to be guided into right channels.

"The youth in all our institutions are to be moulded and fashioned and disciplined for God; and in this work the Lord's mercy and love and tenderness are ever to be revealed. This is not to degenerate into weakness and sentimentality. We are to be kind, yet firm. And let teachers remember that while decision is needful, they are never to be harsh or condemnatory, never to manifest an overbearing spirit." (CPT 214)

"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)

2. Guidance must not be confused with domination.

"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)

3. Purpose of guidance to develop judgment, integrity, and strength in the student.

"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. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. 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. Instead of confining their study to that which men have said or written, let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen. Instead of educated weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions." (Ed 17, 18)

C. Guidance is a major responsibility of the Christian teacher.

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

"I wish I could impress upon every teacher a full sense of his responsibility for the influence which he exerts upon the young." (5T 28)

D. Qualifications for effective counseling.

1. The teacher must understand human nature.

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

2. The teacher must have tact and wisdom.

"A teacher may have sufficient education and knowledge in the sciences to instruct, but has it been ascertained that he has tact and wisdom to deal with human minds?" (CPT 193)

3. The teacher needs divine aid.

"Dealing with human minds is the most delicate work ever entrusted to mortals, and teachers need constantly the help of the Spirit of God, that they may do their work aright." (CPT 264)

4. The teacher must exhibit the strength and grace of Christian character.

"The teachers in our schools will need to manifest Christlike love, forbearance, and wisdom." (CPT 498)

"If Christ is formed within, the hope of glory, then the truth of God will so act upon your natural temperament, that its transforming agency will be revealed in a changed character, and you will not by your influence through the revealings of an unsanctified heart and temper, turn the truth of God into a lie before any of your pupils; nor in your presentation of a selfish, impatient, unchristlike temper in dealing with any human mind, reveal that the grace of Christ is not sufficient for you at all times and in all places. Thus you will show that the authority of God over you is not merely in name but in reality and truth." (FE 263, 264)

"Children are quick to detect affectation or any other weakness or defect. The teacher can gain the respect of his pupils in no other way than by revealing in his own character the principles which he seeks to teach them." (Ed 277)

5. The teacher must give his students Christian fellowship.

"The true teacher can impart to his pupils few gifts so valuable as the gift of his own companionship." (Ed 212)

"Teachers and students are to come close together in Christian fellowship." (CPT 269)

"It is not the highest work of education to communicate knowledge merely, but to impart that vitalizing energy which is received through the contact of mind with mind, and soul with soul." (DA 250)

II. ESSENTIAL GUIDANCE AREAS

A. Spiritual—personal assistance.

1. Leading young people to Christ.

"The salvation of our pupils is the highest interest intrusted to the God-fearing teacher. He is Christ's worker, and his special and determined effort should be to save souls from perdition and win them to Jesus Christ. God will require this at the hands of teachers. Every one should lead a life of piety, of purity, of painstaking effort in the discharge of every duty. If the heart is glowing with the love of God, there will be pure affection, which is essential; prayers will be fervent, and faithful warnings will be given. Neglect these, and the souls under your charge are endangered. Better spend less time in long speeches, or in absorbing study, and attend to these neglected duties." (FE 117)

2. Building the vision of greatness.

"As the teacher awakens in the minds of his pupils a realization of the possibilities before

them, as he causes them to grasp the truth that they may become useful, noble, trustworthy men and women, he sets in motion waves of influence that, even after he himself has gone to rest, will reach onward and ever onward, giving joy to the sorrowing, and inspiring hope in the discouraged. As he lights in their minds and hearts the lamp of earnest endeavor, he is rewarded by seeing its bright rays diverge in every direction, illuminating not only the lives of the few who daily sit before him for instruction, but through them the lives of many others. (CPT 104)

"It is his [the Christian teacher's] ambition to inspire them with principles of truth, obedience, honor, integrity, and purity,—principles that will make them a positive force for the stability and uplifting of society." (Ed 29)

3. Building a foundation of health.

"Physical health lies at the very foundation of all the student's ambitions and his hopes. Hence the pre-eminent importance of gaining a knowledge of those laws by which health is secured and preserved." (FE 72)

4. Developing the social graces.

"Christianity will make a man a gentleman." (MYP 421)

"Proper education includes not only mental discipline, but that training which will secure sound morals and correct deportment." (CPT 331)

"Propriety of deportment is at all times to be observed; wherever principle is not compromised, consideration of others will lead to compliance with accepted customs; but true courtesy requires no sacrifice of principle to conventionality. It ignores caste. It teaches self-respect, respect for the dignity of man as man, a regard for every member of the great human brotherhood." (Ed 240)

"The essential, enduring education is that which broadens the sympathies and encourages universal kindness. That so-called culture which does not make a youth deferential toward his parents, appreciative of their excellences, forbearing toward their defects, and helpful to their necessities; which does not make him considerate and tender, generous and helpful toward the young, the old, and the unfortunate, and courteous toward all, is a failure." (Ed 241)

5. Christian character the highest aim.

"True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; above intellectual acquirements, character." (Ed 225)

B. Educational guidance.

1. Students should be encouraged to strive for maximum development.

"The youth should be taught to aim at the

development of all their faculties, the weaker as well as the stronger. With many there is a disposition to restrict their study to certain lines, for which they have a natural liking. This error should be guarded against. The natural aptitudes indicate the direction of the lifework, and, when legitimate, should be carefully cultivated. At the same time it must be kept in mind that a well-balanced character and efficient work in any line depend, to a great degree, on that symmetrical development which is the result of thorough, all-round training." (Ed 232, 233)

2. Students should be directed.

"Teachers should be careful to give the students what they most need, instead of allowing them to take what studies they choose. They should test the accuracy and knowledge of the students; then they can tell whether they have reached the heights to which they think they have attained." (CPT 216)

"It is a mistake to allow students in our preparatory schools to choose their own studies." (CPT 215)

C. Vocational guidance.

1. Natural aptitudes to be discovered and cultivated.

"The natural aptitudes indicate the direction of the lifework, and, when legitimate, should be carefully cultivated." (Ed 233)

"The specific place appointed us in life is determined by our capabilities. . . . But each should aim just as high as the union of human with divine power makes it possible for him to reach." (Ed 267)

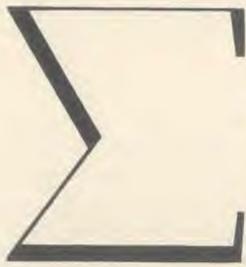
"Many are diverted from the line in which they might reach the truest success. Seeking greater honor or a more pleasing task, they attempt something for which they are not fitted. Many a man whose talents are adapted for some other calling, is ambitious to enter a profession; and he who might have been successful as a farmer, an artisan, or a nurse, fills inadequately the position of a minister, a lawyer, or a physician. There are others, again, who might have filled a responsible calling, but who, for want of energy, application, or perseverance, content themselves with an easier place." (Ed 267)

2. Regardless of the occupation, all have a Christian vocation.

"True education is missionary training. Every son and daughter of God is called to be a missionary; we are called to the service of God and our fellow men; and to fit us for this service should be the object of our education." (MH 395)

"As disciples of Christ, you are not debarred from engaging in temporal pursuits; but you

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Statistical Understandings

Every Teacher Needs

*Helen M. Walker**

TO A VERY striking degree ours has become a statistical culture. It is impossible to understand psychology, sociology, economics, finance, or the physical sciences without some general idea of the meaning of an average, of variation, of concomitance, of sampling, and of charts and tables. Today the ability to read simple graphs and tables is widely accepted as an essential part of general education.

Some aspects of statistical thinking once assumed to belong in rather specialized technical courses are now beginning to be recognized as a part of general cultural education, especially important for the future teacher. I shall not tell you that every teacher needs to be a statistician. Rather, after taking account of the multiplying demands on today's teachers, I have asked myself what is the least they can afford to know about the statistical way of thinking; what are the general needs of the ordinary classroom teacher as he deals with pupils and meets his responsibilities as an educated citizen?

Perhaps the most important thing teachers need to know about statistical method is the uses which can be made of it—the problems for which it can and cannot provide answers. They need to know that statistical method is a sort of telescope which enables one to survey a larger area than can be seen by the naked eye, to comprehend more facts than can be apprehended by direct and personal experience.

They need to know that no amount of elaborate calculation can take the place of careful initial thinking about a problem, that it is not sensible to make an elaborate analysis of meaningless data.

Teachers need to understand that any generalization to a larger group of an observation made on a smaller group is statistical in nature. A large part of our thinking about the world is of this kind, vague perhaps and often slipshod, yet essentially statistical. Certain controls must be exercised over such thinking if it is to be valid.

Educated persons—especially teachers—need some understanding of the universality of human variability. Frequently, a norm on a test intended only as a description of central position is interpreted as a standard and becomes a Procrustean bed on which the lesser individuals are ruthlessly stretched and the giants amputated. Parents worry needlessly about whether their children are overweight or underweight, above or below average in any trait on which they can find a published norm.

Another related and common fallacy with bad social consequences is the assumption that when the mean of Group A is significantly greater than the mean of Group B, every individual in A is fairly certain to exceed every individual in B. This fallacy runs through the thinking of a great many otherwise educated people when they deal with social questions involving a comparison of sexes, races, or economic groups. It would be an achievement of

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real social importance if teachers could become so familiar with overlapping frequency distributions that they could help high-school students learn to avoid this particular piece of stupidity.

If you want to pick up a choice collection of fallacies, listen attentively for a few hours to conversation on almost any serious subject by college graduates innocent of statistical training. They confuse concomitance with causation, assume that a positive relationship is a perfect relationship, express surprise that where a high relationship exists some particular individual departs from the group trend (a fallacy which may cause a teacher to demand the impossible of her pupils), express concern because the offspring of brilliant parents are less brilliant than those parents, think the child who has the highest intelligence quotient in his class should be expected to stand highest in most other desirable traits and should be censured if he does not. Even without the computation of a single coefficient of correlation, the underlying idea of regression could be made clear enough to correct this sort of fallacious thinking.

The inescapable unreliability of measurement is an idea important to teachers. The teacher needs to know the meaning of the conventional measures of test reliability and of the qualities to be sought in selecting standardized tests, as well as of methods of determining the reliability of teacher-made instruments.

Misuse of the "Curve"

At the present time nearly every teacher knows a great deal that is not true about the normal curve and uses it in a pseudo-scientific fashion which does no good either to him or to his pupils. It would be a service to replace these erroneous beliefs with something less pretentious and more defensible.

Almost everyone who reads the newspapers is familiar with opinion polls and has some vague idea that the observations of a relatively small number of randomly selected individuals can in some mysterious way provide information about the characteristics of a vast population which has not been observed at all.

This is an exciting idea. The fact that the sample can also be made to furnish information regarding the value of the population estimates made from its data sounds to most laymen like a bit of abracadabra. Yet it is of real practical importance that the layman understand some-

thing about the business of drawing samples and making inferences from samples.

Few people get through a day without making some sort of decision based on a sample. The physician generalizes about the incidence of a particular malady from the patients he has examined. The parent uses his experience with one or two children as a basis for general opinions regarding the probable effect of certain methods of discipline. The businessman tries to project his past experience into the future, and the manufacturer examines samples of his product to see whether the process is satisfactory. The teacher uses accumulated experience with children as a guide in dealing with a new group of pupils.

The educated person—again, especially the teacher—needs to become sensitive to sources of bias in any sample on which he is depending for information, needs to know that sampling has become a highly technical business, and that if he plans to make an important study utilizing sampling, he must study the pertinent literature or consult an expert, preferably both.

It is an enlightening experience for the student to take part in the actual drawing of random samples from a known population, to see the variability among the statistics (say the means, of these samples), to see a sampling distribution take form, and to learn the import of randomness and the relation of sample size to precision of estimate.

After such an experience he is never quite the same, for he has discovered that while variation and uncertainty are universal, yet under the apparent confusion lies a measure of uniformity. There are relationships which dominate the swarming inconsistencies; there are limits beyond which the uncertainty does not pass.

With Charles Darwin we may well express the hope that "generations will grow up which have a facility that few of us at present possess in thinking about the world in the way which the quantum theory has shown to be the true one. The inaccuracies and uncertainties of the world will be recognized as one of its essential features. Inaccuracy in the world will not be associated with inaccuracy of thought, and the result will be . . . a more sensible view about the things of ordinary life."—*The Education Digest*, vol. 19, no. 7 (March, 1954), pp. 20-22. Reported from *NEA Journal*, XLIII (January, 1954), 21-22. (Used by permission.)

Spelling Improvement

Ned D. Marksbeffel *

A Workable Program for Children Who Need Special Help

SPELLING mistakes have been the subject of vast numbers of studies, in which data were gathered on the mistakes made by children and adults. The data appear to indicate that something is wrong with the ordinary method of teaching spelling. Errors in spelling are made not only by retarded pupils but also by those who are capable of a high level of achievement.

This article does not give attention to all the spelling mistakes that are made by children nor to the reasons for the mistakes. Rather, it is an attempt to present a workable program for children who need special help with spelling.

Some Causes of Poor Spelling

Before any program for treatment of spelling difficulties can be undertaken, one should know some of the causes of poor spelling. Once the causes are known, then an attempt to point out the specific type of treatment that a child needs to become a proficient speller, at least more proficient than he now is, can be made.

Most investigators agree that one of the causes of poor spelling is lack of desire to learn to spell. Experience has taught the writer that one of the first things which must be done is to develop the proper attitude within the learner himself. Most children who cannot spell have been so frustrated by their lack of learning to spell that they refuse to try to learn. All kinds of excuses are given, many of them justifiable. This writer believes that, once a desire to learn to spell has been developed, any normal child, with the aid of proper teaching, can learn to spell correctly.

The child can be helped to create this desire by writing material that is meaningful to him. If he writes letters which are merely exercises and are used to point out his errors, then we cannot hope to develop the correct attitude. Have the child write letters to "real" people, and have him mail the letters. When the child knows that someone besides his teacher will read his work, he is more likely to want to learn to spell correctly. The publication of a classroom newspaper or the writing of contributions to a school newspaper also creates the desire for correct spelling. Once the child knows that his work may get into the paper and be read by many people, he has real motivation to do his very best. This method has been used successfully by the writer for some years.

Children, as well as adults, must experience success in what they are doing or they will not continue to try. The child who is a poor speller sees little sense in exerting effort on a lesson in which he continually fails. The obvious thing to do is to give the child some success in spelling. Prove to him that he can learn to spell by using a small list of words that are within the child's speaking and reading vocabulary.

It is a wise procedure to determine the method being used by the child to learn to spell. Most poor spellers are unsuccessful because they use faulty methods of trying to learn a word. Have the child spell some words aloud.

Memorizing individual letters without any feeling for the wholeness of the word is one of the most common faults that the writer has encountered. Often the child names all the letters of a word but is unable to place them in the logical order. For instance, the word *recognize*

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may be spelled *recongize, regconize, or recog-nize*. The same thing happens when a child tries to learn words solely by "visualizing" them, looking off into space in hope of picking the word "out of the air." Some children try to spell everything phonetically. A good diagnostic technique for testing a child who makes this type of error is to give him some nonphonetic words to spell.

Most authorities on the teaching of spelling admit that certain natural handicaps make for poor spellers. Among these handicaps are faulty vision, low general intelligence, faulty auditory perception, faulty word perception, lack of motor coordination, speech defects resulting from abnormalities in the speech mechanism, and generally poor physical condition. Since certain native handicaps influence a child's ability to spell, diagnosis should include consideration of the physical qualities of the child. Can he see and hear well? Does he have a speech defect? Does he exhibit symptoms of poor nutrition? Is he continually tired? Certainly, any diagnosis should not overlook these items.

Spelling should be taught according to each individual's needs. Thus, the child's capacity to learn should be checked. Although it appears that the relation between spelling ability and intelligence is not highly significant (a correlation of .30 has been reported by several investigators), the remedial teacher should have some knowledge of the child's capacity. Louttit reports the range of thirty-two correlations as being between .08 and .85. He states that a correlation of .50 "would seem to represent the relationship fairly" (19:283).

The teaching system should be appraised in any diagnosis. Every child who is a poor speller is not a poor speller because of the teaching situation. However, many authorities claim that poor spellers are made by the teaching methods used. Fernald is the most outspoken. She says, "Spelling failures are due to bad habits that are forced upon the child by the school in the attempt to teach him to spell" (9:183, 186-94).

A Suggested Improvement Program

It is the teacher's responsibility to develop a program that will care for the needs of children who are having difficulties with spelling. "Remedial" is the word that immediately pops up whenever such a program is suggested, but the writer prefers to use the words "improvement

program." Any improvement program should include (1) a minimum list of basic words, (2) a good method for learning to spell words, (3) a program which fully integrates the classroom work and the life-situation, (4) a program that provides for frequent review, and (5) a program of self-guidance for continued growth in spelling.

There is slight difference between a good preventive program and an improvement program, the main difference being that in an improvement program a basic writing vocabulary must be built up. A basic writing vocabulary not only is necessary but is also the aim of any good program of spelling. The experience of the writer has been that the children who are having difficulties are those who have failed to acquire knowledge of a core of basic words.

A basic writing vocabulary must be so thoroughly learned that the child will have a stock of words the use of which has become habitual—words that can be written without his having to stop to check the spelling. Once the child has acquired such a background of basic sight words, the teacher can switch to a more corrective type of program based upon the child's needs in writing.

How can a teacher teach so that the correct spelling of a minimum number of words will become habitual for the child? If these words are to be invariable in any writing situation, the list used must be small. It is impossible to attempt to teach all the words that a child or an adult will use, but a small basic core of words that are used over and over by children and adults should be learned.

Basic Word Lists

Some teachers need no books or basic lists of words to teach spelling successfully, but these teachers are the exceptional ones. For those of us who have not reached this high degree of skill, some guide, such as a basic list of words, has merit.

The list not only should be small but must be wisely chosen. The teacher should realize that this list is only a beginning from which to build a writing vocabulary. Provision should be made to teach the additional words that a child finds he needs as he engages in writing activities. All the pupils should have their own list of words. As a child needs a word or misspells a word, he copies it into his notebook correctly and learns it. Each child thus has his

own list of words on which he is checked and tested. However, just as a beginning reader needs a basic sight vocabulary, a *poor speller* likewise needs a basic list of words which is used as a base for further study. Since many teachers do not know where to obtain such a list, several lists which may be used are mentioned here. These are not the only lists available, but they are excellent ones with which the writer is familiar. Dolch (6), Fitzgerald (10), Gates (14), and Rinsland (21) have all published such lists of words. These lists include "demons" and the most common 1,000 and 2,000 words used in writing. These lists should be used as guides for an improvement program. No one list could possibly anticipate all the words that a child might use. Authors of spelling textbooks are far from being in accord concerning the words that should be studied, as is evidenced by Betts's study of words in seventeen spellers (3). Only 6.25 per cent of all the words appeared in all the spellers, and only *one word* was placed in the same grade by the seventeen authors. Wise (24) made a study of twenty well-known textbooks which aimed to teach words that the child was most likely to need in his writing vocabulary. Each book was supposed to represent the four thousand most common words. Wise's study showed that the four thousand most common words totaled 13,641 different words.

Hildreth (17) made a comparison of 769 easy spelling words from the Dale list, the Dolch list of 220 common words in children's oral and reading vocabulary, and a selection from the Rinsland list of words most frequently used by children in their writing. Hildreth found that there was a great deal of overlap in the lists and also certain differences. It was found that 156 words were common to all three lists. She attributed the differences to the "nature of the lists and the way in which the words were selected." Hildreth (17) combined the commonest words in these three lists into one list of 320 words.

Investigations by Fitzgerald (10) and Rinsland (21) indicate that there is a need for a basic core or list of words for children who are beginning to write. The Fitzgerald list contains 350 basic words. The Rinsland list is also for elementary-school children. Breed's *How to Teach Spelling* (5) and Horn's *A Basic Writing Vocabulary* (18) also contain basic lists.

The writer has not reviewed all the writing lists which have been prepared by investigators

in this field, but those cited certainly should be given consideration when selecting a basic list of words.

A Method for Learning to Spell

Most of the authorities are fairly close in their agreement on the following steps for learning to spell a word:

1. Learning meaning and pronunciation of the word.
2. Seeing the word and saying it—seeing it not only as a whole, but syllable by syllable.
3. Looking at the word, occluding the word from view and spelling it. Checking to see if it is spelled correctly.
4. Writing the word. Checking the word to see if it is spelled correctly.
5. Covering the original word and writing it again, always checking with the original for correctness.

With improvement groups, the writer uses a method developed and used by the Reading Clinic of Temple University. This is an adaptation of Fernald's technique for learning a word (9):

1. The word to be learned is written for the pupil by the teacher.
2. The child must first know the meaning and correct pronunciation of the word.
3. The child looks the word up in the dictionary and underlines the syllables.
4. The child studies the word until he thinks he knows it.
5. The child writes the word on the opposite side of the paper, first saying the word as a whole, then saying each syllable aloud as he begins writing that syllable. When the word is completed, he underlines each syllable, saying the syllables as he underlines them. He again says the word as a whole and then checks with the original on the opposite side of the paper.
6. The child repeats Step 5.

As children advance, they no longer need to underline the syllables, but they do continue to say the word before writing it. This may appear to be a slow method for learning, but it is a sure method, and the writer's pupils appear to enjoy learning words in this way. Few of the writer's pupils who use this method fail to increase their spelling ability markedly.

Testing and Reviews

Authorities differ in their views about the test-study, study-test method of presentation of words. As far as the writer's groups are concerned, it makes little difference which method is employed. However, a test-study plan appears to save time for some pupils since they study only the words they miss rather than spend time studying the entire list of words.

Frequent and varied review of the words used with improvement groups is necessary.

Ebbinghaus (8), in his work on *Memory*, has shown that forgetting follows a definite and rapid pace. Reviews, then, are necessary, and varied and interesting methods of presentation should be utilized. Troublesome words must be used until they become habitual with the child. The teacher must not resort to mere word drill to achieve this end, or the whole aim of the program will become meaningless.

With most of the children in an improvement group, retesting should be done within twenty-four hours and, if possible, again within a week. Any words missed should be relearned by the child until mastery of those words is achieved. Frequent retention checks in meaningful situations will serve to lessen the rate of forgetting.

The fact that the spelling program is planned as an improvement program is no reason for its being limited to a series of dry, meaningless drills. Rather, it must be rich and varied in the opportunities for writing, such as writing letters to be mailed and writing articles for a school newspaper. Only by using the spelling words in writing will the pupil be able to make them habitual. Indeed, spelling words are learned solely for the purpose of permitting the child to express himself freely in written language.

Self-guidance

A most important phase in a corrective spelling program is that of teaching the child self-guidance and self-evaluation. Most children in need of special help in spelling have developed a poor attitude toward spelling. Careless, slipshod habits must be unlearned, and correct, workable methods substituted. Steps should be taken to instill this idea within the learner at the very beginning of the program. He should be made conscious of the need for correct spelling in all his writing activities.

Most poor spellers shrink from the sight of the dictionary and from the very sound of the word. The symptoms of nausea caused by the dictionary can usually be cured by teaching dictionary skills and bringing the pupil to realize that the dictionary is not such a disturbing element once the enigma of its contents is made understandable to him.

When the child has acquired a feeling of success that accompanies the mastery of a minimum list of words, he should be motivated to express himself with new and enriched words. When he realizes that the words he has learned

are a foundation upon which he can build a greater, and more expressive, writing vocabulary, then he is well on his way to becoming independent in spelling.

Summary

From the evidence of investigations and his own teaching experiences, the writer has reached the following conclusions:

1. Children can learn to spell.
2. Learner attitudes are an important factor in both good and poor spelling.
3. It is necessary to create a desire within the pupil to write well.
4. Diagnosis is necessary to find the causes of poor spelling.
5. The child's method of learning to spell a word should be discovered before attempting to teach him, for he may be using the wrong learning method.
6. Natural handicaps should be taken into consideration.
7. Many poor spellers are made by the teaching methods used.
8. The teacher's role is a most important one.
9. Every child needs a basic list of habitual words.
10. Minimum word lists are necessary with children who are experiencing special difficulty.
11. Children vary in their need of words for expression. No one list could attempt to cover all the child's needs.
12. Frequent tests and reviews are necessary.
13. Spelling should not be taught by mere drill work.
14. The spelling program should be varied and should provide rich opportunity for expression by the child.
15. Self-guidance is necessary for the pupil to become an independent speller.

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My Blind Neighbor

A Unit for Elementary Schools*

I. Suggestive Introduction.

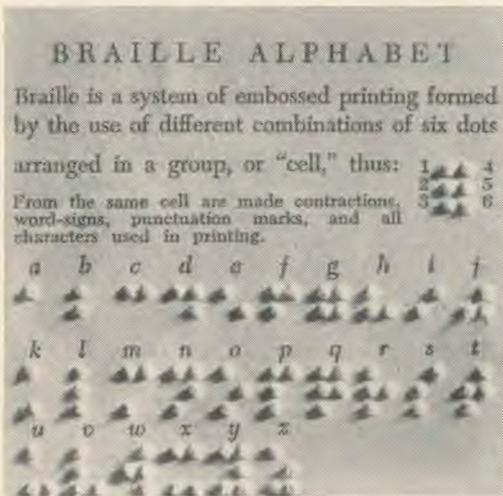
- A. In conjunction with sight-saving unit.
- B. Story of blind person.
 1. Bible story of blind Bartimaeus.
 2. Fanny Crosby, Helen Keller, Louis Braille.
- C. Music by blind composers.
 1. Fanny Crosby, "Safe in the Arms of Jesus."
 2. Adam Giebel, "Kentucky Babe."
- D. Literature.
 1. Milton, *Paradise Lost*.
 2. Milton, "On His Blindness."

II. How the Blind Do Things.

- A. How the blind read.
 1. Picture of blind girl reading with her fingers.
 2. **Braille alphabet card.



This is a photo of a blind girl. She has lovely eyes but they do not see. Her fingers do her "seeing" for her as she reads her Braille journal.



* Frequently the Christian Record, publishers of Braille literature for the blind, receive requests for materials that may be used to show sighted children how people without sight read, write, and get about in the world. In response to these requests a unit, "My Blind Neighbor," has been prepared. It consists of an outline, pictures, stories, Braille alphabet cards, and *The Children's Friend* (a Braille magazine)—twenty-two pieces in all.

If this unit would be of interest to your pupils, you are welcome to one. Ask for The Teacher's Kit, Christian Record Benevolent Association, 3750 S. 48th St., Lincoln 6, Nebraska. Say you saw the notice in THE JOURNAL OF TRUE EDUCATION.

N.B.—Be sure to state the number of children in your room, as a Braille alphabet card and a blotter are included for each child.

** One for each child—all other items one to a room.

- 3. Braille journal, *Children's Friend*.
- 4. Size of books—picture of Braille Bible.
- 5. Talking books—**blotter showing blind couple listening to record player.
- B. How the blind write.
 1. Diagram of Braille slate and stylus.
 2. Picture of Perkins Braille.
- C. How the blind tell time.
 1. By open-face clock.
 2. Picture of Braille watch.
- D. How the deaf-blind talk.
 1. Picture of alphabet glove.
 2. Mimeographed instruction of hand-manual used by deaf-blind.
 3. Story of Helen Keller—a recent picture of her is on the back cover of Christian Record Services brochure.
- E. How the blind get around.
 1. Picture of blind man with white cane.
 2. Picture of blind man led by a dog.

III. Deductions.

- A. How to help Neighbor Blindman.
 1. Assist him at street crossings by letting him take your arm.
 2. Always stop your car for a person carrying a white cane.
 3. Offer to read inkprint or to guide on a shopping tour—he dislikes always asking for help.

4. Never raise your voice when speaking to a blind man.
 5. Invite him to go for a ride, and be eyes for him to see the sights.
 6. Be sure to keep all bicycles and toys off the street.
 7. Greet a blind man; shake hands (the substitute for the smile he cannot see); introduce those present.
 8. Don't treat him as an oddity.
- B. Save your own eyesight.
1. Discussion of eyes.
 - a. Birds' magnifying eyes.
 - b. Flies' multiple eyes.
 - c. The human eye.
 2. How to be kind to our eyes.
 - a. Don't read in dim light, too small print, shiny pages, too long.
 - b. Never run with sharp instruments.
 - c. Be careful of fireworks.
 - d. In viewing television, sit directly in front on level with picture.
 - e. Review first-aid procedure for accidents to the eye.
 3. See eye specialist if you have headaches, or difficulty in seeing what others see.

IV. Suggested Activities

- A. Try to read a few words in Braille with your finger.
- B. See if there are any blind in your neighborhood whom you can help. Tell them about Christian Record journals (page 3, brochure).
- C. Pretend you are blind, and try to get about blindfolded.
- D. Borrow meter from light company and measure light in schoolroom.



This is a Braille writer used by the blind. It has six keys; each key controls a dot of the Braille cell.

Students Work as Well as Study

(Continued from page 10)

the area with mixed concrete on which were drawn faint lines of longitude and latitude to serve as guides in drawing the outline map of Africa and inserting the necessary details of relief. The building of hills, plateaus, mountains, and highlands, and the construction of rivers and lakes—very important aspects of the entire construction—called for great care, reasoning, and artistry. Fortunately, this class included students who possessed the needed talents. Gradually, peaks rose, depressions fell, and river valleys were scooped. Paints of various colors were applied, both to interpret relief and to waterproof the surface.

And now a large, detailed relief model of Africa stands permanently on the Nigerian Training College grounds, at a material cost of about six pounds. At the northern end is a key of heights. The southern part of Europe, the southwestern part of Asia, and most of the African islands are also shown on this concrete map.

We are proud to acknowledge that this durable contribution to the college wealth of visual aids is a result of entirely voluntary student labor. By this means many students and teachers have enjoyed in practice what they had studied and taught only in theory. Some have corrected errors in their previous concepts of the sources and courses of certain rivers; others have improved their knowledge of simple map work with regard to the physical features of Africa; and many have cultivated a new interest in geography. Not a few members of the finishing classes in teacher training have expressed determination to use similar means to make geography live in whatever fields they may be asked to serve.

Surely, this relief model of the continent of Africa will remain as a lasting benefit to teachers and students of geography in this institution, and we hope to make more such models here in the future. We recommend a similar practice in our institutions in all parts of the world, for such visual aids appeal deeply to the minds of young students, and give them a lasting and vivid impression of every lesson so practically illustrated. "By connecting His teaching with the scenes of life, experience, or nature, He [Christ] secured their attention and impressed their hearts."—*Christ's Object Lessons*, p. 21.

Ingathering at Adelpgian Academy*

Edward Kopp

INSTRUCTOR IN ENGLISH AND BIBLE
ADELPHIAN ACADEMY

ON OCTOBER 1, 1953, Adelpgian Academy students and teachers left their campus at Holly, Michigan, and traveled into the surrounding cities, towns, villages, and rural areas to reach their goal of \$3,500 Ingathering for missions. This goal was reached on the one day, and was later increased to \$4,000.

A. K. Phillips, then home missionary secretary of the Michigan Conference; H. R. Nelson, Michigan educational superintendent; and R. W. Pratt, principal of the academy, gave the inspirational leadership that sent out some forty cars, each with a goal of \$90. The student cars

were driven by academy teachers and ministers from the surrounding area. The students themselves had asked for the \$3,500 goal, and they were out to reach it. Adelpgian's yellow school bus was filled with students, and returned with more than \$300. Two academy boys working together received over \$80 in donations.

There is real educational value in activities of this kind. One cannot value in dollars and cents the enlarged mission outlook obtained or the experience gained in meeting and talking with the people, in handling the money, and in working together toward a common goal. The students in their individual experience benefited as much as, if not even more than, those who will find in the cash provided a partial answer to their tremendous needs. Adelpgian Academy is richer in Christian spirit, in unity, and in outlook because of this thrilling experience.

* Adelpgian and Forest Lake academies head the list of North American secondary schools in the 1953-54 Ingathering: Adelpgian with \$4,000, and Forest Lake with \$4,013.75. The denomination is grateful to the hundreds of teachers and thousands of students in all our schools who annually participate in fund raising for the church, and who so well represent the denomination as they go from door to door.—THE EDITORS.

One carload of Adelpgian Academy folk who went Ingathering for missions: Esther Wilbur, Mrs. C. E. Perry, Peggy Byam, Cynda Fadden.





What the SCHOOLS ARE DOING

- ▶ Mountain View [Junior] College opened last February on the beautiful new campus site in the heart of Bukidnon, having moved from the campus of Mindanao Mission Academy, where it had operated as an extension of Philippine Union College. The morning hours are given to the work program, in which students and teachers join; and classes are held from one to six o'clock in the afternoon. Courses are offered in elementary teaching, Bible instructing, agriculture, mechanics, commercial and secretarial science. Twenty-three senior students were graduated at the close of the school year. Full academy work is being offered this year for resident boys and girls, and for third- and fourth-year students from Southern Mindanao Junior Academy.
- ▶ On Founders' Day at Pacific Union College last April, five Dawn Redwood trees (more technically known as meta-sequoia) were planted in front of Irwin Hall, the gift of Nurseryman Donly Gray as a memorial to his mother, who was one of the founders of P.U.C. Seeds for these trees came from China. A short time later, 54 young birch trees, gift of the class of '54, were planted along the county road.
- ▶ Newbury Park Academy (California) last year furnished \$56,250 in labor to its students, making it possible for some 38 per cent of the total expenses to be earned by the students. Another new well has been drilled, capable of producing 400 gallons of water a minute. This additional source assures ample water to care for the entire acreage by irrigation.
- ▶ The Southern African Division makes an impressive report for the year 1953 of 78,011 students in 1,556 schools of all grades, taught by 2,109 teachers. More than 58,000 of these pupils are enrolled in 1,225 African village schools—truly mission outposts—manned by 1,969 African teacher-evangelists!
- ▶ College Day at Walla Walla College last spring brought 340 seniors from nine North Pacific Union academies to become acquainted with their 1958 alma mater.
- ▶ La Sierra College students contributed \$94 to the 1954 March of Dimes polio fund.
- ▶ Baptism of ten academy students and two pupils from the church school, last March 27, climaxed two weeks of spiritual emphasis at Monterey Bay Academy (California).
- ▶ Forest Lake Academy (Florida) claims the largest—and they think the best—Medical Cadet Corps in the country. The annual bivouac last April 1-4 gave the 93 cadets opportunity to put their training into practice.
- ▶ Lynwood Academy (California) was host last April 25 to Southern California's first church school Music Festival. Combined bands, individual school bands, choruses, ensembles, and other music groups gave a delightful program.
- ▶ Teen-age students of La Sierra Academy (California) conducted a Voice of Youth evangelistic effort in the Arlington church last spring with an average attendance of 250 each evening. At the final service 12 were baptized and a number of others requested further study.
- ▶ Registration at the College of Medical Evangelists began on August 29 for nearly 700 students: 377 in the School of Medicine; 48 in the second class of the new School of Dentistry, making a total of 88 registered this year. The registrants in the Schools of Nursing, Physical Therapy, Medical Technology, and X-ray Technology total 230.
- ▶ July 13 was a lucky day for Emmanuel Missionary College, when thundering ready-mix cement trucks began pouring the footings for the new three-story brick Life Science Building. The biology department will occupy the ground floor and share the second floor with the department of nursing education. The home economics department will be on the third floor.
- ▶ An outstanding extracurricular activity at Oakwood College during the second semester of 1953-54 was the thrice-weekly chapel exercises. These included the annual Ministerial Workshop, January 18-25; Negro History Week, February 8-12; Brotherhood Week, February 22-26; Literature Evangelism Weekend, March 12-15; Health Week, March 17-19; Temperance Week, March 22-27; and Business Education Week, March 29-April 2.

- ▶ Last spring the Shreveport (Louisiana) church school presented a very fine pageant for its closing exercises. This so impressed the members of the church who were present that, for the first time in its history, this year *every child of church parents is in the church school*. In addition to that, two families are sending their children 200 miles away in order that their intermediate work may be taken at a school of the Lord.
- ▶ Tile, paint cans, brushes, ladders, and paint-splashed students were the order of the day at Gem State Academy (Idaho) last summer, and the new look was very evident when students returned in September. Fruit of the labors of the kitchen crew will be more appreciated when winter comes, for they were busy picking, canning, drying, and freezing fruits, vegetables, and berries in season.
- ▶ Last year a new elementary school was taught by Mr. and Mrs. W. F. Hawkes at Maracaibo, Venezuela. The 34 pupils enrolled in grades 1-6 represented 9 countries. Most of them speak English and Spanish, several speak three or more languages, and one speaks five. It is planned to add a kindergarten and grades 7 and 8 this year.
- ▶ At Mount Ellis Academy (Montana) last May 5, two of the teachers were invested as Master Guides and a number of students and church school pupils received pins and honors in the preliminary classes. Where the "sheep" lead the way, the "lambs" will follow.
- ▶ Baptism of 36 students at Pacific Union College on May 8 and 15 climaxed months of study and preparation in baptismal classes conducted since the fall Week of Prayer, by H. K. Martin.
- ▶ On College Day, last April 19, Union College was host to 250 seniors from academies and high schools in the Central and Northern Union Conference territories.
- ▶ Newbold Missionary College (England) passed its £1000 Ingathering goal in a vigorous 3-day campaign shortly before school closed last May.
- ▶ Oshawa Missionary College raised \$1,058.77 in two Ingathering field days last April. Twelve students raised \$20 or more each.
- ▶ Oakwood College reports 47 persons baptized following two religious emphasis weeks during the 1953-54 school year.
- ▶ Helderberg College (South Africa) reports a total Ingathering of £1,290 (\$3,612) in three field days last May.
- ▶ The Far Eastern Division reports 13,712 students in 529 schools, with 560 teachers.
- ▶ The a cappella choir of Mount Ellis Academy (Montana) gave 12 sacred concerts in as many churches of the conference during the three week-ends of April 16, 23, and 30.
- ▶ La Sierra College last June purchased 85 acres of fertile land adjacent to the college farm. Included are six silos, barns, and a house; all of which will make possible the expansion of the college agricultural program.
- ▶ Caribbean Training College (Trinidad) graduated 15 seniors at the close of last school year, all of whom have now entered "the work" as ministers, teachers, stenographers, etc. The week before graduation, 10 students were baptized.
- ▶ The weekend of April 23-25 brought to Emmanuel Missionary College campus more than 300 alumni from at least 13 States and 2 foreign countries. Members were present from 35 graduation classes, and 4 from old Battle Creek College.
- ▶ On College Day, last April 12, six academies in the Columbia Union sent their 200 seniors to be introduced to Washington Missionary College. A feature of the day was the awarding of \$50 college scholarships to 13 seniors from various academies.
- ▶ Maplewood Academy (Minnesota) presented its 50th graduating class on May 26—of 44 members. Two weeks earlier the 50th anniversary and home-coming was celebrated by some 200 alumni, faculty, board members, and conference officers.
- ▶ Students of Southern Missionary College, almost 100 per cent, attended the Southern Union MV Congress at Chattanooga last April 15-17. Their choir, band, and numerous smaller groups, both vocal and instrumental, contributed much to the outstanding musical features of the congress.
- ▶ Summer school at Walla Walla College this year was different. Recognizing that the one-teacher school is still with us, Bernice E. Searle, associate professor of education, set up three small one-room, six-grade "schools." There were 45 children in grades 1-8, and 56 college teacher-training students, working together in the "schools." The student-teachers learned much about problems peculiar to the one-room school.
- ▶ Thunderbird Academy (Arizona) announces the arrival of David Spent on the campus to establish, manage, and begin operation of a woodwork shop in the "east hangar." This will provide employment for a number of students who are 16 years of age or older. Two other new teachers are Mr. and Mrs. William Updegrave, he to head the music department, teaching the organizations, instruments, and voice; and she to be dean of girls and teach piano.

- ▶ Northern California Conference reports 3 senior academies, 10 intermediate and 48 elementary schools operated by 91 churches. In the elementary schools, 2,449 pupils were taught by 116 teachers, and 14 teachers instructed the 156 students enrolled on the intermediate level. Best of all, 215 boys and girls were baptized from grades one through ten. The 3 academies enrolled 600 students and employed 42 teachers. With 270 boys and girls being graduated from the 8th grade, prospects for increased enrollments in the academies this year are almost alarming.
- ▶ The third annual West Coast Intercollegiate Workshop was held at La Sierra College last April 21-23, with 12 delegates from each of the participating colleges: Walla Walla, Pacific Union, and La Sierra. Problems of efficient conduct of student affairs were freely discussed and constructive recommendations were passed.
- ▶ Denver Junior Academy (Colorado), "the largest school in the Central Union, other than Union College," had an enrollment last year of 317, with 14 full-time teachers. A beautiful new cafeteria building was provided last year, and now a separate building for grades 9 and 10 is projected.
- ▶ Champion Academy (Colorado) graduated a class of 74 last May 16. The class gift to the school was two refrigerated and pressure-controlled GE water fountains, for the two entrances to the administration building. Robin Smith is the new physical education instructor this year.
- ▶ Last May, 193 pupils of the Hawaiian Mission Academy elementary school were invested in various MV classes—the largest single group invested in Hawaii. A short while earlier 161 children from six other schools had been invested, and 600 MV Honor tokens presented.
- ▶ During April and May of last school year the band and choir of Upper Columbia Academy (Washington) gave more than a dozen programs of sacred and secular music in as many places.
- ▶ Enterprise Academy (Kansas) is happy over the new well, which will provide ample water supply for all school needs. Last year the school provided approximately \$30,000 in labor to students.
- ▶ The 28 boys and girls of the Salt Lake City (Utah) church school raised more than \$1,125 Ingathering last spring—several reaching or exceeding the \$100 mark.
- ▶ Golden Cords were hung Friday evening, April 30, for 13 former students of Union College who had gone into foreign mission service during the 1953-54 school year.
- ▶ Students of Newbury Park Academy (California) raised a total of \$1,056 for missions on Ingathering field day last April 22.
- ▶ Diplomas were presented, last May 30, to 26 graduates of Newbold Missionary College (England)—11 ministers, 13 Bible instructors, and 2 teachers.
- ▶ Ingathering field day at Maplewood Academy (Minnesota) sent enthusiastic students and teachers into the surrounding area to collect nearly \$800 for missions.
- ▶ Mountain View College (Philippines) reports baptism of 26 persons last January, 16 students and 10 nonstudents from nearby villages who were won by student efforts.
- ▶ Union College Academy was host last April 15-17 to the annual Central Union Music Festival, in which representative individuals and groups from six academies participated.
- ▶ Oakwood College President F. L. Peterson conferred B.A. and B.S. degrees upon 32 candidates, last May 16. Principal J. T. Stafford presented diplomas to 10 academy graduates.
- ▶ In its 50th annual commencement, Washington Missionary College presented a class of 90 seniors. In reverse order the class of '54 presented to the college a system of chimes that ring all over the campus on the hour and at class-break time.
- ▶ On Students' Day at Madison College last May, President A. A. Jaspersen and other teachers worked at building a swimming pool while student-elect president Edgar Byrd occupied the president's office and other students taught classes. The pool is 100 feet long, 30 feet wide, and from 3 to 10 feet deep.
- ▶ Stanboroughs Secondary School (England) officially opened three new school departments last June 16—domestic science, woodwork, and gymnasium. Mayor and Mrs. Davis, of Watford, and more than 600 parents and friends attended the opening. The school has grown from an initial enrollment of 30 in 1918 to 300 in 1954.
- ▶ On Clean-up Day at Walla Walla College, last March 22, after-chapel classes were dismissed, and more than 900 students and teachers went into action to eliminate unsightly rubbish anywhere and everywhere, reseed bare spots in lawns, repaint and recement objects where needed. Astonishing and most gratifying changes were effected.
- ▶ Students of Modesto Union Academy (California) conducted a series of ten Voice of Youth meetings in the academy auditorium last spring. Attendance was excellent throughout the series, and at the close a half dozen or more persons requested further study. Not least of the benefits were the joy of the students in sharing their faith, and the experience they gained in organizing and conducting meetings.

► La Sierra College was host last June 7-14, following the General Conference session in San Francisco, to the quadrennial meetings of the music, history, and religion department heads and teachers from Seventh-day Adventist colleges in North America. During a part of this time 300 college and academy food directors, nutritionists, and dietitians from S.D.A. institutions all over the country were also convening on the L.S.C. campus.

► The closing report of schools in Southern California listed 800 secondary and 2,800 elementary pupils under the guidance of 75 secondary and 110 elementary teachers. From among these 3,600 children, 225 boys and girls were baptized—equivalent to a new church of 225 members! What a field for evangelism, and what a harvest!

► The 53-voice choir of the Paraná-Santa Catarina Academy (Brazil, South America) gave successful concerts at three large cities last school year, and made one radio broadcast. Many of the students are from non-Adventist homes, thus increasing the missionary potential of the school. Last year 51 students were baptized.

► The Student Association of Southern Missionary College last school year provided a printing press and movable type for the Lake Titicaca Mission Training School in South America, thus forging another link in the golden chain that binds together all our schools around the world.

► Ingathering field day at Pacific Union College sent 251 persons in 51 cars to climax the year's Personal Evangelism Crusade, visiting areas where efforts and branch Sabbath schools have been conducted and literature distributed.

► During the administration of President F. L. Peterson, 15 of Oakwood's faculty members received master's degrees from 10 different universities. Next year four expect to receive doctoral degrees. Garland J. Miller is the new president.

► A new 12-unit, 2-story apartment house for married students at Madison College is a dream come true, thanks largely to Nashville businessmen, who sponsored a fund-raising program that brought in more than \$40,000 for this project.

► Summer quarter enrollment at the S.D.A. Theological Seminary reached 140, including representatives from many overseas areas, who attended the General Conference session in San Francisco and remained to spend the summer in study.

► In three days' work last Christmas season, students and teachers of Mountain View College (Philippines) exceeded their Ingathering goal of 500 pesos.

► Conard N. Rees is the new president of Southwestern Junior College.

► The 1954 Class of Union College presented two gifts to the college: a pulpit for the auditorium and a blond spinet piano for the cafeteria.

► In the Ingathering campaign last school year the church schools of the Washington Conference raised \$12,090.72—an average of \$13.89 per pupil, which is more than the junior Minute Man goal!

► The 1954 graduating class of Auburn Academy (Washington) was unique in having one member, Emma Jane Humphrey, who had an eight-year perfect-attendance record, from fourth grade through academy.

► Clyde Kinder, a junior business administration major at Union College, was the happy recipient last May of a \$300 Career Scholarship Award, presented by C. L. Paddock on behalf of the Pacific Press Publishing Association.

► The 1953-54 school year was one of superlatives at Adelphian Academy: the largest enrollment—325; the largest graduating class—67; the second-highest known Ingathering goal among S.D.A. academies—\$4,000 (Forest Lake had \$4,013.75!); completion of the \$50,000 addition to the mill.

► C.M.E.'s Loma Linda campus was host, last June 14-25, to the fifth annual session of the Institute of Scientific Studies. More than 100 teachers, ministers, and temperance workers from all over the United States and several overseas countries gave intensive study to the problems created by the manufacture, sale, and consumption of alcoholic beverages.

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Spelling Improvement

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(Continued from page 13)

should carry your religion with you." (MYP 36, 37)

"It requires more grace, more stern discipline of character, to work for God in the capacity of mechanic, merchant, lawyer, or farmer, carrying the precepts of Christianity into the ordinary business of life, than to labor as an acknowledged missionary in the open field." (CPT 279)

3. Students to develop intelligent efficiency.

"The youth need to be taught that life means earnest work, responsibility, care-taking. They need a training that will make them practical,—men and women who can cope with emergencies. They should be taught that the discipline of systematic, well-regulated labor is essential, not only as a safeguard against the vicissitudes of life, but as an aid to all-round development." (Ed 215)

"In agricultural or mechanical occupations men may give evidence to God that they appreciate His gift in the physical powers, and the mental faculties as well. Let the educated ability be employed in devising improved methods of work. This is what the Lord wants. There is honor in any class of work that is essential to be done." (FE 315)

4. Those with capacity for the ministry to be encouraged.

"It is entirely wrong for teachers, by suggesting other occupations, to discourage young men who might be qualified to do acceptable work in the ministry. Those who present hindrances to prevent young men from fitting themselves for this work are counterworking the plans of God, and they will have to give an account of their course." (6T 135)

5. Legitimate and consecrated ambition to be fostered.

"Dear youth, what is the aim and purpose of your life? Are you ambitious for education that you may have a name and position in the world? Have you thoughts that you dare not express, that you may one day stand upon the summit of intellectual greatness; that you may sit in deliberative and legislative councils, and help to enact laws for the nation? There is nothing wrong in these aspirations. You may every one of you make your mark. You should be content with no mean attainments. Aim high, and spare no pains to reach the standard." (FE 82)

"He that makes God his wisdom, that grows up into the full stature of a man in Christ Jesus, will stand before kings, before the so-called great men of the world, and show forth the praises of Him who hath called him out of darkness into His marvelous light." (FE 199)

What the Schools Are Doing

(Continued from page 26)

► On Ingathering field day at Cedar Lake Academy (Michigan), 250 enthusiastic students raised \$3,290 for missions.

► Summer school enrollment at Emmanuel Missionary College was 225, which was 35 per cent higher than last year.

► Students of Hylandale Academy (Wisconsin) conducted a series of nine evangelistic meetings in a nearby town during February and March.

► Bahamas Junior Academy raised more than £60 on Ingathering field day last June. Eight-year-old Danny Gibson headed the list with more than £3!

► Middle East College (Lebanon) was host to a division colporteur institute last June, at which time a large group of students were inspired and prepared for literature ministry during the summer vacation.

► Columbia Academy (Washington) reports an investiture last May 6, at which time 76 young people and children received pins, from the 18 Master Guides down to 21 Sunbeams. Furthermore, 1,409 MV Honors were awarded!

► Irene E. Ortner, professor of secretarial science at La Sierra College, has qualified as a Certified Professional Secretary by passing a 12-hour examination. With but 360 CPS's in the United States, Miss Ortner is one of the few teachers to possess the certificate.

► One third of the students of Colombia-Venezuela Union Training School engaged in colporteur work during the recent vacation months, and 13 students were baptized at the close of a Week of Prayer last spring. This year more than 200 are enrolled in the secondary and professional courses, and over 50 in the elementary grades. A. R. Monteith is the director of the school.

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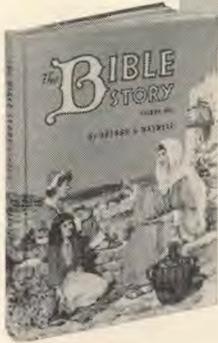
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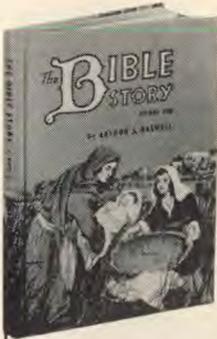
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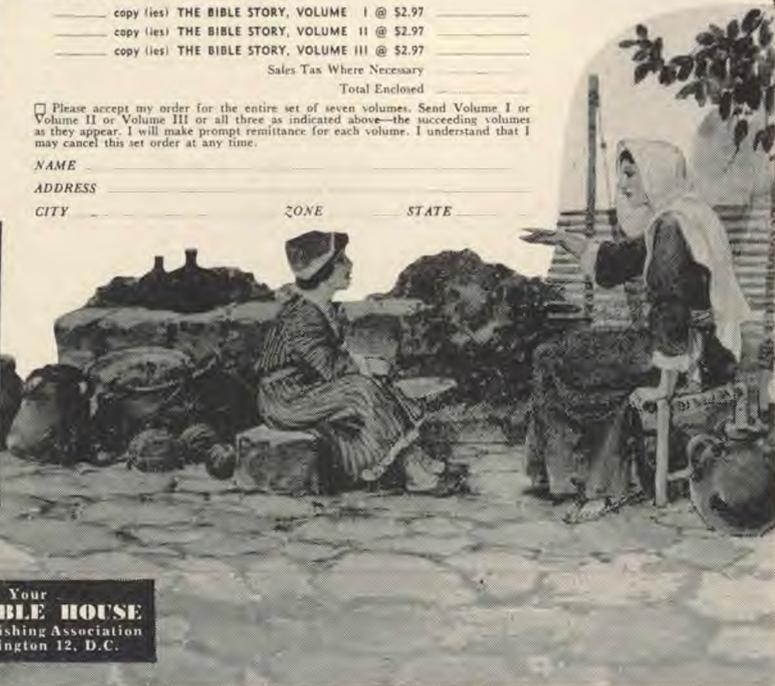
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