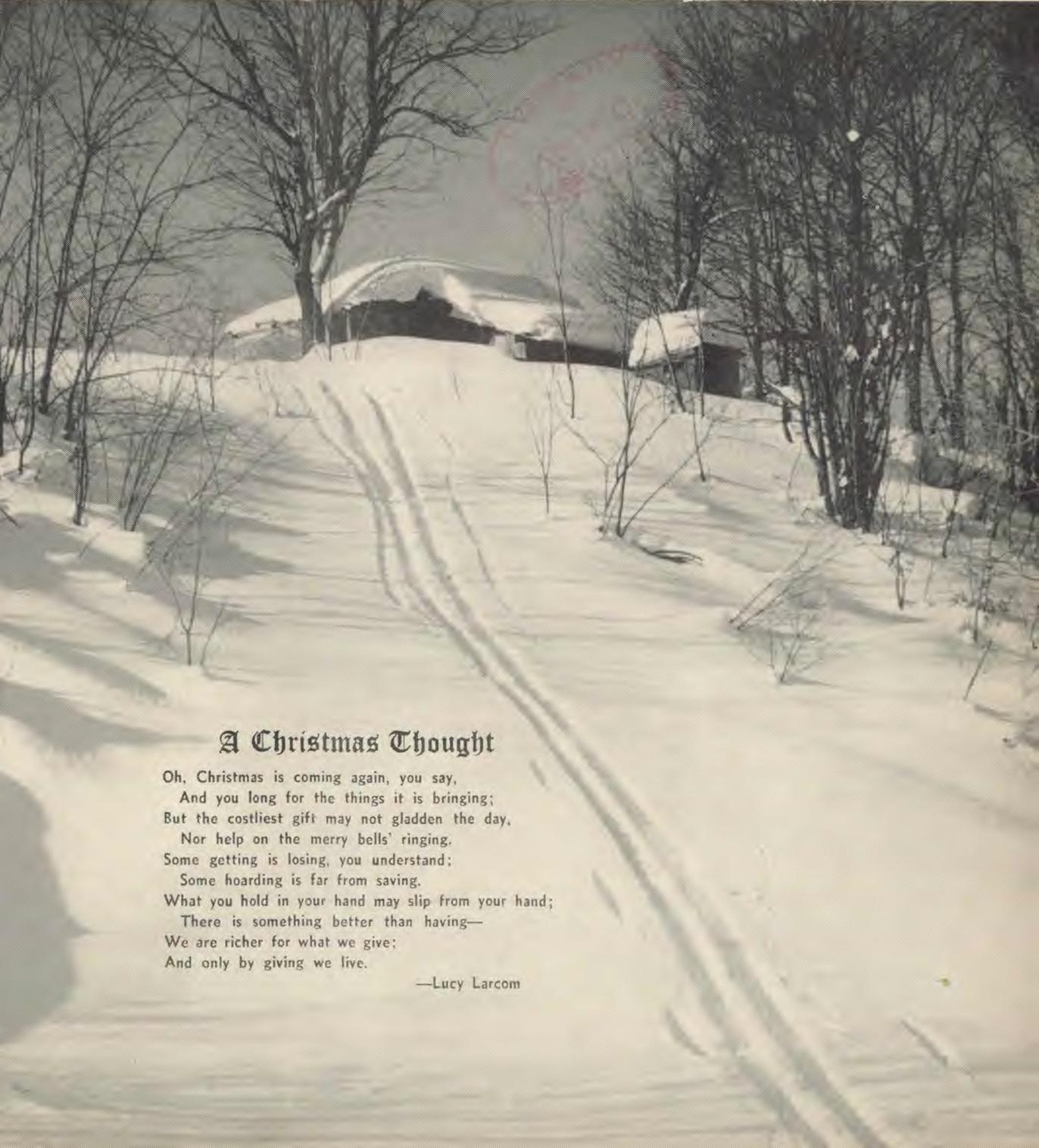


The JOURNAL of TRUE Education

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A Christmas Thought

Oh, Christmas is coming again, you say,
And you long for the things it is bringing;
But the costliest gift may not gladden the day,
Nor help on the merry bells' ringing,
Some getting is losing, you understand;
Some hoarding is far from saving.
What you hold in your hand may slip from your hand;
There is something better than having—
We are richer for what we give;
And only by giving we live.

—Lucy Larcom

The JOURNAL of TRUE Education

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C O N T E N T S

Cover Photograph <i>By Gustav Anderson</i>	
The Eternal Worth of the Individual—Guest Editorial <i>By P. W. Christian</i>	Page 3
In Memoriam—Henry L. Sonnenberg (4)* <i>By George W. Bowers</i>	4
Thrills of a Lifetime (1) <i>By R. L. Hubbs</i>	5
Please Take My Hand (poem) (1)	5
The New Batch (4) <i>By E. E. White</i>	6
Playground Peers in the One-Teacher School (1) <i>By Ethel Young</i>	8
Dear Mr. Superintendent: (4) <i>By Madeline Hunter</i>	11
Adapting the College Curriculum to the Needs of Today's Youth (3) <i>By Frank E. Wall</i>	12
Administration of School Discipline (3) <i>By Leif Kr. Tobiassen</i>	14
A Tribute (4) <i>By Richard Hammill</i>	16
Democracy in College Administration (3) <i>By Kenneth A. Wright</i>	16
It Is Fun to Teach (1) <i>By Dorothy White Christian</i>	18
Why Do Normal and Superior Pupils Fail? (1) <i>By Joyce Shirley Wood</i>	20
A Major Problem in Seventh-day Adventist Education <i>By Richard Hammill</i>	23
What the Schools Are Doing	24
The Bookshelf	29
Editorial News and Views	32

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

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

The Eternal Worth of the Individual

—Guest Editorial*

WE LIVE in an age of expansion and of an ever-increasing tendency to measure success primarily in quantitative terms. Banking institutions establish branch banks so as to achieve financial domination over a wider area; corporations spend every energy to eliminate or control competitors and to gain recognition of primacy for their own products; great nations of earth seek to attract into their orbits many smaller neighbors as satellites.

In this artificial situation, it is not strange that even educational institutions should be affected by the trend toward "bigness." Teachers whose elective classes draw large numbers of students are regarded as able; schools whose enrollments increase prodigiously are considered successful; and the college which can transform itself into a university is deemed to have "arrived."

The thinking person will evaluate success on qualitative rather than quantitative terms. Especially must this be true in our Seventh-day Adventist schools, for "it is the degree of moral power pervading a school that is a test of its prosperity. It is the virtue, intelligence, and piety of the people composing our schools, not their numbers, that should be a source of joy and thankfulness."¹

Not many years ago, Seventh-day Adventist colleges with an enrollment of 300 to 400 students, and academies with an enrollment of 100 to 150 students, were quite typical. Today the enrollment in many of these educational institutions has doubled or even tripled. Nor does the prospect ahead encourage those who wish a return to smaller schools. On the contrary, it would seem that our schools must become even larger.

In view of this trend, every Seventh-day Adventist educator must redouble his efforts to make the center of his teaching the individual student, rather than mere subject matter. He must spare no effort to provide that personal counseling so much needed by students in the formative years of life.

Especially should the teacher be alert to his opportunities in the areas of spiritual counseling, career counseling, and character-development guidance. How solemnly he will approach his task when he sees "in every pupil the handiwork of God,—a candidate for immortal honors."² With special care he will minister to the needs of the apparently careless, uncooperative or stubborn; for God only knows, and eternity alone can reveal, what these young people may become and may accomplish when their abilities are directed into right channels.

In this most rewarding ministry to our Adventist youth, we are assured that we follow the example of our Master Teacher, who "in every human being . . . discerned infinite possibilities. He saw men as they might be, transfigured by His grace,—in 'the beauty of the Lord our God.' Looking upon them with hope, He inspired hope. Meeting them with confidence, He inspired trust. Revealing in Himself man's true ideal, He awakened, for its attainment, both desire and faith. In His presence souls despised and fallen realized that they still were men, and they longed to prove themselves worthy of His regard. In many a heart that seemed dead to all things holy were awakened new impulses. To many a despairing one there opened the possibility of a new life."³

Let us then, as Seventh-day Adventist teachers, rededicate ourselves to appreciation of the *eternal worth of each individual student* under our charge, to detecting his latent powers, and to discerning with a prophetic eye the great accomplishments which may be his. May we ever be faithful to this God-given responsibility and opportunity, and make the individual student and his welfare our first concern. If we do this, the very expansion of enrollments that we face today and in the immediate future may become to us a greater privilege rather than a greater perplexity.

* P. W. Christian, author of our guest editorial, is president of Walla Walla College.

¹ Ellen G. White, *Testimonies for the Church*, vol. 6, p. 143.

² White, *Counsels to Parents, Teachers, and Students*, p. 229.

³ White, *Education*, p. 80.

In Memoriam—Henry L. Sonnenberg

George W. Bowers*

"There is no limit to the usefulness of the one who, putting self aside, makes room for the working of the Holy Spirit upon his heart and lives a life wholly consecrated to God."—*Testimonies*, vol. 8, p. 19.

SUCH was the life of Henry L. Sonnenberg. And though he walks no more with us, the life he lived is an inspiration to hundreds of youth throughout the world today. And through them, ever-widening circles of the influence of his consecrated life will be manifest until Jesus comes to reunite us. This is the type of chain reaction that meets the approval of heaven.

All but one year of Dr. Sonnenberg's professional life was spent at Walla Walla College. After fourteen years' service here, the 1952 annual was dedicated to him:

"For the bright gleaming of your purest worth . . . your humble fire-refined faith in God . . . your renewed youth and buoyant spirits . . . your faithfulness to your multitudinous children . . . and for your academic achievement and scholarly example, we dedicate this 1952 *Mountain Ash* to you . . . Dean H. L. Sonnenberg."

Some have said that education is but a veneer. Christian education is much more than that; it permeates the whole character. Dr. Sonnenberg exemplified in his life the true ideals of Christian education. He truly was a teacher who influenced and molded young lives into beautiful, noble, and symmetrical creations which are an expression to men everywhere of the power and value of Christian education. A student wrote the following tribute to him:

"Always willing to listen to the smallest problems; friendly, but commanding respect; defender of worthy causes, yet possessing wisdom and calmness in solving problems; physical and mental stature justifying his leadership; possessing sincere devotion to sound principles."

Dr. Sonnenberg's life consisted of expanding horizons. Dedicated by his parents at an early age, thoughts of service developed through the years. Wishing to serve as efficiently as possible, he did not take up teaching until he had received the Master's degree. His first teaching assignment, being half academy and half college, might have caused dissatisfaction in one less noble. Starting at a low salary brought no discouragement to him. After a period of teaching, with eyes on the goal of greater usefulness, he pursued advanced studies in the field of school administration, which was to be his role thereafter.

* Dr. Bowers was president of Walla Walla College through all the years Dr. Sonnenberg served that institution as teacher and dean.



The dean of a college must be a leader in its academic program. Truly, such was this man, ever true to his responsibilities. A dean is a helper of the president, and Dr. Sonnenberg was ever loyal in this respect. Matters vital to the operation of the college were immediately discussed with the president. Confidences were never betrayed. His happiness was most complete when the interests of the college were satisfied.

Feeling the call of God, Dr. Sonnenberg left Walla Walla College to enter a field of greater usefulness as president of Pacific Union College. But his life was cut short. One is reminded of John the Baptist. In the height of his life of service, when he was slightly more than thirty years of age, an all-wise God permitted him to be taken to prison and to death. What might have been accomplished by that "burning and shining light"! To men who plan but for this world, John's life seems all but wasted. Yet his influence still lives. So today—we cannot understand the apparent waste of a life so noble as that of Dr. Sonnenberg. Yet God knows what is best for His work and His children. We can but trust Him. Someday we shall understand.

Thrills of a Lifetime

R. L. Hubbs

TEMPERANCE AND PRESS RELATIONS
SOUTHEASTERN CALIFORNIA CONFERENCE

IT WOULD be fascinating to be an engineer and to calculate the yearly volume of water to be spanned by a new bridge, to calibrate the steel trusses, to determine the data having to do with linear distance, metal density, durability, expansion, contraction, pressure, weight, and rate of deterioration, plus the soil composition and content in total tons. What a thrill to be able to use these and myriads of other facts as a basis for the construction of an architectural suspension across a raging river, and thus build a modern bridge to be used in the performance of missions of mercy, in pursuit of pleasure or duty, in transportation of food, medicines, and other required materials! To build a bridge is a grand and thrilling thing; but it is even more important by teaching to quicken the minds of children and youth with impulses of destiny. Even more lasting and worth while than the spans of a bridge are the arches from the present to the future that the teacher builds in the child's mind.

What a joy to be a surgeon who knows the location of muscles, nerves, blood vessels, and their total relationship to one another; whose sensitive fingers move deftly and with intricate skill to save life! It is the work of the teacher to make effective surgery possible.

Writing is an exacting profession. Great would be the pleasure and satisfaction of writing a best seller, mirroring the dignity of man, setting forth his purpose and ideals, and magnifying with beauty and subtlety the power of the inner spirit. What a delight to write with power and logic, making clear the principles of justice, equity, mercy, and finally law. Such literary possibilities hold more than the rainbow of promise—they challenge the inner man.

But those who teach have a subtler, more in-

teresting, and more lasting work. The teacher is concerned not so much with facts as with the future. He is concerned with skills and knowledge, certainly; but better still, he is a master of destiny, laying out the mental patterns of life to be woven with the golden strands of understanding, sympathy, and friendship into the garment of service.

How much more important than spanning rivers or practicing surgery is the teacher's task of unlocking the hearts and minds of children and bringing them into intelligent harmony with God and His universe!

The bridge contractor, using at best his acquired skill and equipment, moves mountains of dirt and tons of rock to open the approach to his bridge. The teacher, with divinely imparted skill and more intricate tools of wisdom, patience, and love, does a greater work of pushing back the foothills of fear and moving the child's mountains of difficulty into the sea of oblivion. With "the ornament of a meek and quiet spirit"¹ the teacher heals the wounds inflicted by life's injustices, that might, if neglected, fester into delinquency and crime later in life. He does this, not with suture, but with sympathy; not with penicillin,

but with faith, hope, and charity. He works not so much with tons and trusses as with trust and truth.

In terms of human happiness, certainly the teacher who cooperates with the Creator to write in the minds and hearts of children the words of life and love, the immutable laws of obedience and service, is doing "the nicest work ever assumed by men and women."²

Please Take My Hand!

"Will you take my hand in yours?"

Said a little child to me;

"And let me walk beside you,

There's so much I want to see.

I would see God in the flowers

That bloom about my feet,

And find Him in the stars that shine

Like lamps along the street.

"I would read the loving message

Of sunshine golden bright,

And feel His love about me

When I go to bed at night.

I would know what work of His

A child like me can do;

So please take my hand in yours

And let me walk with you."

—*Author Unknown*

¹ 1 Peter 3:4.
² Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 75.

The New Batch

E. E. White

PRINCIPAL
AUSTRALASIAN MISSIONARY COLLEGE

OUR schools and colleges have more or less recently received another annual influx of new faces; and registrars, principals, and presidents were, for a few days at least, confronted with tremendous problems of orientation. Perhaps the greatest of these is the one that is the least frequently solved; namely the orientation of the individual behind the name or the number on our records.

The classification machine has assumed gargantuan proportions, and with a touch of a button here and a flip of the finger there it can disgorge multitudinous data about the new student. We can produce his medical history, with recent and more-distant illnesses and inoculations against this or that. We know when he was born, if and when married, and from what state or country he comes. His parents or other nearest of kin are known, and their color, race, and creed, as well as their present occupation and habitat.

Furthermore, we look into his pocketbook and assess his financial status, with gloomy predictions that it will never be adequate to cover the anticipated expense! His intelligence quotient is before us in all its stark mathematical-looking efficiency, and anything of additional interest that could be asked is there in our capacious filing cabinets.

But of what value are these separate and distinct details? They are but convenient abstractions, man-made and man-assessed, though each derived from a person. They are certainly not the complete set of characteristics; and even should they be, *in toto* they do not equal the person from whom they have been extracted. In life and in human relationships, the Euclidean dogma does not hold, that "the whole is the sum of its separate parts." It is somewhat analogous to a rowing team: separate them, and you have four individual and distinct men, each of whom can pull an oar. Combine them and, arithmetically, you have four such men. You *have* this—and much more than this. You have a team, an entity, a combination of the four which is more than four single individuals and which can accomplish much more than the sum total of the four when

each man acts separately. In union there is strength.

The laws of chemistry provide a somewhat similar illustration in the common example of the difference between a mixture of elements and a chemical compound. Iron and sulfur are fairly well known elements to the nonscientific reader, and in an intimate physical mixture of the two they can be easily separated one from the other. But let them be heated together and combined chemically, and we have a substance that may contain precisely the same percentages of iron and of sulfur as did the mixture, yet it has the properties or characteristics of neither. We have, so to speak, added two and two and arrived at five!

This paradox is all too frequent in human beings, but in the helter-skelter of the beginning of a school term we tend to ignore it. A new student is not just an arithmetical composite of IQ, plus age, plus grades, plus finance, plus aptitude. He is that, but so much more! He is a creature in God's image—deformed, degenerate, as we all are, but a personality to be fitted into God's great plan for the world, rather than merely a statistic in our orderly filing system.

By all means let us retain these systems, but let us not regard them as an infallible guide. Let us never consider these precious youth under our care as just another carload of featureless uniformity, to be pitchforked into the voracious maw of the educational machine and, in process of time, ejected as depersonalized lumps of living clay.

The personality has not thus far been, and probably never will be, measured mathematically. But should it therefore be tacitly overlooked? It cannot be, for all our daily relationships with our students are personal, not entries in a ledger. The fact that each student is a separate individual must indeed be recognized, and the beginning of an academic year is as good a time as any, not only to realize this, but to endeavor to solve the problem.

"As Rousseau says, 'It matters little to me whether my pupil is intended for the army, the church or the law; before his parents chose a calling for him

nature called him to be a man. When he leaves me I grant you he will be neither a magistrate, a soldier, nor a priest; he will be a man."¹

Some of our colleges and academies have grown exceedingly large, and we rejoice in the added facilities that can thereby be provided. It is a healthy sign of deep interest on the part of parents and youth when colleges and schools have to "pull down . . . [their] barns, and build greater."² But with this encouraging sign, let us beware of the error of counting heads rather than reading hearts. As leaders, let us become acquainted with our students, and make an effort—a successful effort—to know them all by name. This cannot be done overnight, and will be more difficult where several hundred are involved. But it is the way of successful personal and social relations, and to the new student it means more than can be expressed. Indeed this has been done in other than Seventh-day Adventist colleges; for example in Queen's College, Cambridge:

"The President of our College was Dr. Fitzpatrick, another somewhat nervous and retiring man. . . . Despite his retiring nature, he conscientiously applied himself to knowing each undergraduate individually. He liked everyone to call upon him at

least once a term. . . . Apart from these semi-formal visits, you could not go down at the end of term without paying a further call on the President, who had to sign the Exeat, and if you had failed to make a Sunday evening call during the past term he wanted to know why."³

The time of registration is a good time for the leader of the institution to meet his students, and to discover a few facts about them that are not for the record. His sincere effort in this direction will not be time wasted, but may result in souls saved. For these youth allotted to us are souls with amazing potentialities. Through the year we shall discover some of them to be good and some not so good. But with a vision transcending the inflexible framework of educational practice and procedure, can we not widen our conception to "see in every pupil the handiwork of God,—a candidate for immortal honors"?⁴ Then we shall be following divine guidance, for "every human being . . . is endowed with . . . individuality, power to think and to do."⁵

¹ Marjorie Banks & Edward Ward, *The U.S. and US*, p. 106.

² Luke 12:18.

³ Gilbert Harding, *Along My Line* (Putnam, 1953), p. 38.

⁴ Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 229.

⁵ White, *Education*, p. 17.



Playground Peers in the One-Teacher School

Ethel Young

ELEMENTARY TEACHER



tion which is normal in families? Are teachers less resourceful today than yesterday? Was Whittier writing of a *graded* school when he said "the feet went storming out to playing"? Has this spirit of happy play passed with the old country school? Or could it be that the virtue of love—understanding, communion, common consent—has cooled off with the passing years? Do we, with the poet, get nostalgic for "days that are, like the days that were"? Or do we get heart-hungry for Christian love, which has been pushed aside in the high pressure of modern living?

Let us look at the picture of an average one-teacher Seventh-day Adventist school in the North American Division. Its provincial framing—hanging there on the mental walls of our understanding—may need a bit of re-

touching as we face facts.

WHAT can I do?" the teacher asked. "I have nearly twenty children in my school, from six to sixteen years of age. When I get out on that little playground with them, I feel like the old woman who lived in the shoe!" she concluded.

Unfortunately, this is not an isolated instance. Over half of the one-teacher Seventh-day Adventist schools in the North American Division* have inadequate playground space or play equipment or both. A significant proportion of the teachers of these schools indicate playground problems as among their most difficult.

What is wrong? Are heterogeneous age groupings of children more difficult to control than homogeneous? Are personality characteristics accentuated in small situations? Has the educational experience of the children been fragmented to the extent that they think only in terms of their own age and sex? Has the social grouping of real life been replaced by an artificial grouping to the extent that neither teachers nor children can cope with a situa-

Sixty per cent of the Seventh-day Adventist elementary schools in this part of the world are one-teacher schools. More than half of this number are conducted in rooms of church buildings, located in crowded urban areas where every square foot of space is already occupied or held at a premium.*

One out of five teachers who direct this distinctive type of school has never taught before. Over half of the teachers are in their present locations for the first time. Here, in these small schools, these consecrated men and women spend from five and a half to six and a half hours a day teaching classes; from one half to seven hours a day in preparing and planning lessons; and from one to thirty hours a week in church and community activities.*

The average one-teacher school enrolls thirteen children in 6.6 different grades. These youngsters are, in the main, from homes in which at least one parent is a Seventh-day Adventist. In order to attend church school, they travel from half a city block up to as far as 60 miles one way! Needless to say, the experience background of such a group of children is extremely varied.*

* Starred references are to an unpublished thesis, *Planning for Effective Organization in S.D.A. One-Teacher Schools*, by the writer, for the University of Maryland, College of Education, 1954.

Almost anyone can identify enough problem-provoking elements in the foregoing one-teacher school picture to require a Solomon, on full-time duty, to administer justice! Teachers are almost beside themselves, at times, to know how to cope with the situations. They write:

"I have no playground at all. My school is on 10th Street in a big city. When we play inside, the church members feel we are being irreverent in the house of God."

"I have an age range from six to sixteen, and the big ones get rough with the younger ones."

"I deal with all ages, in grades one to eight. Rules that are needed for the older ones do not fit the smaller ones."

"I have one girl in an upper grade, and she has no other students her age with whom to play."

"There is fussing among the students because we are so few. We live such closely knit lives that it breeds undue familiarity."

"I almost always have playground trouble when the younger children are dismissed earlier than the older ones."

"Here there is incessant quarreling among the children—strife and hatred due to deep-seated jealousies and rivalry."

"One thirteen-year-old orphan boy causes me concern. He arrives at 7:30 A.M.—and school begins at 9:00 o'clock."

"The weather is so obnoxious here. Much of my trouble starts on the playground, and I can't give it constant supervision. I just won't spend my time outdoors in the cold for love or money!—whether school keeps or not!"

"We don't have *one thing* to play with here—and no money to buy anything."

"I have so many quarrels of children to deal with because of their feuding parents."¹

Educators recognize the value of recreation in the life of a child. Lessons may be learned on the playground which might not be put across in any other setting. Here, in terms that children understand, the meaning of democracy—what it means to be a good loser, the claims of the weaker on the stronger, Christianity put into action—may be effectively taught and learned. Yes, the give-and-take of the playground is a great developer of character. But opportunities for teaching are lost in situations aggravated by such problems as those mentioned above. The children's needs are not being met. A generation of youth is set adrift in the world without the rudder or the anchor which fair play, cooperation, participation, and sympathetic understanding would give them. Many children hurry to school to secure the companionship not provided at home, only to be thwarted again in their school life. In schools where there is little or no playground, where teachers do not willingly or happily join their children in manual work or in play, where no appropriate activities are suggested for children of different ages, the recreation period degenerates into a time of aimless standing around, wrestling, and shoving, and the school fails to meet one of its primary objectives.

Research is scarce on the values of heterogeneous grouping. (Graduate students take note: Here is a

suggestion for your thesis on Human Development.) The results of what little experimentation has been done, lead us to conclude that it is more valuable than we have been willing to believe. It seems to indicate that the possibilities of meeting individual needs are greater than have previously been assumed. In fact, Ellen G. White points out the *dangers* of large homogeneous groups:

"The dangers of the young are greatly increased as they are thrown into society of a large number of their own age, of varied character and habits of life."²

After considering this statement, we realize that in real-life situations, children and adults meet all kinds of people of all ages. Therefore the perceptions possible in a large homogeneous group are bound to give an incomplete picture of life as it must be lived. Only in comparatively rare instances—as the Dionne quintuplets—does family life introduce a *homogeneous* element. In most families children come one by one, and no social lines are drawn or recognized. One modern author contends that this family-type situation should be carried over into the school:

"Children should mingle with others of all ages. It would be good for the older children to have very young ones in the same building with them. They could learn child care by this contact; in fact, a great deal of the care of the very young child could be assumed by the older children. . . . When children come together in this way, it is in keeping with their purposes, not their ages or I.Q.'s, and is in no way damaging; in fact it is likely to be profitable. It is the artificial grouping of children for adult convenience and for isolation which is to be avoided. This is doubtless one of the great advantages of the one-room country school. It had all ages and kinds of children within one room, and while the teacher labored hard to create the artificiality of grade levels, she never quite succeeded, and children of differing ages, sexes, and abilities were forced to deal with each other. We often hear the virtues of the little red school house extolled by the nostalgic, and indeed it seemed to do pretty well. Perhaps this was the reason."³

Recognizing the above to be true, what can Seventh-day Adventist teachers of one-room schools do to meet the problem of playground peers? We give here a few suggestions that may help:

1. Make a collection of good recreational activities for the mixed group as a whole, for younger children, for older children, for indoors, for outdoors.
2. Check the playground for the safety of all.
3. At times arrange different play areas for older and younger children.
4. From the first day of school, plan carefully for the recess and noon-hour periods. Example: For the morning 15-20-minute recess, start the older children playing dodge ball or something else, then let the teacher play with the primary children. At noon, keep every pupil at his lunch table for the first twenty minutes. Then dismiss the group as a whole for play. Have supervised free play or group games, with every one taking part. In the afternoon, give the primary

children free play and let the teacher enter into a game with the upper-grade children.

5. Plan to *teach* the children *how* to play together. This is especially important at the beginning of the school year or following long vacation periods, such as Christmas.

"Let teachers so far unbend from their dignity as to be one with the children in their exercises. . . . Your very presence gives a mold to their course of action. Your unity with them causes your heart to throb with new affection."¹

6. Engage the "one older girl" or "one older boy" to be teacher's helper in directing one group *as the teacher directs another group*. Never give such individuals cause to feel that the teacher "leaves the work with them" while she "takes it easy" inside.

7. Arrange with the school board for a "recognition salary" for the orphan who must arrive at 7:30 A.M. Let him assume some janitorial duties or assist the teacher in setting up unit projects, et cetera. If this cannot be arranged, ask the board to find a nearby home where the child may come and wait until a proper hour to arrive at school.

8. Plan with the school board chairman, pastor, and Home and School Association leader to provide a play shed for inclement weather. This is especially necessary where the school is closely allied to the church.

9. Be resourceful, and teach the children the same virtue. If play equipment and funds are a minus quantity, *make some play equipment* of your own, such as teeter-totters, swings, cockhorses, beanbags, et cetera. Then get busy and raise some funds to develop more expensive ideas. Put the Home and School Association to work for the school. Develop some spirit and interest yourself. The "disease" is catching.

10. Let the school appoint a game committee to plan the noon-hour games for a week. Make plans in the schoolroom *before* the children are dismissed for outdoor play. The teacher should be careful not to dominate these plans.

11. Decide whether you will go out and play with the children (even in "obnoxious" cold weather!) and remain in that locality—or apply for placement in a more tropical area! Elementary teacher shortage is general. But *wherever you are*, play with your boys and girls. One teacher in Alaska wrote:

"Recess comes at 10:30. . . . We play inside when the temperature is below zero. If it is around 20° above, then we play outdoor games like anti-over, dare-base, or snowball. I always play with them and we all do the same things. One game they like very much is me-achi. (I do not know the spelling of this—it is from the Eskimo.) . . . It is especially suited to multiple grades. Everyone gets to bat and everyone gets to run. When it is too cold to play outside, we do all sorts of group games inside the schoolroom, for we have no other place to play. Right now, the children are flying paper airplanes, and some of the girls have been playing jacks. . . . Do I find myself busy, and do I like teaching? I most certainly do!"²

12. Maintain among the children a consciousness of the group as a whole. Discourage small cliques; yet teach the children to respect the rights of minorities.

13. If children argue and cheat, discontinue the play. Help the children to develop a higher sense of values, and to appreciate that to have a happy time together in fair play is more important than the score.

14. Keep weekly rather than daily scores, so that today's losers may have a chance to win another day.

15. Avoid a list of school rules. Help the children to understand that the Ten Commandments are the only rules that fit everyone alike: that a playground bully breaks the last one, that to play unfairly is really stealing, and that to fight and say unkind words about one another is a form of killing. Study with the children the Spirit of prophecy explanations of the Ten Commandments. Help them to see that solutions for specific playground difficulties are there *in principle*.

16. Meet the various issues of fussing, quarreling, jealousies, rivalries, and "feuding parents" by personal help, story hours, Bible classes, JMV topics, and topics developed in opening exercises. Avoid a daily "bringing everyone to task" at the close of recess or noon hour. Be alert throughout the week for various opportunities to teach spiritual values. Discuss together how the students are growing in loyalty to one another and to God.

17. Visit the children's homes—you will discover answers to many of your questions! It may be necessary to do more than "just visit."

18. Discipline playground offenders alone or in cooperation with parents.

19. Arrange "play days." Invite neighboring schools to come together for social gatherings.

20. Create an interesting activity unit that the younger children may develop *only* during the last hour, when they work under the indirect supervision of the teacher as she gives the older ones more individual help. This will produce fewer headaches than turning the younger ones loose on their own for the last hour of the day.

21. Improve the landscape of the school as a recreational activity.

"Outdoor exercise, especially in useful labor, is one of the best means of recreation for body and mind."³

"If in our schools the land were more faithfully cultivated, the buildings more disinterestedly cared for by the students, the love of sports and amusements, which causes so much perplexity in our school work, would pass away."⁴

22. Plan missionary activities for noon hours—distributing literature, Bible course enrollment cards, handbills, et cetera—in various nearby sections of the city.

"The very best course for you to pursue is to engage in missionary work for the people of the neighborhood and in the near-by settlements. . . . To work for the Master . . . [may well come] to be regarded as Christlike recreation."⁵

Playground peers in the one-teacher school are best promoted by loyalty to the group as a whole—even as family ties are strengthened by loyalty one to another. There is a need—a hunger—for recreation in the life of every individual. Let teachers study and teach those experiences which will encourage Christlike living in the youth around them.

¹ From eleven personal letters to the writer.

² Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 332.

³ Earl Kelly, *Education for What Is Real* (New York: Harper & Brothers), p. 65.

⁴ White, *Fundamentals of Christian Education*, p. 116.

⁵ From a personal letter to the writer.

⁶ White, *Education*, p. 278.

⁷ White, *Fundamentals of Christian Education*, p. 512.

⁸ White, *Counsels to Parents, Teachers, and Students*, pp. 549, 550.

Dear Mr. Superintendent:

*Madeline Hunter**

EVER since the day you walked into my classroom one second after Janice lost the mammoth grasshopper she had brought "to share," I have wanted to write you a letter.

I had in mind a note explaining that we don't ordinarily use the tables and chairs for an obstacle course and that we do know the difference between "outdoor voices" and the decibels of noise acceptable in a classroom. I also wanted to share with you the thrill I experienced when Janice, timorous and insecure, with whom I had worked seven long months, was finally on her feet in front of the class to show her prize.

Yes, I wanted to write and explain, but I never did—and I'm glad, for now I have something much more important to say.

I've known you for fifteen years. It hasn't always been the same you—your name has changed and you've been dark and light, tall and short, benevolent and dictatorial. But you've always been my superintendent—the person to whom I've looked for leadership in my profession.

Usually you have fulfilled this obligation to me. Only one of you has failed me miserably, and one of you has been a source of inspiration I'll never forget.

I wonder if you know how far-reaching is your influence. As our educational leader, your guidance makes us teachers competent, inspired, and adequate to fulfil our obligation to youth—or leaves us disillusioned, insecure, and bitter.

I am writing you now so you will know how necessary you are to our growth, adequacy, and security among members of our profession. We need you, Mr. Superintendent, not just to "run" our school district and oversee our educational programs, but—in the same way our boys and girls need their teachers—to guide, inspire, and instruct.

First of all, Mr. Superintendent, we need your confidence in us to give us confidence in ourselves. Ours is not an easy profession; we are seldom free from attack either individually or as a group. We are human, and doubts assail us. Support us with

your trust and confidence, and we'll be worthy of your respect.

Then, teach us to seek deeper understandings, better technics, and higher standards by helping us achieve them, rather than condemning our present practice. Make us want to produce at a higher and higher level by letting us taste the satisfying intoxicant of growth.

Help us to learn the meaning of a democracy and our responsibility as members of it by giving us a voice in major decisions that affect us. We realize that final decisions are yours, but we want to be sure that you have the facts which only we can supply before you make your decisions.

Demonstrate to us the ability to evaluate an idea on its own merits, rather than measure it by the person who conceived it. Make it easy for each of us to contribute his best thinking to group planning.

Grant us the privilege of questioning your opinion and decisions without your assuming we are disagreeing with you. Feel so secure in your own position that you recognize our abilities as a complement to yours, rather than regard us as a threat to you.

After each of us has contributed to a group plan, let us savor the satisfaction of responsibility for effecting a part of it, no matter how small. We expect and need guidance from you, but let us try our own ideas and ways of working and be answerable to you for the results.

Keep us in constant contact with research as a resource in solving our problems. And use the magic of "let's find out" to stimulate our professional alertness. Help us translate our findings into solutions for the problems that confront us.

And last, know that loyalty and respect are earned, not commanded. As surely as you are worthy of them, they will be extended to you.

Do you think we are asking a lot, Mr. Superintendent? We are, but those same sound practices of leadership are being asked of us each day in our classrooms.

And so I'm writing this letter, Mr. Superintendent. Just as Janice needs a teacher to help her grow and develop, we need you. Don't fail us!—*NEA Journal*, vol. 44, no. 6 (September, 1955), p. 349. (Used by permission.)

* Mrs. Hunter has been a teacher, principal, curriculum coordinator, and director of research. She is currently engaged in teacher education for Los Angeles City Schools.

Adapting the College Curriculum to the Needs of Today's Youth

Frank E. Wall

DEAN
WASHINGTON MISSIONARY COLLEGE

MANY volumes have been written on the curriculum in recent years by leading authorities in the field. Numerous changes have been proposed from time to time, some of which have actually been put into practice, particularly on the elementary and secondary levels. The higher educational program has remained more conservative, though some colleges have experimented with newer programs.

Reviewing some recent outstanding changes and trends, we note that special attention has been given to the needs of the individual student and to social problems, through more functional courses and methods. Endeavors have been made to afford the student a more practical laboratory experience and to stimulate his participation, not only in classroom discussion but in democratic group action.

There is a notable trend toward a broader training in all professional fields, with greater emphasis on basic general education. Through decades, scholarly interests of the faculty have largely dictated the organization of subjects by departments. Students have often been permitted, even required, to specialize narrowly along subject-matter lines according to vocational or professional interests. The smattering of knowledge and the lack of relationship among the specialized fields has begun to concern educators. Consequently, several types of changes have been instituted, a few of which might be mentioned here:

1. In an effort to overcome excessive specialization, many schools have introduced a "major" and preferably several "minors." This is the easiest device for overcoming excessive specialization and excessive smattering, without changing the character of highly specialized subject-matter courses.

2. A more fundamental effort to overcome evils of the free elective system and the narrow trend of the subject-matter fields themselves, has taken the form of broadening the conception of what is an appropriate field for study. Consequently, courses have been organized to give the student a general introduction to broad fields of knowledge such as the social sciences, the natural and physical sciences, the humanities, and the arts.

3. Sometimes several related departments are brought together administratively into divisions, or representatives of related departments have cooperated to offer survey, orientation, or integrated courses, to give the student a broad overview of the field. Again, perhaps publicized more widely than adopted, have been efforts to focus the curriculum upon selected great books or upon study of the whole culture or civilization of a given people. Thus "area courses" have in some places become rather popular.

4. Perhaps less popular but more radical have been the efforts to give more attention to the needs of individual students. Some colleges have gone so far as to try to build a whole curriculum around the needs and interests of individual students, which include travel abroad or community activities, independent reading plans, and the like.

5. Colleges in general have tried to adjust to the claims of general education as well as to vocational and professional preparation. In view of the growing perplexity of society and the expansion of knowledge, general education appears more important than ever before. Social demands of citizenship and world interdependence, as well as the vast and rapid increase in all fields of knowledge, have required more attention from the educated layman, and more time and effort on the part of one who would become a specialist in any one field. Moreover, professional schools have raised their requirements and lengthened their periods of preparation.

In their efforts to reconcile the differing orientations and conflicting demands, conscientious college educators often run into difficulty. On the one hand, academically-minded professors deplore the "coddling" of students, advocating a return to the tried-and-true values of the past; while practical-minded, down-to-earth protagonists meet them with derision for trying to maintain the "paleolithic system of fish-grabbing, horse-clubbing, and tiger-scaring when there are no more such animals around."¹

Sidney French, dean of the faculty of Colgate University, recognizes over and through the conflicting attempts at general education "a fog and

W. M. C.
SAKONA PARK, D. C.



We need a Moses to bring down from Sinai an acceptable program.

many confused aims, a fog in which we circle our ultimate destination hopelessly seeking the reassuring beam which will bring us through to a safe landing. . . . Like the children of Israel, we have spent more than half a century of precious educational time in our wanderings. The results are indeed embarrassing to educators who are supposed to know where they are going. How do we get out of this wilderness?"²

In line with French's figure of the "wilderness," Briggs, of Columbia University, says, "Today there is a widespread desire for authority, some Moses who will bring down from Sinai a program that can be unquestionably accepted. There is a very general demand for a Moses to lead from the Wilderness into the Promised Land of the curriculum."³

Without any feeling of self-sufficiency, we should be and are deeply grateful for the consciousness that the God of Moses has led us as a denomination in our educational program. The prophetic gift which God has entrusted to this people has set forth principles and practices that through the years have unified and stabilized our educational program.

The first and fundamental principle in any philosophy of education should set forth a clear concept of man's origin, nature, and destiny. Our own philosophy of creationism holds that life came about by the word of God, and that man was created in the image of God. Accordingly, each individual, though sinful and mortal by nature, is destined for eternal happiness if he accepts the salvation provided by the Redeemer of the world. The great and ultimate objective in the Seventh-day Adventist educational program, from the primary class through the graduate school, is to retrace in beauty and holiness

the moral image of God which was lost through transgression. In order to achieve this objective, our curriculum must be different from that of the public school. It must be a curriculum that has its source in revelation and is as complete as possible in matters of doctrine and faith.

As the ultimate objective has been given to us by divine revelation, so also have the intermediate objectives been imparted. They are the more general goals or aims that lie between the ultimate and the immediate, and that pertain to the development of the physical, mental, social, and spiritual powers.

The immediate objectives have been left for us to work out and to seek continually to improve. These con-

stitute the numerous and detailed phases of human experience which are immediately related to everyday life. They are the means by which we shall reach the ultimate goal.

To strive constantly to make the immediate objectives more practical and more fundamental is our obligation and privilege. Those who contend that all the details have been furnished in the inspired volumes and that, therefore, to make a change and to try something new is but to tamper with and corrupt, ignore a sound principle once expressed by Goethe to the effect that the good Lord has provided us with the nuts but He does not crack them for us.

Among the intermediate objectives, the spiritual stands foremost. True education is directed primarily toward the development of the spiritual life. The teachings of the Word of God and of the person of Christ are an integral part of the entire curriculum. Not only is the Bible the pre-eminent textbook, but within the curriculum religion is the core around which all other studies rotate and toward which all converge. Such a curriculum does not have a religious program; it *is* a religious program.

So intimately allied with the spiritual that it is often considered a part of it, is the social development. The entire second table of the Decalogue deals with this aspect of man's education. Today great emphasis is placed upon the student's relation to social problems. In fact, education has been defined as "the means whereby a social group continues itself, renews itself, and maintains its ideals."⁴

Commenting on the impact of present social problems upon the curriculum, we have this observation: "This is a time of social transformation. There is con-

—Please turn to page 27

Administration of School Discipline

Leif Kr. Tobiassen

PROFESSOR OF HISTORY AND RELIGION
SOUTHERN MISSIONARY COLLEGE

THE Adventist educational administrator is involved in a task that bothers other school executives to a limited degree only: the maintenance of discipline. This is, of course, a part of the greater effort to teach "the whole man" in the area of Christian conduct. The objective of Adventist education is not merely to impart knowledge but to fit for righteous living. From this point of view the Adventist school administrator and teacher must consider their responsibility in discipline.

Discipline means more than enforcing rules and sitting in judgment over the deviant; it is primarily an effort to educate toward understanding and good performance. The work of the administrator and teacher in this field should be measured by the many who live right rather than by the few who do wrong. Our attitude must be "How can I help students to do right?" rather than "How can I best deal with the delinquent?" Both questions have to be asked—and answered; but the former is more important than the latter.

Techniques may differ between secondary and college levels; yet nearly all the principles are applicable to both. Reference is here made especially to the college situation. The following practices may prove helpful:

1. *Consensus.* Members of the administration and faculty—and their wives—must stand together on a common ground. Enforcement of rules that do not represent agreement of staff opinion and practice is impossible except by police methods. Should standards therefore be brought down to a low level of faculty consensus? Much better would it be to lift the level of the staff; it is safer to change the staff than to change the principle.

2. *Codification.* All rules should be carefully spelled out and printed or mimeographed for all to study. Even that which the mature student may know as self-evident should be clearly stated. To expect good conduct on the basis of undefined tradition and common sense is to give the student insufficient light. While it is not necessary to be crude, it is imperative to be explicit.

3. *Proclamation.* The code of conduct must be

clearly presented. A detailed handbook might be sent each year to every accepted student, and to the community parents. An early convocation—or perhaps a series of them—should be devoted to frank explanation. Occasional repetition throughout the year is advisable.

4. *Authority.* The authority for Adventist school regulations (especially those pertaining to association between men and women) is given in the Spirit of prophecy messages, not primarily in the findings of psychological or sociological research or in the commonly accepted standards of good taste in society. Students should be referred to the source; the Adventist administrator and teacher should study the educational writings of Ellen G. White with any who are under discipline. Let this be done positively and constructively, never as a whip or a "big stick." Without this foundation of knowledge and understanding, enforcement of Adventist school discipline is futile, if not impossible.

5. *Cooperation.* If students are permitted to help in framing the rules, they will feel a responsibility to see that they are obeyed.* A joint faculty-student group might draft regulations for faculty approval, the student members of the group being appointed by a representative council of responsible students, not picked by the administration. This cooperative drafting group should take sufficient time for profound study; then sufficient study should be given also by the faculty as a whole, leading up to final faculty decision. Endorsement by the board may be helpful in some cases, if the members thereof can take time for this type of detailed study.

6. *Enforcement.* No rule should be set forth that members of the staff are not prepared to live by and to enforce. Vigorous enforcement beginning the early morning of the first day will avoid trouble later. Members of the staff who have not the determination to deal personally with deviants whom they observe, should at least keep the administrative officers fully informed.

7. *Joint Committee.* The discipline committee might advantageously include student representation, possibly one third. If the student members are

picked directly by the administration, they will add little value to the committee; but the procedures governing selection, nomination, and appointment of student members must be carefully determined. Above all, the members of this committee must have demonstrated their ability to keep from *ever* talking outside the committee about the work of the committee. Only the chairman should communicate decisions, and excerpts from the discussions should never be communicated. Student members should be selected from among the single students, since the pertinent regulations apply almost exclusively to them. The community unmarried student group should have a representative on the committee.

8. *Factual Accuracy.* The committee on discipline must act only on fully verified information presented by at least two members. The chairman and the residence hall deans may well spend sufficient time to investigate all allegations and all circumstances before the committee session. Unless all pertinent facts are readily available, the committee should adjourn so that the deans or other designated members can sift the information more closely. A degree of sophistication and critical discernment is indispensable to distinguish between facts and assertions; no one must ever be "convicted" in an Adventist school unless and until all significant data have been fairly analyzed. It is better that wrongs go unpunished than that possibly greater wrongs be inflicted by a discipline committee. The condemning of any person on the basis of hearsay or supposition is pagan and wicked. God employs myriads of angels in keeping accurate books of record in heaven, and the saved will spend a thousand years reviewing them. How much more should we who are not omniscient take pains to search for the full factual truth. Of course, this means that officers and staff members dealing with discipline must be sufficiently free from other pressures.

9. *Defense.* If the student whose case comes up before the committee so desires, he may have the privilege of choosing some faculty member to sit with the committee. This individual should not have a vote, but should endeavor to present the student's

point of view fairly. Such an arrangement will greatly enhance the committee's reputation for fairness and integrity.

10. *Teaching.* The discipline committee should ordain ways of teaching the delinquent student, rather than vote punishment. The deviant must learn that deviation does not pay. He should not be penalized, but he may well suffer consequences. The committee must bear in mind, too, that in dealing with any individual student it is dealing also with the other students. The dignity of the school standards must not be jeopardized. Rehabilitation of the individual can well be promoted without weakening the authority of the rules. The decision of the committee should be communicated to



A heart-to-heart talk with the chairman of the discipline committee.

the student in writing, in addition to his having a heart-to-heart talk with the chairman. The letter helps to avoid uncertainty; a copy should go to the residence hall dean. The parents should not be needlessly involved, except in cases of continued misdemeanor or serious infraction of basic and major school regulations.

11. *Appeal.* The student should have the right of appeal to the head of the school, who may bring the case to his administrative council for consideration. If added information of sufficient significance is presented, the discipline committee might well reconsider its verdict. No committee composed of mortals should claim a monopoly on wisdom; no committee will lose face by righting a wrong.

* See Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 155.

"Let [the teacher] not allow himself to become angry or provoked. . . . When a stern reproof is to be given, it may still be given in kindness. Let the teacher . . . follow every correction with drops of the oil of kindness. . . ."

"Let it be a settled maxim that in all school discipline, faithfulness and love are to reign. When a student is corrected in such a way that he is not made to feel that the teacher desires to humiliate him, love for the teacher springs up in his heart."—ELLEN G. WHITE, *Counsels to Parents, Teachers, and Students*, p. 212.

A Tribute

WHEN Kenneth A. Wright, president of Southern Missionary College since 1943, resigned last August from the arduous duties of an educational administrator to take up a different type of denominational work, the profession lost a valued and experienced leader. Through thirty-one years of service in the administration of Seventh-day Adventist schools, he has demonstrated his dedication for the youth of the church and also his capacity for wise executive leadership.

As one who was privileged to labor under his direction, and later to share administrative responsibilities with him, it seems to me that President Wright's greatest strength lay in the spiritual force he brought into his work. The down-to-earth conversational messages he gave in chapel talks, vesper meetings, and church services set a spiritual tone and climate on the campus conducive to the religious nurture and growth of students and faculty alike. His steadfast adherence to the teachings of the Bible, in life as well as in theory, encouraged all who knew him.

Another outstanding characteristic of President Wright's work was the comprehensive system of democratic faculty participation in policy making that he built up through the years. Though the president of a college is granted by the board almost unlimited authority, President Wright did not use this authority in any unlimited way. A teacher on President Wright's faculty described his administration thus: "The president developed a structure of councils and committees by which each instructor and professor had his definite part in determining the policies of the institution. It was an impressive lesson in true democracy to observe how President Wright never failed to put matters to a free vote, knowing well that members of his council might hold quite independent opinions." This administrative policy permeated the college and distinguished its spirit. It greatly enhanced that undivided loyalty with which professors and students alike responded to Kenneth A. Wright's humane leadership.

Throughout the world, former students and faculty members, together with a host of friends, respect and appreciate President Wright's contribution to the cause of Christian education. They all unite in prayers and good wishes for him as he enters upon his new work as field secretary of the Southern Union Conference of Seventh-day Adventists.—

RICHARD HAMMILL.

Democracy in Co

DEMOCRACY is a word with many definitions. As applied to administration on a college campus, it connotes cooperative accomplishment for the benefit of the group. As in government, the democratic approach is one of representation along the entire line of command.

Nowhere is it more true than in college administration that "there is no limit to the good a person can do if he does not care who gets the credit." Often a leader focuses his attention on his next assignment, and uses the present one simply as a steppingstone. If he spends his time and energies on the project that gives the best publicity, to the neglect of details for which he is paid, he is not true to his profession.

A college is a cooperative affair. The interests and welfare of the students come first; the president is decidedly in a secondary category. The following statement, the authorship of which is in doubt, sums up a type of democracy in administration that could benefit any organization:

"A leader is best when people barely know that he exists,
Not so good when people obey and acclaim him;
Worse when they despise him.
Fail to honor people,
They fail to honor you.
But of a good leader who talks little,
And when his work is done, his aim fulfilled,
They will all say, 'We did this ourselves.'"

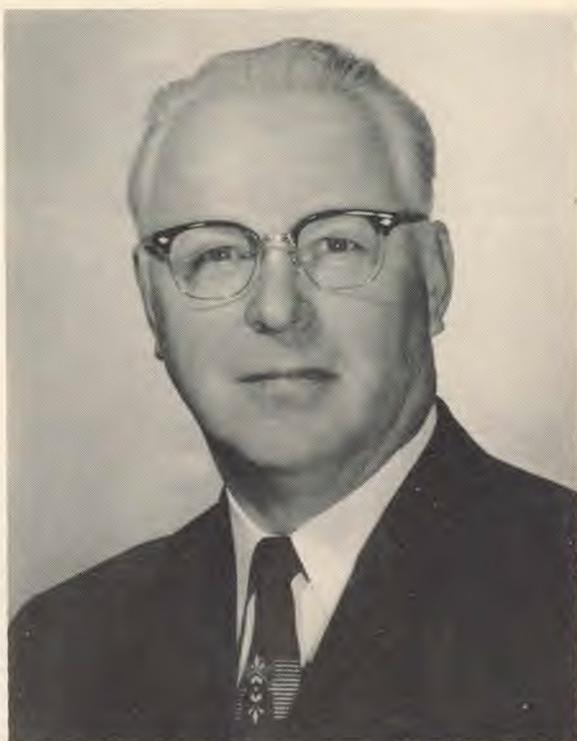
The following outline of administrative procedures in a small church-related college illustrates an attempted democratic cooperation. It is understood, of course, that the constituency elects the Board of Trustees, who in turn elect both the president and the faculty.

In this particular college the general faculty meets once each month. The dates and place of meeting are given in writing to each member at the first faculty meeting in September. The Faculty Senate—the legislative body—meets once each month, and deals with the policies of the college. The agenda

* When this article was prepared, by request, a few months ago, Mr. Wright was president of eastern Tennessee's Southern Missionary College, from which position ill health forced him to resign before the opening of the present school year.

ge Administration

*Kenneth A. Wright**



is usually made up of recommendations from the nine faculty standing committees, which also meet monthly. The President's Council meets weekly and, as the name implies, gives counsel to the chief administrative officer. The academic dean is vice-chairman, and the president's secretary is recording secretary of this council. The dean of the college is the chief academic officer, and is assisted by a combined faculty-student committee on government. The general business manager is the chief officer of business and finance, with a committee for counsel on financial matters.

On this campus the opinion prevails that the college exists primarily for the welfare and training of its students, and that students learn by doing. Therefore a well-organized Student Association functions, with a committee organization similar to the main faculty committees. On many occasions the committees combine membership, to the advantage and fuller accomplishment of both.

Every faculty member has ready access to the president and to the chairman of the Board of Trustees, if necessary.

On the student level there are a Single Men's Forum, a Single Women's Forum, and a Married Couples' Forum. Any question, criticism, or suggestion may be freely discussed on the forum level, and conclusions passed on to the college administration with a minimum of effort and no embarrassment.

The college is organized on a division basis, and the chairman of each division is, by virtue of his office, a member of the Faculty Senate. The Student Senate operates in a similar manner on the student level. There are periodic meetings of the college administration officers and the Student Association officers, at the invitation of the college president, who serves as chairman. The academic dean, the business manager, and the faculty coordinator of student affairs meet regularly with the Student Association officers.

A well-defined program of sabbatical leave, promotion, salary increment, retirement, and contin-

uous tenure give teachers a sense of security and stability.

It was Lincoln who said, "I like to see a man proud of the place in which he lives; I like to see a man live in it so that his place is proud of him." True democracy is built upon the most basic of all principles: "Whatsoever ye would that men should do to you, do ye even so to them,"¹ better known as the golden rule.

The president of a college may be likened to the organist of olden days. He performed before the audience and received their plaudits, but he was absolutely dependent on the man behind the scene who pumped the organ. Without the pumping, there would be no music; and I believe that a fair-minded administrator recognizes that the faithful work of teachers, staff members, and students at the "grass roots" level makes possible the favorable publicity that usually is given under the president's name.

Again, "democracy" is a word of many definitions, and I suppose there are as many brands of administrative democracy as there are colleges. Dr. Felix Underwood, of the Mississippi Office of Public Health, summed up its essence when he counseled, "Never force people to do anything you can persuade or educate them to do."

¹ Matthew 7:12.

It Is Fun to Teach

Dorothy White Christian*

Why Should Children Obey?

ONE school year I had to drop my teaching work the first of February. I was sorry to go.

The teacher who followed me made a slighting remark about my teaching—a foolish thing to do, but probably richly deserved. The children deeply resented it, and they refused to answer questions except to say, "Miss White didn't teach us that." Several boys played truant one day; the girls were most uncooperative.

I was overwhelmed with regret, and called some of the leaders among the children to come to see me. They were angry with the new teacher, and were determined to show her that they didn't like her. Then came the revelation!

For an instant my great mistake seemed to envelop me as I realized that my students had been obedient and friendly *because they liked me*. I had failed to develop in them principles of doing right *because it is right*. That idea completely revolutionized my attitude toward discipline. When I returned to teaching, friendliness still existed, and camaraderie, but I sought the children's higher good by teaching them to do right because it *is* right.

Teaching is intricate.

Ralph

Ralph was usually a very good boy—obedient, but fun-loving; a bit spoiled at home, and an indifferent pupil at school; but a general favorite.

One afternoon the principal of the school stood inspecting the children, in line in the hall as they were ready to march out for recess. Her quick eye saw peanut shucks on the floor. She called the teacher's attention to them, and the teacher said, "Will the pupil who brought peanuts to school please step out of line and return to his room?" Ralph responded.

* This is the second in a series of real-life experiences in demonstration of the thesis that "it is fun to teach," written by one who has "served a life sentence" as teacher, trainer of teachers, and author of texts for teachers and for children.

But when the teacher returned to the room she found Ralph cross.

"Please get the broom, Ralph," she requested, "and sweep up the shucks before you go home."

"No," he said calmly; "I didn't throw them down, and it isn't fair to ask me to sweep them up."

Many thoughts raced through the teacher's mind. She realized that Ralph had a point. She should have requested the one who *threw them down* to sweep them up—at least that would have been better. But Ralph should not refuse a request from his teacher for a task that was so simple in every way. Yet the teacher had violated his sense of justice, and that is a major offense in a teacher.

All during the woodwork period that followed, Ralph discussed the situation with his fellows, emphasizing the teacher's unfairness and maintaining that he wasn't going to sweep up those shucks—not he. And he finally went home, leaving them on the floor.

The teacher was puzzled. *What* should she do?

The matter was easily settled.

Ralph came to school early the next morning. When his teacher arrived, he immediately began conversation something like this:

"When I arrived home last night, I told my mother that I had refused to sweep up the shucks because I had not thrown them there. But she said I was wrong, because I should have complied with your request in any case. So I came early this morning to sweep, but the shucks were gone. Now what shall I do? Shall I go to the store, buy some peanuts, scatter the shucks on the floor, then sweep them up?"

"Don't you think that would be rather silly?" the teacher queried.

"Yes; but what shall I *do*?"

"Well, Ralph," the teacher said slowly, "it seems to me that the big problem connected with the situation is the attitude you took in the woodwork class after you left this room. You discussed the matter with the boys, and vowed you would not do what the teacher said. You just *wouldn't* sweep

up those shucks. It seems to me *that* was your greatest offense."

"Well, I'll apologize to the school if you say so." (Personally, I never request an apology, if there is any other way out.)

"Let's think about it, and see if we can't find something you can do to let the fellows know that you feel you did not act in the wisest way, but now want to do what is right."

In that school the children did the daily janitor service. About noon Ralph came to the teacher, and by the look on his face she knew he had reached a solution that was perfectly satisfactory to him.

"I've thought of something," he said, rather excitedly; "I'll tell the sweepers tonight that they won't need to work. I'll sweep the whole room." (Usually one aisle and its row of seats was all that was requested of any one pupil.) "And," he added, "I'll open the hall door, so everyone who passes will know that I'm sweeping. How's that?"

There was only one thing to say, and the teacher said it with emphasis: "That's fine, Ralph; and good for you!"



Wasn't Ralph's mother A+ in cooperation?

P.S. In a conversation with Ralph, the teacher acknowledged that it would have been much better if she had asked the boy who threw the peanut shucks down to sweep them up. But Ralph's willing obedience in the face of injustice made his solution outstanding; and we all were proud of him.

John

John was a fine lad at heart, but sometimes very gruff. He had never been disciplined, and was something of a law unto himself. His teacher tells this story about him:

"In our little country school someone had made the rule that any child who came late must stay after school twice as many minutes as he was tardy, and that no tardy child was to be excused less than fifteen minutes after school closed.

"I didn't altogether agree with the rule, but let it stand, to see how it would work out. All went well for a number of weeks.

"Then it happened.

"One day John walked in at 11 o'clock, a bit triumphantly, I thought. He had four hours to make up! As he swaggered past my desk, he said aloud, 'I won't make up my time.'

"'We'll talk about that later,' I answered quietly; but for the rest of the day, in the back of my head was the recurring question, 'What shall I do? What shall I do?'

"At closing time, John started out with the other children; but as he passed my desk, I said to him quietly, 'John, take your seat.'

"He did.

"The children lingered outside. This bolstered John's bravado, and he said, 'I won't stay, and I won't make up my time,' etc., etc., etc.

"After he had run on for some time, I said, 'John, I can think of twice as many mean things to say as you can. You would expect that to be true, because I am twice as old as you are and therefore have had twice as long a time as you have had to think up mean things to say.

"'Now, by all this talk you are trying to show me how strong you are. But it doesn't take much strength to talk like this. If you really want to show your strength, just *try keeping still*—and see if it doesn't take a lot more energy.'

"John looked at me for one of those long moments when one feels as if his soul is being searched; and then he said, 'Well, I won't make it up tonight!'

"'I am glad for that,' I replied, 'as it would be very inconvenient for me to stay that long tonight. Besides, it seems to me it would be rather silly. What about an hour a day for four days? and we'll spend the time studying some of those arithmetic problems that have been such a bother to you.'

"He readily consented—and this true story ends up the way most fairy stories do. We lived happily ever after—and he wasn't tardy again, either!"

Why Do Normal and Superior Pupils Fail?*

Joyce Shirley Wood

EDUCATIONAL failures present a problem of the utmost importance to those who guide the educational facilities of our nation; a problem aggravated by increasing enrollment and decreasing adequacy of educational facilities, from the elementary school to the highly technical institution. And this problem of failure is not confined to students of low mental ability, but also exists among those of average and of superior intelligence.

The present study aims to bring to light the major causes of failure in the normal and the superior pupils, and to show how these failures affect the individuals themselves and, indirectly, those with whom they come in contact. The failure problems are limited to those found among normal and gifted individuals, since the causes of these failures are more elusive than are failures among subnormal pupils. There is often a definite discrepancy between teacher reasons and pupil-given causes for failure. What appears extremely important on the one side may have little or no significance to the other.

For the purposes of this study, failure is to be defined as nonacceptable work done by the pupil, because of which he is required to repeat the grade or the subject; and not that type of failure that involves the total personality, though in a sense all types of failure could be classed thus.

"Failure on the part of a pupil usually has deeper significance than is often seen at first glance. Generally, it is measured in terms of academic failure, although it unquestionably involves the pupil's social, physical, mental, and emotional self. It modifies his ideals, his habits, his attitudes, and his appreciations. In the last analysis, it is often personality failure and character failure."¹

It has been well said that "failures contribute nothing to the world";² and we may add that likewise they contribute nothing to the field of education. Thousands of dollars and of teacher-hours are spent on pupil failures because of the necessity of repeating the work. Besides, the school and the community will probably face problems of truancy and behavior difficulties because of pupil failures.

Failure is often a major catastrophe to a child. Frustrated by educational retardation, he may develop

many personality problems. One hundred cases of failure selected at random from a much larger group studied, gave the following types of maladjustment (some children are listed in more than one category):

1. Nervous tension and habits such as stuttering, nail biting, restlessness, insomnia, pathological illnesses—10 cases.
2. Defense reactions of a "bold front," loud talk, defiant conduct, sullenness—16 cases.
3. Retreat reactions, such as withdrawal from ordinary associations, joining outside gangs, and truancy—14 cases.
4. Counterattack, such as mischief in school, practical jokes, thefts, destructiveness, cruelty, bullying—18 cases.
5. Withdrawing reactions, including mind wandering and daydreaming—26 cases.
6. Extreme self-consciousness, easily injured, blushing, fads, frills, and eccentricities, inferiority feelings—35 cases.
7. Give-up or submissive adjustments, as shown by inattentiveness, indifference, apparent laziness—33 cases.³

It is easily recognized that these are disturbing factors in school and home, and, of course, to those who have failed. But the problem does not end there. Unless the causes for the educational retardation are diagnosed and remedied by those responsible for the pupils' welfare, these maladjustments will not improve, but may develop into much more severe problems. Corruption, crime, and delinquency find a fertile breeding ground in failure. And delinquency in any form or degree affects the community. Therefore it is the responsibility of the community as well as of the educators to discover and to remove the causes of failure.

"School failure appears to be more highly correlated with the incidence of delinquency than is any other condition, including poverty, broken home, absence of religious association, physical defect, mental defectiveness, psychopathic condition, or truancy."⁴

In certain cases some one definite factor causes the learning difficulty, but in most cases several interrelated factors contribute to the problem.⁵ For instance, lack of experiential background and lack of interest in reading may be the apparent causes of failure to read satisfactorily; yet there may still be a less obvious but more basic cause for the failure. In other words, not all failures can be attributed to the pupils' lack of mental ability to do the work of a particular grade or subject.

"Lack of mental ability, so-called in many cases, actually turns out to be a lack of interest in a poor curriculum and

* This is a condensation of a report accepted in partial fulfillment of the requirements for the degree of Master of Education, University of Maryland.

poor teaching; lack of interest or active antagonism due to unfavorable attitudes toward school; lack of energy due to malnutrition or overwork outside of school; lack of interest due to continued failure, which in turn may be due to poor study habits, in turn due to poor teaching or poor home environment not conducive to study."⁶

It would seem that, in order to make a clear picture, the underlying causes of failure should be divided into categories; such as (1) those involved in teacher-school responsibilities; (2) those vested in the individual himself; (3) those for which the home is responsible; and (4) those arising from a lack of cooperation between home and school in working with and for the pupil. These categories are not ironclad, but are merely an attempt to simplify the idea that not always is the individual responsible for his failure, since it is sometimes caused by the very persons who are supposed to aid him in his educational achievements.

1. *Failures Involved in Teacher-School Jurisdiction.* A major function of any educational institution is to provide a curriculum that will meet the needs of its pupils and that has interest value for them. An inflexible curriculum, presumably planned for the "average normal" pupil, may frustrate and handicap the superior pupil at the same time it confuses and overwhelms the inferior pupil. "Any institution that makes a study of its student mortality, for instance, could conceivably reach the conclusion that its curricula were in part to blame";⁷ and the part of wisdom would be to adjust and readjust the curricula to meet pupil needs. If a subject has interest appeal, the pupil will exert great effort to master it.

A pupil may have an ideal curriculum to meet his particular needs, and the material to be covered may be of the highest interest to him, but what of the teacher? "A nervous, nagging, stupid, and obstinate teacher will invite half-hearted effort"⁸ in the most perfect course; and a skillful, inspiring teacher will stimulate pupil effort in a course that may even be definitely uninteresting to the pupil.

"It would be difficult to overestimate the importance of the teacher in the teaching-learning situation. He will determine in a large measure the pupil's choice of learning activities, his interest in his work, and the effectiveness of his application. His knowledge of his pupils, of his subject, and of the methods of learning and teaching; his skill in working with others, in handling pupils, toward teaching and life in general; his interests, ideals, and aptitudes—all these are factors conditioning the learning of pupils."⁹

A pupil's study habits may be misguided by an unskilled teacher. Many pupils in secondary schools are exposed to inadequate directions by unskilled teachers who lack both insight into the psychological principles of learning and knowledge of how to apply these principles.¹⁰ Those pupils who have read-

ing difficulties will also develop inefficient study habits. There are pupils who know how to study, but who do not put into practice their knowledge of the organization of their working time or of the work itself. Other pupils cannot find a suitable place in which to study.

"The results of studies suggest that retardation in reading hinders general educational progress, and that its removal permits the general progress to approach the limits set by the mental age."¹¹

Innumerable factors enter into this problem of reading ability, but evidence is conclusive that there is a definite correlation between success in reading and in schoolwork, and that a lack of reading ability could very definitely cause failure in any or all other courses.

Closely connected with study and reading difficulties is the problem of spelling. It is not only a contributing factor in reading difficulties, but in many cases poor spelling will lower the child's grade from one to two letters in written work, even though he unquestionably has a knowledge of his subject.

Last but not least of the "teacher-school" factors in the success or failure of pupils, is that of school environment. Such items as inadequate lighting, improper seating, poorly regulated temperature, and unsanitary conditions may contribute to the failure of some pupils, especially where they aggravate already-existing physical defects or produce ill health or a poor psychological effect, causing absence from school. Since the environment can be made pleasant and liveable by a little forethought on the part of teachers and administrators, this should seldom be a problem.

2. *Failures Vested in the Pupils Themselves.* Some there are who contend that too many extra-curricular activities could make a pupil fail, because he finds these activities more interesting than his classwork and therefore neglects his studies. This is most likely to occur with the superior student who has previously been able to get by with little study, and who then enters a new field in which his indolent study habits cause failure.¹²

"The so-called lazy pupil can be found in every school. He 'can' but he 'won't.' It requires the continual use of stimulation or threats in order to wring from him a reluctant accomplishment."¹³

Sometimes this condition can be dispelled by a physical checkup that may reveal sensory defects, malnutrition or hookworm that robs him of vitality, or some other physical difficulty. But the superior pupil may manifest the same symptoms because he is bored with work too simple for him. The alert teacher will discover this superiority, and challenge

it with tasks worthy of the ability before the pupil's boredom progresses to an exaggerated state.

Some pupils there are who demonstrate a lack of purpose in their schoolwork. Further study will prove the cause for this to be that they see little or no correlation between the classwork and the apparent goals set by the educational system. This may be another evidence of a lack of parental and/or teacher motivation; or the child's own set attitudes and ideals may prevent his recognizing the need for studying the assigned schoolwork in relation to what he desires to be in the future.

3. *Failures for Which the Home Is Responsible.* The home is the child's first world, the greatest and most lasting influence on his spiritual and emotional stability. An extremely poor or ill-cared-for home, or one that is invaded by illness, death, separation, or more-or-less-violent disagreement, gives the child a sense of insecurity and inferiority, especially if, because of home conditions, he is ridiculed or ignored by his fellows.

Many parents, especially in the low-income groups, move from city to city, from State to State, seeking temporary employment. The children's school and social lives are disrupted, causing frightening insecurity, emotional instability, and consequent scholastic retardation. Children are also seriously affected by what appears to them as partiality—either in the form of pride in the accomplishments of an older child or in the arrival of a new baby to claim a disproportionate share of time, attention, and affection. Any one or any combination of these home problems will adversely affect children's emotional stability and hinder them from using to capacity the mental abilities they possess.

Sometimes, because of financial inadequacies of the home, pupils find it necessary to seek outside employment. This can be a very beneficial experience in most cases; but to others it may be extremely detrimental to their scholastic success.

"It isn't a question of whether a student works or does not work. The significance of the work factor depends upon what he does, what hours he works, the type of people with whom he works, his attitude toward his work, the type of things he gives up because of the shortage of time left over after work, the number of hours of sleep and rest he requires to maintain health, and a multitude of other considerations."¹⁴

4. *Failures Arising From Lack of Cooperation Between Home and School.* Obviously, the home and the school should work together in dealing with pupil problems. If either side sits back and criticizes the other side, satisfactory adjustments are impossible. Good health means vitality, which is essential to effective study. Therefore the physical well-being of each child is the concern of the

school as well as of the home. Defects of vision or of hearing present educational as well as behavior problems, especially if they are not detected and corrected as far as possible.

"There is a positive relation between school attendance and school marks and school progress. There is also in certain groups a significant relation between attendance and home environment."¹⁵

The simple act of not attending school may not cause failure; but it is at least a danger signal calling for investigation of the reasons—ill health or actual truancy demand home action. Or possibly the teacher is the cause of the difficulty because of nonmotivation or poor mental hygiene. Or the fault may be in the curriculum. But whatever the reason, it should be remedied because the child cannot learn from school what he is not there to receive.

One paradox in educational work is the child who is highly successful in one subject and equally unsuccessful in another field of approximately the same difficulty. If we assume that both grades are valid for the courses concerned, then other factors must be studied. Is there reasonable background for the difference? Is there perhaps inadequate motivation or unsatisfactory personality adjustment between the pupil and the teacher of the failing subject? Or, in the case of a subject requiring library or laboratory work, does the pupil live at some distance from the school, or must he work to help support the family? Whatever the reason for the inequality of performance, the home and the school should cooperate as far as possible to ensure success in all phases of the student's work.

This is an extremely brief discussion of the reasons for scholastic failures among normal and superior pupils. If it serves to alert the teachers in the school and the parent-teachers in the home to cooperate intelligently in a positive program for success, the purpose of the writer will have been accomplished and her efforts richly rewarded.

¹ C. C. Ross, *Measurement in Today's Schools*, p. 487. New York: Prentice-Hall, 1946.

² Nabum E. Shoobs, *Corrective Treatment for Unadjusted Children*, p. 49. New York: Harper and Brothers, 1942.

³ A. I. Gates, "Failure in Reading and Social Maladjustments," *NEA Journal*, vol. 27 (1936), p. 205.

⁴ N. Peyser, "Character Building and the Prevention of Crime," *Unpublished Manuscript*, p. 70, 1935.

⁵ A. S. Barr, W. H. Burton, and Leo J. Brueckner, *Supervision*, p. 285. New York: D. Appleton-Century, 1947.

⁶ *Ibid.*, p. 277.

⁷ E. G. Williamson and J. G. Darley, *Student Personnel Work*, p. 61. New York: McGraw-Hill, 1937.

⁸ E. G. Williamson, *How to Counsel Students*, p. 318. New York: McGraw-Hill, 1939.

⁹ Barr, Burton, Brueckner, *op. cit.*, pp. 322, 323.

¹⁰ James L. Mursell, *The Psychology of Secondary School Teaching*, pp. 9, 10. New York: W. W. Norton, 1932.

¹¹ Karl C. Garrison, *The Psychology of Exceptional Children*, p. 196. New York: The Ronald Press, 1943.

¹² Williamson, *op. cit.*, p. 320.

¹³ Ruth Strang and Latham Hatcher, *Child Development and Guidance in Rural Schools*, p. 95. New York: Harper and Brothers, 1943.

¹⁴ Shoobs, *op. cit.*, pp. 189-192.

¹⁵ Carl W. Ziegler, *School Attendance as a Factor in School Progress*, p. 60. New York: Teachers College, Columbia University, 1928.

A Major Problem in Seventh-day Adventist Education

Richard Hammill

THE great educator Horace Mann once said that a teacher who attempts to teach without inspiring the pupil with a desire to learn is hammering on cold iron. Educators have long known that people learn much more quickly and with less effort if they desire to learn. Young people who are eager to acquire knowledge pose few problems for the teacher. Those who not only don't want to learn, but actively resist the teacher's efforts to help them, take up the major part of the instructor's time. Moreover, they are usually disturbing factors to the rest of the class and often to the entire school. Pupils of this type usually develop resentful attitudes and become aggressive in violating the regulations of the school. The task of the teacher in such cases is to try to catch the interest of the pupils, to instill incentives within them that will elicit their full capacity to learn. Ellen G. White has told us that "true education is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused. For this, God's method of teaching provided."¹

Traditionally, educational systems have tried to motivate pupils by methods that our own schools should not emulate. Competition and rivalry are the most common of these, with their appeal to self-esteem, to selfish ambition, and to the desire to master others and thus elevate oneself above his fellows. Staged contests, top prizes, honors, with adulation of superior accomplishments, are the media. The present system of grades is not alone for keeping records of accomplishment. It, too, is used as a motivating factor by appealing to the desire for first place, so that good grades become an end in themselves. Thus students are led to concentrate on getting good grades rather than on learning for its own value. As the pupils get older, the competitive market for employment also becomes a major incentive. By this time those who do not possess superior talents have perhaps become discouraged and unwilling to attempt what they could properly accomplish. The fear of failure or of mediocrity paralyzes many of our youth so that they never accomplish one tenth of what they actually could do, either for themselves or for God and His church. Our methods of motiva-

tion often influence the one-talent pupil to bury what ability he has.

In the light of the following counsel, why do we continue to employ such incentives? "In true education the selfish ambition, the greed for power, the disregard for the rights and needs of humanity, that are the curse of our world, find a counter-influence. God's plan of life has a place for every human being. Each is to improve his talents to the utmost; and faithfulness in doing this, be the gifts few or many, entitles one to honor. In God's plan there is no place for selfish rivalry."²

What, then, are the methods to be used by the Adventist teacher to get pupils to want to learn what he thinks they ought to learn? First of all, he should set before them the basic incentive of all Christian endeavor—to glorify God with our bodies and our abilities. "Love, the basis of creation and of redemption, is the basis of true education."³ He can bring to them the counsel of Jesus, that we are to love God "with all thy mind."⁴ God appeals for the minds of His children, and He desires that these minds be well trained so as to give Him the best service. Moreover, God asks us to love our neighbors as ourselves. This means that we are to prepare ourselves to the fullest extent to serve others. What better incentive can we find?

There is a Christian competition that may be employed as a motivating force—the principle of striving "to surpass yourselves," as stated by the apostle Paul.⁵ This does not involve comparisons with others, but rather with one's own previous accomplishments. Such an appeal leads to self-improvement. It yields better quality and greater quantity of work for the glory of God and for the betterment of society.

Again, Christian teachers should try to relate school learning to the things going on in the world. We must do this in a greater degree than ever before. Our cue is taken from the following words of Ellen G. White: "He who created the mind and ordained its laws, provided for its development in accordance with them. In the home and the sanctuary, through the things of nature and of art, in labor

—Please turn to page 28



What the SCHOOLS ARE DOING

- ▶ On two October Sabbath afternoons, 120 students of Pacific Union College participated in a "religious interest survey" in nearby Fairfield, as the first step in the 1955-56 personal evangelism program. More than 550 persons were contacted, of whom 130 have been enrolled in the Voice of Prophecy Bible Correspondence Course. At the same time another group initiated a story hour at Fairfield, which was enjoyed by 21 children the first Sabbath.
- ▶ Harold Heath, sophomore religion major at Union College, holds the highest sales record among North American student colporteurs. The past summer was his first in literature evangelism, yet his total sales were \$4,941—an average of \$7.50 for each hour he worked! He is still canvassing several hours a day and giving Bible studies three evenings a week—and finds time for studying and attending classes!
- ▶ Opening reports from the Northern Union Conference show 480 students enrolled in the four conference academies, and 805 in the elementary schools. Adding to these the 241 Northern Union students at Union College brings the total of children and youth in denominational schools of the union to 1,526.
- ▶ Practically every Seventh-day Adventist church in Sarawak has a church school, the one in Kuching having an enrollment of 300. One of the two training schools is devoted exclusively to training Dyak youth for Christian service.
- ▶ Under guidance of M. W. Sickler, ministerial students of Antillian Junior College (Cuba) are conducting evangelistic meetings in Jorabada, where more than 160 persons are interested, and a lot is available for a church.
- ▶ After two years' absence, while serving as principal of the Los Angeles Academy in California, G. R. Partridge, Jr., has returned to Oakwood College as professor of education and dean of academy boys.
- ▶ Rain could not dampen the ardor for Ingathering among the 275 students and teachers of Adelphian Academy (Michigan). They raised more than \$4,000 on field day, September 27.
- ▶ Monterey Bay Academy (California) began its seventh year with an all-time-high record enrollment of 325, all but a dozen of whom are boarding students.
- ▶ Mrs. Lena Cady is the new "mother" of 80 girls at Lodi Academy (California), assisted in South Hall by Madeline Steele.
- ▶ On September 18 CME's new School of Dentistry building was dedicated and became officially the forty-third dental school in the United States.
- ▶ Emmanuel Missionary College seems to get bigger and better year by year in its Ingathering work. Tuesday, October 4, was field day, and a total of \$12,500 was brought in.
- ▶ Some 65 students of Laurelwood Academy (Oregon) are earning 50 to 90 per cent of their school expenses in the Laurelcraft factory, which produces cedar doors for shipment to distributors in the East.
- ▶ Wilton H. Wood, director of guidance services at Washington Missionary College, received the Doctor of Education degree last summer from Maryland University, with a major in secondary education and a minor in guidance.
- ▶ The ministerial department of Korean Union Training School cares for 13 churches in the district and conducts evangelistic efforts. As one requirement for graduation, each student makes a complete set of visual aids for evangelistic work.
- ▶ Thanks to the new freedom in Japan, church schools are now being established. A beautiful rural location has been secured near Tokyo Sanitarium, on which the Tokyo Union Junior Academy is being built, to open at the beginning of 1956.
- ▶ The Lincoln Broom Works, a Union College industry, produces top-grade brooms for sale in stores all over the Middle West, and provides approximately \$16,750 worth of labor each year for up to 16 students at a time. The largest single order thus far was for 3,000 dozen brooms.
- ▶ At Australasian Missionary College classes were dismissed for three days while 300 students and their teachers joined in the annual Ingathering effort. Some 50 were sent on week-long itineraries through the "out-back," at least one car traveling 1,200 miles in the five days. A total of more than £3,300 (\$7,350) was received during the campaign.
- ▶ Pacific Union College announces new staff members, including Ruth Conard, secretarial science; Peter Hare, instructor in chemistry, and Mrs. Hare, instructor in secretarial science; Ivan D. Higgins, instructor in speech; Gilmour McDonald, head of music department, and Mrs. Marjorie McDonald, assistant professor in music; Vernon Nye, head of art department; G. Lester Stauffer, English in the prep school; Clyde Underwood, director of food service; Harrell Bassham, education.

- ▶ The 1955 *Lodian Light*—annual student publication of Lodi Academy (California)—took highest honors in a nationwide competition sponsored by Columbia Scholastic Press Association. Judgment of the entries from secondary schools all over the United States was based on "typography, art, news content, and the like." A few weeks earlier the Quill and Scroll (international honor society for school journalists) gave an international first-place award to last year's *Gateway*, a monthly newspaper published by Lodi Academy students.
- ▶ New staff members at Auburn Academy (Washington) include Kraid I. Ashbaugh, English; William Banek, assistant superintendent of the furniture factory; Roland Cole, engineer, and Mrs. Cole, laundry supervisor; Beverly Redeen, piano; Marilyn Sturdevant, home economics, physical education, and librarian; Eugene Wesslen, construction superintendent. The opening enrollment was 348.
- ▶ During a student colporteur institute last August at Helderberg College (South Africa) 16 scholarship certificates were awarded to students who had canvassed during the vacation period. Forty-five students signed up to canvass during the next vacation period.
- ▶ Indiana Academy welcomes several new teachers this year, including Frances Chamberlain, voice; Henry E. Rieseberg, Bible, and Mrs. Rieseberg, home economics and cafeteria director; Valerie Graham, dean of girls.
- ▶ The CME Loma Linda Foundation has recently received a \$100,000 annuity in appreciation of care received at Glendale Sanitarium and Hospital from physicians and personnel who are CME graduates.
- ▶ The Omaha (Nebraska) Seventh-day Adventist church is celebrating the fiftieth anniversary of its first organized church school by starting a new school building. The current record enrollment is 58.
- ▶ Two Union College science teachers received advanced degrees on June 13 from the University of Nebraska: Douglas K. Brown, Ph.D. in chemistry; and Milo Anderson, M.A. in physics.
- ▶ Colegio Vocacional de America Central (Costa Rica) reports a graduating class of 27—20 from secondary, 7 from junior college. Eight countries were represented in the class.
- ▶ Faculty and students of Highland Academy (Tennessee) are very happy about the new pipe organ that was installed in time to contribute much to the fall Week of Prayer.
- ▶ Oak Park Academy (Iowa) welcomes Dale McCune as dean of boys; Robert Behr, English and music, and Mrs. Behr, dean of girls and home economics.
- ▶ Charles E. Davis is the new dean of boys at Campion Academy (Colorado).
- ▶ Helderberg College (South Africa) reports a record enrollment of 322.
- ▶ Near the close of school at Australasian Missionary College, 18 students were baptized.
- ▶ Ingathering field day at Monterey Bay Academy (California) netted \$1,544.43 for missions.
- ▶ Top administrators of Alabama colleges held their annual meeting on the campus of Oakwood College, last October 18.
- ▶ Baptism of twenty students at South China Training Institute last June 18 climaxed the Week of Prayer conducted by Pastor Milton Lee.
- ▶ Within a radius of 125 miles, Walla Walla College students and teachers raised \$3,000 on the annual Ingathering field day, October 4.
- ▶ Philippine Union College has enrolled 17 overseas students: 6 from Bangkok, 6 from Indonesia, 2 from Burma, 1 from Malaya, 1 from Japan, 1 from Guam.
- ▶ Ground was broken last April 10 for a new kitchen addition at Middle East College (Lebanon). The entire construction is being accomplished by student labor.
- ▶ Ministerial seniors at Washington Missionary College are associated with Pastor R. F. Rideout in a full-scale evangelistic series in the Lone Oak School, of Rockville, Maryland.
- ▶ Adelpian Academy (Michigan) has added to its land holdings the 35-acre farm and buildings across the street. This makes a total of 356 acres, which provides much work for students.
- ▶ Maplewood Academy (Minnesota) welcomes five new teachers this year: E. A. Ammundsen, Bible; William Bassham, dean of boys; Joyce Leonhard, commercial; James Mercer and Joyce Christensen, music.
- ▶ The main industry of Antillian Junior College (Cuba) is the cannery, which provides work for a large number of students. It is producing for one of the largest distributors in Cuba, the first order being for 360,000 cans!
- ▶ In spite of 215 church schools and 33 advanced schools in the Philippine Islands, last school year Philippine Union College enrolled 293 pupils in the elementary section, 399 in the academy, and 552 in the college. At the close of the year 51 were graduated from the elementary school, 107 from the academy, and 80 from various college courses.
- ▶ Laurelwood Academy (Oregon) reports new faculty members: James Canty, dean of boys, English; Mrs. Lucille Gammon, commercial; Richard Hayden, assistant dean of boys, industrial arts; Elmer Mittleider, assistant business manager; David Parker, store manager, and Mrs. Parker, home economics; C. L. Perkins, algebra and biology; Lynn Sawyer, assistant dean of girls; Ed Stewart, physics, chemistry, geometry; Willis Weston, night watchman and custodian of the new bee industry.

- Walla Walla College welcomes a number of new staff members this year, including P. W. Christian, president; Mrs. Helen Ward Evans and Rose Budd, dean and assistant dean of women; John J. Haffner (orchestra and band instruments) and Morris L. Taylor (piano and musicology) in the music department; Evelyn Rittenhouse, secretarial science; V. D. Bond, manager of the College Press.
- San Diego Union Academy (California) reports a record enrollment of 450—322 in grades 1-8, 128 in grades 9-12. Ann Lambert is the new organ and piano teacher, and she also assists in the vocal teaching. The increased enrollment is necessitating the building of additional classrooms and a larger library.
- Platte Valley Academy (Nebraska) welcomes new staff members: Mr. and Mrs. M. J. Lake, who will teach in the elementary school and English in the academy, respectively; Virginia Christianson, dean of girls; and Esther David, cafeteria director.
- Pacific Union College library is the richer by some 400 volumes presented by Elder and Mrs. C. M. Sorenson from their personal library when they recently left Angwin to be near their daughter Agnes, professor of modern languages at Walla Walla College.
- A complete unit for emergency power and lighting has been presented to the CME Loma Linda campus by State of California Educational Agency for Surplus Property. The equipment is valued between \$150,000 and \$200,000.
- Walter F. Specht, chairman of the theology and religion division at La Sierra College, received a Doctor's degree from the University of Chicago last August, his research having been in New Testament manuscripts.
- Malayan Union Seminary Ingathering field day, last July 12, netted US\$6,300, through enthusiastic work by 313 elementary pupils, 267 academics, and 30 college students.
- In the annual "fruit basket upset" Columbia Academy (Washington) welcomes G. G. Davenport as principal, and E. L. Strunk as assistant manager and accountant.
- Washington Missionary College reports enrollment of 665 students, from 29 States, the District of Columbia, and Puerto Rico, plus 26 from foreign countries.
- Students of Maplewood Academy (Minnesota)—130 of them—have signed the temperance pledge and organized a temperance club.
- Ground was broken last June 3 for a P100,000, one-story classroom and office building at Philippine Union College.
- Enrollment at Pacific Union College is up from 1954, with a total of 781 in the college and 165 in the prep school.
- Ingathering field day at Auburn Academy (Washington) netted \$1,898.69 for missions.
- Union College reports enrollment of 769 students from 33 of the 48 United States and 19 foreign countries.
- La Sierra College reports a healthy gain in enrollment over last year: 835 college, 206 academy, 408 elementary—a total of 1,449.
- Frank W. Hale, Jr., assistant professor of speech and English at Oakwood College, received the Ph.D. degree in speech last June from Ohio State University.
- Ingathering field day at Southern Missionary College was Tuesday, November 1, and a total of \$5,145 was brought in, with promise of several checks to follow.
- The new \$80,000 boys' dormitory at Oak Park Academy (Iowa) was formally dedicated on August 13, and the keys were turned over to Principal R. E. Hamilton and the dean of boys, Dale McCune.
- Baptisms are reported at several Northern European training schools during last school year: 10 at Toivonlinna (Finland); 11 at Ekebyholmsskolan (Sweden); 12 at The Stanboroughs School (England).
- Cedar Lake Academy (Michigan) welcomes new staff members: Edwin Baer, music; R. H. Clausen, Bible and history; B. W. Steinweg, accountant. The opening enrollment, September 5 and 6, was 244—6 more than last year's opening.
- Antillian Junior College (Cuba) reports a record enrollment at the beginning of the 1955-56 school year. Most of the students are Cubans, but there are ten from Dominican Republic and ten from Puerto Rico. Walton J. Brown is the new director.
- Two of Oakwood College's faculty members received advanced degrees last summer: Otis B. Edwards, academic dean, a Ph.D. degree in history from the University of Nebraska; Jannith Lewis, instructor in English and assistant librarian, an M.A. degree in library science from Indiana University.
- New staff members at Emmanuel Missionary College include Charlene Baker, secretarial science; Adelaide Christian, first grade in the demonstration school; Mrs. Werdna Cochran, instructor in chemistry; Merlene Ogden, physical education for women and some English classes; R. W. Schwarz, social science and assistant librarian.
- Enterprise Academy (Kansas) announces several new staff members: Ben Trout, principal and manager; Ann Hazelton, dean of girls, English; Thomas P. Thompson, dean of boys and MCC director, and Mrs. Thompson, laundry superintendent; William Murphy, vocal and instrumental, and Mrs. Murphy, piano and organ; James Shepard, Bible and English; Ida Edgerton, commercial and Spanish; Lenora Ready, bookkeeper; Wallace Croak, farm superintendent.

► Atlantic Union College was host, last October 5 to 8, to the sixth annual Eastern Intercollegiate Workshop. Representatives were present from Emmanuel Missionary, Madison, Oakwood, Oshawa Missionary, Southern Missionary, Southwestern Junior, Union, and Walla Walla colleges—and of course Atlantic Union College! Problems were studied and resolutions were passed concerning the yearbook, the school paper, and religious and administrative policies.

► New staff members at Adelphian Academy (Michigan) include Leonard Hill, librarian and history teacher; Harold Kuebler, youth problems and manager of the dairy; Richard Myers, shop and maintenance; Jack Quick, farm manager and teacher of agriculture; Mrs. Bertha Twomley, laundry superintendent.

► Emmanuel Missionary College reports enrollment of 865 college students, 13 "special," 100 nurses-in-training at Hinsdale Sanitarium, 100 academy, and 222 elementary pupils—a total enrollment of 1,300 in EMC's educational program, representing 32 States, the District of Columbia, Hawaii, and 18 foreign countries.

► Gem State Academy (Idaho) welcomes new staff members, including Kenneth Wilson, English and choir conductor; Don Wesslen, Spanish, shop, and labor coordinator, and Mrs. Wesslen, home economics; Doris Shafer, piano and organ; Melvin Bras, dean of boys; Leland Quinn, band director.

► Southern Missionary College and residents of Collegedale are enjoying the new dial phones, which permit direct contact with one another and with Chattanooga—in fact they are listed in the Chattanooga directory, under Collegedale.

► After assisting in the construction of a new 30 by 120 ft. greenhouse, students at Toivonlinna Mission School (Finland) are being trained in greenhouse cultivation and crop rotation, which is a profitable career in Finland.

► The elementary teacher training department of Australasian Missionary College has been granted a continuation of authority to train elementary teachers for certification as required by the State of Victoria.

► More than 500 elementary and secondary teachers from 175 schools of the Pacific Union Conference registered for the four-day institute on the campus of Pacific Union College, last August 21 to 24.

► Platte Valley Academy (Nebraska) is happy for the like-new chapel seats obtained at the unbelievable cost of \$1 each, from a high school that was building a new and larger assembly hall.

► Assistant dean of women at Washington Missionary College this year is Prina Schroevers, from Zeeland Province, The Netherlands.

► Opening enrollments at Philippine Union College are reported as 261 elementary, 301 academy, 621 college—total 1,183.

Adapting the College Curriculum

(Continued from page 13)

siderable evidence to support the thesis that the nature of current social changes requires reconstruction of the purposes, content, and methods of general education beyond anything yet attempted. . . . The point that social facts concerning crucial aspects of society should be taken into account in curriculum work is no longer a matter of debate. Persons who have given serious attention to the problems of curriculum development now agree that curriculum principles and procedures should be grounded in social reality."³

We may not unreservedly accept the foregoing statement, yet we must agree that "crucial aspects of society should be taken into account in curriculum work." In the first place we need to transmit our special beliefs, appreciations, attitudes, and habits, insofar as they are good, to our young people so that our own social group or church will not lose its identity; for Seventh-day Adventists are made, not born. Moreover, our educational program must be such as to break down every barrier of prejudice, every attitude of aloofness on the part of our students toward their non-Adventist brother and his problems. Our youth must be educated to see their responsibilities and privileges as citizens. They need to develop an understanding of and appreciation for organized society, and to prepare to assume appropriate duties therein. Their preparation for leadership in religious activities must be coupled with an unwavering loyalty to democratic principles.

Our present world is in need of men and women who are willing and prepared to help solve the perplexing social problems, rather than to constitute a part of them. Unless we take the position that our obligation to the world is exclusively religious, we might review the college curriculum to see whether it is adequate to prepare our young people to minister to the spiritual and the social needs. It would seem that systematic study of society and its problems while in college would prepare the student to be an understanding, efficient, and faithful servant in the present world and would make his spiritual message more appealing.

(To be continued)

¹ Burts and Cremin, *A History of Education in American Culture*, 1953; p. 598.

² Sidney French, "Current Issues in Higher Education," *Analysts' Address*, Fifth Annual National Conference on Higher Education, Chicago, 1950; pp. 32, 33.

³ H. Briggs, *Secondary Education*, pp. 258-322.

⁴ H. H. Horn, *The Democratic Philosophy of Education*, p. 7.

⁵ Smith, Stanley, and Shores, *Fundamentals of Curriculum Development*, 1950; p. 3.

► New faculty members at Monterey Bay Academy (California) include Ernest Boodt, agriculture, and Mrs. Boodt, assistant dean of girls; Wayne Cornwell, cafeteria assistant; Lynn Johnson, industrial arts; Eugene Nash, band and instruments; Ellsworth Odell, mill foreman; Tracy Teele, assistant dean of boys, and Mrs. Teele, Bible and English; Reva Williams, secretarial science.

► In graduation ceremonies at Madison College, last September 3, 27 received B.S. degrees, 22 were graduated from the professional nursing course, and 28 received completion certificates from terminal courses in teacher training; laboratory, X-ray, and medical record technique; and anesthesiology.

► Enterprise Academy (Kansas) welcomes "back home" as cafeteria director, Mrs. Mollie Erdman, who formerly was matron for nine years. Equally welcome are Mr. and Mrs. William Murphy, who direct the music department. R. A. Stafford is director of the new course in physical education.

► A portable and highly adjustable combination floodlight and spotlight was the parting gift of the 1955 graduates of Washington Missionary College. This light is available to any organization on the campus, by application to the visual aids committee.

► After the Week of Prayer conducted at Philippine Union College last July 22-30 by Pastor A. A. Alcaraz, 55 students joined a baptismal class in preparation for baptism before the close of the school year.

► Laurelwood Academy (Oregon) reports classrooms "sagging" under the unexpected weight of 350 students enrolled. Three-in-a-room is the rule rather than the exception in the girls' dormitory.

► In two Ingathering field days last September, students of Vejlefjord Hojskole (Denmark) secured nearly 20,000 kroner (\$3,000)—the school's highest record.

► Fabian A. Meier, dean at Walla Walla College, last July received a Ph.D. degree in school administration from the University of Maryland.

► Last June 26 Middle East College (Lebanon) graduated a class of 5 from college courses and 15 from the secondary department.

► New staff members at Plainview Academy (South Dakota) include B. D. Beck, principal, and Vernon Marsh, farm manager.

► Students and teachers of Highland Academy (Tennessee) raised \$1,133 for missions on Ingathering field day, October 3.

► Walla Walla College reports a record enrollment of 1,180 students, 479 of whom are freshmen, 18 postgraduates.

► Middle East College Industries (Lebanon) is producing a good line of tables, chairs, and office desks.

A Major Problem in Seventh-day Adventist Education

(Continued from page 23)

and in festivity, in sacred building and memorial stone, by methods and rites and symbols unnumbered, God gave to Israel lessons illustrating His principles, and preserving the memory of His wonderful works. Then, as inquiry was made, the instruction given impressed mind and heart."¹

Schoolteachers should utilize events that transpire in the home and in the church as springboards for more formal instruction. During school hours there is a tendency to separate instruction and thinking from the important events of church life. Notice also the reference made above to art as well as nature, to the experiences of work at home or in the shop, as agencies to be employed in developing incentive. Nor should we overlook the great entering wedge for gaining interest and providing impulse for learning that is inherent in the social life and festivities of the pupils. Here is a field of motivation almost totally neglected.

It may be that our formal curriculum is too tight for the work of educating our youth as God would have us do. God's method of education calls for picking up the interests of children and youth where they are, and proceeding from that point onward. An experienced, alert, consecrated teacher should be allowed opportunity to carry on the work of education without being restricted too severely to syllabuses prepared by others.

Finally, Christian education does not resort to pressure to get students to learn. Pressure often works in the wrong way, just as too much air in an inner tube causes an undesirable bulge. Pupils mature gradually, each at his own rate, and the Christian teacher will endeavor to carry growing boys and girls along until their interest can be aroused, when they will make up for the lost time. It will then be discovered that the boy who was considered lazy or the girl who appeared dull merely lacked sufficient motivation. Adventist teachers, more than any others, need to give much thought and prayer to this all-important subject of arousing interests and discovering new incentives. "True education is not the forcing of instruction on an unready and unreceptive mind."²

¹ Ellen G. White, *Education*, p. 41.

² *Ibid.*, pp. 225, 226.

³ *Ibid.*, p. 16.

⁴ Luke 10:27.

⁵ 1 Thessalonians 4:11, Goodspeed.

⁶ White, *Education*, p. 41.

THE BOOKSHELF

Teacher of Teachers, An Autobiography, by Ambrose Leo Suhrie, Ph.D., Litt.D., LL.D. Rindge, New Hampshire: Richard R. Smith, publisher, 1955. 418 pp. \$5.00.

Sir Walter Raleigh once observed that "every considerable book . . . is an engine whereby mind operates upon mind."* Here is a "considerable" autobiography which seizes the reader's interest at the outset and, like an engine, operates upon and stimulates his mind to the last page. Anyone familiar with the dramatic upsurge of American education since 1890 will be thrilled, uplifted, and inspired as he reads this remarkable book by its remarkable author. Dr. Suhrie reveals enough of his background to explain why his lectures have inspired thousands of classroom teachers to surmount formidable obstacles and cling tenaciously to the trying task of educating the citizens of tomorrow. Now we understand why his publications have been so widely appreciated by educators.

With amazing energy and unflagging labor, Dr. Suhrie's sturdy German ancestors hacked and hewed their way into the mountain wilderness of western Pennsylvania soon after the turn of the nineteenth century. As the years passed, log cabins gave way to stone houses, churches and schools were erected, villages sprang up, and orderly government developed. By the 1870's civilization had arrived in the hill country. The custom of the times favored large families, but the Suhrie home outshone most others in this respect—a "baker's dozen plus one for good measure." In this well-directed, God-fearing family there was discipline, but it was intelligently administered. There was a full measure of heartbreak and tragedy, but there was also affection aplenty, true family loyalty, and an abundance of bubbling good humor. Foresight and planning, hard labor and skillful maneuvering, combined to ensure satisfactory shelter, plenty of good food, adequate clothing, and a few simple luxuries for all. The Suhries were highly respected, self-sufficient, middle-class farmers.

Ambrose Leo Suhrie was born in 1874 on a farm in western Pennsylvania. Very like his fellows in most respects, the boy Ambrose early manifested an uncommon thirst for knowledge, and was fortunate to have discerning parents who encouraged this inclination. By the age of fifteen this exceptional youth had chosen a career—teaching—and had evolved for himself a wonderful philosophy of life. Having completed the lower branches in the local rural school, he started to teach at the neighboring one-room Suhrie School in Somerset County. He was seventeen years old, six feet two inches in height, and weighed one hundred and thirty-five pounds. For the ensuing sixty-four years, 1891 to 1955, his uncommon talents and prodigious energies were devoted to his beloved "ministry of teaching." He found his highest satisfaction in the training of teachers "who would teach more and preach less, live more and say less, guide more and drive less."

From the opening day in that little school, through a year's teaching in the upper grades at Osceola Mills, a summer as map salesman, then on to the lumber village of Emporium as high school principal, the reader accompanies the fledgling teacher. With him the reader examines the curriculum of that era, observes teaching methods, attends institutes, goes to conventions and summer sessions for teachers. With the author he is vexed at the stubborn ignorance of human nature, yet laughs with him at its foibles and fancies.

After serving for a time as superintendent of schools and as high school principal, the sagacious pedagogue took time out from teaching to be graduated from Stetson University in 1906. Advancing steadily thereafter up the ladder of professional education, he became successively professor of speech and education and assistant to the president at Stetson University (Florida), fellow at the University of Pennsylvania earning a doctorate in 1912, professor of education at the Georgia State Normal College, chairman of the department of teacher education of the West Chester State Normal School (Pennsylvania), professor of teacher education at the University of Pennsylvania, and by 1918 superintendent of teacher education at the Cleveland (Ohio) Normal School. From this influential post he was called in 1924 to head the Teachers College of Education at New York University. Eighteen years later (1942), having compiled a most distinguished record, he retired from this position but not from active service in the field of education. The next two years found Doctor Suhrie, under assignment by the General Education Board of New York, serving as visiting professor in Atlanta University (Georgia) and as consultant to a study commission on Negro colleges. In 1945 he became resident educational consultant at Southern Missionary College (Tennessee), and continues so to the present time.

Besides meeting the heavy demands of his regular professional duties, Dr. Suhrie continually found time to promote democratic educational ideals, to organize various practical services, and to establish new objectives in teacher education. In 1926 he instituted the Eastern States Association of Professional Schools for Teachers, and for thirteen years was editor of its *Journal*. With R. P. Koehler, a former student, he authored a widely accepted series of *Spell-to-Write Spelling Books*, featuring over four thousand words commonly used in ordinary correspondence. In addition, he produced scores of articles and monographs for the nation's leading educational periodicals.

Another major activity grew up as a result of the numerous requests for his services as educational consultant and scores of insistent invitations to speak at institutes, conferences, and conventions. Accepting as many of these appointments as time and circumstances would allow, Dr. Suhrie visited schools in every State of the Union and in Canada and Mexico. He made an appearance on the campus of every tax-supported teacher training institution in America—over three hundred of them, including the schools for Negroes—

and lectured or conducted conferences in nearly all of them. He spoke to hundreds of audiences, made up of thousands of teachers and students, and became personally acquainted with almost every key figure in American education between the years of 1900 and 1950. His references to well-known personalities and his trenchant comments on his varied experiences make lively reading.

In addition to the impressive achievements indicated above, Dr. Suhrie is largely responsible for one of the "most hopeful expressions of democratic philosophy" in higher education today, namely, the unimpeachable demonstration of the value and practicality of live-student participation in the formulation of educational and administrative policies. He proved beyond question the practicality of his philosophy of student-faculty cooperative government—a realistic approach to educational problems through student-faculty committees. These demonstrations of "democracy at work" proved stimulating and richly rewarding in developing responsible individual personality and leadership. The special genius of this master teacher lay in his ability "to obtain the interested cooperation of large numbers of people in ways that made them grow professionally as they participated." Scores of top-flight educational administrators and teachers who are active today are greatly beholden to this man for his inspiration and guidance.

Teacher of Teachers is more than just another readable biography. It is the forthright and intimate delineation of the sweep of American education over the last six decades, related by one who was a leading character in the drama. As presented here, Dr. Suhrie's life and philosophy will be an inspiration to all teachers. This timely and significant volume is almost a must for reading circles of Parent-Teacher Associations and for members of Future Teachers of America Clubs. So fascinating is the story, so appealing in its presentation of moral values, so inspiring to the spirit of achievement, it ought to be read by every parent of growing children and by adolescents themselves. It is certain to strike a responsive chord in the heart of all true teachers, and to stimulate the admiration and devotion of all who have ever loved a teacher.—FLOYD O. RITTENHOUSE, PH.D., *President, Emmanuel Missionary College.*

* Sir Walter Raleigh, *Six Essays on Johnson*, p. 28.

Dream of tomorrow: The school of tomorrow will be in session all year round. The 12-month school year is bound to come because the people will demand it. Educators should take a lesson from summer camps and offer greater recreational facilities, especially during the summer months. It is even suggested that not only 12 months a year but seven days a week the schools will be open, serving important social needs evenings and weekends. "There's so much money tied up in the schools it doesn't make sense for them to be locked up at any time," says G. Max Wingo, University of Michigan.



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Editorial News and Views

(Continued from page 32)

All the union educational secretaries of the North American Division met in Denver, Colorado, October 2 and 3, to lay plans for the new year and to study together their common problems. Their attention was centered primarily on our elementary and secondary schools. The editor was pleased to observe the excellent work these men are doing in planning and backing the preparation of new denominational textbooks for our elementary and secondary schools. Additional workshops were planned for coming summers, wherein experienced teachers may work together in the writing of high quality, professionally tailored textbooks with the Seventh-day Adventist outlook.

Educational Conventions for 1956 The Autumn Council has approved a meeting in Kansas City, March 25-28, of the directors of teacher training in our colleges, the union educational secretaries, the local conference educational superintendents, and the elementary supervisors.

The college teacher section meeting next year will be for the mathematics and natural sciences group. This will be at Union College, August 22-28.

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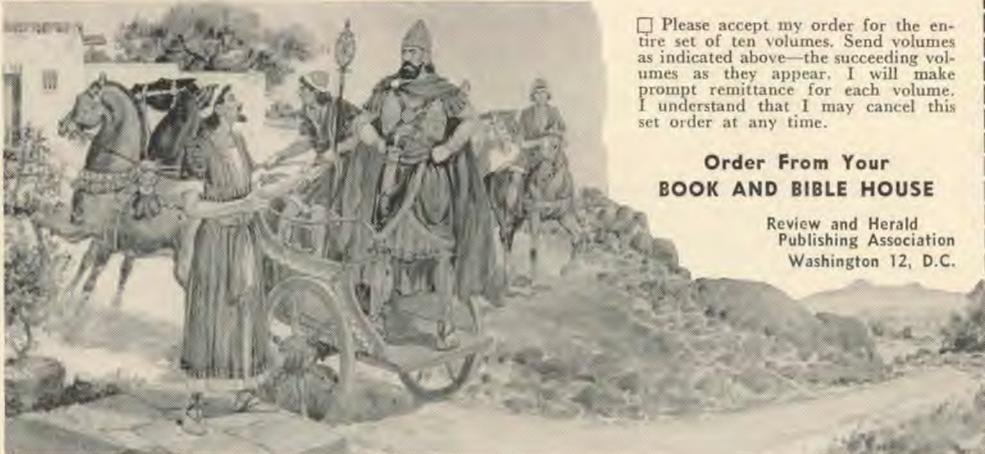
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Editorial NEWS AND VIEWS

This issue of THE JOURNAL OF TRUE EDUCATION represents the maiden editorial efforts of the new editor. Long ago on the farm he learned that riding in a new saddle always produced difficulties, so he was not unduly alarmed by the unaccustomed problems encountered in this venture. It is his genuine desire and purpose that THE JOURNAL shall continue to be truly helpful to the large group of teachers and administrators who carry the brunt of the educational effort of this denomination. Suggestions and contributions from the readers will be appreciated.

Gains in Enrollment Enough time has elapsed since the beginning of the fall term to learn that many of our schools have made substantial gains in enrollment. Among the colleges, Walla Walla College reports the largest gain—having enrolled 153 students more than at this time last year. There are 435 students in the freshman class.

Academy and church school enrollments are also larger. Two new academies—Milo Academy, in southern Oregon, and Blue Mountain Academy, in eastern Pennsylvania—opened their doors this fall, both of them with large enrollments. An average of one new boarding academy has opened each year for the past ten years, and in nearly every case they have opened with capacity enrollments.

This growth is but a small omen of the growing number of youth who in a few years will be knocking at the doors of Adventist educational institutions. Even the housing of them will bring major problems, to say nothing of the more important matter of providing them with well-trained, dedicated teachers. As THE JOURNAL goes to press on [November 28], the White House Conference on Education is convening to try to plan ahead for the flood of students that will soon inundate the present facilities of the public school system. In every State, throughout the summer and fall, subgroups of the conference have met to try to frame at the grass-roots level realistic suggestions to help the White House Conference as it lays long-range plans.

The Adventist Church also must look ahead and spare itself from the "crash planning" that will inevitably take place if we do not exercise wise leadership now. Our youth deserve the best, and it is the responsibility of our educational leaders to look to the future and begin now to prepare for it.

Doctor Suhrie's Teacher of Teachers When Dr. Ambrose L. Suhrie, professor emeritus of education of New York University, embraced the Seventh-day Adventist faith in 1945, he immediately dedicated the wealth of his educational experience to the advancement of Seventh-day Adventist education. Now he has put into print the amazing story of his teaching pilgrimage. On page 29, President Floyd O. Rittenhouse reviews this book which every Adventist teacher ought to read without delay.

Responsibility to the Youth in Our Schools

Larger enrollments present greater problems. Not the least of these is the fact that there is less and less opportunity for teachers and administrators to become well acquainted with the students, and to mold them through frequent and close association.

In the guest editorial, page 3, President P. W. Christian discusses one of the implications of the diminished ratio of teachers to students.

The One-Room School

The article by Ethel Young, "Playground Peers in the One-Teacher School," pages 8-10, deserves to be

read by all our Adventist educators and ministers. In the North American Division 60 per cent of all Adventist elementary schools are one-room schools. We have long realized the problems a teacher has in giving individual help to pupils in the crowded program of such a school. The editor vividly recalls attending the second grade in a one-room public school with over sixty pupils and one teacher. One day when he was particularly in the way, the overwrought, harried teacher got more space and a little ease of spirit by hanging him on a wall peg by his suspenders! Miss Young has some better suggestions.

Adventist Educational Conferences of the Past Summer

A major factor in begetting unity among our educational institutions, building morale, and improving professional competence is teachers' section meetings and other staff conferences that are approved year by year by the Autumn Council of

the General Conference Committee. From July 22 to 28 the college presidents, deans, and residence-hall deans met in Boulder, Colorado, to discuss mutual problems. Such interchange of ideas makes for progressive methods of administration. Unity of method and spirit is the greatest derivative of such a conference.

The applied arts teachers of our colleges met on the campus of Atlantic Union College, August 28 to September 3. The stimulus of becoming acquainted with those who are teaching the same subjects in other Adventist colleges, the pooling of ideas for better teaching, the inspiration of visiting the scenes of early denominational activity, were worth far more than the cost of such a gathering. This was a rather heterogeneous group, including teachers of business and economics, secretarial science, home economics, industrial education, and agriculture. However, the fellowship was wonderful, and it was heightened by the privilege of worshipping together on the Sabbath at Washington, New Hampshire, in the very first Seventh-day Adventist church. The zest with which these groups went at their agendas, the stimulating conversations overheard in the many "standing committees," the enthusiastic reports of field trips, bore eloquent testimony to the great value of this section meeting.

—Please turn to page 30