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

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EDUCATIONAL QUALIFICATIONS FOR TEACHERS

An Editorial

THE shortage of professionally qualified Seventh-day Adventist teachers has reached a crisis stage. The rapid expansion of the church's school system—partly because of the continued rise in its school enrollments—has created an unprecedented demand for more teachers. Schools in increasing numbers are filling the vacancies with poorly equipped teachers; this threatens to jeopardize the denomination's entire educational program.

Our Adventist schools are already competing with public schools in the area of teacher recruitment. This competition, in an already tight teacher market, will be further aggravated by expected future population gains. It brings into sharp focus the most challenging problem facing educators today, and demands the united and constructive action of the entire church membership.

This shortage of competent teachers is not confined to the elementary schools, but exists to an alarming extent also on the secondary and college levels. The vital issue is not primarily one of *quantity*, but of *quality*; not merely of the number of persons needed to staff our schools, but rather of providing competent, professionally qualified, dedicated teachers to man our multiplying classrooms, and to replace many inadequately prepared persons who are now in classroom service.

Unless our teachers meet at least the minimum educational standards and increasing professional requirements for teaching in the United States, the church's whole independent school system will inevitably be endangered. For, much as we regret to admit it, our educational personnel have not kept pace in formal training with the world's rising educational standards.

For the 1956 school year,* 34.1 per cent of the public school elementary teachers in the United States had not completed four years of college and had no degree; 53.1 per cent had a Bachelor's degree; and 12.8 per cent had a Master's degree. Among Seventh-day Adventist elementary teachers, 51.1 per cent had not finished four years of college and had no degree; 41.9 per cent had a Bachelor's degree; and 7 per cent had a Master's degree.

In the secondary field, nearly all teachers, both public and Seventh-day Adventist, had a Bachelor's degree; but whereas 42.9 per cent of high school teachers had a Master's degree, only 20.5 per cent of Seventh-day Adventist academy teachers had a Master's degree.

In a Ford Foundation study of the degree status of

teachers in 637 colleges across the country it was found that approximately 40 per cent of the college teachers had a Doctor's degree, whereas in the twelve Seventh-day Adventist colleges only 15 per cent to 20 per cent held a Doctor's degree.

To summarize: 17 per cent more teachers in public elementary schools have Bachelor's degrees than do teachers in Seventh-day Adventist elementary schools; 22 per cent more teachers in senior high schools have Master's degrees than do teachers in Seventh-day Adventist senior academies; and approximately 25 per cent more teachers in the 637 colleges have Doctor's degrees than do the teachers in the twelve Seventh-day Adventist colleges.

These figures point up the fact that, with current increasing pressures to lift the professional standing of the nation's teachers, the church must courageously face the problem and accept the unparalleled challenge to provide for its own dedicated, consecrated, and loyal teachers and youth the opportunity for professional preparation that will not only meet accepted educational requirements but place our teachers and students on vantage ground.

Toward this end our educational leaders have recently materially raised the requirements for certification of denominational teachers. In an effort to implement this action, our leaders are providing an expanded and extended graduate program within the framework of the denomination's institutions. Our Christian educators hold the basic premises that professional competence and deep spirituality are not incompatible or antagonistic, and that if individuals are unwilling to make the effort necessary to become professionally prepared for the work they have been called to do, their dedication and consecration may well be questioned.

If we are to retain the right and privilege of operating our own separate and independent school system; if we are to advance to the ideals and goals of true Christian education which our people have every right to expect, higher spiritual and scholastic standards are imperative.

L. R. R.

* Figures for public elementary and secondary schools were taken from *NEA Research Bulletin*, February, 1957.

Figures for Seventh-day Adventist elementary and secondary schools were taken from statistical reports of the General Conference Department of Education.

General college figures were taken from Bulletin no. 2, *Teachers of Tomorrow*, Office of the Fund for the Advancement of Education Established by the Ford Foundation, *1955 Study of Degree Status of College Teachers*; 637 colleges sampled.

Seventh-day Adventist college figures were compiled from reports of the twelve Seventh-day Adventist colleges in the United States and Canada.

A Lesson From Churchill*

Herbert E. Douglass

BIBLE EVANGELISM
PACIFIC UNION COLLEGE

DO GREAT men make great times? or do great times make great men? This question has been tossed back and forth over the years. What do you think?

It seems to me that history weaves one pattern throughout the fabric of time—a great occasion demands, and to some extent creates, a great man. Bible history supports our premise: think of Moses, Gideon, Esther, Amos, and others. In later days, men like Washington, Franklin, Jefferson, Lee, MacArthur, and others threw themselves, at the jeopardy of their lives, into the struggle for freedom—and their names will never be forgotten. Each rose to match the crisis of his day with the strength of nerve and muscle. We know them today because of the crises that called forth their best.

We see our proposition most clearly established in the career of Abraham Lincoln. The backwoods politician, with his jokes and his rhetoric, experiencing successive defeats until his one great victory, deepened and hardened and saddened under vast responsibilities, until in the last year of his life he came forth, the tragic and supreme figure of our American story. There would be no Lincoln Memorial in our capital city today if Mr. Lincoln had been born twenty-five years later than he was.

Now let us beam our proposition on the early 1940's—those turbulent days when it was great to be alive; days of sorrow, but also days of tremendous thrill. Turn with me back to June of 1940, when Dunkirk had jolted the world as by a hellish nightmare. A spectacle of terror was poised on the shores of France, twenty-two miles from England, and the German air force was beginning to pour its cataract of fire upon the island kingdom.

Then a man came to the bridge of England's ship of state, took a calm look from the helm, and resolutely set the course of an empire.

* A chapel talk at Pacific Union College.



ILLUSTRATED LONDON NEWS

Who was this Winston Churchill who lifted a nation—an empire—from her knees of despair, whose return to power sent a thrill of confidence echoing and re-echoing from heart to heart around the English world? The Admiralty wirelessly from ship to ship, "Winnie is back!"—and there was rejoicing on the seven seas. What was the secret of his magnetic hold over his countrymen?

Let us look at England between the two world wars. One commented: "It had been an era of young politicians with brains and no experience, and of old politicians with experience and no brains." But Churchill had both!

It had been an era of cynicism and defeatism, in which patriotism was passé; an era of colorless men, of "safety first," in which a shameful surrender to blackmail at Munich was hailed as a triumph of statesmanship. But in the dark hour of crisis, when a formidable foe awakened old loyalties, England naturally turned to Churchill, the superpatriot; the man who represented a link with prouder days; the man who had a flair for the right and an intuitive sense for the dramatic; the man whose motto was "Danger Is Sweet," who thrilled at a challenge, and who fought a good fight to a fierce finish!

Churchill's very presence created a contagion of courage. No one knew that better than he, and he

was constantly popping up—here, there, everywhere—to encourage the strong and to brace the downhearted: on the Embankment of the Thames, signaling thumbs up to a passing boat crew; inspecting shattered shop windows in Ramsgate-on-the-Channel, England's front line; praising the workers in a navy yard in Scotland; or welcoming home a victorious battleship at Portsmouth.

Always on that round, pudgy face, Churchill's countrymen saw the hint of a smile and the thrust of the jaw. The motto he had coined a quarter of a century before—"War is a game to be played with a smiling face"—he now made a slogan that heartened all England.

Churchill was not gifted with scholastic genius: at Harrow he was the bottom man in the bottom class! What he is today is the result of tireless self-discipline and an infinite capacity for taking pains. His first few speeches were dismal failures; he has waged a lifelong fight with stuttering and a lisp. This has kept him sensitive to the frailties of his fellow men; it has also given him unquestioning faith in the potential greatness of ordinary men.

Another facet of Churchill's great appeal is one most difficult to achieve in a lifetime of politics—he has never stooped to the petty vices of the professional politician. Lord Birkenhead once said, "He is almost the only man I have ever known who simply could not speak an untruth, in a matter great or small, however convenient it might be." Even his bitterest enemies never questioned his honesty.

However, one great qualification that Churchill brought to the helm of England gathers all other eminent qualities (courage, perseverance, honesty) and gives them their unique setting. This qualification lies precisely in the ten years when he stood alone—a prophet without honor—tirelessly endeavoring to prevent his country from falling into that gulf of grave ordeal which he correctly foresaw.

But when, in the gravest hour of all her history, England turned to Churchill for guidance, he seized the rudder with steady hand. Again England loved him for his bigness. It was characteristic of him that he shouldered the burden of his predecessor's mistakes without recrimination. He said simply, "If we wrangle over yesterday, we have lost tomorrow"—and that was his only reference to Chamberlain's England, when they tried to shout him down. He was too magnanimous to waste time over "I told you so's." Having been proved right, his concern was to rally a failing nation. Still, he was only a man—and the hour was late. France had been smothered by the blitzkrieg, the German war machine was poised within sight across the Channel, the arsenal of the British Army was marooned in Europe, and the United States was not half ready for action.

But the Axis, in all their strategy, had neglected

to reckon with a man of courage, who had mastered his countrymen's language, and who demonstrated that wars are won not by bullets, but by words that stir the imagination and galvanize the will. When the hour was dark and the going was difficult, a common pulse ran through the British Empire, "Wait for Winnie on Tuesday; he'll tell us."

On this particular Tuesday, June 4, the pall of Dunkirk hung low over the British Empire and all the world that cared. In rising hysteria, people of high and low degree cried, "What is wrong with our leaders? We have been misled, sold out!" More than 330,000 Dunkirk veterans wanted to know, "Where were the tanks, the guns, the Air Force?" Newspapers around the world pondered: "France will sign for peace—what will England do then?"

In the midst of all this thunder, Churchill rose to face a full Parliament and a crowded gallery. Sixty-six years of preparation—of integrity, magnanimity, and courage—were focused on this moment. A great occasion for the full emergence of a great man!

Not all the correspondents' eyewitness reports and photographs of battle combined could equal the vivid illumination of this vigorous, eloquent, and impassioned speech—the Flanders speech, acclaimed his very best. He reviewed with brilliant narrative the armies' reverses in the previous two weeks: the narrowing jaws of death, the tragic red sands of Dunkirk. He told where the Air Force was during the heat of battle—the soldiers saw only those bombers that broke through the protective attack of their gallant Spitfires! He told the stark, naked facts of the loss of equipment. He asked for the hearts and hands of his countrymen in defense of home.

Parliament and the crammed galleries fell silent as the full import sank home. He had carefully memorized his speech, and every word rose clear and eloquent. Ten times his speech was interrupted by cheers from choking, sympathetic hearts.

When Churchill finished, he had accomplished his task. The Parliament and gallery were too filled with an emotion and a spirit that had long been lacking in England, to break the majestic silence until, after many moments, they rose like a relentless sea and defiantly re-echoed Churchill's closing challenge with a cheer that must have curdled Hitler's blood. His pregnant phrases, unmatched in modern times if at all in history, and using the spoken English of his day, revealed his unpretentiousness, his hatred of all pedantry, and his unquestioning faith in the common man: "Never in the field of human conflict was so much owed by so many to so few."

He had met the test beyond expectations. Next day the London *Daily Herald* commented: "Mr. Churchill did not flinch. His speech told us the

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Training Leaders for Tomorrow

Mrs. C. M. Bee

SUPERVISOR OF ELEMENTARY EDUCATION
INDIANA CONFERENCE

STRANGE yet painfully true it is that the most neglected, least provided for pupils in attendance at our elementary church schools are those who are mentally gifted. A wide range of ability is expected in the average schoolroom, but there is usually a small minority of really gifted children who are not being developed in accordance with their possibilities.

Throughout the years, true teachers' hearts have been drawn out in sympathy to the exceptional children who are incapable of moving along successfully with the group. But what of the equally exceptional child whose native ability reaches far beyond the average? He can meet the day's assignments without effort, and often with no challenge and little guidance. Has any special consideration been given to his developing as rapidly and completely as his abilities allow? or have we been satisfied when he did above-average work?

What is the teacher's responsibility to the pupils entrusted to his care—to each individual pupil? The challenge comes ringing down to us from the Master Teacher, who "discerned the possibilities in every human being," and we are told that "the same personal interest, the same attention to individual development, are needed in educational work today. . . . The true educator, keeping in view what his pupils may become, will recognize the value of the material upon which he is working. He will take a personal interest in each pupil and will seek to develop all his powers."¹

The primary task of any teacher is to provide learning experiences for each child that will arouse the possibilities within him, and inspire him to the fullest development of the divinely entrusted talents for which he must one day give a true and accurate account. The gifted child presents a real challenge to his teacher. He may not realize his own capabilities, he may even develop a lazy attitude toward his school tasks because of the lack of effort needed to accomplish them. He is frequently bored with the routine program of classes. As a result he often becomes a discipline problem. Since he lives in an inner world of his own and often does not realize why others do not see as he does, he may become a social misfit among his classmates.

If a teacher is to provide adequately for his pupils, he needs to ascertain each child's potential learning ability, his interests, and his background of experience. This points up the need for a complete cumulative record file on each child. The use of intelligence, aptitude, and readiness tests will greatly assist the teacher in discerning the gifted child and in providing adequately for his needs. Another great advantage to the teacher who is studying his pupils is the opportunity offered in our church schools for close acquaintance with the children's home environment and their out-of-school interests and activities.

Many studies of gifted children have been made in recent years, which show the following characteristics to be prominent: unusual ability to analyze, to draw conclusions, to make generalizations, and to see relationships; facility in creative and critical thinking and reasoning; strong intellectual curiosity, and a wide range of interests; ready adjustment to new situations; bored by humdrum routine.

These findings are intensely interesting and valuable in finding how to provide for the gifted pupils in a regular classroom. Obviously we cannot hope to provide homogeneous grouping in a multigraded schoolroom. However, this is not the handicap it may appear to be, on first thought. Some direct benefits accrue from the mingling of different ages and levels of accomplishment. For instance, in one elementary school made up entirely of gifted children whose intelligence quotients range from 150 to 200, deliberate provision is made for the older students to assist the younger, in creative activities and on the playground.

Another significant finding from studies of the extent to which ability grouping is used, indicates that more than half of city public school systems use some type of grouping; yet "24% reported grouping as on the way in, and 22% as on the way out."²

For specific tasks, segregation is natural as indicated by ability and interest. Valuable training in following and cooperation may be given in areas in which the gifted pupil is not gifted. High ability often accompanies low interest. Research demonstrates also that identification of the gifted is a com-

plicated task. For instance there are those who "bloom late," and often the child with a creative, imaginative mind does not fit into any general pattern of selection.

Other significant conclusions from continued research and studies indicate that provision for gifted pupils lies not so much in special classes as in enrichment of the curriculum to serve their individual needs. Other stimulating findings are that a gifted child will be challenged by his peers, and that forcing an "average" curriculum on all types of pupils slights both gifted and dull students.

Then how shall we accomplish all that we should for and with these gifted children? Some statements relevant to this question have come to us by inspiration:

Every youth should be taught the necessity and the power of application.³

Those who weaken or destroy individuality assume a responsibility that can result only in evil.⁴

The greatest care should be taken in the education of youth, to vary the manner of instruction so as to call forth the high and noble powers of the mind.⁵

The system of confining children rigidly to grades is not wise.⁶

The proper exercise of mind and body will develop and strengthen all the powers. . . . Every faculty of the mind may be exercised . . . if the physical powers are equally taxed.⁷

The *adequate* curriculum for the gifted child must provide opportunity to explore—to do research on appropriate levels, to formulate ideas and make conclusions, and to share the gifts with which he has been endowed. The following suggestive list of enrichment activities has been adapted from the recommendations of the Department of Education's 1955 Summer Workshop on Curriculum:

Listening

1. To debates, discussions, newscasts, and talks—to form opinions, to hold later discussions.
2. To radio and TV—for new words, errors or difficulties, beautiful and appropriate sayings or expressions.
3. To own voice—recordings made around school.
4. To various sounds heard at school—opinion of their effects.
5. To sound effects—make lists, learn how produced.

Speaking

1. Interview resource people in preparation for an oral report.
2. Read aloud difficult material to those who are unable to read.
3. Develop technics of panel discussions.
4. Take charge of small groups for grammatical practice and drill.
5. Give dramatic readings for assemblies, parent groups.
6. Tell original stories.

Reading

1. Analyze and evaluate library and other source materials.
2. Use library resources.
3. Use biographical materials, to develop appreciation of others' efforts and contributions.
4. Read material to broaden and strengthen hobbies.
5. Read material to increase understanding of human relationships.
6. Learn to recognize and use such literary forms as poetry, biography, short stories.

7. Recognize and select poems and stories which illustrate specific styles of writing.
8. Learn to scan reference books and other printed materials.
9. Learn to use dictionary, glossary, sources—for range and exactness of effective vocabulary.
10. Design and follow a balanced leisure-time reading program.

Writing

1. Compile files of unit materials.
2. Bibliographies.
3. Graphs.
4. Organize and adapt different materials used by average group.
5. Develop skills of outlining.
6. Create dramatizations, pantomimes.
7. Compile lists of new words—study origins.
8. Editorials, articles, advertisements.
9. Create, produce, direct original plays, programs, pantomimes.

Creative Arts Activities

1. Arts and Crafts
 - a. Experiment with many media.
 - b. Design and construct puppets.
 - c. Plan, arrange hall or classroom bulletin boards.
 - d. Arrange exhibits.
 - e. Construct scale models.
 - f. Make scale drawings.
 - g. Draw cartoons—local, State, national.
- b. Design special decorating schemes.
 - i. Do painting, sketching, clay modeling, sculpturing, dioramas.
 - j. Create stories or pictures to illustrate or interpret poems or musical selections.
2. Music
 - a. Study origin, history, significance of folk songs, dances, and patriotic songs.
 - b. Compose lyrics and/or music of songs.
 - c. Direct musical groups, orchestra, rhythm bands, etc.
 - d. Study development of musical instruments—piano, violin, etc.
 - e. Participate in vocal and/or instrumental groups.
 - f. Visit music conservatory.

Such experiences will discover, deepen, and expand the varied abilities of the gifted child in preparation for a life of service. We teachers are largely responsible for developing in gifted pupils, in their fellow pupils, and in their parents the recognition of and a proper attitude toward the privilege, the urgency, and the necessity of their fullest development; a sense of responsibility to their Maker to accomplish His purpose for them, both in fulfilling their obligation to society here and in preparing them for a place in the school above with the unlimited resources of eternity.

With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world! How soon might the end come—the end of suffering and sorrow and sin!⁸

With this challenge ringing in our ears, how necessary it is that we do our utmost to train these gifted children—truly the leaders of tomorrow!

¹ Ellen G. White, *Education*, p. 232.

² H. R. Douglas, *The High School Curriculum*, p. 361.

³ White, *Education*, p. 232.

⁴ *Ibid.*, p. 288.

⁵ White, *Counsel to Parents, Teachers, and Students*, p. 75.

⁶ *Ibid.*, p. 177.

⁷ White, *Fundamentals of Christian Education*, p. 321.

⁸ White, *Education*, p. 271.

Some People's Children

Mrs. Paula Reed

THE American schoolteacher often talks like a woman married to a low-down, no-account husband. She drudges, drudges, drudges to keep things going, her nerves frazzled, her emotions drained, her purse empty. Her talents (which were meant for higher things) are unappreciated, trampled on, profaned, sapped out by the overwhelming and unfair demands on her.

Deep inside, however, she knows the hidden charm of this marriage to her profession—those intimate and personal moments when the score is squared, the gates of Eden open and she stands inside. The secret charm is the charm of some people's children. They can walk right in under all your defenses and bundle up your sentiments as neatly as a cowboy ties a rodeo calf.

Then there are other people's children. . . . All the children have bubbles inside them. Sometimes they are quiet bubbles, at other times they are busy bubbles, an intoxicating fizz, rising fast and bursting on the surface in giggles and mad laughter and dizzy jabbering. It is a wonderful feeling; it is good just to move; all the other boys and girls exist just for beat-push-and-shove bait; and the world has just been made—finished and shined up only yesterday. And here's Old Hatchet Head dulling it all up with stuff like participles, Silas Marner, the Battle of Antietam, or the Pythagorean theorem.

But then somebody's child suddenly looks up at you and asks a question. Dan, maybe. His face is clean and scrubbed and momentarily serious. When his brow buckles up in thought, the stubble of his square-top wiggles a little. The puzzled but fearlessly



DAVID STRICKLER

Boyhood Reaching Up to Be a Man

searching expression on his face is the essence of idealistic boyhood reaching up to be a man.

I've had thousands of these children in just the space of a short career. I've had them of all ages, sizes, and conditions—children of German, Bohemian, and Russian immigrants, Latin Americans, children of bankers, of farmers, of roughnecks and drillers, of ministers, of prostitutes, of drunkards, bums, and thieves.

I remember Herman, fourteen and still in grade four. He was big and awkward, towering above the others in the grade, his face passive, expressionless. When I gave him directions, he would answer with a blank stare; or if I pressed him for an answer, he would give an uncomprehending "Yes." One day we read some simple poems and I asked the class to write down some lines of their own telling how they felt about some object or person. Herman wrote:

The rugs is werry hairy
I like to walk on it
It fills good I tink.

Beon the tree trunk I will say
Hello, daddy, hello
For I have always said it
Hello, daddy, hello

Rags, rags, rags
For I have always worn them
I wish to get me some more clouse
And feel much better today.

It was as if a mute had spoken.

I remember the little devil that hit me with a snowball with a rock inside it. I remember the gash in my forehead and the blood.

I remember Joey—and Joey's mother. She dabbled in psychology books, the kind that favored complete freedom for a child's self-expression. Joey loved to read. He would read through arithmetic class, spelling class, art class, recess, and noon if somebody didn't punch him. I used to keep him in after school for tardiness or for his complete disregard of class activities. He didn't mind; he would sit there reading happily. Joey often seemed lonely without any patterns set down for him to follow, and he seemed to love any punishment I gave him as if it were a mark of special favor.

True education makes for inequality; the inequality of individuality, the inequality of success, the glorious inequality of talent, of genius; for inequality, not mediocrity, individual superiority, not standardization, is the measure of the progress of the world.—FELIX E. SCHELLING, *Pedagogically Speaking*.

I remember with humility some of the mistakes I've made. It takes a lot of trial and error to find the best methods of discipline. Dave McConnell was in the seventh grade, but he was already big enough for a college quarterback. He jabbered constantly. Five hundred times a day I had to ask him to stop talking. One day my patience collapsed after the three-hundred-fiftieth request. Once more he leaned toward Clifford and started—I planted on his jaw a round-house right that sent him sprawling out of his seat into the aisle. I remember with what rue I looked at him, and the awkward way he scrambled up yelling wrathfully, ". . . You might at least give a fellow a little warning!"

If Mr. McConnell ever heard about the incident, he apparently favored my corner. Dave himself spread the story around school—rather proudly. The strength of my right arm became a legend and a source of awe. But it chastens one to lose his temper with a child. I determined to work harder on discipline through diplomacy.

The junior-high pupils talk constantly, and if they run out of something to say, they sit and groan. Most of the boys are behind the girls in physical development, and there they sit six inches shorter and twenty pounds lighter than the girls. Their hair is always either in need of a trim or has just been cut too short. They can forget more books, lose more jackets and sweaters, strew more wastepaper around

than any other age group. The girls are beset by special problems. They sit there self-consciously with bosoms in all stages of burgeoning. They can break more straps, lose more buttons, split more skirts and devise more minor emergencies to send them whispering and tittering in pairs to the teacher for permission to go to the rest room. Nothing at this age is so sweet as a secret shared with a friend.

And yet for many girls this awkwardness is only a transparent film through which shines an innate grace and charm. You catch sudden glimpses of them—perfect still pictures—when the awkwardness lifts like a fog to reveal a fresh and lovely miniature of the woman that is to be. The boys often startle you by growing a full foot during vacation. And sometimes it comes to them to take your arm on the stairway or to make an introduction with perfect graciousness.

Those having torches will pass them on to others. Plato.

Senior-high boys and girls give the teacher the most worry because they are nearer to the point of being dumped on the world with all their inadequacies. It seems a race with time to get into their heads all that you need to give them. And they are so oblivious of the problems that lie ahead. I often think we reverse the natural order of things. We try to teach them before they can see the need; and when they see the need, the opportunity is gone. Once when my senior class had gone through a series of pregraduation activities and had been victims of advice of various notables of the area, Joan said to me, "Why is it that all these speakers talk to us as if this world we're going out into is cruel and cold and filled with trouble? The world looks fine to me. I don't get it." Yet at that very moment we could hear the echoes of the planes and guns of World War II, and her own nature—emotional, dedicated, brilliant—was the kind that is destined to struggle. But she was not wrong. That is, after all, the peculiar strength of youth—the not-knowing. As we grow older our anxieties feed and cultivate all the negative possibilities that a situation has to offer.

By far the worst part of teaching, paper grading, is sometimes lightened by entertaining wrong answers and original spelling: In mid-evil days the country was organized on the old futile system. . . . We must learn to cope with the situation, use the utmost care, and not take anything for granite. . . . Shakespeare's tomb is inscribed with an epitaph. . . . Paul did not knottis the rip in his white panse and when he found out he felt like a silly nincompoot.

And when it comes to poetry, those bards knew not what they wrote. Stuart read:

Drink to me only with thine eyes,
And I will pledge with mine;
Or leave a kiss but in the cup,
And I'll not look for wine.

And he concluded: "This poem is a promise from a man to his girl friend that he will stop drinking."

Another day we read aloud Sir Walter Raleigh's poem "The Silent Lover":

Wrong not, sweet empress of my heart,
The merit of true passion,
With thinking that he feels no smart
That sues for no compassion.
Silence in love bewrays more woe
Than words, though ne'er so witty;
A beggar that is dumb, you know,
May challenge double pity.
Then wrong not, dearest to my heart,
My true, though secret passion;
He smarteth most that hides his smart,
And sues for no compassion.

The boy I happened to call on to tell the meaning of this poem grew red. "It means," he said, "that—uh—the feller that—uh—does a lot of talkin' don't get much lovin' done."

The quaint old custom of note-passing never dies. Once when two chronic note-passing girls had been at it for several minutes, I walked over authoritatively and took possession of the latest edition. I opened it, and amid ripples of giggles I read: "Ha, ha, ha! We knew you'd get this."

One of the best things to have up your sleeve is a funny bone.

Once two girls passed up a message in a sealed envelope: "Dear Teacher, we hate to see you sad. Could we do anything?" Nothing escapes them. And again Mary Frances wrote me: "Miss Reed, your slip shows about one inch on the left side." Now, what to do?

One day when they were to write in class a character study of someone they knew well, Steve responded with a description of me:

Your hair is like a haystack except
it is not yellow.
Your lips are like Old Faithful—
always spouting.
Your mouth is like the Grand Canyon
and your teeth are just as colorful.

At the end of the period Steve turned in a theme entitled "My Dearest Brother," a sensitive and moving portrait of Jesus of Nazareth.

What can you do to someone like that?

But believe it or not, most of the time, putting aside the jokes and tricks, the boys and girls work; and through that work you come to know them best—their capabilities and their needs, their dreams, their fears and inhibitions, their impressions of friends and families, the heroes they worship and their need for heroes, their idealism. You come to

know things about them that they themselves don't know or that are too personal for them to talk or to write about. You know good things, such as Sue's beauty inside and out and her equanimity; the gaiety of Jeff, a natural clown whose mere presence spreads good feeling and optimism; the generosity, understanding, and all-encompassing kindness of Ellen, whose family's wealth might have made her snobbish.

Of course no matter how good your situation, there are always a few fauna from the "blackboard jungle." I have taught the knife-toting Tabor boys. I have seen in my classroom faces and bodies battered from the hand chains of a gang fight. I have taught a girl with an opaque expression that shut out everyone from knowing her. Picked up at a dope party, she had to report regularly to her probation officer. I have taught a ninth-grade boy from a turbulent family who came to school several times a week with a hang-over. I have taught a girl who lived with her mother in a tourist court, apprenticed to an ancient trade in spite of the hounding of juvenile authorities and the school administration.

These boys and girls make up a meager 4 or 5 per cent of the juvenile population. But it is their dereliction that makes the news, for news must have shock value. Yet in the midst of the complete concentration of newspapers, movies, and TV on boys and girls like these who have been defeated by unfavorable environment and God knows what, there is a matching 4 per cent of extra-courageous ones who have battled the same terrific odds and won.

I like to remember Clara's story. She developed real executive ability and a great understanding heart organizing a family of eight after the death of her mother. And in between the cooking, cleaning, sewing, spanking, and the schoolwork no one cracked so many jokes or sang so many songs. Often it was graveyard whistling; she was strongly tempted to run away at times. But she didn't—so there was not enough melodrama there for the news.

It has been my good fortune to teach more offspring of the salt of the earth than of salty characters. But from whatever station in life they come, they are fascinating and unpredictable. You never know just which way these chips off the old block will fly. It's fine timber, though, the greatest of natural resources. And through it runs a hidden grain of perfection that shows up intermittently from this distance across the desk and in the changed perspective of the crowd.

It is this challenging vision of the great potentialities of people's children that is the real basis of the teacher's love affair with her profession.—Reprinted by special permission of the *Ladies' Home Journal*. Copyright 1957 by The Curtis Publishing Company.



EVA LUOMA PHOTO

Expenses of Academy Seniors

Clifford L. Newkirk

ASSISTANT BUSINESS MANAGER
SUNNYDALE ACADEMY

THE academy senior has reached the peak of his academy experience, and to him this is a very important year.

The expenses will naturally run a little higher because of the added cost of such items as diplomas, class sweaters, school pins, cap-and-gown service, pictures, announcements, class trip, and the usual "college day" pilgrimage to the Seventh-day Adventist college in the area represented.

All this puts a heavy responsibility on the class sponsor and an added financial load on the senior student. Unless the details are watched closely, the class may be graduated and leave unpaid bills for the school to care for out of school operating funds. This is most unfair to the rest of the school, and to future classes, which nearly always have the idea of outstripping their predecessors.

In Sunnydale Academy the senior class expenses are not put on the individual students' bills—not even for the diploma. The senior class treasurer and the sponsor collect the dues from the class members. They announce a deadline when all money is to be paid in, or the delinquent student cannot participate in certain class activities. This is all handled by the class officers, and as a result all keep happy. This class money is kept in the school safe, and the class treasurer maintains records to show at all times what has been collected from whom, what has been paid out to whom and what for, and how much is left. When bills come in, the class treasurer takes them to the business office, together with cash to pay for them. He is given a receipt for the cash and a check to send in payment of the bill.

When and if the senior class overstep their budget, a class meeting must be called to vote an assessment to cover the added expense or the excessive indulgence. This sometimes puts those responsible for the extra in a critical position.

Some feel that these class functions and expenses should be sharply curtailed because of the financial burden; and I heartily agree. Yet they can be made effective educational media. Parents who have little money to send the school will nevertheless sacrifice a bit more to meet these extras for their graduating children. It does not seem to affect collections on the students' accounts.

By having the senior class handle their own expenses, and thereby keeping these items off the students' individual statements, we find that senior bills, as shown by the statements, are no higher than those of lower classmen. In many cases they are even lower, because the seniors have fewer laboratory fees and often the senior year is scholastically a light year. The parents like this, for even though they pay these extra costs in cash, they don't seem to feel it so much as when these charges are placed on the regular monthly statements.

In trying to keep the expenses of a senior class within bounds, let us not forget that each year this class furnishes a good share of the leadership of the school. Let us also try to keep the seniors from becoming "lifted up," since conceit or vanity always makes it hard for them to adjust to college life. We should teach these young people to stand on their own, financially, and to rise above the temptation to try to outdo the previous class. We must do all we can to encourage these youth to go on to college, and not least of the encouragements to that end is to make sure that their accounts are paid in full *before graduation*. This last requirement may seem like hard doctrine, but if it is not strictly adhered to, some students become discouraged with trying to pay up back accounts instead of saving ahead for college, and so give up in despair. It is much better to leave the academy with a clean slate, scholastically and financially, with the diploma in hand, and with a clear view ahead.

Student-Faculty Relations and Cooperation

Ellen G. White

[The purpose of a school is to bring to its students as many learning situations as possible. To this end other phases of school life than classroom assignments, lectures, and recitations must be fully utilized. By practical experience under conditions as nearly as possible like those they will encounter in their professions and vocations after they leave school, students are to be taught how to do missionary work, how to conduct meetings, how to plan programs, how to work on committees, how to serve as chairmen of committees.

The reader would gain great profit by studying these statements in the setting of the full context from which they were drawn.—THE EDITORS.]

Field for Student Leadership: The student has a special work to do in the school itself. In the school-room and in the school home there are missionary fields awaiting his labors. Here a variety of minds are gathered, many different characters and dispositions. By proving himself a help and blessing to these, the student has the privilege of showing the genuineness of his love for Christ, and his willingness to improve the opportunities for service that come to him. . . .

God wants the youth to be a help to one another. . . .

Not all the youth are able to grasp ideas quickly. If you see a fellow student who has difficulty in understanding his lessons, explain them to him. State your ideas in clear, simple language. Often minds apparently stolid will catch ideas more quickly from a fellow student than from a teacher. . . . In your efforts to help others, you will be helped. . . .

Let every student realize that he is in the school to help his fellow students to co-operate with God. . . .

Students, co-operate with your teachers. As you do this, . . . you are helping yourselves to advance. . . .

Students should have their own seasons of prayer, when they may offer fervent petitions in behalf of the principal and teachers of the school. . . . They should pray that the teachers may be agents through whom God shall work to make good prevail over evil. Every day the student may exert a silent, prayerful influence, and thus co-operate with Christ, the Missionary-in-Chief.¹

God Wants Student Activity: Christ desires to use every student as His agent. . . . God desires you to witness for Him. He does not want you to stand still; He wants you to run in the way of His commandments.²

Student Attitude Toward the School, Student Organization: If they [those who accept Christ] are students in the school, they will feel that they are enlisted to make the school the most orderly, elevated, and praiseworthy institution in the world. They will put every jot of their influence on the side of God, on the side of Christ, and on the side of heavenly intelligences. They will feel it to be their duty to form a Christian endeavor society, that they may help every student to see the inconsistency of a course of action that God will not approve. . . . They will take upon themselves the work of leading the lame and the weak into the safe, upward path. They will form Christian endeavor meetings to make plans that will be a blessing to the institution of learning, and do all in their power to make the school what God designed and signified that it should be. . . .

May God give the students who attend our institutions of learning, grace and courage to act up to the principles revealed in the law of God, which is an expression of His character. Never be found disparaging the schools which God has established.³

Student Influence in the School: A student who is circumspect in his deportment, who will not be swayed to the right or left by wrong influences, will exercise a restraining power over those in the school who take pleasure in showing their independence, and in engaging in wicked sports in disobedience to the rules, and who fill the hearts of their teachers with sorrow and discouragement.⁴

Christian Leadership to Be Shown While in School: Let all students seek to take as broad a view as possible of their obligations to God. They are not to look forward to a time after the school term closes, when they will do some large, noted work.

But they are to study earnestly how they can commence practical working in their student life by yoking up with Christ.⁵

Cooperation Between Students and Teachers: Students, you can make this school first class in success by being laborers together with your teachers to help other students, and by zealously uplifting yourselves from a cheap, common, low standard. Let each see what improvement he can make.⁶

Students Should Bear Burdens in the School: Why should students link themselves with the great apostate? Why should they become his agents to tempt others? Rather, why should they not study to help and encourage their fellow students and their teachers? It is their privilege to help their teachers bear the burdens and meet the perplexities. . . . Every student may enjoy the consciousness that he has stood on Christ's side, showing respect for order, diligence, and obedience, and refusing to lend one jot of his ability or influence to the great enemy of all that is good and uplifting.⁷

Students Have Powerful Influence in a School: The student who has a conscientious regard for truth and a true conception of duty can do much to influence his fellow students. . . . The older students in our schools should remember that it is in their power to mold the habits and the practices of the younger students; and they should seek to make the best of every opportunity. Let these students determine that they will not through their influence betray their companions into the hands of the enemy.⁸

Student Talent to Be Developed: Among the students in our schools there are those who have precious talents, and these talents they should be taught to put to use. Our schools should be so conducted that teachers and students will constantly become more and more efficient. . . .

It is necessary to their complete education that students be given time to do missionary work—time to become acquainted with the spiritual needs of the families in the community. . . .

Wherever possible, students should, during the school year, engage in city mission work. They should do missionary work in the surrounding towns and villages. They can form themselves into bands to do Christian help work.⁹

Students to Share in Policy-making: The teacher must make rules to guide the conduct of his pupils. These rules should be few and well-considered, and once made they should be enforced. Every principle involved in them should be so placed before the student that he will be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed.¹⁰

Students to Feel Responsible: Let all students take as broad a view as possible of their obligations to God. Let them study earnestly how they can do

practical work for the Master during their student life. Let them refuse to burden the souls of their teachers by showing a spirit of levity and a careless disregard of rules.

Students can do much to make the school a success by working with their teachers to help other students, and by zealously endeavoring to lift themselves above cheap, low standards.¹¹

Students to Be Trusted: The youth must be impressed with the idea that they are trusted. They have a sense of honor, and they want to be respected, and it is their right. If pupils receive the impression that they cannot go out or come in, sit at the table, or be anywhere, even in their rooms, except they are watched, a critical eye is upon them to criticize and report, it will have the influence to demoralize, and pastime will have no pleasure in it.¹²

Students to Be Trained for Usefulness and Success: Everyone may place his will on the side of the will of God, may choose to obey Him, and by thus linking himself with divine agencies, he may stand where nothing can force him to do evil. In every youth, every child, lies the power, by the help of God, to form a character of integrity and to live a life of usefulness.

The parent or teacher who by such instruction trains the child to self-control will be the most useful and permanently successful. . . .

The wise educator, in dealing with his pupils, will seek to encourage confidence and to strengthen the sense of honor. Children and youth are benefited by being trusted. Many, even of the little children, have a high sense of honor; all desire to be treated with confidence and respect, and this is their right. . . . Suspicion demoralizes, producing the very evils it seeks to prevent. . . . Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust.¹³

Action Qualifies for Larger Work: Those young men who desire to give themselves to the ministry, . . . should become familiar with every line of prophetic history and every lesson given by Christ. The mind gains in strength, breadth, and acuteness by active use. It must work, or it will become weak. . . .

But he who begins with a little knowledge, and tells what he knows, at the same time seeking for more knowledge, will become qualified to do a larger work.¹⁴

¹ *Counsels to Parents, Teachers, and Students*, pp. 552, 553.

² *Ibid.*, p. 555.

³ *Fundamentals of Christian Education*, pp. 292, 293.

⁴ *Ibid.*, p. 297.

⁵ *Ibid.*, p. 464.

⁶ *Ibid.*

⁷ *Counsels to Parents, Teachers, and Students*, p. 224.

⁸ *Ibid.*, p. 225.

⁹ *Ibid.*, pp. 545-547.

¹⁰ *Ibid.*, p. 153; see *Education*, p. 290.

¹¹ *Ibid.*, p. 100.

¹² *Fundamentals of Christian Education*, p. 114.

¹³ *Education*, pp. 289, 290.

¹⁴ *Gospel Workers*, p. 98.

Some Semantic Implications of Theme Corrections

William J. Dusel *

OF ALL the sweeping indictments which have been made by the critics of American public education the charge most difficult to ignore is that "most high-school graduates are unable to spell correctly, punctuate conventionally, compose grammatical sentences, and develop unified paragraphs—in short, to write passable prose." Several kinds of answers to such charges have been offered; the lower caliber of student; the increased number of pupils and responsibilities assigned to the English teacher; the irresponsibility of charges based on the naive assumption that there can be a single standard of "correctness." Such answers are sufficient to acquit the English teacher of charges of incompetence, but they fail to remove the cause of dissatisfaction—undeniable and unnecessary weakness in the writing of high-school graduates. A fourth kind of answer is essential, one that admits the need for improvement in the teaching of writing and then recommends desirable changes.

In an attempt to formulate such an answer, the California Council of English Associations recently sponsored a statewide study of the teaching of writing in the California schools. More than 400 experienced teachers, representing 150 different communities throughout the state, contributed their ideas on the way writing should be taught.

This great body of opinions, reports, and samples of work which were collected has been given unusual perspective in identifying the problems which confront teachers of writing in secondary schools.

In examining the job of teaching composition, it was helpful, first, to review some questions to which every teacher of writing must find good answers.

Learning to write effective English prose, like learning any other skill, starts with motive, is given direction by purposes and goals, proceeds through imitation and innovation, and matures through practice. Ordinarily the pupil's discovery that writing is a form of self-expression and a means of

informing, entertaining, and influencing others provides a strong intrinsic motive. The countless daily opportunities for practical written communication in and out of the classroom supply a variety of immediate purposes. The rich linguistic environment created by radio, television, motion pictures, newspapers, and good books provides a wide assortment of models of effective usage. Curriculum requirements in most states, calling for an hour of English instruction to be given daily, from elementary grades up through the junior year of high school, provide time for continual practice in writing.

Why do teachers mark their pupils' written work? If pressed for a justification of the procedure, most teachers would probably say that they mark papers in order to teach pupils how to write better. Yet a critical examination of their marking practices would raise some puzzling questions of motive. Are these teachers who are so careful to point out every conceivable weakness in a pupil's composition really marking to teach? Few human motives are simple; undoubtedly teachers are not conscious of why they write what they write on hundreds of papers each week. But certainly the basic motive prompting English teachers to mark pupils' compositions *should* be to facilitate learning.

What, then, should teachers try to communicate through the marking of papers? If marking is a form of instruction, it should communicate the kinds of information which the learner needs in order to improve. To strengthen the pupil's motive or interest in writing, teachers should mark to show their respect for the writer as a human being with dignity, with important ideas, feelings, purposes, and potentialities. In order to help the writer to derive the most value from his practice, they should direct his attention toward desirable procedures and away from undesirable ones; and they should keep him informed of his progress. Clearly, effective marking is more than a mechanical recording of one's reactions in the margins of pupils' compositions. It should be highly selective, revealing only those reader-reactions which will be helpful to the

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writer at his present level of maturity and accomplishment.

Certainly, here, in the writing program, is one weakness which is within the power of the English teacher to eliminate. It is a wide-spread inefficiency in methods of correcting and evaluating pupils' writing. A detailed comparative study of the marking practices of 400 experienced English teachers has revealed the inadequacy of the conventional abstract symbols and monosyllables as forms of communication. This study has also inspired a new respect for psychologically sound and semantically efficient ways of marking compositions.

Consider first the communicative powers of the most common form of mark to appear on the compositions—the letter or number grade. Regardless of how carefully the teacher attempts to prevent misunderstanding by making clear in advance *his* meaning of the conventional letter symbols, there will remain one significant difference between the meaning which the teacher ordinarily intends an "A" or a "D" to convey and the meanings which pupils receive. The difference lies in the emotional charge which the symbol carries. The pupil reads an emotional meaning into the symbol—possibly interpreting it as a sign of the teacher's liking him or his mind (adolescents are whole people). Consequently, the "A" elates; the "F" frightens, angers, or depresses. It is quite possible that poor grades, year after year, on English compositions of the slower children are responsible for much of the general disinterest in English as a course and in writing as a form of self-expression; the untalented become discouraged and quit trying.

Another questionable marking practice is the use of certain judgment words as comments. To an English teacher, an "awkward" sentence is a failure to write English, to express an idea clearly and efficiently. So he writes "awkward" (or simply "awk" or "K") in the margin. Consider the possible meaning of that word to a young person. It may be precisely the same as if it were offered in criticism of his dancing. That is, it suggests a ridiculous exhibition of failure and may produce the same humiliation. The words "clumsy," "weak," "confused," "disorganized," and "incoherent" are similar terms employed in apparent ignorance of their painful connotations to the insecure adolescent. Such comments fail in two ways; they fail to communicate the technical point of criticism in an impersonal way and they fail to tell the writer what he should do to improve.

There was one fact which the California Council of English Associations' survey helped to explain. Why do English teachers mark papers as they do? It takes three times as long to analyze a theme for ideas and organization and signs of improvement,

and to comment on these, as to check it for mechanics alone. Until teachers are given a lighter pupil-load and are provided with daily marking periods as part of their assigned schedule, they cannot be expected to read carefully and mark effectively the recommended amounts of writing practice. Meanwhile, conscientious teachers will give each pupil as much practice in purposeful writing as their teaching load permits them to supervise. But there are some suggestions which may be helpful to those who wish to make marking more clearly communicative.

1. *Show appreciation of successful writing.* An excellent paper which is returned to a pupil practically untouched may not seem as successful to the writer as the teacher intends it to seem. The words of praise—"good," "excellent," even "wonderful!"—are useful, but they should be followed by the appropriate substantives, so that the writer knows both what was good about his writing and also what made it good. With that additional information he may be better able to repeat the success in his next composition.

2. *Emphasize the importance of purpose and idea in written composition.* Teachers who sincerely believe that the ideas which the pupil wishes to communicate are more important than the mechanics of expression can make their values known by the way they mark. If faulty mechanics must be pointed out, teachers can show how the error distorts or clouds the meaning. The pupil's composition—an unself-conscious effort to communicate an important idea to a respected person—should be returned in something of the same spirit in which it is offered, with comments on the significance, the implications, the uniqueness or universality of the writer's thoughts. Repair work is to be undertaken whenever the writer has been convinced, by the growing satisfaction he received from being understood and appreciated, that accurate writing is worth the trouble.

3. *Indicate faults in such a way as to facilitate learning.* A pupil's errors must, of course, be brought to his attention. But finding fault with a young person without losing his friendship, or more important, without killing his interest in writing, is work too delicate and difficult to entrust to crude, wildly connotative symbols—marks that say more than the teacher intends. An "F" is concrete, immutable. It's in the records and, what's worse, in the pupil's mind. Teachers of English might well consider paraphrasing the safety rule of the rifle range ("Never point a gun at anything you do not intend to kill") to read "Never put the mark of failure on the work of any person you do not intend to hurt." In day-to-day evaluation, the absence of a grade is safer communication than a mark of failure. This is

Please turn to page 30



Litter Service for Casualties, by M.C.C.

IT is certainly necessary to train our general church membership for service during a disaster; but is not the Seventh-day Adventist Church missing an opportunity to educate the youth enrolled in denominational colleges for this type of humanitarian work? Should we not be offering our young people realistic training designed to help them to keep alive, to give assistance to victims and survivors, to assume leadership in community planning for action in times of disaster, and to give our church people practical disaster training? Worthwhile disaster education could be incorporated into existing courses and curricula; and the content could be academically sound and planned for the intellectual level of college students.

Some months ago the writer was privileged to discuss the topic of "Disaster Education in Schools and Colleges" before a conference of the Kansas Civil Defense Agency at the State College of Agriculture in Manhattan, Kansas. Some ideas growing out of that conference are suggested here as relevant to the Seventh-day Adventist educational programs.

Before an effective disaster education program can be developed in a college, the administration must be convinced that there is need for this instruction; the faculty must be willing to analyze the existing courses to determine what civil defense and disaster content could legitimately be included; the students would need to sense that there is a practical need for this type of education, that disaster training and demonstration is neither a stunt nor an exhibition, and that it may well become a basic program for American living.

If disaster education is understood to mean training students to meet problems arising from natural and man-made catastrophes, as well as to relieve suffering due to total war, the scope is widened.

Disaster Educa

For one hundred years our denomination has been dictating in evangelistic services, in books and magazines, lately, by radio and television that war, threats of and preparation for war, and disasters by fire, flood, and tornado indicate the nearness of the second coming of Christ.

Integrating Disaster Training Into Existing College Programs

I. SOCIAL SCIENCES

- A. Impact of a disaster on the people in a stricken community
 1. Physical, spiritual, emotional effects
 2. The family in a disaster
 - a. Loss of home, income, security
 - b. Death, injuries, permanent deformities
 - c. Separation and loss of loved ones
- B. Disruption of community services
 1. Sanitation
 2. Communications
 3. Shelter
 4. Transportation
 5. Health services
 6. Food and water supplies
- C. Re-establishment of community services

II. PHYSICAL AND BIOLOGICAL SCIENCES

- A. Radiation
 1. Effects on people of fallout or attack by thermo-nuclear weapons
 2. Protection against radioactivity
 3. Detection of radioactive contamination
 4. Decontamination methods
- B. Chemical weapons
 1. Nerve gases
 2. Mustard gases
 3. Protection against chemical attack on civilians
- C. Sanitation and health protection under disaster conditions
 1. Food and water sanitation
 2. Sewage disposal
 3. Food preservation and storage
 - a. Improvised refrigeration
 - b. Improvised cooking
 4. Hygiene in refugee shelters
 - a. Cleanliness
 - b. Insects and insect-borne disease—control methods
 - c. Food-borne disease—control methods
 - d. Rodents and rodent-borne disease—control
 5. Communicable disease control in refugee shelters
 6. Biological warfare
 - Purposes, technics, methods of protection against



PHOTOS, COURTESY OF THE AD

Radiation Detec

in the College

Amanda Sloane

ASSISTANT PROFESSOR IN NURSING
UNION COLLEGE

These predictions have been fulfilled in the disasters which have come to some parts of the nation, we need to prepare for the disasters which will come to still other areas in the future!—KMI, General Conference War Service Commission, Second Quarter, 1957.



Mobile Field Hospital Operating Room. Men Are Surgeons in Community; Women Are Union College Nursing Majors.

III. PROGRAMS IN PHYSICAL EDUCATION

- A. Professionalized first aid—similar to the training given in fire and police rescue-squad training
- B. Heavy rescue operations—men students
- C. Light rescue operations—women students
- D. Warden services
- E. Fire-control services
- F. Traffic control under disaster conditions
- G. Improvised ambulances
- H. Litter work
- I. Adult recreation—for refugees quartered for long periods in camps or shelters
- J. Psychological first aid, including mob control
- K. Methods of teaching untrained and semitrained volunteers

IV. AGRICULTURE PROGRAMS

- A. Biological warfare
 1. As an attack weapon, or as sabotage
 2. Food plants, disease detection and control
 3. Animal diseases, detection and control
 4. Animal diseases communicable to man
- B. Methods of teaching citizens to assist in control

V. HOME ECONOMICS PROGRAMS

- A. Environmental sanitation under disaster conditions
- B. Emergency cooking and mass feeding
- C. Food and water sanitation under disaster conditions
- D. Camp and shelter hygiene

- E. Red Cross courses
 1. *First Aid to the Injured*
 2. *Care of Sick and Injured*
 3. *Instructor Training in Nutrition*
- F. Methods of teaching and supervising untrained and semitrained volunteers

VI. EDUCATION PROGRAMS

- A. Psychological first aid
- B. Emotional problems, effects of stress on children
- C. Light rescue operations, including escape from burning buildings
- D. Shelter sanitation and hygiene
- E. Methods of teaching camping and improvised hygiene techniques to children
- F. Improvised recreation, for children in shelters and camps
- G. Red Cross courses
 1. *First Aid to the Injured*
 2. *Care of Sick and Injured*



Physics Students

VII. NURSING PROGRAMS

- A. Environmental sanitation under disaster conditions
- B. Food and water sanitation under disaster conditions
- C. Camp and shelter health problems
- D. Communicable disease control under disaster conditions through—
 1. Applied biology
 2. Public health science
 3. Environmental sanitation and personal health practices
 4. Technics of preventive medicine
- E. Medical effects of thermonuclear weapons
- F. Biological warfare, effects on people, control methods
- G. Chemical warfare, effects on people, control methods
- H. Psychological warfare, effects on people, emotional health
- I. Psychological first aid
- J. Adapting hospital conditions and methods to disaster situations
 1. Caring for sick and injured in homes, shelters, and improvised hospitals
 2. Mobile hospital services
 3. Mass care of victims
 4. Improvised ambulances
- K. Professionalized first aid, including technical and psychological preparation to assume some functions normally considered to be in the province of the physician
- L. Emergency care in childbirth
- M. Care of normal and sick infants under disaster conditions
- N. Red Cross courses
 1. Instructor training in *Care of the Sick and Injured*
 2. Instructor training in *First Aid to the Injured*
 3. Instructor training in *Mother and Baby Care*

VIII. THEOLOGY PROGRAMS

- A. Emotional reactions of people under stress
- B. Psychological first aid
- C. Red Cross course in *First Aid to the Injured*
- D. Chaplaincy services, adapted to human needs in a disaster

Coordinating Disaster Education on the Campus

Every group contributing to the disaster education program needs to be aware that no one discipline can perform the multiple services that are necessary for the relief of physical and mental suffering of victims and survivors of a major disaster. Each group

needs to be aware of its own potential contributions to the general welfare, and of how these can interrelate with those of other groups. A college-sponsored civil defense demonstration provides an opportunity for all to learn that civil defense is a community project; that civic officials, fire and police officers, the National Guard, the Red Cross, and private citizens all may and should work together to restore law and order, to give necessary care to casualties, to shelter the homeless, and to feed the hungry. A civil defense project provides an excellent rehearsal (in civil defense parlance a "dry-run") to give students a knowledge of and proficiency in skills that would be invaluable in a real catastrophe.

For several years the Union College Department of Nursing has sponsored on the clinical division campus in Denver, Colorado, a demonstration of medical and nursing services that would be immediately needed in case of a bombing raid on a modern city. In the spring of 1957, however, the annual civil defense demonstration was carried out on the main campus in Lincoln, Nebraska, with the entire student body participating.

Miss Alice Smith, chairman of the Union College Department of Nursing, organized the demonstration, with the active participation and assistance of civil and military leaders in the community. The project was set up around a simulated bombing raid on the city of Lincoln. Student participation was arranged so that each discipline utilized its special skills to contribute to the general good:

Physics students operated radiation detection apparatus. Chemistry students decontaminated creek water.

Biology students set up sanitation services and developed improvised methods for refrigeration and cooking.

Education students evacuated the elementary school and cared for children.

Home economics majors prepared soup, with water decontaminated by the chemistry students, and set up a mass feeding station.

Men students in physical education demonstrated heavy rescue techniques under the direction of a fire department specialist in this field.

English majors were responsible for public information services and communications.

Secretarial students wrote up records and identification tags on the "wounded" and the "dead."

Theological students gave psychological first aid and conducted a "burial service" at the mass grave.

Medical cadets carried casualties from the scenes of disaster to the field hospital.

Other students improvised emergency heating units, kept the generators supplying light and power, did traffic duty, and operated improvised ambulances.

Union College offers a full program in professional nursing. For the nursing majors the civil defense demonstration had special significance—for them it was a final examination in disaster nursing, providing an opportunity to coordinate previous learnings in this area, to acquire new skills, and to work with community leaders for the public welfare.

The Nebraska Civil Defense Agency cooperated handsomely by lending an eleven-tent mobile hos-



One of Several Methods of Heavy Rescue Used to Remove Injured From a Partially Demolished Building—By Physical Education Men.

pital, complete with facilities for a four-team operating room, a pharmacy, a laboratory, a supply room, and wards. Medical services were given by community physicians, dentists, and veterinarians. The senior nursing students functioned as graduate nurses would be expected to do in event of a real bombing raid. The students had previously made up 130 "casualties" with realistic "wounds," and had located them in the "bombed" area. Litter bearers carried victims to a triage or sorting area for classification according to their need for treatment. A forward treatment area gave first aid to cases requiring immediate service. Other cases were carried to the operating room for surgery, and were later evacuated by helicopter, truck, or hearse to a safer location.

The demonstration was observed by about 170 civil defense workers from Nebraska and nearby States, and also by a crowd of some 1,600 visitors. It was reported by radio and television, and built up excellent public relations for the college and the church. It gave college students living in this thermonuclear age some preparation for reducing the effects of these weapons and/or any major disaster.

Christian Education Week



Zella Johnson Holbert

ELEMENTARY SUPERVISOR, POTOMAC CONFERENCE

CHRISTIAN EDUCATION WEEK at Richmond, Virginia, was climaxed on Sabbath, when parents glimpsed the future as their children actually took over the reins of the Sabbath school program and played a definite part in the worship service that followed.

Twelve-year-old Stevy Horsely got the day off to a delightful start as he entered the pulpit and led out in a lively song service. John Hegamyer, of about the same age, superintended the Sabbath school like a veteran, introducing program participants Lang Hegamyer, Doris Ann McGinnis, James Ramsey, Jimmy Boyd, and Beverly Collier (all pre-teen school children).

While Jimmy appealed to the congregation to give liberally on thirteenth Sabbath for building up the work in Madagascar, he was interrupted by six other children costumed as national messengers bearing appeals for the island.

The special music was extra special. Trumpeter Donald Jayne (second grader) used a mute and accompanied Charlene Maneval and Stevy Horsely as they sang "Holy Spirit, light divine, shine upon this heart of mine." Emotions were stirred as young Charlene changed from alto to tenor in the final stanza.

The South Richmond church joined the First church for this special Sabbath service, and the auditorium was filled to capacity, as nine upper-grade children acted as ushers and usherettes. The lesson was taught from the desk by John Ward, principal of the junior academy.

It was not enough that the children should take over the Sabbath school. Before Dr. John Weaver, director of education at Washington Missionary College, delivered a stirring sermon on Christian education, first-, second-, and third-grade children comprising the academy primary choir marched in and occupied the choir loft. The youngsters made a charming picture in their glistening white robes, as they sang under the direction of Mrs. Christine Mayers, lifting the congregation into the very presence of God.

On Wednesday evening of Christian Education Week, Richmond Junior Academy held a special open house. School was dismissed at noon, but by 6:50 P.M. all the children were again present and in their seats ready for classwork. Extra chairs were provided for visiting parents and friends. The purpose

of the "night school" was to give parents and church members an opportunity to see how the school functions. Class periods were shortened so that a greater number of subjects could be covered. From the third grade through the ninth the children have classes under more than one teacher, and visitors were informed of the changes by a printed class schedule.

Careful preparation was made for this week's program. On the preceding Sabbath the church bulletin carried a notice of it, and a written invitation was sent to each home. Tuesday afternoon the children left the school building carrying another invitation, including a class schedule with details of procedure.

The auditorium-gymnasium, the library with its \$650 worth of new books, the office, the kitchen, and each classroom had been made ready for the occasion. Colorful balloons and a dozen large baskets of flowers lent by the new bank which had opened the same week, added to the success of the open house. Parents not only saw their children function in actual classroom situations, but they saw bulletin boards and other displays of materials the children had made or with which they had worked. The display of office and classroom equipment and janitor supplies—including a Bell & Howell motion-picture machine, a slide-and-filmstrip projector, the duplicating machine with reams of paper, the playground equipment, the floor waxer, and many other items—made a lasting impression on the parents and caused them to realize that more than children, books, and teachers are required to operate and maintain an efficient school such as Richmond Junior Academy.

The Potomac Conference elementary supervisor spent the entire week at the academy, assisting in the preparations for the open house and the Sabbath services. With the three pastors of the Richmond area—Elders Stuart Jayne, John Ford, and Donald Bostian—she visited the homes of all church members whose children were attending public schools. The advantages and importance of church school attendance were emphasized, and both parents and children were especially invited to attend the "night school."

On Wednesday evening a preschool nursery was held in the primary room of the First church, which is adjacent to the academy building. Careful plans

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Essentials of Critical Reading

William Eller

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SOME journalist once said, "People believe anything they see in print unless it is written on the back fence." Certainly most adults are not very critical of the things they read or they could not be so easily deceived by the propaganda of demagogues and the emotional language of advertisements. It is quite likely that the failure to evaluate printed matter is partly nurtured in the schools. In any case, it is a certainty that the schools, especially secondary schools, can and should equip students with the ability and willingness to evaluate critically the books and periodicals which they read.

The tendency to attribute "authority" to the printed word receives much of its strength from the schools. Beginning in first grade the pupil is taught to depend on printed sources for the answers to the teacher's questions or his own. And the single-text-book approach to the content fields is one of the worst obstructions to the development of critical reading. For when a reader gets all his information on a topic from a single source, he not only doesn't read critically, he may not even realize that other views exist. Carried over into adult life, the tendency to rely on a single source means that the reader gets only one side of controversial situations. An acquaintance of the writer's has read a very conservative newspaper for so many years that she honestly feels that the *New York Times* and the *Christian Science Monitor* are mildly pro-Communist.

Essentials of critical reading undoubtedly include intelligence, personal adjustment which will permit evaluation, and a background of information. Intelligence is indispensable, but there is not much, if anything, that can be done in the classroom to increase the native intelligence of students. The emotional adjustment of an individual student is another factor which cannot be materially improved by classroom techniques, although a school with a better-than-average guidance program might provide a long-range program to remove a student's maladjustments. Even a reader's background of information cannot be changed in a short period of time. Thus, inasmuch as intelligence is quite stable, adjustment requires the specialist's techniques, and

experience background expands rather slowly, it might seem as if the teaching of critical reading is nearly impossible in the regular classroom. Nevertheless, young readers who are provided in their schools with purposes and skills for critical reading can, with their present mentalities, adjustment levels, and informational backgrounds, read with much more insight.

The purpose of critical reading becomes obvious to the high-school student when he realizes that most printed matter was written to promote a certain point of view. Adolescents are well aware that advertisements are written to sell something. But they often do not realize that most other reading materials—from their Sunday school pamphlets to newspaper editorials—are designed to induce the reader to accept a certain line of thought. High-school students can become more conscious of the intentions of authors through exercises. These exercises would require them to read a paragraph or article and then answer questions: What is the author's purpose? Who would be likely to say (or write) this? What does the author want you to believe?

In addition to his alertness to the author's reasons for writing, the young reader must be conscious of the ways in which his own nature tends to make him uncritical of certain reading materials. In the development of this awareness, the student should read paragraphs or articles followed by questions such as: To which of your needs does this appeal? Why are you tempted to believe this? In the case of basic physical needs—food, shelter, etc.—it is easy for the teen-ager to tell to which of his drives the appeal is being made. However, most of the need for critical reading concerns material about social motives rather than physical drives, and these social needs are not so easily identified by adolescents. Some teachers might insist that an appreciation of social motivation as it operates in our culture cannot be taught to secondary-school students. Others disagree. Certainly it is of inestimable value to the adolescent in his effort to learn to evaluate what he reads if he has acquired an understanding of social

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Problems of the One-Teacher School*

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LONGTIME PROFESSOR OF RURAL EDUCATION
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(Concluded from December)

MORE formal practice materials may be used where the teacher believes it desirable to direct the children to specific work in the three R's during their unsupervised time. There is perhaps no simpler, and at the same time no more effective device for individual drill on number combinations than a set of cards, about three by five, with the combination printed on one side with the answer and on the other side without. The second- and third-grade children can make these cards for themselves. The child tests himself on the combination without the answer and then turns the card over to see if he is right. He lays aside combinations he knows in order to concentrate on those not yet learned. When he feels that he has mastered a given set of combinations he asks his teacher to test him on them before he begins practice on the next set. Graphic records of progress are stimulating to independent study.

Much of the supplementary arithmetic practice material now in use is of workbook type. The subject of workbooks is too large to be discussed adequately at this point. Their justifiable function is to provide supplementary exercises of the types needed, in a form that is economical of materials as well as of pupils' time. When computational skill is the end desired, it is wasteful of time for pupils to copy all the exercises before beginning computation. On the other hand, it may be wasteful of materials to render a workbook unfit for further use by writing answers on its pages. Some teachers have the pupils write their answers on tablet paper folded to fit under the workbook exercises; others maintain that the workbook is as cheap as tablet paper.

Workbooks vary widely in value. In selecting them one should consider the nature, amount, and distribution of repetition on items of practice; the self-teaching and self-checking nature of the exercises; and the provision for coordination with meaningful experiences and with current class activities. Workbooks cannot, however, take the place of purposeful activities closely integrated with life experiences. They are only for supplementary use.

In addition to general practice exercises such as these there will be, of course, many simple problems, growing out of the larger units of activity, which

the teacher will at times assign for the pupils to solve during their study periods. All and any problems, of real present use and applicability, are superior to any amount of unrelated drill, even if made attractive or enticing in some of the ways heretofore indicated. Such problems constitute real study, and should be given first claim on the children's time in preference to all unrelated or formalized materials. The only justification for the latter type is the limitation of the teacher's time in relation to the many demands upon it, so that she is unable to organize all the aspects of the children's learning in the way best suited to the needs and abilities of each one.

Reading exercises are of many kinds. The "make and do" type is common, consisting of instructions to cut, color, or carry on some similar manipulative activity. The test or puzzle type is often found, consisting of riddles to guess or multiple-choice or true-false questions to answer. A number of seat-work devices call for the matching of pictures and name words or adjectives, the pairing of identical words or opposites, the matching of phrases or words with the sentences from which they come, and the building up of Mother Goose rhymes from their component lines.

Such exercises may be grouped in two large classes: (a) those devised to accompany a certain system of reading and to provide the necessary drill for developing its vocabulary in as interesting and profitable a way as possible, with due regard for such matters as eye movements and phrasing; and (b) isolated and unrelated exercises.

The isolated and unrelated exercises are really a form of play with reading, if voluntarily undertaken, much as an adult works a crossword puzzle. If within the child's level of ability, such exercises afford small units of reading experience such as any story, poem, or book affords in larger units. They are desirable as part of the play equipment available for free choice, but when frequently assigned as set exercises they are likely to become perfunctory, to be pursued inattentively because of their purposelessness, and consequently to develop undesirable reading habits and attitudes.

Moreover, the vocabulary of such exercises is seldom that of the text in use, so that the burden of vocabulary control is over-heavy and the child is

unable to carry out the exercises satisfactorily when unaided by the teacher. Exercises of these types are much more likely to be valuable if constructed by the teacher so as to make use of the vocabulary that is already becoming familiar through the reading text or class-made stories. Such exercises can be used in checking individual silent reading.

The chief justification for using unrelated exercises is the teacher's lack of time to prepare others that are more closely related to the class reading or more definitely functional in the group work of the children. For teachers who must use these unrelated exercises, the remarks in this section may serve as danger signals against the over-use or wasteful use of such material.

In general, when the text in use has accompanying practice exercises, they are to be preferred to isolated materials. Most modern readers have carefully prepared workbooks suitable for unsupervised periods. Not all such workbooks, however, are self-teaching, and sometimes the amount of class time required for preparation and checking makes them impractical in rural schools. The teacher should always make sure that the work children do at their seats conforms to desirable standards of reading and of schoolwork in general. If it is careless, full of mistakes, or in some other way gives evidence that undesirable habits are being formed, it is better to use the material—if at all—in a supervised rather than an unsupervised period.

Reading for pleasure or to gather desired information is one of the most important activities of the primary grades. It is, of course, not possible for beginners, but in the early part of the first year, two types of such reading may begin. One type is the rereading of picture books, which have only a little reading matter, and which have been read to the child until he actually knows them by heart. Many children enjoy the sensation of "reading" these verses or stories to themselves, thereby contributing in many ways to their growing ability to read. The other type is the rereading of "stories," usually made by the class but occasionally by individuals, recounting or recording some experience they have had. Sometimes these accounts make up a class newspaper or a book which may be copiously illustrated. The stories are usually first written by the teacher on the board at the children's dictation. Later they are printed by the teacher on Manila paper charts for rereading or study. This printing may be done with rubber lettering outfits, but it saves time to use a printing pen, a Japanese paintbrush, or broad marking crayons. Any teacher who writes a good hand should be able to master a print alphabet or manuscript writing, either of which will serve.

Finally the stories are printed in smaller type, though large enough for beginner's reading, using

either a typewriter with large letters or a printing pen. The teacher may make one copy for the class book or sufficient copies for all the pupils, by means of hectograph ink or hectograph typewriter ribbon. A stencil outfit may also be used, by means of which a whole story may be printed with one impression. The use of any of these devices is more or less time consuming, but recreational reading plays so important a part in the early lessons of little children that no teacher should refuse it serious consideration. Sometimes an older child who prints well can make the duplicate copies. In some schools the children are allowed to make copies for themselves, using a typewriter with large type.

As soon as the children have sufficient mastery of reading to enjoy the independent use of books, the reading table becomes an important feature of the classroom. It should contain a number of books with a simple vocabulary and many illustrations, because pictures help to carry the story. It is more stimulating to the children, and no more expensive, to have a great many different readers. Many books for recreational reading are found in ten-cent stores. They should be selected for size and clearness of print, as well as quality of illustrations and suitability of contents and vocabulary. Books printed entirely in capital letters should be avoided, for they present a very different situation to the child than do the books with ordinary type.

If there are several grades in the room, some of the more advanced pupils may be designated as helpers. When a first-grade child brings a book and points to a word, the helper tells him the word without further comment, and the younger child resumes his reading.

Another way of stimulating recreational reading is for an older child to read to a younger group. Many third-grade and some second-grade children can read well enough to hold the interest of first-grade listeners. It is profitable for all concerned to have a little circle gathered in the play corner, outdoors under the trees, or in some other suitable place, for regular storyreading hours.

For early primary grades, pictures must substitute for printed words while the child is yet unable to read for either pleasure or information. *Picture books*, indeed, have formed an important part of the educational materials afforded young children for generations, and there has never been a time when they were more beautiful, varied, interesting, and informing than today. Folk tales, Mother Goose verses, and such modern child stories and verses as *Peter Rabbit* and *The Night Before Christmas* are abundantly stocked in the dime stores. The more advanced primary pupils can read and reread these to the young ones, who in turn will enjoy looking at the pictures by themselves and repeating to them-

selves many of the verses. Informational picture books representing various aspects of the child's immediate environment or of his developing interests may also be had in wide variety—farm animals, pets, animals of the zoo, automobiles, trains, airplanes, workers and their work, children of other lands. These usually have explanatory captions or legends, and sometimes running accounts which also the second- and third-grade children may read to the beginners. The pictures alone, however, are a source of fruitful and happy interest. Such picture books may well be kept stored by the teacher, who will periodically change those displayed on the reading table, putting out those related to newly developing purposes, or designed to stimulate desired new interests. Any teacher with her eyes open can accumulate also an extensive supply of pictures, informational, artistic, or illustrative, for similar periodic display. These pictures should be kept filed, according to some simple system, for ready reference after they have been mounted for attractiveness and durability. Colored construction paper in harmonious colors, or light mounting board in a neutral color is good for this purpose, and third-grade children can learn how to mount the pictures with due regard for artistic proportion and even for harmonious background. The teacher may lay out on a worktable before school new pictures to be mounted, with the understanding that Jamie or Anna who often come to school early will choose the color he or she likes best, trim the picture, and paste it neatly into place. The bulletin board in the play corner may always have one or two appropriate pictures on it—a Jessie Wilcox Smith painting of children playing in the leaves or an autumn farm scene, in September or October; children sliding or skating in January. In addition, on the reading table there may be a little stack of pictures which have real information to give on whatever may be the theme of the group's central interest and attention at any given time. Stereoscopes, once kept sacredly on old-fashioned parlor tables, now come into the schoolroom, and appropriately selected stereoscopic views, or stereographs, are among the desirable pictorial material for the children's free time use.

Not of least interest to little children are illustrated *booklets* which they or preceding classes may have made. Booklets are here mentioned with some misgivings and much reserve, for they have often been so badly done, and overdone. To be worth doing, they should be worth keeping and using, which means that they should be carefully planned, executed with real interest and creative zeal, and evaluated after making by the whole group. With such purposeful treatment, booklet making becomes a very educative activity, developing information, organization, and artistic composition.

Some books will be just picture books, but they will be made of pictures worth preserving for future entertainment or study. Some will include also simple legends, by which the child-maker explains the picture to its reader. Some will contain children's own stories or verses, interesting and entertaining for other children to read.

The legends, stories, or verses may be typed by the teacher or an older pupil at the little child's dictation, or written legibly and neatly by second- or third- or even advanced first-grade pupils. The standard of performance should be a reasonable one for the book's author or maker, the best that *he* can do, but it should be his best, and it should serve its purpose of interesting, entertaining, or informing the readers for whom it was made.

Drawing and *design* also are called upon in the course of the large purposeful activities of little children. One or more easels should be in every room where there are primary children, desirably double easels, which take no more room than single, with a rimmed shelf on each side to hold the pots of color. Here two children at a time may work, one on each side, representing the stories they have to tell, in pictures which will later be shown in class conference periods. Drawings with crayons or pencil will also be made at seats or worktables, perhaps for inclusion in booklets under preparation, or for other purposes genuinely meaningful for the small artists. Design is needed for booklet covers and other decorative purposes. Some children enjoy design for its own sake, delighting to sit down with squared paper and crayons to create a composition of form and color pleasing to themselves and to others as well. It cannot be overemphasized that all such work should be later brought before the group, with the teacher in charge, for such criticism as will steadily stimulate new creation and advance the children's standards of design, composition, and performance.

Paper cutting offers another medium of expression which some primary children find particularly congenial, beginning with the simplest gingerbread boy or other paper-doll form, but progressing to real pictures, either cut freehand all in one from a single sheet of paper, or cut, also freehand, item by item and pasted into the desired composition on a construction paper background.

Using one or another of these mediums, children make posters or friezes for decoration of the schoolroom walls, wallpaper or framed pictures for the playhouse, picture books, or other objects of entertainment and use in relation to their individual or class purposes. All of these need to be planned and evaluated in class conferences, but their actual making is carried out during unsupervised periods.

In summary, it may be said that education for little children, particularly, goes on largely through

or with the accompaniment of purposeful activity, physical and vocal; that a large part of the physical activity that is desirable can be carried on in the schoolroom, and much more of the vocal activity than teachers of a past generation realized; that whereas the guidance of the teacher is necessary in planning and evaluating, a large proportion of the execution may as well or better go on independent of her constant oversight; and that through a combination of supervised and unsupervised activities, little children may be genuinely learning, not merely kept quiet, during a whole school day.

In all the preceding, obviously two things are implicit, a modern concept of schoolroom organization and discipline, and the provision of materials for overt activity. Discipline today is conceived as increasing ability to control one's self, not as constant reliance upon the control of another, and the school is so organized, with responsible committees, chairmen, or other democratic provision, with recognition of individual responsibility for the good of all, and with a large degree of freedom of movement and communication, increasingly self-controlled in the interest of all.

Materials with which to do are obviously essential to active doing, but these materials need not be costly beyond the ability of the school to afford. Simple carpentry tools are necessary, but most of them are inexpensive, or may be brought from home. Orange crates, composition board, corrugated cardboard, or wooden packing boxes furnish much of the needed lumber. Powder paints cost little and colored crayons less. A large roll of stout wrapping paper is especially worth purchasing. Sewing and weaving materials may come largely from home scrap bags. Old magazines furnish much valuable pictorial material. Such games and toys as are desirable for indoor play can either be made by the children themselves or inexpensively purchased. And when essential equipment must be bought, if the school board or parent teacher association will not or cannot finance the purchase, the planning and carrying out of a school fair, a puppet show, a candy sale by the children may be made as genuinely educative an undertaking as any other part of their curriculum.

With an abundance of equipment and supplies there comes the problem of orderly and convenient storing, which calls for cases or cupboards of some kind. The tops of low, shallow cupboards, built against little-used wall spaces, may be used for seats or shelves or even for worktables at which children stand to work. A shelf hinged back on top of the cupboard may be used as an extension table leaf. Low chests or boxes on rollers may be used for both storage space and movable seats. Some schools make use of the combination seat and table often found in unpainted furniture, in which the table top swings

back when not in use, forming a back to the seat, and the seat itself is the top of a chest in which supplies may be kept. Soapboxes may be used for filing cases. Small cloth bags with drawstrings may be fastened to the children's desks and used to hold small tools and unfinished pieces of work or materials. Almost any cloakroom or entry has space for shelves or cupboards above the children's heads for storing supplies that are only occasionally used.

Most of the care of the cupboards within the children's reach should be delegated to them, with regular inspection by an elected class officer. Children should know which cupboards are to be used freely at any time and which ones are to be opened only with the teacher's permission. The daily schedule should provide certain periods for definitely assigned tasks and others for free occupations, and the children should become habituated to regular work in work time and to a sense of responsibility for self-direction and self-control in free periods.

Work space may be the most troublesome problem of all in some schools. Crowded classrooms, where there is little aisle space, are certainly not conducive to genuinely educative activity. Under such situations, the teacher needs to exercise the utmost ingenuity. Are there more seats in the room than the enrollment calls for? If so, take the excess out. Put the old screwed-down type of seats on runners, so that they may be pushed easily to one side when clear floor space is needed for standing-up activities. Put up a board in the school entry for a work bench. Better still for some purposes, put it outside the school where in good weather little children can carry on noisy carpentering without the limitation of adjusting to the necessity of other classes for reasonably quiet study conditions. Some schools with high pitched ceilings have found it possible to construct a balcony six feet or so above floor level, in which play and quiet work space may be made available for the little children. Outdoors can be used in country schools much more than it commonly is, either with aid from older children, who take turns in accompanying the little ones in their work and play, or by locating the outside space for such use within easy view of the teacher as she works inside. And if a new school is to be built, take steps to assure that it is definitely planned to make possible all kinds of free physical activity, rather than mere sit-at-a-desk book study.

Finally, plan the unsupervised periods even more carefully than those when teacher and pupils work together. Assure that what goes on at all times has genuine purpose and significance for the children and is really worth its time cost for them. Remember that they have been by law deprived of their freedom to be active in homes, yards, gardens, fields, and

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What the SCHOOLS ARE DOING

- Five years ago there was no school at Apia, West Samoa. This year Laloveia School has 415 students enrolled, and there are nine teachers—Headmaster, W. P. Miller, Mrs. Miller, and seven Samoans, three of whom are trained teachers and four are receiving effective in-service training. Monthly tests in all subjects maintain sound academic standards. The school is *completely self-supporting*, operating on an £1,800 budget. Senior and Junior Voice of Prophecy Bible courses are used as the basis of Bible teaching in Forms II and III. Since 75 per cent of the students are from non-Adventist homes, there is a strong evangelistic spirit and a number of students are baptized each year.
- "The way to a man's heart"—students of Mountain View College (Philippines) found it! When they first visited a nearby village, everyone hid. On the third visit a student left a pineapple on one doorstep, with a note stating his interest in the salvation of souls. Next week the whole family welcomed the visitors, and the father is now leader of the group of Seventh-day Adventists in that village.
- On Student Government Day at Atlantic Union College, administration of nearly all academic, business, and campus activities of the college was in the hands of students from 7:00 A.M. to 9:30 P.M. Students taught the classes and presided in the various offices, and four students were responsible for the preparation of supper in the college cafeteria.
- In a campaign sponsored by the Missionary Seminar of Lynwood Academy (California), over 1,000 cans of food, a large quantity of clothing, and \$662.21 in cash were secured for the Navaho Indians of Monument Valley, Arizona-Utah. Seminar leaders and some other students visited the reservation December 14-15.
- The four academies of the Northern Union Conference raised a total of \$3,467 on their respective Ingathering field days: Oak Park (Iowa), \$1,200; Maplewood (Minnesota), \$500; Sheyenne River (North Dakota), \$807; and Plainview (South Dakota), \$960.
- Students of Union College gave and/or solicited canned and other nonperishable foods to help fill 60 baskets for distribution to needy families at Thanksgiving time last November. Cash donations were used to secure perishables at the last moment.
- The Thunderbird Academy band, girls' triple trio, and trumpet trio provided special music for the Arizona Youth Congress at Phoenix, last November 9.
- Sunnydale Academy (Missouri) passed its \$1,200 goal for Ingathering field day, last November 5, with a total of \$1,223.88.
- Newbury Park Academy (California) is proud of its International First Place Award received from Quill and Scroll International Honor Society, for last year's issues of *The Newburian*.
- H. M. S. Richards was the honor alumnus and featured speaker in the Golden Jubilee celebration at Champion Academy (Colorado), last October 2, in recognition of the school's 50 years of service to youth.
- Last September 27, in one of the largest MV Class investitures ever conducted at Helderberg College (South Africa), 82 persons received insignia in the various groups, from 8 Busy Bees all the way up to 36 Master Guides.
- The 104-foot fir tree in front of Irwin Hall at Pacific Union College was lighted last December 5, for the 34th Christmas season. First lighted by M. W. Newton in 1922—then a much smaller tree—it has been dark only one season, the blackout of 1941.
- Students of Oak Park Academy (Iowa) conducted a series of Voice of Youth evangelistic meetings at Story City, beginning November 3. The most consistently interested and faithful attendants were young people. Final results of the effort have not yet been reported.
- Walla Walla College stands first among Seventh-day Adventist colleges in North America in the number of students from other countries—81. The next highest number—45—are at Washington Missionary College. WWC is also a close third among all institutions of higher education in the State of Washington: State College having 90 foreign students, and University of Washington 411.
- Last November, 15 out of a class of 16 students from Inyazura Mission trade school (Southern Rhodesia), having passed the government examinations, were given certificates of completion of a three-year course in carpentry and cabinetmaking. This is the first such class from an Adventist school in Southern Africa to receive government recognition. Before entering this course, students must complete eight years of general schoolwork.
- A large group of theology and evangelism students of the Seventh-day Adventist Theological Seminary and several Chesapeake Conference workers supported Seminary professor M. K. Eckenroth in an intensive evangelistic campaign at Hagerstown, Maryland, last October 23 to November 10. At the concluding service, 31 persons were baptized and received into membership of the three churches of the Hagerstown area. Follow-up work has continued, and the total number of baptisms is expected to be 50 or more.

- Teachers, educational workers, and administrators of the Southern Asia Division, in council some months ago, took action on a number of features that should vitally affect the educational opportunities and achievements of the youth of that vast area as to college affiliation and offerings, opportunities for needful training and growth of teachers on every level, educational and operational standards and policies. It will be interesting to observe the implementation and working out of these actions for the rapid and effective evangelization and Christian training of those who "should be saved" from among Southern Asia's millions.
- Upper Columbia Academy (Washington) reports a "flood tide" enrollment of 280 students, taxing the present buildings to the limit, with three and four students in rooms intended for two, and classes meeting in dormitory worship rooms and laboratories. This increased enrollment, and the larger-than-ever orders for upholstered chairs, keep the academy furniture factory working at top speed.
- The health service at Emmanuel Missionary College has installed an ultrasonic machine for the treatment of strains, sprains, tension, and congestion, also for removal of scars and external ulcers. Though ultrasonics have been used in research activities for ten years or more, the machine has been on the market for less than two years.
- Last October was the "largest" month in the 17-year experience of the furniture factory at Union College, with \$80,000 worth of furniture shipped out. Workers number 127, and 14 salesmen "cover" the United States from Salt Lake City to New York and from Canada to the Gulf.
- Cecil Mayor, science teacher at Lodi Academy (California), did graduate study at Syracuse University (New York) last summer on a General Electric scholarship which provided transportation and all expenses including books, room and laundry, food, and tuition.
- The 155 students enrolled in our Middle School at Bangalore (South India) represent 11 language groups and four countries—India, Pakistan, Burma, and Ethiopia. About half of the students are Seventh-day Adventists.
- On Sabbath, September 28, 18 students of Helderberg College (South Africa) were baptized—two by their respective fathers, the others by Pastor E. W. Marter—and were welcomed into full church fellowship.
- Oakwood College welcomes three new faculty members: C. B. Ricks, professor of natural sciences; John C. Pitts, assistant accountant; and W. A. Osborne, professor of business administration.
- With almost one hundred per cent student participation, Mount Pisgah Academy (North Carolina) topped its \$1,100 Ingathering goal, last October 7, by bringing in \$1,257.62.
- Pacific Union College reports enrollment of 842, largest in its history except for the "GI" years of 1949-1951. Citizens of foreign countries number 51.
- The recent planting of five young mountain ash trees on the campus of Walla Walla College revives and continues a 60-year tradition of the "official" tree.
- Japan Missionary College reports baptism of 35 students at the close of its Week of Prayer, last June, and 91 student colporteurs working during the summer.
- Last November 16, Fairbury, Nebraska, was "invaded" by 71 students from Union College, who visited 600 homes and gave out 350 Bible school enrollment cards.
- J. Wesley Rhodes, associate professor of music at Union College, received from Columbia University, last August, the Ph.D. degree in education, majoring in music education.
- Following the Week of Prayer at Mountain View College (South Philippines), 40 youth joined a study class to prepare for baptism. The enrollment is 450 this year, as compared with 260 last school year.
- Missionary-minded students of the Navaho Mission School (Arizona) each week visit their families throughout the reservation to give them Bible studies and sing hymns. Near the close of last school year 99 students were invested in different JMV classes.
- Philippine Union College reports 29 overseas students this year: Southeast Asia, 8; South China Island, 6; Indonesia, 8; Japan, 3; Korea, 3; Far Eastern Island Mission, 1. Besides these, there are 3 from Thailand and 2 from Indonesia studying medicine at Manila's Far Eastern University.
- Two chartered Greyhound buses took students and teachers of the Richmond (Virginia) Junior Academy on an all-day visit to old Williamsburg and Jamestown before the close of the festival commemorating the 350th anniversary of that first permanent English settlement in the United States.
- At Laurelwood Academy (Oregon) Ingathering for missions is really *Harvest* Ingathering, for the students scatter out among the surrounding filbert and walnut groves and *earn* their Ingathering goals. Approximately \$2,000 was secured in this way and/or by working in the campus industries and donating the proceeds.
- Students of Mountain View Union Academy (California) have been conducting Voice of Youth evangelistic meetings two nights a week, beginning October 20, under direction of Bible teacher Elmer Unterseher. Gift of a Bible each evening to the person who brought the most non-Adventists to the meeting proved an added incentive to invite friends and neighbors.
- Emmanuel Missionary College has recently purchased the 82-acre Louis Campagna estate, about a mile southeast of the college property. The buildings and 8-acre landscaped grounds will be used in promotion of the healing arts—nursing, premedical, predentistry, chemistry, et cetera. The other 75 acres will be added to the college farm. Part of the \$180,000 received from the liquidation of the Old Battle Creek Sanitarium was used in the purchase of the Campagna estate.

- The secretarial science teachers of Washington Missionary College, Charles Read and Mrs. Pierre Buch, conducted a secretarial-development workshop, last December 5, for the benefit of the 36 secretaries employed in the various campus departments and offices. After a full day of instruction, demonstration, and discussion, the secretaries were wiser and more enthusiastic, the teachers were hoarse and exhausted, and all voted to make this an annual feature.
- Bruce Johnston, instructor in religion at Emmanuel Missionary College, directed an evangelistic effort at nearby Buchanan, last October and November, assisted by some 30 students in evangelism and/or music. At the close of the 3-week campaign, 19 persons declared their decision for Christ, nine of whom were baptized after study, with the others to follow a bit later. Biweekly follow-up meetings were continued for six weeks.
- At Madison College a new and adequate steam line was being laid from the power plant to the sanitarium. The work progressed satisfactorily till the machine doing the digging fell into the ditch of its own digging—and could not get out on its own power. The spiritual application is obvious. P.S. The machine was removed and the work completed!
- La Sierra College music department especially benefits from the gift of a commercial-type Ampex tape recorder and other equipment presented by the West Coast Aero Tool Company. Complete insurance coverage on the \$1,500 equipment was a corollary contribution of La Sierra's insurance broker, Eugene Munson.
- The four bathrooms in the girls' dormitory at Auburn Academy (Washington) have been completely renovated, with pastel ceramic tile ceilings and walls, and mosaic tile floors. Next in line was a similar treatment for the bathrooms in the boys' dormitories.
- Laurelwood, Columbia, and Forest Grove (Junior) academies (Oregon and Washington) welcome Raphael Spiro, first violinist of the Portland Symphony Orchestra, as a part-time instructor in stringed instruments.
- The National Institutes of Health have awarded grants totaling \$117,000 to 15 College of Medical Evangelists researchers for projects concerned largely with basic biological investigations.
- Hillcrest Secondary School (South Africa) is rejoicing in its new assembly hall, which provides seating capacity for 350 persons, also two classrooms, and caretaker's living quarters.
- W. M. Schneider, dean of Emmanuel College, is happy over the publication, by the Public Affairs Press, of his book *The American Banking Association—Its Past and Present*.
- Investiture of 777 children and youth in the various MV Classes, last June, climaxed the strong work done in our denominational schools in Hong Kong-Macao.
- Union College Academy (Nebraska) proudly reports one hundred per cent enrollment in its chapter of the American Temperance Society.
- At Antillian College (Cuba) 46 students and teachers were invested in various MV Classes, last May 30.
- Millard Smith, M.D., assistant professor of physiology at the College of Medical Evangelists, received the Ph.D. degree in physiology from the University of Chicago last May.
- Students of Atlantic Union College have organized a campaign to raise \$5,000 to complete their \$11,000 share of the fund for the large new dormitory for college men, under construction on the campus.
- Stanley V. Maxwell, teacher of business administration and secretarial science at Helderberg College (South Africa), received the Master of Commerce degree last July from the University of South Africa.
- The James Elementary School, at Prakasapuram (South India), opened two years ago as a day school with 35 students. Now it is a boarding school with an enrollment of more than 100. Its struggle for survival and growth has just begun.
- New teachers at Lynwood Academy (California) for 1957-58 are Elder Andrew Peters, Bible; Mrs. Hazel Peters, registrar and secretary to the principal; and Cecil R. Olmstead, science. C. E. Davis, last year's science teacher, is teaching mathematics.
- November 7 was a momentous day at Sheyenne River Academy (North Dakota), when the last connection was tested and water began to flow through the 3,600 feet of 8-inch pipe that had been laid 8 to 14 feet below ground to connect up with Harvey's city water system. The project has cost more than \$24,000; but everyone is happy, for there'll be no more hauling water over the gravel roads from Harvey. Now there's water, water, everywhere—and plenty to drink!

Problems of the One-Teacher School

(Concluded from page 24)

compelled to remain within school walls for prescribed hours each day, and see that they get honest and fair recompense for the sacrifice thus required of them. Take care that the work at all times makes provision for growth, not mere static repetition; that the activities become progressively more difficult, more advanced. Children should grow in their unsupervised as in their supervised periods. It is as undesirable to continue an unsupervised activity that is developmental only for beginners as it is to keep children continually reading the first page of the primer or adding two and two. To arrest the growth of a child on any level whether of work or of play is seriously hurtful; it can be avoided only by the careful planning for the whole school day and not merely for those periods which the child spends with the teacher.—*The Child in the Rural Environment*. Yearbook 1951, Department of Rural Education, National Education Association of the United States, pp. 212-220. (Used by permission.)

Christian Education Week

(Concluded from page 19)

were made and sufficient personnel were provided to care for all the little ones. No preschool children except prospective first graders were permitted to attend. An adult was stationed at each of the four classroom doors to remind entering guests—if necessary—that school was in session and there should be no talking.

Actually, the planning for this special week began two months earlier when the conference educational staff met with the church pastors and academy faculty to discuss the possibilities and advantages of a Christian Education Week.

Many had wondered, Would it be a success? This question was answered by the happy enthusiasm of the parents, board members, church members, and friends as they crowded the classrooms to the doors, while many stood on tiptoe in the doorways trying to see over the heads of those in front of them. The teachers—John Ward, Anita Mayers, Myrtie Belote, and Eleanor Hansen—were made happy by the many words of commendation after the regular class sessions, as teachers and children, parents and friends, drank together a refreshing fruit punch provided by members of the Home and School Association.

Was it a success? Probably never before had happier children, prouder parents, and more gratified teachers walked from the doors of that school. Several decisions were made that night to place other children in the hands of these consecrated teachers whose highest ambition is to prepare their pupils for the kingdom of God.

► The Pacific Union College dairy has recently acquired a new ice-cream freezer whose production capacity is 80 gallons an hour, in packages ranging from half-gallon cartons to the 3½-ounce individual servings. A new \$6,000 freezer refrigerator truck makes possible better service to the dairy's 125 retail customers and numerous stores and institutions throughout the county.

► Master's degrees were received by two Emmanuel Missionary College teachers last summer: Mrs. Gordon Engen, in textiles and clothing, at Michigan State University; D. E. Van Duinen, in elementary administration and supervision, at Western Michigan College of Education.

► Canadian Union College reports a peak enrollment in the chemistry department, in response to a new course in elementary quantitative analysis. In order to give this course, a chain-o-matic balance and other necessary items of equipment were added to the department.

► R. L. Nutter, associate professor of physics at Pacific Union College, has received the Ph.D. degree from Iowa State College.

► On Ingathering field day at Southern Missionary College, 476 persons in 64 cars secured a total of \$13,118 for mission advance.

► The biology department of Pacific Union College has received a valuable gift of 195 volumes from the personal library of Dr. Leon Kolb, professor emeritus of Stanford University.

► Robert Cleveland, associate professor of history and political science at Union College, received the Ph.D. degree in Modern European history from the University of Nebraska, last April 29.

► Walla Walla College students collected a truckload of nonperishable foods and \$15 on a new trick-or-treat venture last Halloween, to help fill baskets for distribution to needy families on Thanksgiving and Christmas.

► A new cafeteria building at Hawaiian Mission Academy, with seating capacity for 240, makes it possible for the more than 220 students to eat their meals together. Ample room is also provided for kitchen, bakery, and laundry.

► Emmanuel Missionary College has received a \$10,000 research grant from the National Science Foundation for continuing research on a mathematical problem that has been occupying E. J. Specht and H. T. Jones for several years.

► The average student at Southern Missionary College last school year earned \$500—or approximately half his school expenses in one or another campus industry. More significant is the value of the practical education and training thus acquired.

► Celebration of Veterans' Day at Atlantic Union College, last November 11, featured Dr. Everett Dick as guest speaker at chapel, and 60 servicemen who are students at the college. The program concluded with a tribute to the gold star servicemen, presentation of the colors, and sounding of taps.

► La Sierra College has this school year instituted a program of speech therapy in the elementary demonstration school. Each of the 400 pupils in grades one to eight has been given an individual test, and 20 are currently enrolled in special classes to help them overcome speech defects ranging from a lisp to severe stuttering. The program of testing and therapy is in the capable hands of W. F. Tarr, chairman of La Sierra's speech department.

► Final tallies of funds and gifts received by the College of Medical Evangelists during the fiscal year 1956-57 indicate investment of almost \$4,000,000 including: \$1,600,000 by the Ford Foundation; over \$1,000,000 by the Seventh-day Adventist Church; almost \$650,000 in research grants and contracts; approximately \$250,000 by alumni; \$113,000 to the two CME hospitals and clinics—at Loma Linda and in Los Angeles; and nearly \$29,000 in student aid funds; plus smaller but equally appreciated contributions from scores and hundreds of friends, patients, and local business and industrial interests.

Essentials of Critical Reading

(Concluded from page 20)

motives—the desire for status, the need for acceptance, and the like.

In addition to the determination to read critically, the young scholar needs a few special instruments with which he can probe not only his class assignments but everything else he reads. The semanticists' separation of language into emotive and informative provides the base for a necessary (and early) type of exercise. Since very little reading matter is strictly informative, the exercises should require the student to indicate which of several paragraphs has the greatest (or least) emotive element.

Another simple set of tools is provided when the reader is taught to check the authenticity of books and other printed sources, asking such questions as: Is the author an authority on his subject? Is the publisher reputable? When was the book published, and does that matter in this case? Since newspapers constitute a large portion of our total volume of reading material, another set of critical tools can be provided by instruction in newspaper organization and sources of bias, both of which are considered in Edgar Dale's "How to Read a Newspaper."

Once the student has mastered some of these basic skills of critical reading, he should be expected to use them on larger assignments which require him to decide where and how he should read critically. He should have opportunities to locate author inconsistencies, to compare sources which do not agree, to check dubious opinions against established authorities, to locate weak or irrational logic, to track down quotations to find out if they fairly represent the source, to go to original research data to check reported facts, and to identify overgeneralizations.

Numerous opportunities for these applications of critical reading skills occur in everyday high-school teaching. Forensic activities provide bases for the evaluation of various reading sources; this is especially true of debate if the debaters must be prepared to defend both sides of the issue. In connection with the current-events period, the teacher can ask some students to read about an issue such as "tariffs" from a very conservative newspaper, while another group reads on that subject from a very liberal newspaper. The resultant conflict in class should prove both enlightening and interesting. Even though secondary-school youths are too old to be afflicted with the Davy Crockett craze, they could get quite interested in comparing the legendary Davy Crockett with the much less heroic Crockett described in reliable history books.

Throughout the elementary grades, children are

taught the mechanics of reading, so they emerge from the grades in possession of a collection of weapons which can be used advantageously or detrimentally. The extent to which these reading weapons add to the enlightenment rather than to prejudice and ignorance depends largely on the success of the critical reading instruction in the secondary school.—*The Education Digest*, vol. 21, no. 7 (March, 1956), pp. 35-37. Reported from *The High School Journal*, XXXIX (November, 1955), 66-70. (Used by permission.)

► Southeastern California's Adventist Teachers' Association, a joint project of the education departments of the conference and La Sierra College, has grown from a membership of 70 when organized last April, to 125 currently. Four objectives are stated: to promote Christian education, to work for improvement of instruction, to promote professional and social development of teachers, and to cooperate with related organizations in promoting the first three objectives.

► A spectacular fire last October 25 resulted in complete destruction of the industrial arts department classroom, workrooms, tools, equipment, and supplies at Laurelwood Academy (Oregon), with a loss estimated at \$60,000. The laundry below was considerably damaged by water, but all movable equipment and all laundry were removed by girls so that "not even a handkerchief or a sock was lost."

► The first tri-school MV workshop in denominational history was held on the La Sierra College campus last November 1 and 2, with delegates in attendance from the College of Medical Evangelists, La Sierra and Pacific Union colleges. A main purpose of the study was to discover how to revitalize the Missionary Volunteer Society and its objectives and activities in the college.

► With 247 college students, and 124 enrolled in the academy, the 369 student population of Oakwood College is a healthy 5 per cent increase over last school year. Thirty-one of the 48 States and the District of Columbia are represented, as well as Africa, Bahamas, British West Indies, and South America.

► Upon retirement of W. B. Dart, after 19 years as principal of Lynwood Academy (California), N. L. Parker became the school's second principal, effective July 1, 1957. The 1957-58 enrollment of 341 students is comparable with that of the past three years—336, 329, and 358.

► Ralph L. Kooreny, chairman of the business and secretarial science department at La Sierra College, received the Ph.D. degree last August from the University of Colorado. Mrs. Kooreny also made good use of the study leave by securing her M.A. degree in education.

► A two-story biology wing has been added to the red-brick science building at Atlantic Union College, providing classrooms and laboratories for microbiology and zoology, a microbiology workroom, and a museum for reference specimens.

A Lesson From Churchill *

(Concluded from page 5)

sombre truth. . . . Yet he does not doubt our ability, if every man plays his part. . . . Sharing his faith, we return to our tasks—a nation unafraid."

How did Churchill do it? After the confused and lethargic years preceding 1940, England required a blood transfusion of its own history. This Flanders speech came at the necessary moment; in the dark hours after Dunkirk when there was no other army, its people became an army with banners. Because "Winnie" expected them to stand up and face the fire unflinchingly, because he believed they could do it, they gave him what he expected:

"We shall not flag, nor fail. We shall go on to the end. We shall fight in France, and on the seas and oceans; we shall fight with growing confidence and growing strength in the air. We shall defend our island, whatever the cost may be; we shall fight on beaches and landing grounds, in fields and streets, and on the hills. We shall never surrender; and even if—which I do not for a moment believe—this island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, will carry on the struggle until in God's good time the New World, with all its power and might, sets forth the liberation and rescue of the Old."

You may think what you like of Churchill today. But none can ignore or dismiss the Churchill of 1940.

In some measure Churchill sets before young leaders of today and tomorrow the solemn, undebatable truth declared many years ago by the messenger of the Lord: "There is no limit to the usefulness of one who, by putting self aside, makes room for the working of the Holy Spirit upon his heart, and lives a life wholly consecrated to God. If men will endure the necessary discipline, . . . God will teach them."¹

Seventh-day Adventists face issues that transcend those of 1940. The days ahead, we know, will become increasingly significant—vastly more consequential than the delivery of a nation. We look for young leaders who will deliver a world!

"God give us men! A time like this demands
Strong minds, great hearts, true faith and ready hands;
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor; men who cannot lie;
Men who can stand before a demagogue
And damn his treacherous flatteries without winking!
Tall men, sun-crowned, who live above the fog
In public duty and in private thinking."²

¹ Ellen G. White, *The Desire of Ages*, pp. 250, 251.

² Josiah Gilbert Holland, "God, Give Us Men!"

► W. T. Will, principal of Lodi Academy (California), received the M. Ed. degree last August, from Texas Christian University.

► Dr. Ralph Steinman, assistant professor of prosthodontia at CME's School of Dentistry, has recently been awarded a \$4,500 grant to aid in continuing his research into the relationship of food combinations to tooth decay. Last year Dr. Steinman received a \$6,000 grant from the same National Apple Institute and Fresh Fruit and Vegetable Growers' Association.

Some Semantic Implications of Theme Corrections

(Concluded from page 15)

not to say that there must be no judging of failure; but only that in evaluation short of the final reckoning, no worthy purpose is served with most pupils by branding their unsuccessful effort with a scarlet "F."

Those teachers who interpret all this concern for the feelings of learners as molly-coddling may feel that such care as has been suggested to keep interest in writing alive is ridiculous. They may recount the shocks they themselves have withstood from their own teachers who never hesitated to call a spade a spade: "And it made a man of me!" they will conclude. The ability of the strong to survive rough treatment, however, does not justify inefficient teaching. The loss is with the weak—those who lose heart and quit trying, those who decide prematurely that college is not for them, the majority who leave school unable to write a clear, grammatical, spirited, friendly letter. Mass education in a democracy must strengthen the weak, not eliminate them. And the average pupil requires careful handling, at least until he has found his own reasons for wanting to learn to write.—*The Education Digest*, vol. 21, no. 4 (December, 1955), pp. 49-52. (Used by permission.)

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Editorial NEWS AND VIEWS

Of Interest to Librarians The librarians' section of the inter-collegiate departmental conference, held at Washington Missionary College, last August 21-27, voted that librarian D. G. Hilt's list of Seventh-day Adventist subject headings (to be used as a supplement to the Library of Congress list) be mimeographed for the use of denominational libraries. This list has now been duplicated and a limited number are available in attractive 8½" x 11" book form. The cost is \$2.00 per copy. Order from the bookstore, Seventh-day Adventist Theological Seminary, 6830 Laurel St. NW., Washington 12, D.C.

Tax Exemptions and Education More than thirty bills were introduced into the 85th session of the United States Congress that sought to authorize income-tax credits, exemptions, and deductions for expenses incurred by students attending college. A special Congressional committee was appointed to conduct hearings on this and other problems of education, which extend into the current session. It seems likely that some form of income-tax relief will be voted for taxpayers who are going to school themselves or are putting their children through school. Already provision is made by law whereby a dependent student (one who carries a full-time load at a regular school for at least five calendar months during the tax year, and who receives half of his support from the parent) may claim \$600 deduction from his own earnings, and the parent may also claim \$600 exemption for him. As long as the parent furnishes half the support for the child, it makes no difference how large the child's income is.

Some education-conscious legislators are also endeavoring to secure passage of laws that would allow the teacher to claim income-tax deductions for certain professional expenses, including money spent on his own education for professional improvement. Concerning this, Senator Charles E. Potter recently said: "Ballplayers and firemen deduct the cost of uniforms and equipment. Business executives dine on pheasant and live in fancy hotel suites, chalking it up to necessary expense. Theatrical people even deduct the cost of a pair of spangled tights. Why, then, are we discriminating against our underpaid teachers when they attempt to develop themselves professionally?" A lawyer can attend a tax or real estate institute, an insurance man may take a short course in new methods of writing insurance, a physician may take a refresher course on the use of antibiotics, and deduct the costs from their income tax as necessary business expenses. But not so with the teacher who goes to summer school or takes night courses during the school year—unless the school board required him to take such courses as a condition of his continued employment!

General Education Necessary In the latter part of the nineteenth century Harvard's President Eliot introduced the practice of allowing students to elect courses of study, thus breaking away from the age-old tradition of rigidly outlined, specified courses for all students in a given curriculum. This innovation proved to be a mixed blessing. It gave students liberty to avoid difficult courses and to take easy ones, whether or not such courses were essential to their own development; and it has resulted in a proliferation of courses offered that is beyond all reason. *The Journal of Higher Education* for January, 1956, page 47, quotes a noted teacher:

"Nothing is more in contradiction with the purpose of liberal education than a curriculum composed of a large number of discrete and uncoordinated courses, all treated as if they were of equal importance. This kind of *laissez-faire* program is a confession of intellectual bankruptcy. . . . There should be far fewer courses than there are now in the program of the average college."

The harmful results of allowing immature secondary students to pick and choose easy courses is apparent among college freshmen. Our academies should require all students of ability to take content courses in the major disciplines, regardless of their protestations that they do not plan to attend college. The plans and aims of youth are subject to change. The wider horizons opened by the basic courses are what the youth need to stimulate them to improve their talents. We ought to heed this counsel from the "blueprint" of Adventist education:

"It is a mistake to allow students in our preparatory schools to choose their own studies. . . . Teachers should be careful to give the students what they most need, instead of allowing them to take what studies they choose."

"Many who feel that they have finished their education are faulty in spelling and in writing, and can neither read nor speak correctly." "Let all guard against becoming annoyed in spirit because they have to be drilled in these common branches."—*Counsels to Parents, Teachers, and Students*, pp. 215-217.

Suggestions Welcomed for a Better JOURNAL It is our aim to make THE JOURNAL OF TRUE EDUCATION really valuable to all English-reading Seventh-day Adventist teachers the world around. To that end we encourage our teachers, administrators, and educational supervisors to send in suggestions for improving THE JOURNAL. We also solicit articles on topics of interest to large numbers of our teachers.

We are happy to report that THE JOURNAL's circulation is growing yearly, both in the North American Division and in overseas divisions. At present we have a subscription list of 4,276. This is almost a thousand more than three years ago. Of the overseas divisions, the Far East leads, with 351 subscriptions; Northern Europe, 183; Southern Asia, 51.