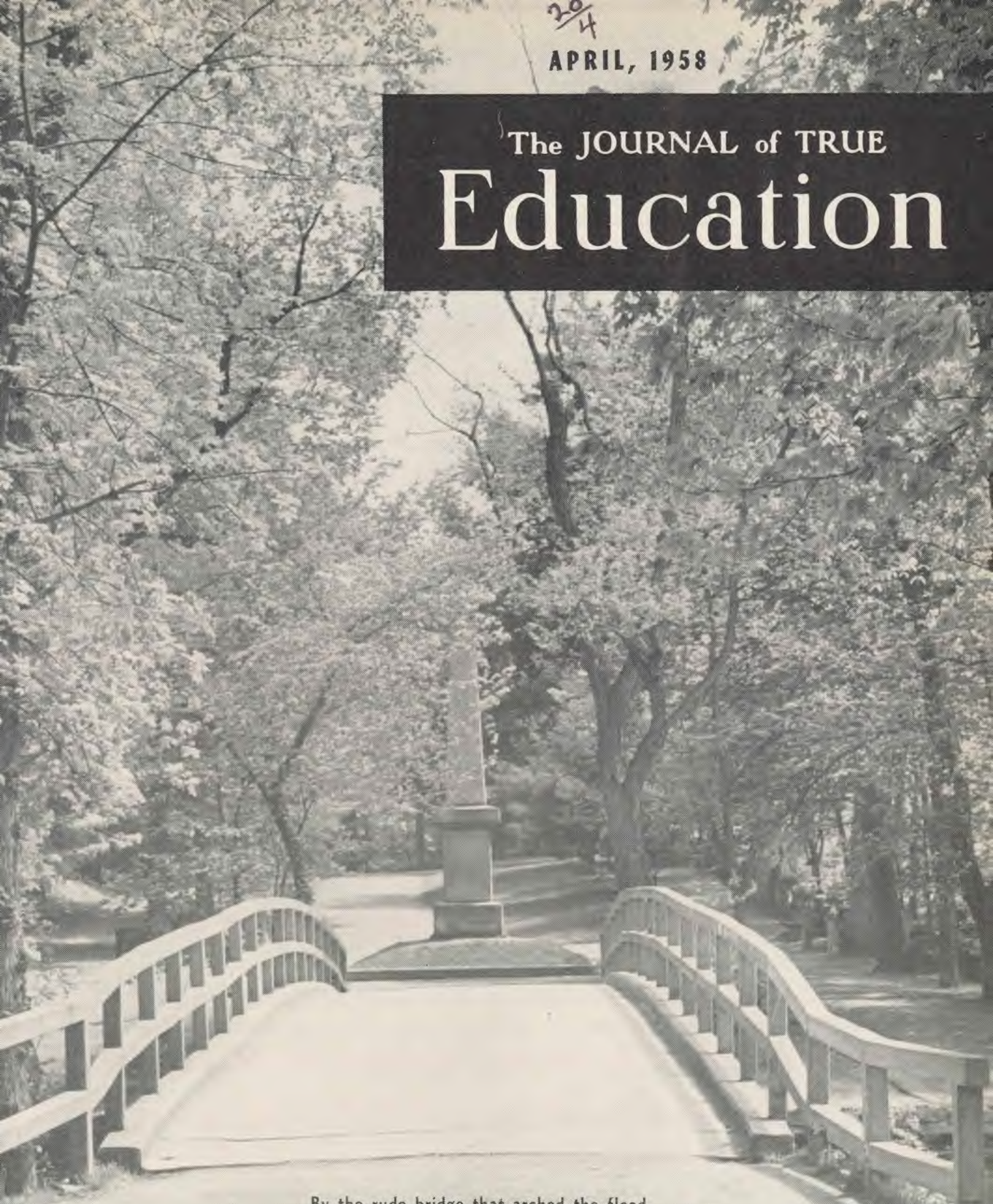
APRIL, 1958

The JOURNAL of TRUE Education



By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.

—Emerson

April 19, 1775

The JOURNAL of TRUE

Education

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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

ISSUED BIMONTHLY, OCTOBER THROUGH JUNE, BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, $1.75 A YEAR. PRINTED BY THE REVIEW AND HERALD PUBLISHING ASSOCIATION, TAKOMA PARK, WASHINGTON 12, D.C., TO WHOM ALL COMMUNICATIONS CONCERNING CHANGE OF ADDRESS SHOULD BE SENT, GIVING BOTH OLD AND NEW ADDRESSES. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

IMPRESSIONS OF OUR MISSION SCHOOLS

An Editorial

DURING three recent months your editor visited Adventist educational institutions in the Australasian Division. Four weeks were spent in the Central Pacific Union Mission and three weeks in the Bismarck-Solomons and Coral Sea unions.

Though the Central Pacific Union Mission has schools in the New Hebrides, Gilbert, and Ellice Islands groups, and in Tahiti, Pitcairn, and the Cook Islands, limitations of time allowed observation only of schools in Fiji, Tonga, and the Samoas. Fulton Missionary College, in the eastern Fiji Islands, is the training center for this vast field that stretches 1,800 miles from the Gilberts south to Tonga, and 4,000 miles from the New Hebrides east to Pitcairn. Travel between all these islands and the training school is most difficult; many places are not reached at all by plane, and only infrequently by boats. In fact, between some of these island groups there is *no* commercial passenger service, and students must come in by mission launch, sometimes traveling weeks at a time. Despite these handicaps, Fulton is thriving, with about 200 young people in attendance. As one walks about the campus he soon learns to recognize the various racial groups: the Melanesians (fuzzy-haired black people) from Fiji and the islands to the west; the Micronesians (small dark people) from islands to the northwest; the Polynesians (heavy brown people with straight hair) from the Central Pacific islands to the east. With the meager elementary schooling given in most of the islands, and the students' difficulty in studying in the English language, Fulton's task is an arduous one; but the teachers labor with devotion, and by God's blessing they are preparing workers for that vast area.

Two days by boat from Fiji lie the Friendly Islands, now known as the sovereign kingdom of Tonga and ruled by the native Queen Salote. Since the 180th meridian passes just west of Tonga, they should have the same days of the week as the Americas. However, because most of their trade relations are with Fiji, on the other side of the 180th meridian, the Tongan government secured passage of legislation providing for a jog in the date line so that their days of the week coincide with those in Fiji. This threw Sunday on Tonga back one day, to Saturday. Our people, believing it was not right to make this change, refused to move their Sabbath back a day. Curiously, therefore, the Methodists and other Sunday-keeping denominations attend church on the same day that our people keep the Sabbath. Though our main school in Tonga carries only elementary work, it bears the name Beulah College, in the usual nomenclature of that area. Of the 223 boarding students enrolled, one third are Adventists, and forty are in the baptismal class. The mission director told

me that practically all new church members come into the faith through our schools.

In British Samoa economic and sociological conditions make the work of the church very difficult. Old feudal patterns of family life are doggedly maintained by the tribal chiefs. The youth, with much stress, are seeking changes; and many of the most capable are migrating to other countries to escape the chafing burdens imposed by the chiefs. In the capital city we have a thriving mission school enrolling 425 students from kindergarten through tenth grade, of whom 79 per cent are from non-Adventist homes. However, each year a goodly number are baptized into the faith. There are some small village schools.

After holding institutes and visiting our major educational centers in New Zealand and Australia, we spent three weeks in the Bismarck-Solomons and Coral Sea union missions. Traveling by mission launch out of Rabaul, New Britain, through rough open seas to our Jones Missionary School was, to a degree that the cliché obscures, "a thrill of a lifetime!" This beautiful school (on whose campus occurred the wartime incidents recounted by Quentin Reynolds in his best-seller *70,000 to One*) trains students from and workers for far-flung island groups—from Mussau and Manus up near the equator, south through the Admiralties, Bismarcks, and remote Solomons. As at Fulton Missionary College, so here problems arise from the fact that there are few schools of any kind in this vast spread of island peoples. Our denomination has set up a pattern of village schools that take the students through two or three years of schooling. Though teachers sent to some village schools may themselves have no more than two or three grades of education, they are still far above their people in educational attainment. Sometimes one hears them drilling classes in spelling—and spelling the words incorrectly themselves; or teaching wrong processes and answers in arithmetic. Yet they provide an education which otherwise the youth of their people could not get. Besides, these teachers conduct morning and evening worship in the villages. They form the cadre upon which our worker force is built, and in these out-of-the-way places are developing "stones" for the temple of our God. The most promising students from these village schools are sent on to central schools, manned by overseas headmasters, which carry through grades six or seven. From here, in turn, the best students are encouraged to attend our union training schools, most of whose teachers are from overseas, and whence stalwart native workers spread out over the entire area.

As far as location goes, Jones Missionary School approximates the ideal, except that the only roads to or from it are those made by boats through the sea. A hundred yards from the buildings the Coral Sea's foaming breakers roar across the reef onto the white-sand beach, lined with graceful coconut palms and banana, mango, and breadfruit trees extending along the rich maritime plain and back toward the low mountain range covered with fine hardwood forests, which, for years to come, will supply lumber for the school industries. In these idyllic surroundings excellent workers are trained, for whom all the surrounding missions clamor upon graduation.

Across the Coral Sea, on the immense island of New Guinea, even more colossal problems confront our educational work. Many of the students are only months—or at best a few years—out of the "Stone Age." In one elementary school of about eighty pupils the director told me that at least half of them had eaten human flesh. Even in our central schools many pupils own no clothing except a brief skirt of leaves. Though the elevation in central New Guinea is high and the climate is cold, many in our dormitories lie down to sleep at night without any kind of covering. Because every few miles there is a different language (in most instances not yet reduced to writing), instruction in the first two grades is in pidgin—for which it is really extravagant praise to say it is an inferior, absolutely inadequate medium of communication for any level of education. After a few years, instruction is given in English, so that textbooks may be used by teachers and pupils. Against these tremendous odds our teachers struggle, and turn out native workers who are annually winning many souls to the Lord Jesus.

In all schools in mission territories of the Australasian Division, students grow their own food. Except one or two schools located in cities, all have farming land, and every student works about four hours a day under direction of a farm manager. Nature is kind to these islands, and students grow practically all their food in their gardens. Though the quantity is sufficient, there is little variety. Every meal is the same—boiled sweet potato, cassava, or taro, with coconut. Some use bananas, breadfruit, or citrus fruits, which could be grown much more than they are, but most of the island people do not care for them. In nearly every mission school the students gather and cook their own food, working in groups. Only in rare instances is there an adult cook or matron to supervise the food preparation.

In all these schools, overseas personnel are from Australia or New Zealand, many of them having been trained in our Australasian Missionary College, familiarly known as Avondale. However, because government officials have not accepted the credits from our college, quite a number of our teachers were trained in state universities. It was gratifying to observe the devotion and sacrifice of our brethren down under who serve our mission schools. Even though conditions are often most trying, this is one of the most interesting mission fields to be found anywhere in the world, and a strong work is being done.

One conviction of your editor, gained originally from personal service in mission fields, and greatly strengthened during this visit, is that no fuller life or more rewarding career is available to our youth than that of sustained service as teachers in our overseas schools.

I Would Like to Teach Another Seventy Years!

Frederick E. Bolton

DEAN EMERITUS, COLLEGE OF EDUCATION
UNIVERSITY OF WASHINGTON

I'M only ninety. Regulations have already conspired to put me on a part-time schedule, but I still work more than full time, as I always have. And had I another life to live, I would elect again to be a teacher.

So many articles have been published in the last decade's epidemic of pity for the teachers' poverty and ostracism that thousands have deserted the ranks and only a relatively few candidates are preparing to work in a field which seems to me after seventy years of membership to be a peerless profession. It is to these present and prospective candidates that I want to speak.

I readily admit that teachers' salaries, on the average, are much too low, retirement allowances woefully inadequate, tenure much less secure than it ought to be. But exactly the same indictments can be leveled at almost all other public services, where values can never be measured by monetary compensation. In my lifetime, I have seen teaching emerge from a job given to cripples, itinerant eccentric Ichabod Cranes, and doomed spinsters to the status of a profession with extended special training and technical skill.

Someone may be thinking, "He was a university dean. His work has been administration and not teaching." But I was a public-school teacher for a considerably longer time than the average woman teacher, whose professional life is only three or four years. After that, for forty-three years in higher educational institutions I taught classes every school day, plus forty-one summer sessions; and my administrative work of the last twenty-seven years was always on top of a full load of teaching. I have taught in all about 30,000 students. I started in November, 1885, at $30 per month, a princely salary compared with the $19 a month received the preceding summer as a "hired hand" on a farm. The schoolroom was a snap compared with that. It was a genuine country school with forty-five pupils ranging in age from four to twenty-four. I was nineteen, had finished about two years of high school. I had never heard of professional training. There was certainly no social ostracism, then or ever; on the contrary, I was thought to be the most learned person in the district.

At no time since the old New England "dame schools" has there been any validity to the charge of community ostracism of schoolteachers. One trouble has been that no agreeable young woman could teach more than a year or two before being whisked away. They used to have their pick of the finest span of matched bays for the drive to Sunday dinner; now it's the shiniest convertible. There are teachers who ostracize themselves, of course. I have attended parent-teacher meetings where the teachers were absent or mere listeners, ignorant and disdainful of the problems of the community.

Some teachers complain of taboos. Doubtless there has been some unfairness. But most citizens think of the school as an agency for inculcating ideals that will elevate the standards of society; they expect education to bring better housing, better food, better transportation, better communication, better laws, better observance of laws, rights and duties, and better behavior. They do not want teachers to drink and gamble. That is as it should be. Persons who do not wish to promote betterment certainly should not engage in teaching.

If the public believes that we are serving the interests of their communities and regard us as friends, they will not need to be bludgeoned by strikes and school closures into providing adequate compensation. There has never been such a spontaneous mass campaign for it, or such recognition of schools as the salvation of society. Many communities and legislatures have already voluntarily responded to teachers' needs through orderly and rational procedures. The sums provided compare favorably with the financial status of the majority of those who pay our salaries. But teachers, like all persons engaged in public service, should find large compensation in the opportunity for service and satisfaction in work well done. The worth of such service is never completely evaluated during a lifetime. Socrates, the teacher, had scarce a place to lay his head, but how rich a heritage he bequeathed compared with the gold of Midas!

I do not regard teaching as a sacrifice. Throughout the ages there has been a direct relation between the education of a people and the stage of their civilization; I have been glad to promote it. I have

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Essentials to Success

Taylor G. Bunch
PASTOR, SLIGO CHURCH, MARYLAND

THE time demands greater efficiency and deeper consecration."[1] A demand indicates something absolutely essential, something imperative; not mere advice, counsel, or suggestion. The first demand is for better training for better service; the second is for a greater, more complete dedication to the task.

Efficiency is defined as "the power, characteristic, or manner of operation. . . . Capacity to produce desired results. . . . Effective operation of a business, or performance of a business task, with a minimum of waste effort."[2] The degree of efficiency needed and available is set forth in the statement that God "will bestow upon His faithful servants the measure of efficiency that their need demands."[3] The needed efficiency, therefore, comes from God, the source of all wisdom, knowledge, and power.

And the promise is, "My God shall supply all your need according to his riches in glory by Christ Jesus."[4] "My God will supply all that you need from His glorious resources in Christ Jesus," is the Phillips translation.[5] But how great *are* His resources? "Why should the sons and daughters of God be reluctant to pray, when prayer is the key in the hand of faith to unlock heaven's storehouse, where are treasured the *boundless resources of Omnipotence?*"[6]

We are told that this needed efficiency is bestowed through the agency of the Holy Spirit, and is therefore the fruit, or gift, of the Spirit: "The fruit of the Spirit will be seen in the life, and the efficiency of the Spirit will be seen in the work."[7] In his letter to the Galatians the apostle Paul enumerates nine characteristics of the fruit of the Spirit.[8] These and three additional characteristics listed in Ephesians[9] are the fruit of the spiritual tree of life, which are seen in the life as evidence of the transformation of character. The Holy Spirit is also the greatest of all educating and training agencies. "God can teach you more in one moment by His Holy Spirit than you could learn from the great men of the earth."[10]

When Christ ascended to begin His work as our high priest, the Holy Spirit was sent down to direct the battle on earth in His stead and as His representative. Of this gift we read: "This promised blessing, if claimed by faith, would bring all other blessings in its train, and it is to be given liberally to the people of God."[11] The "all other blessings" include the needed efficiency for effective service, and the promise was abundantly fulfilled to the apostolic church. It will again be enjoyed by God's remnant people. *Even now* "the power of God awaits their demand and reception"[12]

The following counsel is timely:

> One worker who has been trained and educated for the work, who is controlled by the Spirit of Christ, will accomplish far more than ten laborers who go out deficient in knowledge and weak in the faith. One who works in harmony with the counsel of God, and in unity with the brethren, will be more efficient to do good than ten will be who do not realize the necessity of depending upon God and of acting in harmony with the general plan of the work.[13]

Here is the chief secret of the efficiency and success of Moses, Daniel, and Paul. But efficiency depends also upon our own cooperation and efforts. Education, training, and efficiency demand diligence in reading, study, and training in order that the worker may do an ever better job. We are told that to be successful workers for God we must have "integrity, intelligence, industry, energy, and tact"; and that, "possessing these qualifications, no man can be inferior; instead, he will have a commanding influence for good."[14] We are also told that "tact and good judgment increase the usefulness of the laborer a hundred-fold."[15]

The second demand is for a "deeper consecration." The greater the knowledge and efficiency, the greater the need of an ever-deepening consecration. Without consecration the greatest scholastic training may signally fail. The two should be combined and properly balanced, as they were in Moses, Daniel, and Paul, three of the best-trained and most-consecrated men in the history of the church. Someone has said that the greatest need is for more Ephesiancy—an experience like that set forth in the epistle to the Ephesians.

Consecrate means "to make, or declare, sacred or holy; to appropriate to sacred uses; to set apart, dedicate, or devote, to the service or worship of God,"[16] as was the Sabbath at creation, and the priests to the Temple services. We read: "Follow peace with all men, and holiness, without which no man shall see the Lord."[17] The Revised Standard Version reading is, "Strive for peace with all men, and for the holiness without which no one will see the Lord"; and Weymouth's rendering is, "Persistently strive for peace

with all men, and for that growth in holiness apart from which no one will see the Lord."

Like "greater efficiency," a "deeper consecration" is a gradual work, a "growth in holiness." And growth always requires time, as in the realm of nature, which depends on the condition of the soil, cultivation, irrigation, and other environments. Paul wrote: "And all of us, with unveiled faces, reflecting like bright mirrors the glory of the Lord, are being transformed into the same likeness, from one degree of radiant holiness to another, even as derived from the Lord the Spirit." [18]

Commenting on this text, one of the authors of *The Pulpit Commentary* wrote:

> This is one of the most solemn sayings of the Bible. How short and simple it is: but how pointed and powerful! It falls upon the ear with a sharp sound of authority. It reverberates within the conscience like the echo of thunder among the hills.

While justification by faith is the work of a moment, sanctification or consecration is the work of a lifetime, even as is the gaining of efficiency. Progress should never cease as long as life remains in the body. There is no excuse for stagnation or fossilization. It is said that the room for improvement is the largest of all rooms which human beings can enter.

Man should never become satisfied with his attainments, for satisfaction is the end of progress. In fact, it is a dead-end street. A person's thinking he has arrived intellectually or spiritually is evidence of ignorance, or at least limited knowledge. The statement of Paul that "we know in part" [19] should spur us on to greater efforts to attain and achieve.

One of the severest rebukes in Holy Writ is to last-day professed Christians who are satisfied with their knowledge and spiritual attainments. Even though God declares them to be in a "lukewarm" state, they boast, "I am rich, and increased with goods, and have need of nothing." They know not that they are "wretched, and miserable, and poor, and blind, and naked." [20] This is, indeed, a sad spiritual state, demanding repentance and reformation—a drastic change.

Is it any wonder that "the time demands greater efficiency and deeper consecration"? May this demand be more fully satisfied in our lives and work.

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[1] Ellen G. White, *Testimonies for the Church*, vol. 9, p. 27.
[2] Webster's *New International Dictionary* (2d ed.).
[3] White, *Prophets and Kings*, p. 165.
[4] Philippians 4:19.
[5] Philippians 4:19. Phillips, *Letters to Young Churches*, copyright 1947, by The Macmillan Company. Used by permission.
[6] White, *Steps to Christ* (pocket ed.), pp. 94, 95. (Italics supplied.)
[7] White, *Testimonies for the Church*, vol. 7, p. 39.
[8] Galatians 5:22, 23.
[9] Ephesians 4:2, 3.
[10] White, *Testimonies to Ministers*, p. 119.
[11] *Ibid.*, pp. 174, 175.
[12] *Ibid.*, p. 175.
[13] White, *Evangelism*, p. 474.
[14] White, *Gospel Workers*, p. 111.
[15] *Ibid.*, p. 119.
[16] Webster's New International Dictionary.
[17] Hebrews 12:14.
[18] 2 Corinthians 3:18, Weymouth.
[19] 1 Corinthians 13:9.
[20] Revelation 3:14-17.

This Business of Education

T. E. Unruh
PRESIDENT, EAST PENNSYLVANIA CONFERENCE

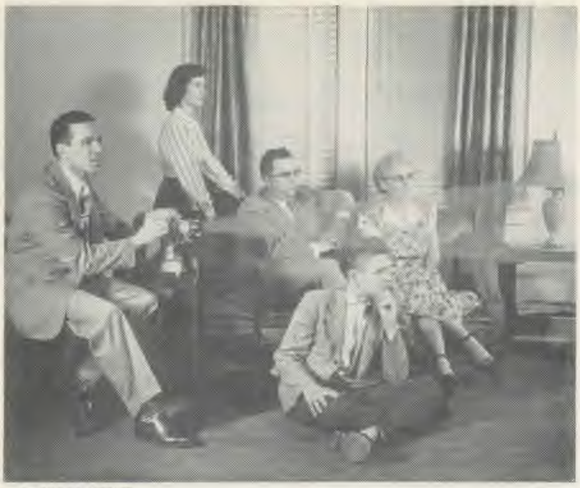
WHAT a business it is! What conflicting convictions prevail concerning its objectives, its aims, its ultimate purposes! What a volume of experimental work is being carried on to establish the validity of those conflicting aims! What endless routine! What changes in technique! What shiftings of viewpoints and approaches! What an unending stream of new devices!

Yes, what a business! Everything about it changes; but the victim is still the same—just plain child.

How easy it is for us teachers to lose our way—to place alternate emphasis on method, technique, subject matter, or routine. How easy to forget the child—bewildered and fearful, or bold and defiant—wondering what it is all about. How easy to make classes, tests, and grades our primary concern, and crowd into the background of our thinking those things of eternal worth—life and destiny. How easy to account for a lad's failure on the basis of a superficially formed opinion concerning his degree of mentality, when it might well have been *our* failure, not his! How easy to administer punishment to a maladjusted child, with little or no thought or effort to discover the causes of his maladjustment. How easy, but how unkind!

To the teacher who has eyes to see, ears to hear, and heart to feel, teaching is a great adventure. Precious discoveries reward his daily efforts. What accelerated progress may result from a single word of encouragement sincerely uttered! What efforts children put forth to live up to our expectation of them, when our confidence in them is genuine. What a thrill to help in reclaiming a problem child.

Yes, teaching is a great adventure, and the essential factors in education are still discoverable: the child, character, and God.



J. BYRON LOGAN

English, Bible, and Soul Winning

Theodore E. Miller

PRINCIPAL
SEVENTH-DAY ADVENTIST SCHOOL
GOBLES, MICHIGAN

AS SCHOOL got under way in the fall of 1956, and we entered into diagnostic work in ninth- and tenth-grade English, a general deficiency in the reading skills was discovered. We therefore launched a program of reading in class and of vocabulary study.

Progress was slow, and interest lagged as the word lists got longer. Something must be done quickly if twenty young people were to be saved from the handicap of being poor readers.

Believing that if each student could hear how his own reading sounded he would be inspired to strive more earnestly for improvement, we began to record each reading. Immediately interest soared to a high level. Students requested the privilege of selecting passages from the anthology, which they could study and prepare for recording. There was an atmosphere of urgency during the ensuing English period. Some were studying selections with rapt attention, while others were searching for suitable passages.

For the next two English periods we were busy recording. On the third day the recordings were played back to the students, and expressions of delight were punctuated by occasional sighs of disgust as a student detected an error in his own delivery.

After several sessions of recording and listening to the playbacks, the teacher told of how much his classes in another academy had enjoyed making a "radio program." This suggestion caught fire spontaneously. For our first attempt at "broadcasting," a newscast was chosen, with station announcer, commercials, foreign correspondent, and sports announcer.

The scripts were prepared by those who would use them. Microphones were set up and attached to an amplifier and a tape recorder. Almost two weeks were spent in practice and in "polishing" the scripts. Then came the great day of the "broadcast." The announcer and all other participants were at their "mikes" when the technician flashed the red light.

Visitors were present to give the speakers the feel of an audience. As each program part was announced, the speaker was ready to "go on the air." All parts were read except the commercials, which were either sung or presented as short, animated dialogs. Reading had changed from agony to fun, and everyone did a fine job.

The radio program was interesting, but even this was not "speech with a purpose." Youth crave action and adventure, and Adventist youth are eager to share their faith. When, in early spring, the possibility was suggested of giving Bible studies to interested persons, it came as a welcome opportunity to use the recently acquired reading skills.

For the next few days the morning worship periods were used to practice the fine art of giving effective Bible studies. We used the View Master projector and the 20th Century Bible Course lessons. The SAVE machine might have given a better presentation of the material; but it would have taken away the opportunity to read, and that must not be.

Our pastor, colporteurs, and rest homes in the area provided prospects for Bible studies and cottage meetings. Four soul-winning teams were organized and sent out, each with a faculty sponsor. These presentations were well accepted by the people, and the demand kept the Bible studies going well into the summer.

In each course offered in grades nine and ten, a term paper or a project is required. Active participation in presenting four or more Bible studies was accepted as the project for New Testament history. To receive such credit the student must have successfully performed the various operations involved in presenting a study. Nearly every student participated, and the enthusiasm held up magnificently.

Don't let the school year end without first taking a look at what you have succeeded in doing or failed to do. Use the two instruments that follow. The first one seeks to evaluate your teaching practices. The second should help you to evaluate your out-of-classroom life and work as a professional.

MY YEAR AS A TEACHER: 1957-1958

1. I introduced the following new technics in my teaching this year:

2. I used these major visual aids during the school year (names of films, filmstrips, recordings):

3. In my teaching specialty, I took time to improve reading skills in this manner:

4. I made use of these resources (people, places, things) from my neighborhood and community:

5. I asked for help from my supervisors in these areas:

6. I tried out these varied home assignment projects:

7. I helped identify these exceptionally able children (name of child and special ability) for further attention:

8. I had serious disciplinary problems as follows (name of child and nature of problem):

9. My disciplinary problems probably arose because:

10. As I look back I am most proud of these professional activities:

Now for a look at your activities and achievements as a member of the profession. How well did you do in this area?

MY YEAR AS A TEACHER: 1957-1958

11. I served on these committees in my school system:

12. I served on these committees in connection with my local professional associations:

13. I took part in these community activities:

14. I volunteered for the following student extraclass activities:

15. I made these suggestions for improving procedure in school operations (other than classroom):

16. I contributed the following material to professional magazines and bulletins:

17. I engaged in research projects having to do with these problems:

18. I read these professional works (books, monographs, bulletins):

19. I took part in professional conventions and meetings in these ways:

20. I spent part of my free time on these hobbies:

We hope you were ruthlessly honest with yourself as you evaluated your own achievements. And no use worrying about the things you haven't done. Next September will offer you bright new pages on which to begin new chapters in your life as a classroom practitioner and as a member of the teaching profession.

Reprinted from *The Teacher's Letter*, May 5, 1957. (Used by permission.)

Developing Pupil Self-control

Mildred Summerton

ASSISTANT PRINCIPAL, REGISTRAR, TEACHER
WISCONSIN ACADEMY

Strength of character consists of two things,—power of will and power of self-control.[1]

ONE of the problems facing many a teenager is the fact that he has not found the true enjoyment that can come to his life, because he has not yet learned the value of self-control. Clearly, we cannot ignore the importance of this topic, for the teacher has a definite role in helping his students to accomplish the needed self-control in their lives.

First of all, the teacher must give evidence in his own life and conduct that he has himself well under control. Students are quick to discern a teacher's lack of self-control. If they find him somewhat weak in this characteristic, their respect for him and their confidence in him are immediately lessened.

Most of us have, at one time or another, had the unfortunate experience of working under a teacher who lacked self-control, and any disturbance in the class might lead to an outburst of temper. Members of the class soon learned this, and made certain that the events of the day would lead to such a demonstration. In spite of some very admirable traits of character, the teacher who obviously lacks self-control in his life will inevitably fail in his work with the class.

Students in the secondary school appreciate the teacher who has a good sense of humor. He who can on occasion laugh with his students, and at times even be laughed at, is genuinely accepted as a friend as well as a teacher. A bond is formed between the students and the teacher when they sense that he is, after all, quite "human."

William H. Hudnut, Jr., has aptly stated the formula for true self-control. Though he was addressing the ministry, his statement seems equally appropriate for the teacher:

Cultivate radiance, a sense of humor, the ability to laugh at yourself, humility, freedom from sensitiveness, a constant feeling of gratitude, and the renewal that comes from an intimate, directing, and daily experience of prayer.[2]

The teacher who would succeed in his classroom work must have that dignity of self-control that can come only when he makes time in his daily schedule to receive the strength which comes through prayer. Thus we can agree that the first essential in developing pupil self-control is that the teacher himself display this characteristic in unusual situations and at all times.

Next in importance is that the teacher arrange his schedule to allow counseling periods with every student in his class. These individual counseling times give the teacher opportunity to become better acquainted with each student, and to help those who display weakness in self-control. I have found that expressing an interest in these students, entirely unrelated to classroom activities, builds a union between the students and the teacher. When students understand what the teacher desires, he can proceed to expect great things from them.

Counseling periods often provide opportunity to discuss the matter of self-control. It may not always be labeled as such, but the student can be led to consider some of his actions. If the teacher can mention some situation in which he noticed that the student showed a marked degree of self-control, it will be an encouragement to him.

The Spirit only can teach. Not any sensual, not any liar, not any slave can teach.—EMERSON.

Students should know that the teacher has confidence in them, not only now but for the future. Above all, these students need to understand that they are looked to for leadership in the school—the leadership that can come only from students who are self-controlled. Many times the least promising will respond to this challenge, if they believe that leadership is really expected of them, and if someone has faith enough in them to assure them that they can do it.

Never should the teacher allow himself to become so absorbed in the daily routine that he cannot make time and opportunity for these personal touches. Never should he become so unimaginative that he cannot visualize his students—a little way ahead—

in positions of responsibility. If honest faith in them is sincerely expressed, they will respond.

A young man recently wrote: "No one knows what course my life would have taken had it not been for the teachers who expressed faith in me. Many times after I left the academy, especially when I was in the Army, I thought of the teachers who had faith in me while I was in the academy; this kept me from plunging headlong over the side."

Then we should consider that often it is the student's desire to be noticed which leads to some classroom displays that cannot be tolerated. The wise teacher will plan activities that will allow this type of student to earn recognition through his ability to accomplish something worth while. He might be given the responsibility of chairman of some project, which will help him to understand the importance of classroom order.

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.—ALBERT EINSTEIN.

It is well for the teacher, at the beginning of the year, to discuss with the class the aims and objectives that are to be accomplished during the school year. If approached confidently and cooperatively, most students will recognize that to benefit fully from the class they must do their part. They will be encouraged if, from time to time, mention is made of the improvements they have made.

Secondary students enjoy a challenge; therefore, at the outset of the year's work the teacher may well emphasize that there will be some assignments that will demand time, effort, and diligent application. These well-prepared assignments are, of course, another step in the development of self-control. Only carefully executed assignments should be accepted by the teacher, for if he allows a student to hand in work which has been carelessly done, he has missed the opportunity of helping that student to develop the self-control necessary to do one's best.

The academy teacher must take a deep interest in his students outside the classroom as well as in, if he would play the full role in helping them to develop self-control. Special attention should be given to those under discipline, for they will need encouragement. It is entirely appropriate for a teacher to compliment a student who has faithfully carried out a discipline assignment.

It is the peculiarity of knowledge that those who really thirst for it always get it.—RICHARD JEFFERIES.

An occasional well-planned chapel talk on the necessity and value of self-control may be presented. Student participation in such a chapel period would be most effective. There are times, too, when the topic comes up in classroom discussions on the material studied. Wise use of such casual and impersonal opportunities to let the students know the importance of self-control in their lives may often be more effective than a more direct approach.

Surely the teacher plays a large part in developing self-control in his pupils. Above all, the academy teacher should give unselfish interest and wholehearted devotion to the privilege and duty of living, playing, working, and praying with his students.

> Teaching your students to be Christians is the greatest work before you. Go to God; He hears and answers prayer. . . . Let no harshness come into your teaching. Be not too exacting, but cultivate tender sympathy and love. Be cheerful. Do not scold, do not censure too severely; be firm, be broad, be Christlike, pitiful, courteous.[3]

If we as teachers could meet the standard set before us in these words, then surely we should be able to fulfill our obligations in developing in our students a self-control that would make them young men and women of principle, "with firmness in the right as God gives them to see the right."

A Teacher's Prayer

Dear God, today I would a gardener be,
And plant in desert places, roses fair;
Where tragedy and sin an emptiness have left,
I'll leave instead a garden blooming there.

Guide me, dear Lord, where fertile seeds may fall—
The seeds of truth and kindness scattered free
And watered by Thy showers of love divine,
In time will blossom full and sweet for Thee.

Asleep on every hand are those who have not sown;
They wander aimlessly, see not the world in need.
O Lord, accept my high resolve their hearts to warm—
For them, and those they might inspire, I plead.

Remove the hedging wall of frailties and faults
That I may see beyond my present sphere;
And, seeing, faith will lead me yet afar,
And planting there, the flowers will bloom as here.

Then when the Master Gardener comes to view
The gardens He has watered where I've sown,
Oh, may it be among the fragrant blossoms rare
He'll find me, and accept me as His own.

M. E. MOORE, *Principal*
Union Springs Academy
New York

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[1] Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 222.

[2] William H. Hudnut, Jr., "Are Ministers Cracking Up?" *The Christian Century*, vol. 73 (Nov. 7, 1956), p. 1288.

[3] White, *Testimonies for the Church*, vol. 5, p. 590.

Flinch not, neither give up nor despair, if the achieving of every act in accordance with right principle is not always continuous with thee.—MARCUS AURELIUS, *Meditations.*

Qualifications of Good Teachers*

Myrna Johnson

COMMERCIAL TEACHER
WALLA WALLA COLLEGE ACADEMY

HAVE you ever sat in a classroom listening to your teacher expound on history, mathematics, science, accounting, or some secretarial procedure, and wondered what it would be like to be on the other side of the desk? Have you ever wished, some morning when your teacher gave you an examination, that you could give *him* the test? But wait—teaching consists of more than giving examinations, correcting quizzes, and giving lectures. It means more than going to your classroom, teaching the lesson, and then leaving.

I'm not sure why I chose teaching as a profession, but I'm glad I did. If there ever was a time when I wavered between teaching and a secretarial position, I wasn't aware of it. Maybe the most important factor was the actual call. I accepted it.

Several weeks after I first began teaching, I met some friends, and as we were talking, one asked, "Who's learning more, you or your students?" There was no doubt—I was!

I well remember a talk Dr. Joy gave when she and her husband were on furlough from the mission field in 1954. She said she knew that the mission field had done more for them than they had done for the mission field. So it is with teaching.

Some of you may be wondering whether you should teach, whether you are the right person, whether you would enjoy it. The other day I had two of my classes type sentences stating the characteristics they felt the ideal teacher should have. There is a difference between reading from a book the qualities of a good teacher, and having your own students tell you. I should like to share some of these statements with you. Remember, these are teen-agers expressing their convictions:

Students don't like a teacher who acts like a boss; they would rather have him or her play the part of a guide.

My biggest peeve about a teacher is when he sets a rule and then never carries it out.

Teachers are only human beings, but they do have a very definite influence on the student when he is growing up.

An ideal teacher should be patient, willing to cooperate with his or her students, willing to see the students' side of the story; and above all else, should like people.

Teachers should be young, and be able to get along with the students and other teachers. When going on a party, they should take part and show that they are really interested in what the students do as a whole.

I think a teacher should be well suited to the subject he is teaching, and not be put into some position just to fill it, and not be qualified for the job.

Teachers should also be good examples for the students, and should be good sports, fair players, and good Christians. From a student's point of view it is hard to say what to expect of a teacher, because teachers have many things that are hard to put up with, too. They should just do as well as they know how; and when they make mistakes, they should do their best to correct them. That is about all anyone can do.

The ideal teacher is someone who has to have the patience of the saints.

She must know her subject thoroughly, and be able to explain it in such a way as to make it clear to each student. If a student cannot grasp the subject, she must take time to explain it to him personally, if he asks her, and not lose her temper at his stupidity. She must always be well dressed and neatly groomed. The size of her wardrobe makes no difference; but it must be clean and freshly pressed, so as to look neat.

She should not have "pets."

I like a teacher who makes the kids keep quiet. Then they can learn something out of school.

I like teachers that are fun outside of school hours.

I like teachers that bring out discussion without forcing any one student to answer.

One girl finishes her paragraph:

She must represent the teachings of her denomination perfectly, as she is an example and is watched constantly.

Maybe you are wondering about the rewards of teaching. It is not the income in terms of money that matters, but the income in terms of students saved in the kingdom of God. It is not the pleasure you get, it is the pleasure you give to others; not the honor you might receive, but the honor you can give to your students. It is not doing things for yourself, but doing things for your pupils. And that really is the golden rule as given by the Master Teacher.

Joy Morgan wrote in the *NEA Journal:* "Teaching is the most fruitful of patriotic services. The teacher holds the most sacred trust within the gift of society, and can do much to improve mankind." Miss Hungerford, known as "a woman to warm the heart by," said, at the end of her long teaching career: "You know, I feel ashamed. I was not very well trained. You see, all I had was love." Another beloved teacher says: "I don't like to teach school, but I love to teach boys and girls." And our own Ellen G. White has written: "He [the teacher] should see in every pupil the handiwork of God,—a candidate for immortal honors."—*Counsels to Parents, Teachers, and Students,* p. 229.

* A talk given at an MV meeting after a few months of teaching. Miss Johnson is now in her third year of teaching, and remarks that if by publication of this talk she can "advance the teaching profession in the slightest," she will be well rewarded.

An Objective View of the

Home and School Association

O. J. Ritz
PASTOR, GREEN BAY, WISCONSIN

EVA LUOMA

IN THE Home and School Association the teacher finds an organization designed to promote the over-all interests of education as they touch upon the varied interests of the home and the classroom. His sympathetic understanding of the association's objectives can bring mutual good to himself, his pupils, and their homes. On the contrary, strained relationships here can greatly impair the teacher's effectiveness in classroom and community. The discerning teacher will sincerely seek a fair and unbiased evaluation of the organization's program, and will endeavor to become its strong advocate.

We shall attempt here to review the purposes for the association's existence, and to evaluate teacher benefits that may be derived from cordial working relationships therewith.

1. *The Home and School Association is an exploratory organization,* designed to examine—under the teacher's professional guidance—the divine blueprint of Christian education. The clearer the concept of the divine plan, the more sound will be the operation of the principles of true education in the home and in the classroom. The astute teacher will create within the circle of his influence an exploratory approach to the Master's design, and thus spare himself the dogmatisms of some laymen whose educational finality often brings hardship upon the teacher. Parents and teachers do not formulate the educational blueprint; it is already established by an all-wise God. Through consecrated searching, this divine pattern will become ever clearer, and both parents and teachers are sure to be enlightened by the mutual quest.

2. *The Home and School Association can create and foster an "education consciousness."* Here every teacher has a challenging opportunity to awaken in his community or church an atmosphere of educational awareness which, instilled into the minds of the children and of their parents, is a most rewarding objective. Too many parents are not really education conscious—they send their children to school because the law requires certain educational achievements. Consciousness of what education really is and what it can mean to the individual will set for the child a pattern that will crystallize with the years. Education consciousness is the leaven that raises education from the shackles of the law to the spirit of creativeness.

3. *The home and the school are two sides of the education triangle,* which requires the church to make it complete. Any educational philosophy that omits any of these three from its ultimate influence must be regarded as a policy of retrogression. In this trinity the home, the school, and the church have equal importance in the over-all picture of character training. Each within its own sphere, yet all united in a comprehensive whole, will build characters for eternity.

Bound together by ethical, scholastic, and spiritual ties, the Christian home, the Christian school, and the Christian church stand as an impregnable fortress, whose champions and defenders are the consecrated teachers, pastors, and parents, and whose strength and effectiveness lie not in exaggeration of any one but in the intelligent and harmonious cooperation of all three. The Home and School Association brings opportunity to observe, study, and discuss this effectiveness.

4. *The Home and School Association provides a time and place for discussion of administrative problems.* Few parents are intimately acquainted with the inner workings of school administration, and much educational friction stems from this lack. Through the Home and School Association the progressive teacher can place before the parents a battery of administrative problems that have their origin in crowded classrooms, inadequate educational and/or recreational facilities, and a host of other perplexing situations. When the parents, as a group, are made acquainted with these problems, they usually set themselves to do something constructive about the needs.

5. *The Home and School Association affords opportunity to discuss problems of morals and discipline.* Every schoolroom has its quota of "impossibles" —boys and girls with stubborn personality traits— who can collapse a teacher's dream castle. In dealing with these impossible situations the teacher will do well to enlist the help of the parents. In the Home and School Association, problems of personality traits, apparently inherent tendencies to delinquency, and trying dispositions may be profitably reviewed. Remember, however, that in these public meetings we discuss principles only, never individuals. No remark or comment should ever be made that will in any way identify Johnny as the troublemaker or Mary as the slow pupil.

Through presentation of a child psychologist as guest speaker or a motion picture bearing on the topic, with parent-teacher discussion, the problem child's influence can often be dealt with effectively. Many an unsuspecting parent has thus discovered both cause and cure for his child's out-of-the-ordinary behavior pattern.

When teacher and parent mutually understand a child's personality problem, there is opportunity and possibility, through coordinated teamwork, to bring about a solution. The parent in the home and the teacher in the schoolroom, unitedly advancing upon a problem, can often bring lifetime correction.

6. *The Home and School Association gives permanence to our schools.* Not a few Seventh-day Adventist grade schools collapse for want of parental interest and support. Schools that mushroom up overnight, on the inspiration of one aggressive advocate, may become a church liability. Building on sand and building on the whim or caprice of minority exponents often come to the same precipitate end. A forced sense of duty may encourage a few parents to go along with the new project, only to have the whole thing fold up under the acid tests of school administration and costs.

The Home and School Association, properly organized and fully indoctrinated in the costs and variables of school administration, and strongly supported by the teacher, the pastor, and the patron parents, can give the vital permanence to the entire educational program of the church and community.

7. *The Home and School Association can give to parents a sense of achievement confidence.* Some parents have the unfounded concept that their child could never become a doctor, teacher, minister, et cetera. Such fear of failure is both wittingly and unwittingly drilled into the inner consciousness of the child, so that in his private meditations he reflects a negativeness that tends to produce scholastic failure. In fact, fear of failure or mediocrity so paralyzes thousands of youth that they never accomplish a tithe of what they are potentially capable of doing. Much of this fear has its roots in the home environment. Parents who themselves have reached but low levels of scholastic achievement are most likely to reflect this sense of mediocrity. The Home and School Association, properly guided and nurtured, can present a new positiveness to every parent, who in turn will reflect his conviction to his children, instilling in them the essentials of achievement confidence.

8. *The Home and School Association provides a social outlet for both parents and teachers.* The old European line of demarcation, separating parent from teacher by a wall of social distinction, is basically unsound and is, happily, a thing of the past. The wise and friendly teacher will find an invaluable community of spirit and interest in the social fellowship that a Home and School Association meeting affords, and the blessed results of such fellowship are too common to recite. The teacher's stock automatically rises in the homes when he mingles thus with the parents of his pupils. On this level of fellowship the teacher may acquire invaluable information on cultural traits, personality mannerisms, religious patterns, et cetera, that will enable him to understand and to help his boys and girls.

9. *The Home and School Association is a natural springboard for launching the teacher's special projects.* Enthusiasm here may discover the vulnerable spot in the most forbidding school board armor, and often bring quick response in worth-while achievements. Thus better schools have been built, excellent equipment has been installed, salaries have been increased, privileges have been secured, and scores of school projects have come to life through judicious promotion. Here the teacher's guidance, counsel, suggestions, and general leadership are important.

10. *The Home and School Association is an invaluable "listening post" for a teacher's critical self-evaluation and improvement.* Though it is never advisable for the association to discuss openly the strengths or weaknesses of the teachers, nevertheless an alert teacher may profit by constructive patron reactions unwittingly—sometimes purposely—revealed to his inner listening during discussions. A wise teacher will make mental note of remarks and suggestions and later evaluate them in light of their setting, background, and the personalities involved.

Who has not heard about "teacher's pet"? or, from the lips of an anxious parent a regret that "the school doesn't reach the empty spot in my child's heart"? Or the alert teacher may hear a dart brashly hurled: "There seems to be no discipline in our school this year!" Or possibly he overhears a parent remark, "Seems strange that our teacher seldom attends young people's meetings or Sabbath school." Then, too, he

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Ekebyholmskolan, Sweden

Colleges of the No

ADVENTIST higher education is making substantial progress in the Northern European Division. Newbold Missionary College, near London, is now recognized as the senior institution, while each major nationality has a junior college that is affiliated with Newbold. And since the latter is affiliated with Washington Missionary College, the youth of Finland, Sweden, Norway, Denmark, The Netherlands, Iceland, and mission field areas of West Africa and Ethiopia may complete the curricula of their various junior colleges, then come to Newbold to complete their college work and ultimately receive the American B.A. degree. The story of the development of Adventist higher education in these lands is interesting and impressive.

The Swedish Adventist Missionary School. In 1898 a school was established under meager circumstances on a farm at Nyhyttan, in scenic central Sweden. During 34 years Nyhyttan was the meeting place and training center for Swedish Adventist youth who wanted to work for God. In the autumn of 1906 Nyhyttan became a school for all Scandinavians, but for lack of accommodations the school was able to continue thus for only two years. In 1908 a Danish-Norwegian school was established at Skodsborg, Denmark, and for 20 years thereafter Nyhyttan's students came only from Sweden and Finland.

In the beginning the school offered three years of work, but in 1921 this was increased to four years. Then in 1929 a fifth year was added as a beginning for a mission seminary, in accord with the denominational plan for training schools. With this development the number of students increased so much that Nyhyttan again became overcrowded. It also seemed desirable to relocate the school more centrally.

Therefore, in the spring of 1932 the conference acquired Ekebyholm, formerly a count's estate, about 40 miles from Stockholm, Sweden's capital city. Now that the school had more and better accommodations, the curriculum was expanded so that by 1939 it included two full years of college work. The enrollment became more constant, and for a number of years averaged 70 to 80 students. Last year more than 110 students were registered.

When Ekebyholm was purchased for school use, plans were laid to erect a suitable school building, but for lack of funds these plans could not be carried through at once. In 1947 Ekebyholm received a sizable appropriation from the General Conference, and, with funds in hand, building plans were revived and implemented, so that when the 1949-50 school year began the students marched into a new *real* school. Ekebyholm is now a modern, well-equipped training center and educational stronghold for the Advent youth of Sweden, and the students greatly love their school. We thank God for Ekebyholm, and may He continue to bless it.

PHOTOS, COURTESY OF THE AUTHOR

Vejlefjor

Vejlefjord Hojskole, Denmark. This school was established in 1930 on its present farm location near Vejle, Jutland. The plant now consists of an administration building, a boys' dormitory, a newly erected girls' dormitory, and several teachers' cottages and apartments. The buildings are substantially made of red brick, and are beautifully situated overlooking the fjord. Small forests increase the beauty of the surroundings.

The school is well staffed and well equipped educationally, and is fully accredited by the government for secondary work. Two years of special training [junior college] above high school are provided for prospective workers, including a two-year Danish-English correspondence course and a business course,

n European Division

W. I. Smith
RECENT PRESIDENT
NEWBOLD MISSIONARY COLLEGE

with a projected two-year Danish college course, or Studentereksamen.

Agriculture and horticulture hold first place in the industrial program: the dairy provides labor for a number of students, and produce for the school kitchen; the orchard, one of the largest and best in that part of the country, yields an average of 40 to 60 tons of apples a year; berries, vegetables, and other valuable crops are cultivated; and several large greenhouses produce early vegetables and flowers for a ready market. The approximate annual financial turnover of the garden and farm is 90,000 Danish kroner ($12,850).

Denmark

The faculty consists of ten teachers, three of whom have taken the highest teacher training offered at the University of Copenhagen (7-8 years), and others have taken training in special lines qualifying them as teachers in high schools and junior colleges. The enrollment for each of the last three years has been about 110 to 120 students, who enthusiastically participate in the spiritual activities of the school.

Toivonlinna, Finland. This fine Adventist school is situated amid surroundings of great natural beauty on the coast of Hiirla Straits, 16 miles from the town of Turku and 4 miles from the railway station of Piikkio, Finland. The property was acquired in 1933, the main building being a house to which a second story was added immediately. This, together with several smaller buildings, provided accommodations for the first 35 students and the faculty families. One building was used as a boys' dormitory and also the administrative unit—chapel, classrooms, and office.

In 1948 a commodious new administration building was constructed, which provided offices, classrooms, and housing for all male students. With this fine building it is now possible to accommodate 150 students. Four faculty families have their own homes; the others live in different campus buildings. From the establishment of the school in 1933, A. Rintala was principal for 14 years; and at present Dr. H. Karstrom carries this responsibility.

The school offers a four-year secondary course and one year of college. No diploma is issued, but the school is now affiliated with Newbold Missionary College. The rates are low, from £80 to £100 a year, with a 3 per cent discount to those who pay full fees in advance. Nine hours of labor per week is required of all, as part of the fees. Domestic work, laundering, and gardening enable students to earn part of their expenses. There is also a small weaving industry, which produces soft household furnishings.

Oud-Zandbergen, The Netherlands. Adventist educational work in The Netherlands began in 1948 in a well-suited, centrally located property near Utrecht. School began in January of that year, with 3 teachers and 15 students. The first full school year opened in September, with 5 teachers and 35 students. Both secondary and worker-training courses were offered.

In May of 1952 the first graduates—four men and four women—received their diplomas from the four-year ministerial course, which includes one year of internship. This and subsequent graduations have added much-needed workers to the conference. Today the secondary department prepares students for the exacting H.B.S. [Higher Burgher School] examination, which is required for entrance to the ministerial course. The total enrollment of secondary and

Toivonlinna, Finland

college students averages 35. The staff includes six teachers and some other department leaders, under the principalship of A. C. Schmutzler.

The college plant comprises the main building, which houses administration departments and the girls' dormitory; the men's dormitory, built in 1952 with Thirteenth Sabbath Offering overflow funds; a fine chapel; a well-equipped laundry; and nine cottages. The farm, orchard, and woods cover 80 acres.

Oud-Zandbergen, Netherlands

The apple trees, set in 1952, have already produced good fruit for sale. During summer months the school is converted into a high-class rest home, which attracts guests from The Netherlands and elsewhere.

Adventist Education in Britain. Presently on the staff of Newbold Missionary College is an honored Bible teacher and minister, George D. Keough, who was a student in our first British school in London, established by Homer R. Salisbury in 1901. Our total educational effort in Britain, therefore, lies within the working life span of one person. Though the first school bore the name of Duncombe Hall Missionary College, in reality it began as a secondary and elementary school.

Two moves were made in London to obtain better quarters, and then in 1907 the college was located at Stanborough Park, Watford, on a beautifully rural 55-acre estate in the outskirts of Greater London. Here a good building was erected, and the school had an enrollment up to 100 students in secondary and junior-college curricula. Some graduates, desiring further education, sought friendly colleges in America and later acquired baccalaureate and graduate degrees. Other graduates were called to work in Britain, Australia, and mission fields.

In 1931, because of urban restrictions and narrowing rural environment at Stanborough Park, the college was relocated at Newbold Revel, near Rugby, in the Midlands. Here, on a 400-acre tract, with a large manor house and a beautiful lake and grounds, the college prospered for a number of years. Then came World War II, in the midst of which the Royal Air Force, being in severe straits for radar headquarters, requisitioned the property, forcing the college into temporary quarters at Packwood Haugh, near Birmingham. It is understandable that so many moves greatly crippled the work of the college and almost smothered the young people's interest in Adventist education.

However, in 1947 a new start in Christian education was made at Bracknell, 30 miles west of London. Here, on an 80-acre tract in a beautiful country environment, buildings and equipment are being provided for an important college. In 1953 Newbold was made the senior college for the Northern European Division, which change greatly strengthened its financial support and student constituency. When the authorized building program is completed, the college will offer accommodations for 250 or more students.

Newbold Missionary College, England

Newbold Missionary College is affiliated with Washington Missionary College, and at Newbold's 1956 June graduation the first class of several young men received the Bachelor of Arts degree from the American college.

The work of our colleges and training schools should be strengthened year by year.—*Fundamentals of Christian Education,* p. 488.

A Man Among Six-Year-Olds

Raymond Murgatroyd

TEACHER, ROWLAND SCHOOL
RADNOR TOWNSHIP, PENNSYLVANIA

YOUR second student-teaching experience will be in the first grade at . . ."

"This must be a mistake," I thought. "Who ever heard of a man working with babies?" But it was no mistake.

After a great deal of thinking, I decided that if this had to be, I would do the best that I could and at least pretend to enjoy it. The children did not accept me immediately. But why should they? I was not at ease with them and somewhat tense. But when the first girl asked me to tie a bow in the back of her dress and a boy put his dirty shoe to be tied on my spotless, light-colored trousers, I knew I had been accepted.

It had been an enlightening experience and so exciting that after graduation I started to look for a first grade to teach. It wasn't so easy. Some superintendents and principals merely smiled at my desire to work with six-year-olds, or offered hasty excuses and changed the subject. Thus it was that I taught in other grades before I was able to find the place where I could teach younger children in the first grade.

It is impossible to judge from one experience whether mine was typical. I am sure, however, that many of my earlier problems were similar to other first-grade teachers'. In general, my experiences were humorous, interesting, and very informative. Each child was a teacher to me—the six-year-old revealed things in ways easier to see. It was some of these revelations which helped me to understand why older children in other classes behaved as they did.

Playtime was an interesting experience. They organized quickly and played well with an adult leader. But they also enjoyed their free play when they could climb, run, and use the playground facilities. They thought it was especially delightful to push, shove, and knock each other down. When they formed into gangs this kind of play became too rough. It took a great deal of firmness to put an end to it. However, when this phase was ended they actually seemed relieved. They began to organize themselves into groups and played games which varied widely depending on the maturity of the group. Their ball games went very well though many of the rules were altered to allow for situations encountered by this age group. There were quite a few children who never reached this level of maturity but in varying degrees they developed their own play activities. It was surprising how often they settled their own difficulties and how few times they sought adult help. They all knew, however, that an adult was always around when needed. I came to the conclusion that these six-year-olds seemed to need help in channeling their first group activities.

These children enjoyed responsibility. If they had work to do in the room and knew why the teacher had to leave, they accepted it as a matter of fact and pursued the activities in which they had been engaged.

They were greatly interested in the teacher, asking many personal questions and remembering the answers in detail. I learned that they are capable of consideration when I confessed once that I felt far from well. Kindness and thoughtfulness were the key words that day. There were few tears in this class—caused mostly by physical hurts or illness. But it was impossible at times to determine the origin of the upsets. Most of these children were extremely generous. They loved to give and share.

The children evaluated themselves or the group's work quite accurately. They knew when they were not doing good work or if the class as a whole had a good or a bad day. Almost every day before going home we talked over what we had learned. This part seemed very important to me after experiencing a very busy day when all the children had worked hard and had done well in their academic work. One day the last few minutes were spent in preparing some cans for use as flower pots. As they were waiting to go out for the buses, I asked them if they had had a good day. There was a shout of "yes." "What did you learn?" I asked. A chorus replied, "How to punch holes in cans." Reading, writing, and numbers were forgotten. I could hear the parental questions, "What did you do in school today?" answered with, "We had a good time, we punched holes in cans with nails."

One by one each child learned to read and I experienced the joy with them. But reading was not the only subject which fascinated this group. Interest in science, especially the natural sciences, was at a peak during the entire year. The *hows, wheres,* and *whys* never stopped. It seemed to be a wonderful age for exploring, experimenting, and discovering.

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Teaching Discrimination in Art

Chloe Adams Sofsky
ART, LA SIERRA COLLEGE

ART is composed of the nature of human experience and the nature of the materials employed. We shall discuss first the nature of human experience.

Art in connection with human experience is best understood in the light of history, where we find in each civilization a cycle of growth, flowering, and decline. In analyzing the various phases of this cycle, one should keep in mind the three basic human desires:

First, to preserve one's own life. This is a normal desire, which becomes a selfish desire if to preserve one's own life one must sacrifice the life of another. When one sacrifices his own life for another, he is acting above his basic human desire.[1]

Second, the desire to preserve one's own society, the desire for popularity, honor, position, or wealth. This desire becomes selfish when its purpose is not for the good of others; when one wants popularity or position or money in order to receive benefits only for himself, not to help others.

Third, the desire to preserve the species. This is the desire for friendship, love, affection of the opposite sex. This desire becomes selfish if one regards his own happiness or advantage first and above the happiness of the other person.

As to the cycles in art, the early art of any people is known as primitive, but that does not necessarily mean that the people of that time were ignorant or that the art is poor. The primitive age is an age of faith in a god and faith in man. The people of primitive times know that some things can be proved and other things are known by faith. Primitive times are typically times of unselfishness.

Let us take, for example, primitive Egypt. The art of this time is not sentimental, does not show selfishness, and does not appeal to the lower nature. Let us look at the statue of Khafre, or Chephren. In the face we see no consciousness of self; the eyes of the king look far away into eternity. He does not vaunt himself; he wears no crown, no royal robe, no insignia; he carries no scepter, and he does not sit on a high throne. Yet he sits with such poise and dignity that we know we are in the presence of a king.

Primitive pictures lack perspective, because perspective shows everything from the artist's viewpoint. That makes the artist important, and in primitive art the individual is not important; the whole society is more important than the individual. The primitive artist picks out only the expressive and important things, and then places them without regard to perspective.

In primitive art, ornament is applied only for information, and is essential to the idea. It is not added to cover up flaws or to draw attention to itself.

Primitive people live so close to nature that they know nature and nature's rhythms. They are great artists, but they don't know it. They don't study to be artists; they don't need to study, for their art springs from the creative level of lives close to nature. Late primitive times are usually best in art because the artist has mastered his techniques but has not lost the spirit of faith.

Primitive times are followed by an age of enlightenment, when man no longer knows anything immediately by faith. Everything must be analyzed, proved, or defined. Then books are written about proofs—proofs that there is a God, proofs that a thing is beautiful, proofs of what is love.

There is no longer a wholeness of society; it is an age of power politics. Every man is for himself, and the individual is more important than society as a whole. "I" is very important. Perspective in art is studied, and everything is put in relation to oneself. Art becomes more naturalistic; less is left to the imagination. A camera view of everything is important. The more the decline, the more literal and physical are the aspects shown.

Artists of this time have to be taught to be artists. No longer does the average person know the language of great art. People flock to the cities and lose contact with nature's rhythms. They do not know the basic shapes that are expressive, so they cover up with ornament.

The final phase of a civilization may be called end times, when the age comes to its end and another civilization begins with primitive times. This is a time of fear and hate and suspicion, an age of dictatorship. The ruler says, "Men may not love me, but they will fear me." Because of this fear, men want to escape; they dress in strange costumes—as in

lodges or at carnivals—or they take drugs or go to excess in entertainment, to get away from it all. Art is made for the lower emotions and for selfish desires. Some earmarks in the art of end times are:

Because of lust for power, man is placed on a high pedestal, where he is looked up to, not for what he is but for his position in power.

The female figure is shown in relaxed, seductive poses. The female is wanted because she is female, and not because she is an intelligent, interesting person or a fine character.

Ornament and display replace beautiful proportions; mirrors, cosmetics, and jewelry are shown in pictures. People possessed these before, but they were not important.

Paintings depict entertainment. People have lost the art of contemplation and of creating their own entertainment. They must be entertained.

In these times artists often see the value of the primitive, and try to go back to it. As a result they usually imitate the earlier style without its spirit.

By the characteristics mentioned it is evident that we are living in end times. As a society we cannot go back and be primitive people. But if we individually have a genuine understanding of the age of faith, we can approach a life of faith. Man is presently striving through the United Nations and by other means to bring society into a wholeness of brotherhood. But the only way to accomplish this is to be at one with God. If every person were at one with God, then all would be in agreement with one another.

As long as we want the things that indicate end times, we are living in the decay of that period. As society dies when it reaches end times, so we must die to the faults of end times and be reborn to a new life with Jesus.

There must be a *genuine* change from the sinful desires with which we are born and which are characteristic of our age. It cannot be put on outwardly by (1) ritual—going to church faithfully, going through the motions of religion without allowing it to change our lives from the old nature to the new nature in Jesus; or by (2) forcing ourselves to leave off the *outward evidences* of end times—sexiness, jewelry, love of entertainment, love of power, authority, and social position. There must be an *inner change of desire.*

In the beginning I stated that art consists of the nature of human experience and the nature of the materials. The materials are the actual paint and canvas or the stone or wood that the artist uses. The materials also concern the elements of art: line, space, dark and light, color, and texture of pattern.

The artist should not violate the nature of the materials. Sculpture should give a sense of space. Sometimes this is done by the rhythm of the object, which gives one the feeling that the air is moving around the figure, as in most Greek sculpture. This sense of space is given also by a simple feeling that the piece itself occupies space and has volume. The Khafre is a good example of this. The texture should also be harmonious with the subject. For example, a seal might be done in a highly polished material, but a buffalo would more appropriately be done in a rough material. Long, thin parts are congenial to metal, but not to stone or wood or clay.

The art elements should be used appropriately. For example, in a painting showing suffering, such as the crucifixion, we should expect shapes like thorns or arrows, and tortuous outlines. But in a happy pastoral we should look for long restful horizontals. A happy picture is expressed in light, delicate, or flashy colors, short curved strokes, and fine materials; while sadness is depicted by dark, grayed colors and homespun materials.

Some art places the emphasis on the nature of human experience, in which the subject is very important. Again, art may emphasize the nature of the materials, with the subject less important or not important at all, and the painting being abstract or nonobjective.

Literature is largely objective, whereas music without words is nonobjective. Sculpture or painting may be either.

We should not be down on something just because we are not up on it. One may go into the chemistry department and see a long chemical formula on the chalkboard. Knowing nothing about chemistry, he might say, "Huh! I don't get anything out of that! I think it's of the devil." His attitude would rightly be considered ignorant. Yet many people seem to think it is smart to say the same thing about a nonobjective painting. When you look at a painting by Mondriaan, it is really not appropriate to ask, "What is it?" because obviously it is not anything in the natural world. When you hear a Bach fugue, you don't ask what it is or what it represents. You listen to it and enjoy the tones, the harmony, the rhythm, and the melodies—all musical elements. So in a nonobjective painting you look for the art elements—the darks and lights, the color, the lines, and the textures.

If you listen to music only for the words, and if you look at a picture only for the subject, you get from it only the nature of human experience; you do not enjoy the nature of the materials. If you cannot see in a nonobjective painting the beauty of lines and spaces, dark and light, color and texture, you cannot see those same things in a tree or a mountain or a crystal.

Not all art is to be taken seriously; some is for entertainment or amusement only. We do not always need to understand it in order to enjoy it. Some of

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Business Education in the Secondary School

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BUSINESS education may be defined as that phase of education that deals directly with the relationships, attitudes, skills, and knowledge necessary to understand and to adjust to that great economic and social institution—business.

Business education, as a school responsibility, is relatively new compared with other subjects in the secondary school curriculum. Only since 1890 has there been any noticeable recognition of the importance of such courses in the academic curriculum; but during this period a tremendous growth has occurred in the popularity of business subjects. Such development has not, for the most part, come about through the efforts of school officials to popularize the field, but has resulted from the demands of businessmen that office employees be better prepared for the work they are to do.

In the early phases of American education, firms provided the small amount of business training that was given employees—after initial employment. Businesses were small, often operated by members of the family, making it unnecessary to engage outside help; and much of the preparation for business was coincidental to the growing up of the youth in the family. In those instances where additional help was needed, direct on-the-job training was provided in the specific skills that the employees were expected to perform. Experience was acquired either in the position, from private tutors in evening schools, or in private day schools. The majority of employers held that only the specific skills used in the work of the employees were required; in fact, management often felt that employees should not know the "secrets of the trade."

Employers and educators alike felt that proficiency in other areas of business related to the various skills was unnecessary to the preparation for a specific job in business. The office clerk needed only to know how to record the entries in his journals and to see that his ledgers balanced; his writing had to be legible; his basic mathematical computations must be accurate. Beyond this no account clerk was expected to know anything about other relevant factors in the operation of the business where he worked.

Economic developments of the past few years have forced business leaders to recognize the value of related skills, competencies, and knowledges which a worker should possess. Most positions in today's world demand that the employee be efficiently trained before he takes a position, to ensure welfare and economic benefits to his employer. Preparation for jobs must be broad and thorough, so that an intelligent general understanding of business is brought by trainees to their initial employment. The worth-while office worker today can successfully cope with the demands of his job only by knowing a great deal about the firm's operations, the uses for the materials and records he prepares, and the influence of his work on other employees, customers, and the public in general. If each employee sees the business as a whole, he will better understand his relationship to other employees performing many different types of work. A comprehension of how a given business fits into the national economy and operates in a competitive market is just as important for the office worker and the salesman as for the manager and the owner.

Since business education, now an important part of the modern secondary school curriculum, has for its main purpose the preparation of young adults for occupations in business, effective business education requires that the schools work closely with the businessmen in the community. Changes in business must be followed by changes in business education. The time has come when the business departments (often

erroneously called commercial departments) must teach much more than the basic skills and elements for office occupations. Offerings in this department must be broadened, and attention must be directed to developing higher levels of performance and to preparing business workers with adequate office skills and thorough preparation in business fundamentals and general business background.

Business educators today are attempting to determine the functions of business education in the secondary school. Study reveals three major contentions. Though there are two extreme points of view, the major controversy seems to be over the point of emphasis rather than the responsibility of the business education program to meet the needs of students in secondary schools.

The first group contends that business education has only one primary function, to prepare students to enter initial positions in business. This group believes that every secondary school student should possess a great deal of business information, and that business teachers are concerned with seeing that such information becomes a part of the education of all students; but that in so far as it is common to the needs of all secondary school students, it then becomes an element of general education and not business education.

At the other extreme is a group of business educators who contend that the primary function of business education is to contribute to the development of all students by providing a broad general business program. This group emphasizes the development of economic understanding necessary to live in a democratic society, rather than vocational preparation. They further contend that a good general education is the best vocational preparation that high school students can receive.

The middle-of-the-road group contends that it is neither the one nor the other, but that both functions are of fundamental or basic importance.

> Historically, business education has been thought of as being entirely vocational in nature. While this occupational function is often thought of as the peculiar contribution of business education to society, it is not, by any means, the sole contribution. An equally important function is that of developing economic literacy and of providing exploratory experiences and basic business information for all students, as well as for students who intend to make business their vocation.[1]
>
> Personal business competencies are needed by all students in the high school because everyone, regardless of his vocation or profession, is continuously engaged in activities that have to do with money, banking, labor relations, credit, installment buying, taxes, insurance, consumer buying of both goods and services, social security, retirement plans, and legislation which affects economic life. The high-school principal should make certain that all the students have some degree of understanding and knowledge about these phases of economic life.[2]

After reading statements of leading educators as to the importance of business training for all, it is interesting to note what Ellen G. White has written on this same subject, as she outlines the blueprint of a complete education:

> It is a matter of great importance that students obtain an education that will fit them for successful business life. We must not be satisfied with the one-sided education given in many schools. The common branches must be thoroughly mastered, and a knowledge of bookkeeping should be considered as important as a knowledge of grammar. All who expect to engage in the work of the Lord should learn how to keep accounts. In the world there are many who have made a failure of business and are looked upon as dishonest, who are true at heart, but who have failed to succeed because they did not know how to keep accounts. . . . Bookkeeping has strangely dropped out of school work in many places, but this should be regarded as a study of primary importance. A thorough preparation in these studies will fit students to stand in positions of trust.[3]
>
> Do not spend time in learning that which will be of little use to you in your afterlife. Instead of reaching out for a knowledge of the classics, learn first to speak the English language correctly. Learn how to keep accounts. Gain a knowledge of those lines of study that will help you to be useful wherever you are.[4]
>
> God is displeased with the slack, loose manner in which many of His professed people conduct their worldly business. They seem to have lost all sense of the fact that the property they are using belongs to God, and that they must render to Him an account of their stewardship. Some leave their worldly business in perfect confusion. . . . I saw that the stewards of God can by faithful, judicious management keep their business in this world square, exact, and straight.[5]

We may well ask, What, then, is the function of business education in our Seventh-day Adventist secondary schools? and what pattern should our business education curriculums follow?

It seems evident that a type of business education should be made available to all secondary school students, that will function effectively in their lives, that will contribute to the development of citizens who are economically literate, and that will better equip them to meet their social-civic and business responsibilities. *All* secondary students should be required to take some courses that will instruct them in the intelligent handling of their own personal business affairs. Consumer business education should receive more emphasis than it has had.

The business education curriculum as it has been organized in most of our Seventh-day Adventist secondary schools can probably be described as a stenographic curriculum. As has already been stated, modern business asks much more of a stenographer than the ability to take shorthand notes and transcribe them on the typewriter. Consequently the training of stenographers involves much more than the development of these two skills. It would seem that if we are to give our students the type of training that will justify our program on a vocational basis, we must offer training in eight areas: typewriting, shorthand, general business, business English or communications, business arithmetic, bookkeeping, business law, and office or clerical practice.

It is impossible, of course, to construct any one

curriculum that will be best in all situations; yet certain principles and policies must underlie and support any curriculum construction or revision. The basic principles listed in a majority of business education texts and periodicals may be summarized under these four headings:

1. *The business curriculum should provide for both general and vocational education.* If our academies are to put theory into practice, it is evident that business courses with general education values for all students must be represented to a greater extent in our curriculums.

2. *The business curriculum should provide for individual differences.* Bookkeeping, shorthand, and typewriting will very satisfactorily meet the needs of 25 per cent of our academy students; but what about the other 75 per cent, many of whom will no doubt be employed by some business concerns? These students will be better prepared to meet their job requirements if we offer a more generally practical curriculum, including courses in clerical practice, general business, and salesmanship rather than or in addition to the traditional skill subjects.

3. *The business curriculum should meet community needs.* In constructing a curriculum, it must be remembered that high school or academy graduates do not always remain to become employees in the same community. Business training should include experiences similar to those found in the offices of local companies, but the curriculum should be broader than merely local needs require.

4. *The business curriculum should provide vocational education and training for the majority as well as for the minority.* The offering of such programs as typewriting I and II and shorthand I and II often precludes business education for the majority of students in many of our academies. Courses in clerical practice, general business, salesmanship, and record keeping would probably satisfy the demands of more students.

It must also be recognized that the curriculum in any given school is highly dependent upon the background and training of the business teacher who is available. Certainly it is better to offer a course in shorthand with an excellent teacher in this subject than to offer a course in salesmanship with the same teacher if he is not well prepared to teach the latter.

Most teacher-training institutions have been turning out "skills" teachers of typing, shorthand, and bookkeeping. As a result, most business teachers are better prepared to teach the skill subjects than to teach basic business subjects; and they try to avoid teaching the subjects about which they know little. Some progress is being made in this area of training, but this deficiency is a basic problem that must be corrected if we are to have enough interested and inspired basic-business teachers.

If the principles stated above are to be put into practice, many curriculums will be necessary to meet the needs of academies of various enrollments in different geographical areas. However, certain basic courses should be in a majority of curriculums. Everyone, regardless of the career or occupation he chooses, is better qualified to meet and to solve problems occurring in his daily life if he has an understanding of the business world. Since business education has as its goal the preparation of students for present and future business activities, both vocational and personal, an ideal curriculum includes an orientation course that introduces each student to the business world.

General business, sometimes called basic business, may be offered on the ninth-grade level, and should have as its objectives: (1) to develop in the students a wholesome and accurate concept of business as it affects the daily life of every individual; (2) to develop in the learners a fundamental knowledge of business procedures affecting the consumer—such as handling money, budgeting income, buying goods and services, buying insurance, using credit, and using communications and travel services; and (3) to explore with the students the world of business from the standpoint of selecting a career, and to provide guidance in evaluating opportunities in business.

An excellent arrangement is to offer either a one- or a two-semester course in the twelfth year, called Consumer Education or Senior Basis Business Education, covering such areas as advertising, salesmanship, real estate, insurance, economics, and business law. Such an omnibus course is advantageous to the potential stenographer or bookkeeper, because it furnishes an adequate background in the related business subjects; and it is also an excellent elective for nonbusiness students. There is a trend for this course to replace the general business course which has been offered on the ninth-grade level, in those schools where only one course of this nature can be offered. It is felt that students in their junior and senior years are closer to the business world and will, therefore, be able to make more practical use of the knowledge acquired.

Typewriting can be justified in all secondary school curriculums as a basic skill needed for a large percentage of business employees and of value to any individual. For the clerical workers, who make up the largest single group of office personnel, typewriting is an essential skill.

General record keeping or bookkeeping can be justified in most business education curriculums. Bookkeeping may include appropriate business arithmetic which will be of value to the general clerical worker, the bookkeeper, and the stenographer alike. Bookkeeping is usually scheduled in the eleventh grade. One semester of business arithmetic is recom-

mended for those students who are deficient in the fundamentals of arithmetic. Since business arithmetic gives background training for bookkeeping, it should precede the bookkeeping course.

In academies employing only one business-education teacher, studies will need to be made to determine the actual use which graduates have made of the shorthand previously taught at the particular school, before setting up the stenographic program recommended. It is evident that if no shorthand is required, a wider variety of courses that may be of more value to more students can be offered, provided enough typewriters are available so that all students who desire typewriting can be included in one class. A course in clerical practice is recommended in such schools, to be offered in the senior year. This course should include production typewriting, filing and indexing, mimeographing, and working with business papers. General office procedure should be emphasized, together with knowledge and use of the common office machines, such as the adding-listing, computing, and transcribing machines.

If the one-business-teacher academy is near a city, or many of the students come from the cities, where there is much opportunity for stenographic work, a program including shorthand is easily justified. Here typewriting would be given in the tenth grade, beginning shorthand in the eleventh, and advanced shorthand and clerical practice in the senior year. Combining shorthand and clerical practice is a bit unusual, and necessitates careful planning and preparation on the part of the business teacher; but it can be done with a small class. Much can be done with advanced shorthand through the use of a tape recorder, and the teacher's class time can be largely occupied with clerical practice. This is not an ideal situation, but if a broad program is attempted in a one-business-teacher school, certain adjustments are necessary. If the classes are oversized, it is better to substitute an alternate-year program, offering clerical practice one year and advanced secretarial practice the next. This latter course should prepare students for successful work in stenographic positions. Early in the first semester, emphasis is on speed in shorthand, but later on the emphasis shifts to transcription and other procedures.

Another program which has been recommended under these circumstances is to alternate bookkeeping and clerical practice. General business education and typewriting I are to be scheduled each year; or if necessary, two sections of typewriting might be taught every other year.

Actual work experience in business offices of the community during the students' training period serves as a link between the school and the business world. Only students who have developed a reasonable degree of skill through preparatory courses in school should participate in this program. By work experience through office practice, the students will develop new skills and will integrate the knowledge and skills previously acquired. If it is not feasible to institute a work-experience program in cooperation with local business firms, the business department can establish a plan for practical experience within the school. The senior students may be assigned to various teachers or staff members who are able to provide work that will utilize the students' skills and knowledge in simulated job situations. Because some teachers are better supervisors than others, or are able to furnish more worth-while work experience, students should be rotated from one teacher to another several times during the year. Thus the students will gain a wider variety of work experiences and will learn how to adjust themselves to new situations and new employers.

The most important single part of the prospective stenographer's equipment is a thorough functional knowledge of the shorthand system he will use. Another prime requisite is that he be able to read notes rapidly, and to recognize whether they make sense. Almost equally important are a firm groundwork in basic grammar and rhetoric, and the ability to use the English language intelligently and to spell, punctuate, and capitalize correctly.

The course in business communications (sometimes called business English) should be practical in content, emphasizing the basic principles of grammar, accuracy in spelling and punctuation, sentence structure and paragraphing. Because of the importance of letter writing, students should be given many opportunities to analyze successful business letters and identify features that make them strong; then they should be required to use those principles in composing original letters.

Economic geography is another important course, which stresses the effects and implications of geographic relation and of available communications and transportation upon the business life of the United States and the world. No other subject in the curriculum requires more constant or more extensive reading and preparation on the part of the teacher. As a branch of the social sciences, this course should be available to nonbusiness as well as business students.

It is not assumed that the curriculums here described are the final answer to what should be offered in the business education departments of our Seventh-day Adventist secondary schools; but it is hoped that those who read may be aroused to more critical examination of our present offerings. One business educator has stated that the business-subject enrollments in secondary schools are not well balanced when office training and merchandising subjects claim 68 per cent of such enrollments and general business subjects only 32 per cent.[5]

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What the SCHOOLS ARE DOING

► Philippine Union College was host, last November 1-7, to an educational conference mainly for secondary school administrators, with some teachers also in attendance. L. L. Quirante, North Philippine Union educational secretary, led out in the conference, assisted by Richard Hammill, of the General Conference Department of Education; L. E. Smart, educational secretary of the Far Eastern Division; Reuben Manalaysay, president of the host college; and T. C. Murdoch, president of South Philippine Union's Mountain View College. Despite many handicaps due to strict government regulation and shortage of funds and facilities, the growth of Adventist education in the Philippines is phenomenal. Many Filipino teachers, doctors, nurses, and pastors, serving as missionaries in other fields of the Far Eastern Division, demonstrate the strength and worth of Adventist education provided in the Philippines.

► Students and teachers of the Seventh-day Adventist Theological Seminary participated enthusiastically, the first week of last December, in the annual visitation on behalf of increased Bible study. More than 1,900 homes received American Bible Society Bible-reading bookmarks, 1958 Morning Watch Calendars, and a holiday greeting from the Seminary family. The response was excellent.

► Carrol S. Small, M.D., clinical professor of pathology in CME's School of Medicine, has accepted a one-year appointment with India's Christian Medical College, operated by a group of Protestant denominations that includes the Seventh-day Adventist Church. Dr. Small is the seventh member of CME's faculty to associate with the college in India.

► Washington Missionary College announces establishment of a $3,000 trust fund for students of nursing. Loans of $250 may be secured therefrom, upon approval of applications for temporary aid.

► Hats off to Southern Missionary College for breaking all college Ingathering records, with a total of $15,867.44!

► The Mexican Union Mission has recently purchased a 1,270-acre tract of land in the state of Chiapas as a site for a new union boarding school.

► The young women of Southwestern Junior College made a Christmas gift of $130 to the Seventh-day Adventist orphanage in Seoul, Korea, through Violet Kim, a student at SWJC from Korea.

► Boys and girls of Madison Boulevard church school (Madison, Tennessee) raised more than $2,000 Ingathering funds. Eleven of them solicited $100 or more, and one little girl secured over $300! "A little child shall lead."

► Prime objective of Walla Walla College's student Community Service organization is "to give help where and when help is needed," in home repairing, home nursing, baby sitting, construction and yard cleanup, toy repairing, and a number of other services.

► After a 5-week series of evangelistic meetings at nearby Malosa School, conducted during the holidays by five students of Malamulo Mission Training Institute, under the guidance of African Pastor H. P. Longwe, 94 persons were organized into a hearers' class, and some 50 others were definitely interested.

► Student-Faculty Day at San Pasqual Academy (California) was a bit different from the usual. It was an even exchange, each teacher assuming the student role of the student who replaced him or her as teacher—and submitting meekly to "discipline" when brought before the "faculty" because of infringement of regulations!

► In January, 1955, Korean Union Training School first offered a two-year training course for elementary teachers. In March of 1957 the first group of eight were graduated, and they are now giving added strength to the work of elementary education in Korea. There are 27 elementary schools, enrolling 1,398 pupils. Most of the 70 teachers have had little or no professional or Adventist education; but the picture is changing, as each year more graduates from the training school enter the service.

► Pacific Union College announces a "Spanish House" to be conducted during the 1958 summer session. The work done in the Spanish House will be integrated with that of specific courses for which current or prospective teachers of Spanish in Adventist secondary schools may be enrolled. Participants will join in various group activities, including films, meals, cultural talks and lectures, worship activities, parliamentary discussions, and free conversation—in all of which only Spanish will be permitted as a medium of communication.

► Helderberg College (South Africa) graduated its largest class at the close of the 1957 school year, November 2, with 16 receiving Bachelor's degrees; 7, two-year professional diplomas; and 7, one-year certificates in stenographic training. During their years at Helderberg these students had earned a total of £6,254 ($17,511): £2,996 7/4 ($8,390) by "student labor" and £3,285 7/8 ($9,121) by summer canvassing. Earning while learning, they shared in the work of the college and in the costs of education.

► Of the 300 College of Medical Evangelists alumni physicians and 120 nurses who have been stationed at Adventist medical stations in overseas countries, 106 physicians and 50 nurses are currently serving. Added to this list are a large number of nursing graduates from other Adventist schools of nursing, and missionary physicians graduated from other schools of medicine.

► "This I Believe" was the theme for the very successful Week of Prayer at Mount Pisgah Academy (North Carolina) last December 4-11, which was planned, arranged, and conducted by and for the students. More than half the student body participated actively in the program in speeches, prayers, special music, or other features.

► Colegio Vocacional de America Central (Costa Rica) was the recipient of the 1957 Christmas gift from Emmanuel Missionary College Student Association. Each year an overseas sister college is chosen to receive such a gift. This gift of $540 will help to construct a much-needed gymnasium-auditorium at Colegio Vocacional.

► Hinsdale Sanitarium and Hospital School of Nursing has recently received full and regular accreditation by the League for Nursing Education. This is especially welcome news to Emmanuel Missionary College, whose program of nursing education is affiliated with Hinsdale.

► Richard Manuel, senior student of Shenandoah Valley Academy (Virginia), won first prize in the Temperance Oratorical contest last December 8, in which finalists from Columbia Union's seven academies were participants.

► Laurelwood Academy (Oregon) has recently added to its library 100 new books and 5 new periodicals. A new floor lamp and five upholstered chairs make the "browsing corner" increasingly popular.

► Inca Union College (Peru, South America) was the first church in the union conference to reach its 1957 Ingathering goal—15,600 sols, or approximately $866.

► Students and teachers of Walla Walla College contributed 167 pints of blood to the Red Cross last January 20, far surpassing the record of 1957.

► Master Guide classes at Union College have enrolled 105 students under the general leadership of Don Hensel and Helton Fisher.

► A baptismal class of 50 members was organized in the Hawthorn school (Victoria, Australia) following the recent Week of Prayer.

► Pastor James Lee, from Korea, is the new Bible department head at Mountain View College, Southern Philippines.

► At Atlantic Union College the senior class of 57 members has been organized, with W. R. A. Madgwick as sponsor.

► The auto mechanics class at Pacific Union College recently received for instructional use a current model Dodge V-8 engine from Chrysler Corporation.

► More than 250 mothers were guests of their daughters at Pacific Union College's biennial Mother-Daughter Banquet last February 2. Mrs. L. H. Hartin was the guest of honor.

► Medical, dental, and nursing students at the College of Medical Evangelists have recently placed several hundred copies of *The Desire of Ages* in motels in the surrounding area.

► Madison College raised its Minute Man goal for 1958 during last December—more than $15,000. This is the second consecutive year that this college has achieved Minute Man status.

► The music department of Washington Missionary College recently installed six new Hamilton pianos in the practice rooms, releasing the six "antiques" for use in various "strategic spots on the campus."

► Robert E. Cleveland, associate professor of history at Union College, has recently been appointed director of public relations. This appointment consolidates the admissions counseling, promotion, and publicity work in one office.

► Professor Emeritus M. W. Newton, of Pacific Union College, has presented to the home economics department a 110-year-old loom, made by Professor Newton's father as a wedding present for his bride in 1848. Thousands of yards of carpet, wool blankets, and many kinds of coverlids have been produced on this old loom, which is still in perfect working condition.

► Teachers will be interested in a new book, *From Thames to Tigris*, describing the Bible-lands tour for ministers and Bible teachers that was conducted in 1957 by the SDA Theological Seminary. The book contains much material useful for teaching. Bible scenes come alive as if one were traveling with the group. 168 pages, 44 pictures. Order from Mrs. Leona G. Running, 6830 Laurel Street NW., Washington 12, D.C. $2.85, plus 15c for mailing.

► The College of Medical Evangelists has announced expansion and modification of its teaching program for medical students, especially in the senior year, which will be lengthened from nine months to a full twelve months. In all four years, more emphasis will be placed on subjects of increasing importance in national defense. The added cost of the longer senior year will be met with earnings from last year's Ford Foundation grant of $1,600,000, with no increase in student tuition rates.

A Man Among Six-Year-Olds

(*Concluded from page 19*)

The day we went to the zoo was a memorable one. No parents were asked to go along and the children acted more grown-up away from mother. Do not think the mothers were being slighted. They were a big help throughout the year as were all my first-grade teacher friends. Without their assistance my year would not have been nearly as happy.—*The Education Digest,* vol. 21, no. 7 (March, 1956), pp. 38, 39. Reported from *Childhood Education,* XXXII (November, 1955), 132-35. (Used by permission.)

► Inca Union College (Peru, South America) reports the largest enrollment in its history: 45 elementary, 185 secondary, 31 superior, 21 special, total 282, including 40 brother-sister or 2-brother or 2-sister pairs. Both dormitories are "bursting at the seams." All but 15 per cent of the students are from Adventist homes, and 42 joined baptismal classes after the first Week of Prayer this school year.

► Helderberg College (South Africa) was host to the publishing department secretaries last September 7-13. At the first chapel period, scholarship certificates were presented to a large group of successful student colporteurs; and at the close of the week-long institute, 58 students applied and were approved for permits to canvass during the coming summer vacation.

► Harvey M. Lashier, associate professor of physics at Emmanuel Missionary College, was privileged to read a paper and demonstrate his small analog computer at a joint meeting of the American Association of Physics Teachers and the American Physical Society in New York City last January 30.

► The poultry house at Cedar Lake Academy (Michigan) was partially destroyed by fire on January 9, but the real tragedy was suffocation of all but two of the 345 fowls in the building. Full insurance provided for restoration of the building and replacement of the chickens.

► Last January 19 the Pacific Union College Concert Band gave the first of 16 concerts in its annual tour of northern California. Appointments were so arranged that the 57-piece band was away from the campus only on weekends.

► Students and staff of Newbold Missionary College (England) are happy over completion of the fine new administration building. The enrollment this year includes representatives of 25 countries, 16 languages.

► Southern Missionary College students conducted an enthusiastic and well-attended six-week series of Voice of Youth evangelistic meetings in nearby East Brainerd, Tennessee, beginning January 31.

► A valuable addition to the industrial arts department at Walla Walla College is the Universal Tool Cutter grinder recently purchased from the State surplus property section.

► The tall, slender steeple of the new church building at Southwestern Junior College has become a landmark in the wide open spaces "deep in the heart of Texas."

► North Philippine Union Mission reports 79 church schools, with 128 teachers, and 3,213 pupils enrolled. Last school year 86 pupils were baptized. Besides, there are four academies, with 619 secondary students and 33 teachers.

► Donald C. Collins and Bruce W. Halstead, College of Medical Evangelists faculty members, have been elected as Fellows of the New York Academy of Sciences, for "outstanding work toward the advancement of science."

► The National Heart Institute has renewed to the College of Medical Evangelists a grant of $26,752 to be used for "strengthening and expanding teaching and research activities in the area of cardiopulmonary physiology and medicine."

► Much-appreciated improvements on the campus of Fletcher Academy (North Carolina) are the flight of 55 sturdy steps from the music studio to Pearson Hall, with two seats strategically placed along the way; resurfaced walks, and a cement bridge on the path to Gilliland Cottage.

► Vatu Vonu coeducational boarding school (Fiji) enrolls this year 80 boys and 43 girls. All classes are taught in English, and the finishing students take the government primary final examinations. In the last three years, 77 students have been baptized, and a year ago 11 students transferred to Fulton Missionary College to prepare themselves as workers.

► One day last December, 20 carloads of students from Emmanuel Missionary College "blanketed" 65 per cent of nearby Benton Harbor with 9,000 temperance leaflets. Some 4,600 homes were contacted, besides a spot broadcast on radio station WHFB and a front-page article in the *News Palladium* dedicated to the ATS chapter at EMC. One student reported: "A Catholic nun took almost all my tracts to distribute to the students in her school."

Business Education in the Secondary School

(*Concluded from page 25*)

Are our present business-subject offerings—those with vocational emphasis and those with general-education emphasis—in the proportion which it is desirable to maintain? How can our guidance programs be improved to serve our students best?

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[1] "The Principles of Business Education," *Eighth Yearbook of the National Business Teachers' Association,* 1942, p. 7.

[2] E. B. Weaver, "What a High School Principal Thinks Business Education Should Do," *The Business Education Program in the Expanding Secondary School,* United Business Education Association, p. 10; *The Bulletin of the National Association of Secondary-School Principals,* vol. 41, no. 225 (January, 1957).

[3] Ellen G. White, *Counsels to Parents, Teachers, and Students,* p. 218.

[4] *Ibid.,* p. 219.

[5] White, *Testimonies for the Church,* vol. 1, pp. 199, 200.

[6] Paul S. Lomax, "Challenges for the Future in Business Education," *National Business Education Quarterly,* May, 1955.

Seventy Years!

(*Concluded from page 5*)

loved guiding young inquiring minds. Tomorrow's classwork, the new term after the holiday, the next class of each day were always things of joyous anticipation. It has been said that "teaching is lighting a torch and not filling a basket." Every class meeting is a golden opportunity to kindle ideals, change characters, motivate lives—even lives through lives. I have fallen far short of my goals. But I have honestly tried. It has been so stimulating, challenging, and highly satisfying that I have never wished to change my occupation, nor have I regretted encouraging young people to join me in it.

I would like another seventy-year shift!—Reprinted by special permission of the *Ladies' Home Journal.* Copyright, 1957, by The Curtis Publishing Company.

► Hillcrest Secondary School (South Africa) has greatly enhanced its attractiveness and efficiency by completion and occupation of its new hall (auditorium-gymnasium), which provides also a principal's office, projection room, two dressing rooms, and a kitchen with serving deck opening into the hall. A modern apartment above the hall is occupied by the caretaker's family.

► The American Dietetic Association has approved a new dietetic internship at White Memorial Hospital which was begun in 1956. Four students completed the internship last summer and are now working toward M.S. degrees in CME's School of Graduate Studies, while seven interns are currently enrolled in the year-long curriculum at White Memorial.

► Sedaven High School, for European youth of the Natal-Transvaal Conference (South Africa), has recently added an attractive and commodious dining block to its existing plant. The new brick building provides a dining room to seat 200, a complete kitchen unit, and a temporary assembly hall.

► The Oakwood College Health Service Center was officially opened last January in its new quarters in the administration building. S. W. Hereford, M.D., a Huntsville (Alabama) physician, is on campus three days a week, and on call at other times as needed.

► La Sierra College physics department has secured $15,000 worth of spectrographic laboratory equipment "for a nominal cost," which will make possible the offering of a course in spectrographic analysis for pre-medical students.

► H. A. Smith is the new chef at Southern Missionary College, relieving Mrs. C. A. Williams of much of the detail of planning, preparing, and serving meals. She is still supervisor of the cafeteria and dining hall.

► Home economics students at Lodi Academy (California) are delighted with the newly acquired General Electric refrigerator, freezer, and two ranges in the cooking laboratory.

► A. J. Woodfield, professor of English at Newbold Missionary College (England), will receive the M.A. degree from the University of London in May.

► Second semester additions to the staff at Pacific Union College are Michael W. Holm, physics; Louesa Peters, assistant accountant; Mrs. Jeanne Burt, secretary to R. A. Strickland, the assistant business manager.

► Representatives from Bethel, Good Hope, Hillcrest, and Sedaven schools, and all European church school teachers, with their conference educational leaders, enjoyed an eight-day institute at Helderberg College (South Africa) last July 3-10.

► La Sierra College library now contains approximately 47,000 volumes. One most recent acquisition is a collection of some 1,000 volumes on theology and religion from the library of Elder O. A. Johnson, long-time Seventh-day Adventist educator and author of a Bible doctrines text used in our schools for many years.

► Abney's Chapel Junior Academy (North Carolina) reports 29 pupils in grades one to six, with Mrs. Helen Sampson, teacher; and 12 enrolled in grades seven to ten, under Mrs. Lucille Rogers. On Christmas Eve the school presented on TV the story of Jesus' birth, in song and narration, concluding with "Hallelujah Chorus."

► Senior students of Cedar Lake Academy (Michigan) joined seniors from all the high schools in Montcalm County last December 2 in the ninth annual Government Day program at Stanton High School. Several State and county officers were present to study with the young people the problems of law enforcement, social health and welfare, and highways.

► Solusi Mission Station—a landmark of Christian mission work in Africa for 63 years—took another forward step with the beginning of 1958. Solusi Missionary College is now the division *senior* training college for African youth. C. F. Clarke is the principal. Two new staff members are R. L. Staples and Mrs. Ruth Gorle. Last school year the enrollment passed 520.

Teaching Discrimination in Art

(*Concluded from page 21*)

the most interesting and important things in life we do not understand: love, electricity, how a chicken hatches from an egg, why one nerve makes us hear and another makes us see. But we do not reject these things simply because we don't understand them. Picasso said, "Why do people always insist on understanding art? Do you understand the song of a bird?"

In art as in all other phases of life, we may learn to look upon, to enjoy, and to appreciate "whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report,"[2] whether we fully understand or even recognize all the elements and meanings thereof.

[1] John 15:13.
[2] Philippians 4:8.

Home and School Association

(*Concluded from page 15*)

may hear a heated discussion (with possibly more heat than light!) on educational qualifications; or even, "I don't think our teacher is doing much in scholastic self-improvement." These and a score of others involving the teacher's work, scholarship, consecration, attitudes, appearance, professional stance and fitness, come up for review in the Home and School Association, in both open and veiled manner, so that a teacher may become conscious of inconsistencies in his professional or private life. The judicious teacher will keep these things in his heart, periodically take stock of himself, and earnestly examine the direction in which he moves.

Frequent inventory (self-examination) is a wonderful thing. Not a few teachers have thereby rescued themselves from some pet rut which, had they continued therein, might have become their professional grave, since the difference between the two is "only a matter of depth." No teacher can afford to be indifferent to the implications of remarks here and there which, in composite whole, reflect a reasonably accurate barometer reading of his standing and influence in the community.

The wise teacher will never ignore his critics, even if and when they are mistaken. Heart examination may reveal that the criticism is justifiable. If not, the critic needs to be informed, by various avenues, so that the criticism will cease. The Home and School Association offers a forum for this informative and reformative process, by subtle talks and carefully planned programs.

The Home and School Association is a godsend in our educational program. Firmly and permanently entrenched in our educational pattern, it is here to stay. By indifference to the collective interests of his lay community, as revealed through the association, the teacher may precipitately terminate his teaching career in that place; or he may, by his own choice, become the association's chief exponent and prosper greatly under its consecrated influence.

ERRATA

A note on page 25 of our February issue placed WWC first in number of foreign students, 81; and WMC second with 45. The "second" has been challenged by several. Adding consternation to our confusion, on the next page PUC is credited with 51 foreign students! Yet all these figures were taken from school papers. Since we did not this year take a census of foreign students in our North American colleges, and therefore have no *official* figures on the matter, we can only agree with Paul that "they measuring themselves by themselves, and comparing themselves among themselves, are not wise." 2 Cor. 10:12. So sorry, please!

Editorial News and Views

(*Concluded from page 32*)

New Film on Teacher Recruitment

We have commented several times in these columns that if we are to get more of our talented youth to enter the teaching profession, we must begin earlier to recruit them. The most fruitful time for encouraging youth to plan on teaching is during the eighth grade. Prospective college teachers should be spotted from among gifted college freshmen.

Agra-Films, Inc., the company that produced the outstanding film *A Desk for Billy,* has now released another half-hour color film devoted to the training of tomorrow's teachers. We believe that if this picture, *Not by Chance,* were shown widely in our churches and schools it would help in meeting teacher shortages.

Woodrow Wilson Graduate Fellowships

The National Woodrow Wilson Fellowship Program, operating under the Association of Graduate Schools of the Association of American Universities, provides fellowships for the graduate study of talented young people looking toward a career of college teaching. The recipient of such a fellowship may choose the graduate school in which he will undertake advanced study. Acceptance of these fellowships imposes no obligation, but leaves the young person free to choose whether he will enter the teaching profession.

Inasmuch as the fellowships are awarded only upon invitation (subsequent to faculty nomination of promising candidates), our college faculties should by all means submit nominations of qualified youth who show interest in college teaching. At present, fellowships are granted only for study in social sciences and humanities, and to those who have not yet begun graduate studies. Nominations must be entered not later than mid-November of each year, and may be sent to Richard C. Boys, Director, National Woodrow Wilson Fellowship Program, Rackham Graduate School, University of Michigan, Ann Arbor.

The JOURNAL of TRUE

Education

Printed by
Review and Herald Publishing Association
Takoma Park, Washington 12, D.C.

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THE JOURNAL OF TRUE EDUCATION is published bimonthly, October through June, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington 12, D.C. The subscription price is $1.75 a year.

Correspondence concerning subscriptions and advertising should be sent to the Review and Herald Publishing Association. Address all editorial communications to the Editor.

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Periodical Department, Review and Herald Publishing Association, Washington 12, D.C.

Editorial
NEWS AND VIEWS

Social Studies—General Science The International Geophysical Year is serving as an excellent unit study in social studies and general science. Abundant material may be obtained from the National Education Association, 1201 16th Street NW., Washington 6, D.C., from the United Nations offices in New York City, and from *THINK Magazine,* 590 Madison Avenue, New York 22, New York.

Pre-General Conference Educational Council On Monday, June 16, 1958, in the Cleveland, Ohio, auditorium, a series of pre-General-Conference-session educational meetings will begin at 2:00 P.M. There will be five meetings in all, three of them (Monday afternoon and evening, and Tuesday morning) before the session begins, the others to be announced sometime during the General Conference session. All those connected with any phase of our educational work, who are delegates to the session or who will be present at their own expense, are invited to attend any or all of these meetings.

Curriculum Problems Long before the Christian Era began, parents and educators were concerned about the perennial problem, What is the best curriculum for our children? Aristotle, one of Alexander the Great's mentors, wrote: "As things are, there is disagreement about the subjects. For mankind are by no means agreed about the things to be taught, whether we look to virtue or the best life. Neither is it clear whether education is more concerned with intellectual or moral virtues. The existing practice is perplexing; no one knows on what principle we should proceed—should the useful in life, or should virtue, or should the higher knowledge, be the aim of our training?"

Perhaps it is small comfort to know that the ancient Greeks were as perplexed as are moderns on the correct emphasis to be placed in the education of youth. Our schools are dedicated to the moral and spiritual education of the youth attending them. This primary objective must never be lost in the planning of our school programs. On the other hand, we ought to re-examine our schools to make sure that basic content subjects (Ellen G. White called them the common branches) are being taught thoroughly. While we want no controversies among us, such as are raging among educators over the "Educational Wastelands" charges, yet there is some cause for concern because of the present tendency to "easen up" on the mastery of basic skills that can be learned only by diligence and hard work on the part of students, and by skillful guidance and persistent drilling on the part of the teacher.

Cost of Attending School Much is being said today about the high cost of attending our schools. The mails bring us frequent letters on this subject. It is true that the charges are absolutely necessary and justified; it is also true that costs of education have not risen in proportion to the increases in wages and in living costs, nor in proportion to the declining value of the dollar.

The United States Department of Health, Education, and Welfare has recently published a booklet on *Costs of Attending College,* from which we take the following:

Costs involved in obtaining a higher education today are practically double those for attending college in 1940. This increase is due primarily to the fact that inflation has lowered the purchasing power of the dollar.

The cost of attending undergraduate college during 1956-57 averaged $1,500 a school year at public institutions and $2,000 at private ones. These costs included educational and living expenses.

While students and their families paid more than three-fifths of the cost of a college education, in no cases did they sustain the entire cost, this being provided through endowments, taxes, and other means.

Although tuition and fees have increased steadily, it is the living costs involved in attending college rather than educational costs that make it increasingly difficult for low-income families to send their children to college.

Chief sources of students' budgets for college in 1952-53 were, in order: contributions of family, relatives, and personal savings; student earnings; scholarships, veterans' benefits, loans, gifts.

Scholarships accounted for slightly less than five per cent of total income of all students, but did make a significant contribution to budgets of the 20 per cent of students who received them. However, the median award was less than $300. Women received more scholarships than men, but the size of their awards was smaller.

President's Committee on Higher Education President Eisenhower's special committee on education beyond the high school, appointed in the spring of 1956, prematurely ended its work in October of 1957, because Congress did not appropriate sufficient funds for completion of its studies. In its final report the committee recommended: (1) that there be no large-scale Federal scholarships plan; (2) that colleges and universities encourage students to "borrow for an education" instead of expecting free scholarships; (3) that on-campus work opportunities be increased for all students; (4) that in the use of available funds, every board of trustees give absolute priority to raising faculty salaries; (5) that the faculty of every college and graduate school join with other bodies in recruiting undergraduates and graduates of high talent for college teaching; (6) that the United States Office of Education retool itself to provide adequate and current information about conditions and trends in higher education.

Please turn to page 30