

The JOURNAL of TRUE  
Education

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"That they might be called  
trees of righteousness, the  
planting of the Lord."

—Isaiah 61:3

# The JOURNAL of TRUE Education

RICHARD HAMMILL, EDITOR

*Associates*

ERWIN E. COSSENTINE  
LOWELL R. RASMUSSEN

GEORGE M. MATHEWS  
ARCHA O. DART



## CONTENTS

|   |        |
|---|--------|
| Cover Photograph<br><i>By National Park Service</i>                                   |        |
| Sower of Unseen Harvests (4)<br><i>By G. T. Anderson</i>                              | Page 4 |
| I'm Glad I'm a Teacher (4)<br><i>By Elva Zachrison</i>                                | 6      |
| Teaching Wasn't for Me (1)<br><i>By Joan Harries</i>                                  | 7      |
| Preparation of Adventist College Teachers (3)<br><i>By Norval F. Pease</i>            | 9      |
| "What Have They Seen in Thine House?" (1)<br><i>By Mrs. Ella Grosvenor</i>            | 11     |
| Make Faculty Meetings Effective (2)<br><i>By G. Glenn Davenport</i>                   | 12     |
| Opportunities for In-Service Growth (4)<br><i>By Boyd E. Olson</i>                    | 14     |
| Where Are the Arts in the Liberal Arts Curriculum? (3)<br><i>By Mabel R. Bartlett</i> | 16     |
| I'm Going to Stick to Teaching (1)<br><i>By Loula Grace Erdman</i>                    | 18     |
| I Like Teaching! (4)<br><i>By Eleanor Metheny</i>                                     | 20     |
| DAVE: The Story of a Saving Sense of Mission (1)<br><i>By Emmabelle S. Boyles</i>     | 21     |
| What the Schools Are Doing  | 23     |
| Preparing Students for Successful Living (1)<br><i>By Anna Stone Beem</i>             | 25     |
| Index, Volume 20, October, 1957-June, 1958  | 28     |
| The Bookshelf   | 30     |
| Editorial News and Views  | 32     |

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

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# EDUCATIONAL LEADERSHIP

## An Editorial

THE impression deepens that in this late hour of earth's history, Adventist schools are in great need of dedicated and inspiring educational leadership. We refer not only to those who bear the larger responsibilities as presidents, principals, and educational secretaries, but likewise to every teacher in our entire school system.

Long ago the servant of the Lord stated:

God calls for far more tact, more wise generalship, than has yet been given Him by His human agents. There is need of sharp, sanctified thinking, and keen work to counteract the ingenious plans of Satan. There is a call for a higher standard to be met, a holier, more determined, self-sacrificing effort to be put forth in the Lord's work.<sup>1</sup>

God has always dealt with men by leading them; it is contrary to His primary desire and purpose to bring force or pressure to bear upon any of His children. The Scriptures testify that "Christ also suffered for us, leaving us an example, that ye should follow his steps."<sup>2</sup> Jesus often referred to Himself as a shepherd going before His flock and calling them to follow.

Outstanding educational leaders do not rely upon scolding or sanctions to achieve the objectives of Christian education. Rather, they employ God's method of motivation. By living the example before their students they encourage them to follow the same manner of life. They hold up high ideals before the youth, and by challenges and appeals exert a leadership that results in proper conduct and in character growth at the same time. We are not so naive as to think this attitude on the part of educators will immediately solve the manifold distracting and dumfounding problems that constantly arise wherever large groups of youth are congregated. Yet we are convinced that proper leadership will greatly reduce the number and the seriousness of these problems.

Though some may hold a contrary opinion, we believe that most of our student difficulties have their source in the weak spiritual condition of many of the youth. As with the majority of men, the real problem of our youth is estrangement from God. We hold as fundamental the concept that a young person who is at peace with God, who is willing to do His will, and who possesses strong faith in Him, will be cooperative in school and will conduct himself in harmony with the school's Christian standards.

We appeal to our teachers and administrators to emphasize more strongly the need for genuine spirituality in the lives of the students. Make this the first order of school business. See to it that every worship period, every chapel hour, and above all

every vesper service and Sabbath sermon in our schools is so conducted that the power of God's Spirit is mightily felt. The servant of the Lord has told us to make sure that every discourse preached in our schools is a revelation of the great truths applicable to this time, and that it unveils to the students a bit of the wonder and the beauty of redemption through Christ Jesus our Lord.<sup>3</sup> Only the most spiritually effective speakers should be asked to take services where large groups of students are assembled. Teachers are also counseled to weed from their prepared talks everything that is not of the highest and best quality, and to make their talks "short and right to the point," to leave unsaid many details and emphasize the essentials.<sup>4</sup>

We urge every teacher to take a personal interest in the spiritual progress of each of his students. No matter how busy we become this year, let us follow this counsel:

Teachers, take your position as true educators, and pour into the hearts of the students the living stream of redeeming love. Before their minds are preoccupied with literary work, entreat them to seek Christ and His righteousness. Show them the changes that will surely take place if the heart is given to Christ. Fasten their attention on Him. This will close the door to the foolish aspirations that naturally arise, and will prepare the mind for the reception of divine truth.<sup>5</sup>

When the youth in our classes are convinced that we sincerely care for their eternal salvation, they will be far easier to handle; and as the Spirit of God speaks to their minds and hearts, and as they begin to serve God "in newness of spirit, and not in the oldness of the letter," the atmosphere of our schools will become more nearly what God intends it shall be.

We also appeal for "wise generalship" in the matter of social relationships in and about our schools. We must maintain social control, but how wonderful it is to observe that certain educators achieve this needed control and at the same time help the youth to grow in their concepts of Christian behavior and in strength of character. Negative directions are sometimes necessary and helpful; but in all learning situations positive direction characterizes the most effective educational leadership. Let us make this school year one in which the "do's" are emphasized far more than the "do not's."

<sup>1</sup> Ellen G. White, *Sons and Daughters of God*, p. 284.

<sup>2</sup> 1 Peter 2:21.

<sup>3</sup> White, *Counsels to Parents, Teachers, and Students*, p. 398.

<sup>4</sup> *Ibid.*, p. 403.

<sup>5</sup> *Ibid.*, p. 400.

# Sower of Unseen Harvests\*

G. T. Anderson

PRESIDENT  
THE COLLEGE OF MEDICAL EVANGELISTS

H. G. WELLS, the noted Englishman who wrote so well on such a variety of subjects, touched also on the problems of education and the educator. In his book *Joan and Peter* he tells of the search of Oswald, guardian of the youthful Joan and Peter, for a suitable school for them. In talking with the headmaster of a promising school he gained a glimpse of the problems of the teacher, and of the students. Wells writes:

Oswald was realizing for the first time the eternal tragedy of the teacher, that sower of unseen harvests, that reaper of thistles and the wind, that serf of custom, that subjugated rebel, the feeble, persistent antagonist of the triumphant things that rule him. And behind that immediate tragedy Oswald was now apprehending for the first time something more universally tragic, an incessantly recurring story of high hopes and a grey ending; the story of boys and girls, clean and sweet-minded, growing up into life, and of the victory of world inertia, of custom drift, and the tarnishing years.<sup>1</sup>

All who have taught and have thought seriously of their calling, recognize the insight revealed in these words. A prominent educator and administrator has said that there are three kinds of teachers—those you forget, those you forgive, and those you never want to forget.

In times past the words "He is a schoolteacher" have too often been considered synonymous with "He is an underpaid, pitiable drudge." To many people a teacher has seemed a bumbling person, naive, lacking in courage, unworldly, and a little futile. While in some cases, of course, this has been true, the picture is rapidly being replaced by that of the teacher as a vital, interesting, alert person.

In recent months we have read of two outstanding teachers whose life and work made a powerful impact in their communities. In Baltimore, Maryland, a Johns Hopkins survey showed that of 200 young folks seemingly destined by their environment and home influences to end in prison, only 2 arrived there. Of the 198 who escaped this destination and who, twenty-five years later, were all reputable members of their communities, all attributed their high

ideals and their worthy accomplishments to the influence of their beloved teacher, Miss Hannah, whose confidence and love had guided them into right ways.

In St. Joseph, Missouri, Miss Calla Varner, as a high school teacher and principal, influenced the lives of a host of prominent men and women. Among her former students are numbered a brigadier general in Army Intelligence, an executive of the Boy Scouts of America, one of the leading atomic physicists in the country, several outstanding judges in higher courts, an expert biochemist, and scores of plain good citizens who drive cabs and run farms and make homes. All of them also bear enthusiastic witness that Calla Varner was the inspiring, stimulating force that turned their young lives in the direction of greatness.

One of Calla Varner's outstanding qualities was the vision that saw promise of goodness and greatness in even her most difficult students. She never considered any student incorrigible, and she worked wonders with delinquents who had been given up as hopeless by other educational and police authorities. This ability to reclaim the recalcitrant should be found in all good teachers. Unpromising students tax a teacher's patience, but it may help to remember G. B. Shaw's statement to the effect that agreeable men adjust to the world; disagreeable men adjust the world to themselves, and that, this being so, progress lies in the hands of disagreeable men. Difficult and trying students often hold great promise for the future.

The Spirit of prophecy tells us on this same point: the teacher "should see in every pupil the handiwork of God,—a candidate for immortal honors."<sup>2</sup> The secret of education is never to forget the possibility of greatness in those who are entrusted to our care.

Your personality, your outlook on life, your enthusiasms, will have more influence on your students than anything you set out deliberately to teach them. They will admire your good taste in clothes, your fastidiousness in personal appearance. They will warm to your smiles, to your genuine personal interest in

\* Condensation of a talk given to the Adventist Teachers' Association of the Southeastern California Conference, at La Sierra College, August 28, 1957.

each of them. They will also detect any insincerity in your approach, disinterest in their problems, or coldness of heart that you will not be able to disguise. An outstanding speech teacher once told his students that in order to improve speech, technical competence was not enough—they would have to become more alert, alive, and interesting persons. In the same manner, technical competence in the field of teaching will not make you a good teacher unless you combine with it the qualities of mind and heart which will attract your students and inspire them to become worthy persons. "Not by the light thrown on some daily lesson or some soon-forgotten chapter, but by a spark struck from his own flaming fervor of heart, the teacher irradiates forever a youthful soul."<sup>1</sup>

If you are to be a good teacher and find rewarding satisfaction in your work, if your life is to be rich and purposeful and crowned with high achievement, it is important that you be a "growing" person. Education is a continuing process. It does not end with the termination of your schooling or with achieving tenure.

Every school system has a certain number of "average" teachers . . . who teach with a dreary, listless, minimum competence. . . . The silt-minded do their assigned duties with a faithfulness of the hopeless. They are not negligent, but they do not do the extra which would take them out of the company of the average. Christ's X-ray insight into life was working fully the day he talked about the extra mile, the other cheek, and the coat as well as the cloak; the implications for the teaching profession are enormous.<sup>2</sup>

In your preoccupation with the field of education, do not forget the wide world beyond the horizon of your classroom. Queen Victoria once said of Lord John Russell that he would be a better man if he knew a third subject, but he was interested in nothing but the constitution of 1688 and himself. On the other hand, a contemporary described Thomas Jefferson as "a gentleman of thirty-two, who could calculate an eclipse, survey an estate, tie an artery, plan an edifice, try a cause, break a horse, dance a minuet, and play the violin." The wider your field of interest the more valuable teacher you will be to those who are just beginning to glimpse the wonder and the rich variety of the world's knowledge.

People sometimes say, "I should like to teach if only pupils cared to learn." But then there would be little need of teaching. Boys and girls who have made up their minds that knowledge is worth while are pretty sure to get it, without regard to teachers. Our chief concern is with those who are unawakened. In the Sistine Chapel, Michelangelo has depicted God as moving in clouds over the rugged earth where lies the newly created Adam, hardly yet aware of himself. The tips of the fingers touch, God's and Adam's, and the huge frame springs from inertness into action. Such may be the electrifying touch of the teacher.

Just a century ago this year, a speaker, referring to the role of the teacher, used these stirring words:

When in oriental countries those masses of moving life called caravans journey over the deserts and stop for the night, watches are stationed 'round about. When the first morning light gilds the horizon, the cry is, "The morning cometh!" And the cry "The morning cometh" passes from watch to watch until the whole caravan is in motion. Thus, teachers are the appointed watchmen of the advance movement of human progress, to discern the first light of increasing knowledge, and to proclaim its advent until it reaches and moves the living masses of men.<sup>3</sup>

Teachers in our denominational schools are privileged to lead their students into spiritual light, as well as into the light of knowledge. In public schools this is neither possible nor proper, and public school teachers are often frustrated by not being able to give religious instruction to young people who need it so desperately. One of the unique compensations which come to us as teachers in our denominational schools is the opportunity to teach God's Word and to give spiritual guidance to the young people in our care.

Through the prophet Isaiah the Lord offered comfort to His people at a time when they were in despair. He said, "Though the Lord give you the bread of adversity, and the water of affliction, yet shall not thy teachers be removed into a corner any more."<sup>4</sup>

May we as teachers eagerly accept our responsibilities, work with devotion and energy to fulfill them, and prize the compensations—both tangible and intangible—which will be our reward for faithful service.

<sup>1</sup> H. G. Wells, *Joan and Peter*, p. 279.

<sup>2</sup> Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 229.

<sup>3</sup> Francis P. Gaines, "The Overplus of Good Teaching," *Association of American Colleges Bulletin*, March, 1950, p. 51.

<sup>4</sup> Kenneth Irving Brown, *Not Minds Alone*, pp. 134-136.

<sup>5</sup> Speech by Daniel Read, "The Educational Tendencies and Progress of the Past Thirty Years," from *Addresses and Proceedings of the NEA Convention, 1857-1870*, vols. 1-2.

<sup>6</sup> Isaiah 30:20.

► Douglas K. Brown, chairman of Union College's chemistry department, received recognition in the *Archives of Biochemistry* (vol. 70, no. 1, July, 1957) for his research work in "The Effect of Growth Temperature on the Heat Stability of a Bacteriological Pyrophosphatase."

► For the second year, Golden Gate Academy (California) reports 100 per cent membership in its chapter of the American Temperance Society.

► La Sierra College again sponsored a seven-week tour of Europe this past summer under the leadership of Prof. and Mrs. John T. Hamilton of the college music department. Credit of four hours in the field of fine arts was offered for the tour.

► Helderberg College (South Africa) has replaced its two-year commercial course with a four-year course, upon successful completion of which students may receive the Bachelor of Commerce degree from the University of South Africa, with which Helderberg is affiliated.

## I'M GLAD I'M A TEACHER

*Elva Zachrison*

I WOULD rather be a teacher than a salesman. Though a salesman makes a lot more money than I do, I would not change places with him. For he sells washing machines and fountain pens and cars and other material things; but I sell ideas.

I would rather be a teacher than a stenographer, even though a stenographer may have a mahogany desk in the magnificent office of some great chief of industry. For she helps write letters, but I help write careers. She touches keys, but I touch lives.

I would rather be a teacher than an architect, satisfactory as the program of large construction might be. For an architect helps build edifices, but I help build character. Edifices endure for a time, but character endures throughout eternity.

I would rather be a teacher than an artist, fascinating as that subject might be in its wealth of beauty, color, and symmetry. For an artist paints pictures on canvas, but I paint pictures on the memories of little children. An artist makes impressions on tablets of clay, but I make impressions on the tablets of the soul.

I would rather be a teacher than a bookkeeper. For he balances accounts, but I help balance lives.

I would rather be a teacher than a great business executive. For he works with facts and figures and lifeless coins, but I work with minds that open, and futures that unfold, and principles that grow.

I would rather be a teacher than an accomplished musician. For a musician plays on violin strings and piano strings, but I play on the heartstrings.

I would rather be a teacher than an orator. For an orator stirs adults to applause and admiration, but I stir little children to right choosing and noble thinking.

I would rather be a teacher than a decorator. For he deals with perspective and harmony and line in buildings and rooms. But I deal with perspective and harmony and line in temples not made with hands.

I would rather be a teacher than a potter. For he shapes vessels of clay, but I shape destinies.

I would rather be a teacher than an interpreter. For he interprets words and ideas, but I interpret motives and purposes and endeavors.

I would rather be a teacher than an archaeologist. For he unearths buried treasure, but I unearth talent.

I would rather be a teacher than an explorer. For he explores uncharted seas, but I explore uncharted minds, and discover treasure islands and continents of untold possibilities.

I would rather be a teacher than a statesman. For he deals with finished citizens, but I deal with future citizens.

I would rather be a teacher than a scientist. For though he studies the wonders of the rocks, and the beauty of the stars, and the miracles of the plants, and the glory of the skies, I deal with that which is still more miraculous in throbbing human hearts, unfolding human lives, and the formation of lifetime characters.

# Teaching Wasn't for Me

Joan Harries

MARIETTA, PENNSYLVANIA



A. DEVANEY

**F**OR four years I've been a schoolteacher, second grade. Many times I've been dissatisfied with my job. Teaching is hard and demanding. I almost gave it up once, but I changed my mind. I'd like to tell you why.

I'll start with a day in May, 1944, my first year of teaching. It was one of those days when everything goes wrong. My awakening thought was of my monthly attendance report. My still-unfinished attendance report! The evening before I'd worked on it and the numbers just wouldn't total correctly.

## A Very Blue Monday

To provide more discouragement, the battery of my car was dead. Rain began to fall and a truck splashed over the front of the new pink dress I was wearing. By the time I finally arrived at school, I was convinced that a very blue Monday had begun.

## Washed and Set

The first of my pupils to greet me was Darlene. She had a two-year-old sister by the hand. "Miss Harries, my mother says that Gloria Ann is to stay at school today. There's a party tonight, and so mother had to go to Harrisburg this morning to have her hair washed and set."

Finding out that the bus which was transporting the mother had already departed, I couldn't send the child home, as I'd have liked. With warnings to Darlene as to what would happen the next time I was so blessed, I accepted Gloria Ann's company.

## Brown and White Pills

Next I was presented with a beautifully written note:

Dear Miss Harries, Would you please remind Cecilia to take her medicine: Brown Pills 9 o'clock and 11 o'clock and 1 o'clock and 3 o'clock; White Pills 10:30 o'clock and 1:30 o'clock. Remind her to bring them home in the evening. Thank you. Mrs. Green. P.S. Caution her to wear her sweater at recess.

Surely, I thought, there must be an easier way to earn a living.

## The Dead Rat

The second bell rang. When the devotions were over, we proceeded with arithmetic class. In the middle of counting to one hundred, Donald left his seat and solemnly stood before me. His face was serious as he said, "Teacher, Jimmy has a dead rat in his desk."

It was true. Squeezed between a reading book and a speller was the rat. Jimmy carried it out.

Before seventy-nine had been reached in our counting, a little girl vomited. I felt most sympathetic toward her as I wasn't far from that point myself. The sight of that rat had been unpleasant, to put it mildly.

The afternoon ran true to form; one broken window, two fist fights, and one new pupil.

## The Roof Is Mended

A half hour before dismissal time, the children were delighted to see ladders being placed against the windows. For months the school board had been trying to get workmen to mend the roof. Ordinarily the men would have come on a Saturday, or after school hours, but due to the shortage of labor, their services had to be accepted when they were offered. They were just one more nuisance in a trying day.

Of course, the sight of the men's feet ascending and descending was far more interesting than arithmetic workbooks, but I proceeded with my teaching the best I could. That is, I tried my best until the

men accompanied each ascension and descension with a wink at the children, and "Hi, Sugar," for me. I gave up the workbooks, and read the children a story of a cowboy, racing over the plains of Texas.

Finally dismissal time came. Giving the children instructions to go straight home and not come back, I noticed a little girl looking up at me. Earnestly, she said, "You don't like being a teacher, do you?"

She was certainly right. At that moment I hated it. I decided then and there to give up teaching.

### A Glamorous Job

One month later my summer holidays began. With the idea of getting the most glamorous job I could find, one in which I'd see no report cards, no chalkboards, no children, I left school.

I thought of all the glamorous jobs there were. Acting, dancing, singing, fashion modeling. Since I can't sing, dance, or act, the choice was easy. Modeling required no particular talent, so I'd try my luck at that. It sounded easy and was far removed from teaching second-grade reading. I went to a school of fashion modeling in New York.

As I waited in the lobby of the school, I thought of the delight of being paid for wearing beautiful clothes—the kind of job that was too good to be true.

I was called in to see the head of the school. She asked me a few questions, took my measurements, and said that I was eligible for acceptance in the school; job guaranteed when my course was finished.

During the next six weeks, I learned about wholesale and retail modeling, photographic modeling, stage routines, and fashion show techniques.

### Modeling Was Fun

When my training course was over, I was offered a job, modeling for an exclusive dress shop. I accepted, feeling myself extremely lucky.

Modeling was fun. Wearing lovely dresses to the accompaniment of soft music was a big change from trying to drum spelling into little heads.

One evening I returned from a fashion show and settled down to writing my letter of resignation to the school board. By my table I had an enormous basket of scarlet gladioluses. Our employer had given flowers to each model taking part in the show.

I thought of Johnny, a little colored boy whom I'd taught. On the last day of school he'd brought me an armful of cherry blossoms. Later I was called to the phone to pacify an angry neighbor whose tree had been robbed. I remembered another boy called "Slug" by the children. He was a poor little child, whose parents spent most of their money on drink instead of feeding and clothing their family. One afternoon soon after school had been dismissed he returned to the classroom. He had his little sister with him, a child dressed even more raggedly than he.

"We found a dime on the road," he told me. I was pleased, thinking that with a dime they could buy themselves some candy, or a little toy. Having money to spend was an unusual experience for them.

"We went downtown and we each bought you a present," he said, holding out two bags. In each was a five-cent box of chalk.

### The Essence of Teaching

As I looked down again at the paper on which I'd started to write my letter of resignation, I began to wonder if perhaps I'd been forgetting some important things about teaching. Maybe I'd been so engaged in report cards every six weeks, so annoyed with troublesome parents, so worried because a child couldn't spell the second-grade spelling list, that I'd had no time to appreciate the things which are the essence of teaching.

At that moment the job of fashion modeling seemed trivial. True, it was easy. But the faces of the customers were bored faces, and it wouldn't be long before I'd be bored too.

At the end of the day a teacher is usually tired, and often discouraged. She has her rewards, though. Not applause and beautiful bouquets, but the smile that takes the place of a frown on a child's face because of a teacher's encouraging word, the feel of a child's hand placed trustingly in hers; these are rewards far greater and more sincere than most other jobs can bring.



A. DEVANEY

At Christmastime, a little boy had come to school with a brown puppy in his arms. The boy blinked back his tears as he held the dog out to me. "I wanted to give you a nice present, and the nicest thing I have is Annabelle Lee. You can keep her."

*Please turn to page 11*

# Preparation of Adventist College Teachers

Norval F. Pease

PRESIDENT  
LA SIERRA COLLEGE

THERE are few experiences more frustrating for a teacher than to find himself running out of significant teaching materials because he has had inadequate academic preparation for his teaching assignment. There are few experiences more disillusioning to a student than to spend tuition and time for a course the teacher of which is inadequately prepared.

Some may feel that the teacher himself can solve this problem by personal application and study. This is only partly true. The average person needs contact with teachers as well as with books in order to master a subject. This preparation cannot be acquired satisfactorily in spare-time study, but must result from continued academic discipline of an educational institution. Granted, there are a few self-made men who achieve distinction without formal study; but these are exceptions to the general rule.

We have advanced a long way from the idea that any person who has taken a subject can teach it. The successful teacher must have a large reservoir of knowledge of his subject, a general acquaintance with cognate areas, and a keen insight into the significance of his field. If he is to teach successfully on the college level, he must possess the intellectual maturity to convey to the student not only facts but appreciation and insight. This maturity comes in part through experience, but it also requires broad and thorough training.

Few will disagree with the principles stated above, but those of us who are close to Adventist higher education recognize that there are some serious problems involved in the process of training our college teachers. In the early days of our colleges, teachers were discouraged from taking work in non-Adventist colleges and universities, particularly on the doctoral level. While time has proved that position untenable, the dangers involved in such educational experiences are just as real as they ever were. What counsel can we give prospective college teachers and teachers-in-service regarding their graduate training?

First, we must recognize that there is no other solution for most of our college teachers but to take their graduate degrees in so-called outside institutions of learning. As the denomination develops graduate education, it will be possible for a growing number

in certain areas of learning to get at least part of their training in our own system. The time will probably never come, however, when all our college teachers can receive adequate training in our own schools.

Second, colleges must consider the factor of preparation in the selection of their teachers. Some new recruits to college teaching will come from the ranks of academy teachers or from the Adventist ministry. Normally these individuals will not have studied beyond a master's level. During the early years of their college teaching a program of graduate work should be planned so they can reach the level of preparation demanded by their assignment. This does not mean that every teacher must have a doctor's degree. This level of attainment may not be practical or necessary in all cases. Every teacher, however, *must* have a degree of training sufficient to make him a stimulating teacher in his field.

Other new college teachers will be persons who have gone directly from college into graduate study on their own initiative, and have attained a degree of proficiency in their fields. Many such persons have the objective of preparation for college teaching, and make real personal sacrifices to secure the needed education. Some of these individuals, lacking the balance of experience in denominational service, may have developed attitudes and viewpoints during their graduate study that will have to be unlearned before they can serve acceptably in Adventist colleges. On the other hand, many of these persons are sound in their Adventist viewpoints, and have demonstrated their commitment to Adventist education by spending their own funds to prepare for service. It is the business of administrators to show a sympathetic, understanding interest in these people and help them to fit into the Adventist concept of higher education.

Other recruits to college teaching may come from various sources. Some may be Adventists who have taught in non-Adventist secondary schools and colleges, or who have engaged in other nondenominational work. These persons are likely to notice the financial sacrifice involved in accepting invitations to teach in our colleges. Deficiencies in academic preparation must be considered in planning for successful service from persons of this type.

Regardless of the background of the college teacher, the college that employs him must evaluate his preparation and, if it is inadequate, plans must be made to remedy the inadequacies as rapidly and as thoroughly as possible. This will cost money, it will take time, even involve risks; but if it is neglected, the academic stability of the college is imperiled.

The preparation of a teacher involves more than merely putting him through the necessary courses to qualify him for a master's or a doctor's degree. These degrees do not, of themselves, ensure excellent teaching, but they are symbols of academic accomplishment. It must not be assumed that a teacher who has been granted a degree needs no more formal preparation. Sometimes holders of doctor's degrees lose contact with progress in their fields of learning, and become stale in their teaching. Opportunity for research, or refresher courses, or travel may give a new impetus to the teacher's work. Schools should have some provision for sabbatical leaves to make it possible for the teacher who has secured his degree to enhance his preparation for his work.

Much has been said in Adventist educational circles about the dangers of university education for Adventist teachers. It must be granted that hazards exist. All of us have seen persons become enamored with philosophies that have damaged or neutralized the value of their work. All of us are also aware of subtle influences that can destroy Christian commitment. We are particularly aware of these dangers as they affect those whose experience and background are limited. On the other hand, mature teachers have often been strengthened in their faith and loyalty by being forced to think through their Christian philosophy of life on a university campus. There are periods in life when a protected environment is conducive to growth, but for the mature Christian the greatest strength of character is often produced when he must live his faith in an alien environment. Adventist tradesmen, businessmen, and professional men live "in the world" and learn to relate themselves to the influences and temptations of the world. They are constantly exposed to materialism, secularism, and godlessness in all forms. If these persons can stand in their environment, should not a mature Adventist scholar be able to survive—and witness—in the atmosphere of a secular university?

Sometimes we put these good men and women at a disadvantage by considering them as suspect. If we glorify a person who lives his faith in the world of business, why should we suspect a person who lives his faith in the world of scholarship? The tensions are probably equally great in the two areas.

Another fallacy that should be avoided is the idea of some uninformed persons that the teacher who is on graduate leave is on vacation. There is no work more demanding than a full program of graduate

study. The teacher is also usually under financial pressure, as our policies do not as yet cover all the obvious and hidden costs of graduate education. If he is a man with a family, his graduate program is disturbing to home life as he very likely is forced to move his family to a distant city—largely at his own expense—live in substandard housing, and worry about his house back home, which he has rented furnished. Teachers pay a high price for this preparation, and deserve appreciation for their willingness to sacrifice personal comfort and security in their search for knowledge. It must also be remembered that the degrees earned secure only token financial recognition in our salary scale. While some may have unworthy motives in seeking recognition and prestige, the majority are sincerely endeavoring to improve their service to Adventist education.

For the enrichment of our college faculties it is well if the training of the faculty can represent a wholesome breadth. The undergraduate training of the group should be widely distributed among our denominational colleges, with care that not too many become faculty members of the college from which they were graduated. A few such persons are excellent; too many provide a stultifying "inbreeding" that smothers wholesome development. Not too many of the faculty should receive their graduate work at the same nearby university, for it is well if the university backgrounds can be diverse. It is particularly vital that deans and presidents make sure that teachers are not asked to teach outside their area of preparation. Emergencies may sometimes make this unavoidable, but it is with good reason that accrediting associations frown on this practice. This does not mean that a teacher should train himself in such a narrow segment of his field that he cannot be useful in a normal liberal-arts-college situation. To illustrate, if a man is to meet the needs of an Adventist college, he may have to be a zoologist, or even a biologist, rather than a herpetologist.

This survey would not be complete without mention of the importance of personal preparation for college teaching. Every Adventist teacher must be not only an expert in his field but also somewhat of a theologian, sociologist, and psychologist. Above all this, he must be a Christian gentleman. He must have a degree of culture in keeping with his profession, and he must know how to work as part of a close-knit organization. These virtues are not learned in schools, either undergraduate or graduate, but result from the individual dedication of people who are broad enough to see life whole and who recognize they are dealing with people to whom they have a great responsibility. Gifted and highly trained teachers have failed because they lacked the wider training—the "plus factor"—that makes a teacher a Christian teacher.

# "What Have They Seen in Thine House?"

Mrs. Ella Grosvenor

ELEMENTARY TEACHER  
SPRING VALLEY, CALIFORNIA

I HAD him in my room every day of that school year—little six-year-old Calvin, who dreamed of being a missionary doctor. I heard him read his *Dick and Jane* stories, I corrected his workbooks, and taught him to count and write and spell. But did I help "Doctor Calvin" to learn that all men are brothers, regardless of the kind of clothing worn or the color of their skin? When I helped him shape his letters more perfectly, was I as careful to help him shape his dreams to match God's plan for him? When he came to me, bubbling over with enthusiasm because he had just received a letter from a real missionary, did I share his joy and help him to keep his dream bright? or was I too busy to listen?

Gary, the artist, came too, day after day. Did I try to understand when the beautiful decorations on his number papers were of much greater importance to him than number facts? Did I help him find interesting paths that would lead from his art into wider fields of service? Did he learn in my room the joy of consecrating his outstanding talent to the Saviour?

Day after day big clumsy Mike came; Mike, who had never learned to play; Mike, who considered that in his world fists were more necessary than friends; Mike, who so successfully kept his one talent hidden that it was months before I learned how he loved to arrange in perfect order the books which he would probably never be able to read well. What did Mike find in my room?

Then there was Betty, the would-be nurse—every inch of her a nurse! What did I do for her? Little Betty had a mind of her own, and was born to lead. Did I help her to learn what it means to be a good leader, and a good follower too? Did she learn to do disagreeable tasks when they needed to be done, whether or not she felt like it? Did I help direct her footsteps toward the road of unselfish service traveled by so many others of her chosen profession?

Most of the time tired little Henry came to my room a bit late. He had a queer way of falling into his seat—and waiting patiently for dismissal. Henry's world wasn't our world. His world had no place for work or play or activity of any kind. Did a tiny spark of ambition alight on his forlorn little soul, that might some day burst into flame? Did even this shadow of a desire to *do things* ever stir dormant im-



H. ARMSTRONG ROBERTS

pulses in his breast? Did Henry know he was loved? What did he receive for the effort so unwillingly spent?

Everyone smiled when little Kathy came into the room; she was so cheerful, so well adjusted, and so alert. She always had a smile for Helen, a little pat for Sue, and a cheery Hello for each one. She had so much to give, and was so happy in giving it. Yes, she too came day after day to get something from teacher. Did I help her to find happiness in doing things for others without their knowledge? Did she learn in my schoolroom the gratifying comfort of companionship with Jesus? She wanted to be a teacher. Would she be a better teacher because for a year she had sat at my feet and watched my ways?

They came, these boys and girls and a host of others, day after day, year after year. They came seeking something not found in the schools of the land. Was the Jesus whom I introduced to them so kind, so lovely, that they felt impelled to become better acquainted with Him? Were their dreams to become workers for Him a little more certain of fulfillment after being in my room for a year? The question asked of Hezekiah so long ago by the servant of the Lord is asked also of me—and I must answer it: "What have they seen in thine house?"

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## Teaching Wasn't for Me

(Concluded from page 8)

### Loads of Kindliness

Well, I thought for a while—and I never did get around to writing that letter of resignation. And I've not been sorry. Teaching doesn't have an ounce of glamour, but it has loads of kindness, and love.—*Pennsylvania School Journal*, 1948.

# Make Faculty Meetings Effective

G. Glenn Davenport

PRINCIPAL  
COLUMBIA ACADEMY, WASHINGTON

THE real purpose of the academy faculty meeting should be to develop the faculty into a co-operative unit, working together to improve all aspects of the school—its educational and industrial program, its spiritual and social values, and the continued growth of all members of the staff. Such group conferences may be a positive and fruitful means of teacher in-service growth and improvement.

The first prerequisite of a successful and constructive discussion is, of course, a consecrated group of administrators, instructors, and department heads whose objective is "to restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized."<sup>1</sup> It is important for each member of the staff to recognize the adolescents' physical make-up, the extremes of the teen-age, and the normal obstacles to growing up. "Only through sympathy, faith, and love can men be reached and uplifted."<sup>2</sup>

Second, professional loyalty is indispensable in order to have a cooperative unit that can bear the responsibilities, the rebuffs, and the continued pressures of the modern school day. Particularly should the individual teacher be cognizant that washing the family's "dirty linen" in public is neither wise, nor

dignified, nor professional. On the other hand, at the proper place and time, each teacher should be encouraged to state his convictions and to oppose practices and policies that he feels are not advisable. Yet, when a policy is adopted, each should cooperate loyally with the program, whether he was personally in favor of it or whether he must change his thinking in some manner. It goes without saying that no teacher must ever allow himself to seek sympathy of or for certain students by letting it be known that he voted for or against any measure. All in all, the work of the faculty should be a "harmonious development of the physical, the mental, and the spiritual powers."<sup>3</sup>

The faculty meeting provides time and opportunity to plan for advancement in the whole program. It is not a discipline committee, nor entirely a time for administrative announcements. Give the teachers credit for ability to read; as needed, send each a bulletin announcing routine procedures, reminding each of special events, and listing a semester's or even a full year's tentative chapel, vesper, and special-duty assignments. Occasional serious discipline cases must, of course, come before the entire faculty; but normal and minor matters of discipline can be efficiently studied and handled by smaller groups. Time spent in "devouring" the character of students, par-



ents, or friends is cannibalistic and worse than wasted. One has stated that the remedy for most management problems is affirmative administration rather than negative legislation.

A planned group conference with a good agenda will avoid a miscellany of spontaneously introduced topics, which at best are loosely related and often negative. Agenda items for all faculty meetings should, as far as possible, be submitted, assembled, and distributed to the faculty before the meeting, in order that the teachers may study and reflect upon the problems to be considered, and be prepared to discuss and act intelligently and constructively. Remember, the faculty meeting is a group at study—a study of topics that capable staff members bring before their associates in the form of reports or in workshop technique. Plan staff meetings for all-around advancement.

Invite the local or union conference educational secretary to staff meeting occasionally, to report and discuss such matters as student participation in the class period, Youth Speaks evangelism in the community, or other means by which the student body may be developed into a cooperative unit to assist the faculty in carrying forward the work of Christian education and training for service.

The members of our school staffs should meet together regularly for prayer, study, and mutual encouragement. Faculty panels or discussions on such professional improvement topics as better methods of testing, guidance in our schools, meeting our objectives, and others may be most helpful, and should be conducted several times during the year. The frequency of such meetings is determined by the needs. No faculty meeting should continue for more than two hours. Long sessions, extending into the night, are intemperate and rarely accomplish anything constructive, for even adult minds become irrational when held to continuous heavy study to the late hours of the night.

For best results, the faculty should assemble in a pleasant, comfortable room, away from the noise, confusion, and stress of the daily routine. Always remember that though each staff member is only one member of the conference, yet each—whether principal, teacher, or supervisor of an industrial or service department—has the privilege and duty of a voice in the deliberations. Then after due consideration has been given by all, each should willingly submit to the vote of the majority and work cooperatively for the success of the policy or program adopted.

Before the beginning of a new school year, several group conferences may be necessary in order to organize the school program into an efficient and unified endeavor. Such conferences may well be held off campus. Perhaps arrangements can be made to use the JMV Summer Camp site or to obtain other camp-

ing facilities where the entire staff can worship together; enjoy some time in pleasant and worth-while recreation; and spend a few hours daily in carefully planned meetings in which the program for the whole school year is outlined in general, policies are discussed and adopted, and constructive plans are laid for operation of the big nine-month workshop with the students. Such a pre-session get-together may accomplish much, and at the same time relax the teachers' tired muscles, worn nerves, and weary brains. Much preparation is necessary for any workshop, convention, conference, or program. How much more should a nine-month school program be studied, organized, and outlined with careful exactness. Teaching is a high and noble work ordained by the God of heaven, and should be so performed that divine blessing can attend our efforts.

The ultimate purpose of any faculty meeting is to reach a right decision on the plan, the issue, or the problem being considered. It is well that the decisions of a cooperative group discussion be made by consensus. Straw votes may be taken during the discussion in order to discover the trends of opinions. Arriving at a decision acceptable to the whole group makes for harmony and cooperation in putting the plan or policy into effect.<sup>4</sup>

The evils of self-esteem and an unsanctified independence, which most impair our usefulness, and which will prove our ruin if not overcome, spring from selfishness. "Counsel together," is the message which has been again and again repeated to me by the angel of God. By influencing one man's judgment, Satan may endeavor to control matters to suit himself. He may succeed in misleading the minds of two persons; but when several consult together, there is more safety. Every plan will be more closely criticized, every advance move more carefully studied. Hence there will be less danger of precipitate, ill-advised moves, which would bring confusion and perplexity. In union there is strength; in division there is weakness and defeat.<sup>5</sup>

May God help us in our faculty meetings to lay plans which not only will advance our teacher techniques but will so strengthen and unify our work for the youth that they will develop into stalwart leaders in the work of the church, who will uphold the standards of righteousness and complete the task of carrying the gospel of the kingdom to all the world in this generation.

<sup>1</sup> Ellen G. White, *Education*, pp. 15, 16.

<sup>2</sup> *Ibid.*, p. 78.

<sup>3</sup> *Ibid.*, p. 13.

<sup>4</sup> Boardman, Douglass, Bent, *Democratic Supervision in Secondary Schools*, p. 246.

<sup>5</sup> White, *Counsels to Parents, Teachers, and Students*, p. 92.

### As the Stars Forever

"They that be teachers shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars for ever and ever."—Dan. 12:3.

# Opportunities for In-Service Growth

*Boyd E. Olson*

EDUCATIONAL SUPERINTENDENT  
MINNESOTA

PROFESSIONAL growth is a subject upon which so much has been said that the term has become trite. In every teachers' convention there is some period in which the teachers are expostulated with on this subject. Yet it remains one of the greatest challenges to teachers and administrators.

Professional training is and must always be primarily the responsibility of the individual teacher. It is available today as never before.

He who discerns the opportunities and privileges of his work will allow nothing to stand in the way of earnest endeavor for self-improvement. He will spare no pains to reach the highest standard of excellence. All that he desires his pupils to become, he will himself strive to be.<sup>1</sup>

Broadly conceived, in-service growth in education includes all of a teacher's activities that contribute to his professional development and competence. It not only has to do with the professional know-how of teaching but encompasses the Christian teacher's physical health, mental alertness, and spiritual progress. It includes all phases of the classic definition of true education—"the harmonious development of the physical, the mental, and the spiritual powers."<sup>2</sup>

No teacher can escape or outgrow the need for in-service training. No amount of time spent in college will complete one's preparation for teaching. This is due, not to poor preservice training, but rather to ever-new demands and problems. In this rapidly changing world, even the experienced teacher who feels secure in his former methods and attainments, will find himself unprepared for the new challenges in dealing with mid-twentieth-century youth. Former training cannot keep teachers sufficiently up-to-date to cope with the tasks at hand.

Teachers' attitudes toward in-service growth can be varied. There is the teacher who thinks he is getting by on his past education and attainments. He thinks that since he has been complimented upon having done well in the past, why should he struggle to secure more education? Such a teacher can be a real threat to a successful school, for after a few years he will consider himself an authority. He will talk long and earnestly about his past accomplishments and methods. This not only digs his own rut deeper but may cause others to fall into it with him.

Another teacher wishes to grow professionally, but feels there is so much which is not good in modern education that his safest course is to use the methods that have become natural and easy for him to use. The same track is gone over time and again, until he also is in the proverbial rut. He is the teacher who has not learned to evaluate methods and materials for himself. The beginning of the rut for him could perhaps be dated in the elementary grades under a teacher who did not teach his pupils to evaluate as a step in effective reading.

Representing another class is the teacher to whom teaching is not the greatest interest. Such will neglect professional in-service education. Perhaps he looks upon teaching as merely a step to another goal; or, because of disappointment in some other profession coupled with a shortage of teachers, he is teaching as a fill-in job.

It is gratifying to note that the majority of teachers in our schools are not in any of these categories. The typical Seventh-day Adventist teacher is concerned about his professional growth, not in order to climb further on the hierarchical pyramid, but to give the service of true education to his students.

The conscientious teacher takes seriously the counsel to "advance as fast and as far as possible in every branch of true knowledge."<sup>3</sup> He rightly considers his preservice education a foundation upon which he can build a broad and well-rounded training while he is in service. The increasing requirements of preservice education do not lessen the need for continued in-service education.

In-service opportunities have greatly increased during the past decade, owing partly to a demand for better-qualified teachers. It has come also because of the teachers' demand that they be given opportunities for professional betterment. Teachers are taking advantage of these opportunities in increasing numbers. It is interesting to note, however, that in a recent study it was discovered that older teachers are responding to such instruction to a greater degree than are younger, less-experienced teachers.

Any list of in-service opportunities available to teachers would include such features as books, pro-

professional magazines, extension courses, correspondence courses, summer school attendance, teachers' conventions and workshops, visiting and observing other teachers at work in their respective schools, et cetera.

Without doubt professional reading still heads the list of effective and available aids to growth. Leading all other books, the Adventist teacher will place the instruction given to us as a church—the writings of Ellen G. White. In *Education, Counsels to Parents, Teachers, and Students*, and *Fundamentals of Christian Education*, and in the Word of God, one can find the true philosophy of Christian education. No other books are so inspiring, so practical, so valuable. Every reading discovers new treasures in understanding and application of the principles of true education.

The General Conference Department of Education selects and recommends each year several Professional Growth Books, which are made available to all our elementary teachers. The teacher who wishes to improve his competence will take hold of this opportunity for effective growth.

Professional magazines for teachers and administrators are also effective sources of growth material. THE JOURNAL OF TRUE EDUCATION provides an increasing amount of excellent materials that every Adventist teacher should consider a must in his reading. If he belongs to the State and National Education Associations, he will receive periodicals, pamphlets, and bulletins that are of great value. There are so many rich sources of reading in professional magazines that one must choose carefully those that are most suited to his interest and field of specialty.

To no other group of church workers has such liberal provision been given for financial assistance in obtaining further education. The summer school aid provided is greatly appreciated by our teachers. Liberal financial help is also frequently given to teachers who wish to take correspondence courses from the Home Study Institute, or extension courses from various universities. It is difficult to understand why any teacher who, by taking one or two additional subjects during the summer or by correspondence, could qualify for a three- or five-year certificate, will teach year after year on a special certificate. Educational advancement available through these various means is as necessary for the teacher who holds an academic degree as for the one who has a limited education. Systematic study will keep the cobwebs from developing in the minds of our teachers.

Within the last decade teachers' conventions and workshops have been used increasingly as an opportunity for professional development. No one teacher has a monopoly on successful methods and ideas. Teachers who meet together to share ideas will

acquire and use fresh plans. They will find that the pupils enjoy their classes more, and the teachers themselves will be growing. The teacher who feels that his methods are good enough and hesitates to try new things, who is unwilling to accept and use fresh ideas from others, will soon find his services unwanted in these days of rapid change.

The superintendent and the principal have a responsibility to lead out in providing in-service training for their teachers. Workshops and group-study opportunities are appreciated by most teachers. The following principles are important in planning for such in-service training:

1. Our philosophy of Christian education must be basic in the development of any problem-solving methods and plans.
2. The environment must be conducive to maximum teacher growth.
3. The topics studied must be important to the teacher now.
4. The problems studied must be concentrated, not an exposure to all kinds and types of problems.
5. The teachers must be free to work out their own answers, and be encouraged to think creatively. This will make a teacher-centered workshop instead of one that is dominated by the superintendent or the principal.
6. The teachers must be encouraged to put their findings into action.

An interesting study conducted at the University of Minnesota demonstrated—by testing students—that the teachers who participated in an in-service teacher-growth program did better teaching than those who did not avail themselves of this opportunity for professional growth. Another study, at Flint, Michigan, of the effectiveness of a well-planned in-service program showed that the teachers who entered into the program were better able to solve problems arising in their schoolwork than were the teachers who failed to take advantage of the in-service training.

The teacher who makes great effort to attain the know-how of teaching, and leans upon this wisdom for his success, is doomed to failure in meeting the objectives of Christian education. "The fear of the Lord is the beginning of wisdom."<sup>4</sup> It is more important to be led and directed by the Master Teacher than to be professionally well qualified. Earnest and diligent professional study is necessary; but notice these prerequisites to problem solving:

If you will seek the Lord and be converted every day; if you will of your own spiritual choice be free and joyous in God; if with gladsome consent of heart to His gracious call you come wearing the yoke of Christ,—the yoke of obedience and service,—all your murmurings will be stilled, all your difficulties will be removed, all the perplexing problems that now confront you will be solved.<sup>5</sup>

The secret of power over pupils is not in man's devising.

The deeper the sense of responsibility, and the more earnest the effort for self-improvement, the more clearly will the teacher perceive and the more keenly regret the defects that hinder his usefulness. As he beholds the magnitude of

*Please turn to page 19*

## Where Are the Arts

IN COLLEGES where art is offered today, students elect such courses on the same basis as general humanities courses. Majors in the field find a background in art as valuable a preparation for many professions as a four-year course in the college of letters and science. In fact, "Art in general education is becoming less a body of subject matter composed of certain specific skills, and more a way of working and a way of seeing. It provides an essential avenue for growth. . . . The presence of an effective art program is becoming one sign of a good school; the absence of such is becoming a mark of deficiency."<sup>1</sup> Graduates may choose to work for advanced degrees in art or, if they do not enter an art career or the teaching profession, they find opportunities in such fields as social service, sales work, insurance writing, personnel work, or other office work.

The concept of art and its role in human life has undergone a dramatic change within the past thirty years. Previously art was regarded only as contributing to culture, and references to it were made solely as evidence of such culture. One of the first to criticize the omission of art from serious consideration in education was Alfred North Whitehead:

There is something between the gross specialised values of the mere practical man, and the thin specialised values of the mere scholar. Both types have missed something; and if you add together the two sets of values, you do not obtain the missing elements. What is wanted is an appreciation of the infinite variety of vivid values achieved by an organism in its proper environment. When you understand all about the sun and all about the atmosphere and all about the rotation of the earth, you may still miss the radiance of the sunset. There is no substitute for the direct perception of the concrete achievement of a thing in its actuality. We want concrete fact with a high light thrown on what is relevant to its preciousness. What I mean is art and aesthetic education.<sup>2</sup>

Some twenty years later, psychiatrist Bradford Murphy commented:

Unlike science which is primarily analytic and intellectual, art deals with synthesis and the emotions. Perhaps this explains why, in an age of science, slide rules, gadgets and machines, many of the arts have lapsed into a state of feeble decadence through the atrophy of disuse. And, perhaps, it explains also why the souls and spirits of men and women have tended to waste and wither in our day.<sup>3</sup>

A vast amount of research and of writing has been done in recent years on the subject of art and of art education. The National Art Education Association and its regional associations have endeavored to bring to art educators changing ideas of values and methods. The College Art Association, through its two major publications, has kept its members abreast of trends. Frederick M. Logan, reviewing the growth of art in American schools, wrote in 1955:

There is now in evidence an informed conviction in the way we find philosophers, anthropologists, sociologists, and others describing the arts as major elements in human experience. Perhaps the new element we face in the arts and in art education is simply that all human knowledge and the accelerated tempo of research describe art as indispensable to human existence; demonstrate that art on this earth ranks

with science, politics, or what we call business. Sometimes, if we would be honest, we are frightened by accepting that statement as the full truth, for most of us have been raised in the arts as in a privileged garden, in a somewhat rare and precious atmosphere.<sup>4</sup>

Thomas M. Folds, of Northwestern University, expresses present-day opinion on the place of art in the college curriculum:

If a college education is a preparation for civilized living . . . then the study of art must be seriously considered as a basic, rather than a peripheral, subject in the college curriculum, because it prepares the student for many decisions he has to make all through his private and public life—even decisions concerning everyday problems such as the tie or jacket he wears, the kind of furniture or car he plans to buy, or the color scheme he selects for his living room. Moreover, at certain moments our students' future decisions may suddenly become the concern of other people. If he has anything to say about the design of his own home, for instance, his decisions will represent more than mere indulgence in his own personal taste, for they reflect also his judgment and behavior as a social being, since architecture is fundamentally a social art. Indeed the time may come when our student will be involved in more momentous decisions—as a trustee, let us say, of a university or as a member of the building committee of the local school board, library, or church—decisions which may affect either directly or indirectly the architectural form of important public buildings and perhaps even the character of entire communities. Helping young people develop their own natural sensibilities and their own powers of visual discrimination, then, is surely one of the first responsibilities of modern education—not only at the college level but all along the line.<sup>5</sup>

Some colleges require all their graduates to have pursued one or more courses in the arts. Many colleges offer a general introductory lecture course in which lantern slides are used to present works of art to all students, with correlated museum or field trips. In addition to such a survey course, the arts are studied more seriously in courses that follow a chronological sequence, permitting comparisons.

Courses that will acquaint the student with art materials and processes, and courses in design, may also be offered. In some institutions students are encouraged to do individual creative work in ceramics, graphics, paintings or sculpture. Such courses may be made available to the general student as electives throughout his college career.<sup>6</sup> Versatility rather than

# s in the Liberal culum?

Mabel R. Bartlett

ASSOCIATE PROFESSOR OF ART  
ATLANTIC UNION COLLEGE

professional craftsmanship may be the desirable result of the increasingly general practice in college courses to encourage students to experiment with many tools and materials. Art students as a class are refreshingly willing to attempt anything from designing a poster to landscape architecture. In Professor Whitehead's words, the creative aspects of art experience "satisfy the itch of youth to be doing something." It is also quite generally recognized that, in addition to providing wholesome emotional release, courses in the practice of art tend to develop such valuable mental faculties as imagination and judgment; for every new stroke of the brush or thrust of the tool must be imagined before it is placed, and judged in relation to what has preceded it and that which will follow. Thus art is frequently referred to as a natural discipline. Sir Herbert Read has been influential in the formation of current philosophies of art education:

Art is a natural discipline. Its rules are the proportions and rhythms inherent in our universe; and the instinctive observation of these rules, which come about in the creative industry of the arts, brings the individual without effort into sympathetic harmony with his environment. That is what we mean by the integration of the personality—the acquiring of those elements of grace and skill which make the individual apt in self-expression, honest in communication, and sympathetic in the reciprocal relationships upon which society is based. Art, we might say, can make us completely human.<sup>7</sup>

The introduction of courses in creative art constitutes a major revolution in such institutions as Harvard University, where a department oriented to the study of history and criticism has existed for seventy-five years; or in certain technical institutions that are now planning such offerings.

As in other areas of education, there are, of course, conflicting opinions and varied philosophies in the field of art education. Objecting to the new emphasis on studio courses, the late art historian, Charles R. Morey, sought to counteract the widespread influence of John Dewey's *Art As Experience*,<sup>8</sup> when he wrote:

The slogan "Learn by doing" has made numerous converts in the past decade. But what one learns by doing is to do, not



EWING GALLOWAY

to think wisely and richly; and this last is the objective of the liberal education.<sup>9</sup>

In the same vein Philip R. Adams contends:

As for those survey courses in the practice of the arts which some more nearly pure academic curricula affect, I can conceive of their producing not even Sunday painters, not even creditable amateurs, but only painting and sculpture equivalents of poetasters, the most contemptuous word in the language, and properly so.<sup>10</sup>

Justification for the position of Seventh-day Adventist colleges in the controversial discussion of the place of the arts in the liberal arts curriculum, as in other areas, is to be found in our educational blueprint. Here we have the warning:

God has permitted a flood of light to be poured upon the world, in both science and art; but when professedly scientific men treat upon these subjects from a merely human point of view, they will assuredly come to wrong conclusions.<sup>11</sup>

Throughout the writings of the Spirit of prophecy one may find sound conclusions, inspiration, and guidance in matters of aesthetic education.

<sup>1</sup> Manuel Barkan, *A Foundation for Art Education*, pp. 4, 5.

<sup>2</sup> Alfred North Whitehead, *Science and the Modern World*, pp. 286, 287.

<sup>3</sup> Bradford Murphey, "A Psychiatrist Looks at Art," *School Arts Magazine*, June, 1947.

<sup>4</sup> Frederick M. Logan, *Growth of Art in American Schools*, p. 228 ff.

<sup>5</sup> Thomas M. Folds, "The Place of Art in Higher Education," *College Art Journal*, Summer, 1956, pp. 334-339.

<sup>6</sup> See Lester D. Longman, "Why Not Educate Artists in College?" *College Art Journal*, vol. 4 (1945); also David B. Manzella, "The Teaching of Art in the Colleges of the United States," *ibid.*, vol. 15 (1956), pp. 241-251.

<sup>7</sup> Herbert Read, *Problems of Contemporary Art*. See also this author's *Education Through Art*.

<sup>8</sup> John Dewey, *Art As Experience*.

<sup>9</sup> Charles R. Morey, "The Fine Arts in Higher Education," *College Art Journal*, vol. 3 (1943).

<sup>10</sup> Philip R. Adams, "The Fine Arts in Liberal Education," *ibid.*, vol. 7 (1948).

<sup>11</sup> Ellen G. White, *Patriarchs and Prophets*, p. 113.

# I'm Going to Stick to Teaching\*

Loula Grace Erdman

RECENTLY, when I was awarded the *Red-book-Dodd*, Mead prize for a novel I wrote, a newspaper reporter said, "Of course you'll give up teaching now."

Without even stopping to think, I answered, "Of course not."

My answer made the headlines. "She'll stick to teaching!" they cried, as if that, and not the literary award, were the big news. I should like to explain why I feel as I do.

My first reason is that a teacher has the great privilege of constantly being able to renew her youth. It is impossible to be around young people without absorbing their eager spirit and searching point of view.

I have been teaching in college for only two years. Before that I taught in a junior high school where I was also a freshman counselor. Teaching is not just classroom routine. It is made up of many things—the big games, the pep rallies, the parties. I know the heartache that these activities may bring to some—the homely, the misfit, the shy.

When I started teaching I was young and foolish. I planned an elaborate program, including a song number in which the little girls were to wear costumes that would—I hoped—make them look like rosebuds. Blithely I began to pick my cast, choosing only the prettiest little girls.

"What are you going to do with Jinnie Carver?" my principal asked.

Jinnie was clumsy, awkward, and plain.

"Oh," I said, "she can help me backstage."

"Why don't you make her one of the roses? She sings well. And her mother sews beautifully. She'll have one of the nicest costumes of all."

"But—" I protested.

My principal was a wise and kindly woman. "Listen," she said, "every person needs, if only just once in her life, to feel that she is a rose in the limelight, not a prompter behind the curtain. Remember that—it will be more important to your success as a teacher than anything else, even scholarship, necessary as that is."

I took her advice. Jinnie made a not incredible rose, albeit a rather full-blown one. Later she devel-

oped into a pleasantly self-assured young woman, and I liked to imagine that it was partly because I had let her be a rose in the class song.

Teaching constantly forces me to clarify my own thinking, to re-examine the basis for my beliefs, to make sure of the validity of my opinions.

Children have an uncanny ability to see through adults. I shall never forget when this fact was first brought home to me. I had given careless directions for the preparation of an assignment. A little girl's hand went up. Her earnest, bespectacled glance met mine.

"Do you want us to do it the right way," she asked, "or the way you said to?"

I hope that little girl—a woman grown by now—reads these words. I'd like her to know that I learned more from her than from many an education course I have taken. Because of her I came to know that I cannot be any less honest with children than I would be with my God, for they will sense my insincerities and my mistakes. Before I can pass a philosophy of life on to them I must have one of my own—and one that is honest, workable, sincere.

I intend to go on teaching because it is a good harbor in which to anchor one's heart.

Without love and appreciation, the very roots of the soul wither. Recently I had occasion to address a meeting. The principal, tired after a long day, was trying vainly to bring order to an audience of children and parents. In the midst of her efforts, a six-year-old came up to her.

"Miss Miller," he said, "bend down here—"

Busy as she was, she bent obediently.

"Miss Miller," he said, "I love you."

The principal's tired face lighted up.

"Why, bless your heart," she said. "I love you, too."

That is what is so fine about teaching. One does not deal with figures, or materials, or any abstract thing. One works with children whom one can love and who will return that love in their own ways.

Teaching is one of the best ways I know to cultivate a sense of humor. The lessons I have learned have not always been easy. They have included tacks in my chair, mice jumping out of my desk drawer, and much too true-to-life caricatures drawn by the inevitable class artist. They have included more hu-

\*As condensed in *The Reader's Digest*.

miliating things as well—the word I misspelled when the supervisor came a-visiting, and the ridiculous spectacle I make of myself when I lose my temper. But out of these lessons has emerged a beautiful and secret wisdom which is this: I cannot look half as funny to my students as I do to myself; moreover, I could top the best joke they might tell on me with a still better one. Knowing this, I can join with them in their laughter at me, and through laughter regain my sense of balance.

I want to stay in teaching because of the wonderful opportunities it affords for my mental growth and for the kind of growth that is even more important than the mental.

One day there came into my hands a note not intended for my eyes. It was a caustic, blistering attack on me—my personality, my teaching methods, my appearance—written by one of the girls in my classes. I was mad right down to the tips of my toes, but by morning I had cooled down a bit. I looked at the girl, sitting sullenly in her seat, knowing I had read the note and wondering what I meant to do about it. And looking at her, I knew suddenly that I could not bring myself to visit vengeance on this child—it was an act beneath the dignity of an adult. I knew, too, that we could not go on this way for the rest of the year, in a state of armed neutrality. The only thing for me to do was to set about winning her confidence.

At first I had to grit my teeth. But before many weeks I found myself actually liking her. Better still, I thought she was learning to like me. On the last day of school she came up to say good-by.

"I'm sorry to lose you," I said, honestly meaning it. "I've enjoyed having you in my class."

"There's something I want to tell you," she said.

I braced myself for the apology I thought was coming.

"It's this," she went on casually. "I just wanted to tell you that you have certainly improved a lot during the year."

Teaching has taught me that back of every failure in my dealings with others there has perhaps been some personal failure of my own. Because I am an adult I should have more patience, more understanding, more self-control than I expect from children. In dealing with children, one certainly cannot think first of oneself. I can think of no better rule than this to guide me in my relations with anyone.

I hope to go on teaching because it is a job that offers a full and satisfying way of life. Happiness largely depends upon whether one can find work so big that he can lose himself in it. For me, teaching has provided that opportunity. Whatever of goodness and truth I can pass on to children may be multiplied in their destinies a thousandfold.

This knowledge gives us teachers a sense of high adventure. Each day we go a-voyaging into realms

more strange and potentially rich than any new land ever touched by the most intrepid explorer; each day we work with materials more promising, both for evil and for good, than anything found in laboratory or shop or field. For we deal with the minds and hearts of youth, the raw ingredients from which the future of a world is made.

Money has been a problem for me, as it has been for many teachers. And yet, in looking back, I feel that I have always managed to get most of the things I really wanted—travel, study, reasonably becoming clothes, contributions to church and worthy causes, security in the form of annuities.

Tragic as the statistics are, not all the experienced teachers have left the classrooms since Pearl Harbor. Many of them have stayed on for the same reason that I have—because teaching is our work, and we love it. And now it is our big hope that the American people will make it possible not only for us to continue but for us to be able to interest capable young people in taking our places.

Teachers' salaries are a national disgrace. But the roots go deeper than that. The plain truth is that the American people have not yet realized the importance of the work of the teacher; they have not yet seen that the public school is the very foundation on which rests the American way of life. The American people have always been willing to pay for things they really wanted. When they want to hold the teachers in the schools, they will pay them to stay.—*Redbook*, July, 1947. Condensed in *The Reader's Digest*, October, 1947. (Used by permission.)

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## Opportunities for In-Service Growth

(Concluded from page 15)

his work, its difficulties and possibilities, often will his heart cry out, "Who is sufficient for these things?"

Dear teacher, as you consider your need of strength and guidance,—need that no human source can supply,—I bid you consider the promises of Him who is the wonderful Counselor.

"Behold," He says, "I have set before thee an open door, and no man can shut it." Revelation 3:8.

"Call unto Me, and I will answer thee." "I will instruct thee and teach thee in the way which thou shalt go: I will guide thee with Mine eye." Jeremiah 33:3; Psalm 32:8.

"Even unto the end of the world" "I am with you." Matthew 28:20.

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

"Reflecting as a mirror the glory of the Lord," you will be "transformed into the same image." 2 Corinthians 3:18, R.V.

This is the secret of power over your pupils. Reflect Him.<sup>6</sup>

<sup>1</sup> Ellen G. White, *Education*, p. 281.

<sup>2</sup> *Ibid.*, p. 13.

<sup>3</sup> *Ibid.*, p. 18.

<sup>4</sup> Proverbs 9:10.

<sup>5</sup> White, *Thoughts From the Mount of Blessing* (1956), p. 101.

<sup>6</sup> White, *Education*, pp. 281, 282.

## I Like Teaching!

Eleanor Metheny\*

I AM a schoolteacher. I have never quite understood why this simple statement of fact should embarrass my friends, but it seems to. At least they take pains to conceal my profession whenever they hopefully introduce me to anything masculine and under 80.

I am not very cooperative in maintaining the deception, however, and sooner or later my shameful state becomes known. At this point the gallant masculine creature always assures me, "But you don't *look* like a teacher."

Actually, I am proud to be a teacher. I think teaching is a wonderful profession. I suppose I like teaching, primarily, because I like people. I like them young and growing and optimistic; and I like them mature, realistic, and still eager.

I like teaching because I prefer ideas to things. The outcomes of my job are not measured in terms of money, but in terms of people—how they think, how they act, how they live and enjoy life.

I've taught long enough to see some of the ideas I believe in come alive in action and influence not only the people I've taught, but those they have taught in turn. I find it satisfying to be paid for helping in the development of people.

In the classroom I'm the person who shapes the course of events. The children participate in the planning, and I listen as much as I talk, but no one is looking over my shoulder telling me what to do next.

This may surprise you, but I like teaching because I like the salary I get. I know that many are underpaid. And I'll fight for better salaries for teachers as long as I live. But I'll fight on the grounds that we are worth more because we are well-qualified, well-trained professional people doing a professional job, rather than sniveling for a dole.

I like my salary for its regularity, for its tendency to increase throughout the years, and for the security it provides. Comes a depression—and I taught through the big one—I may find my salary lower, in fact I may even have to wait a while for it, but I'll still be working. In war or in peace, in depression or in prosperity, there will always be children; and in America, at least, I believe there will always be schools.

My job provides me with sick leave, provision for lifetime disability if that should occur, with retirement at the end. Not affluence, to be sure, but a kind of security difficult to attain without sacrificing personal freedom.

I like my weekends and the little one-, two-, or ten-day vacations that break up my working year. My business friends ponder how best to spend their precious two weeks' vacation; teachers, as a rule, think in terms of a whole summer of stimulating work and play—albeit usually without pay.

I like teaching because, as a woman, it gives me status of a kind difficult for a woman to attain in other professions. Teaching is traditionally a woman's field, and it is one of the few professions in which women are still the majority group. We have welcomed the men; but we have not had to fight them, or ape them in order to hold our place, as have women in many other professional fields. We are respected; we are essential.

Where married women are allowed to teach and have maternity leave, the business of teaching synchronizes well with the business of rearing a family. When children are of school age, their school hours and the mother's working hours coincide perfectly. Even vacations coincide, which some mothers consider a mixed blessing.

One of the subtler reasons why I like teaching is because it is essentially a cooperative rather than a competitive profession. We meet, we share, we give freely to one another whatever we may have to offer. We don't patent our ideas or our methods, and we don't try to hide them from one another for fear that someone may do a better job or sell more ideas than we do. Perhaps we do compete for prestige, for recognition of the success of our ideas; but it is a friendly, stimulating competition—not a dog-eat-dog competition for a limited market. We live, for the most part, in a cooperative atmosphere.

Teaching is a friendly profession. All of us who have taught for any length of time count our friends by the hundreds. This, like many of my other blessings, I had always taken for granted until last spring when I spent some time in the hospital. Almost before I was under the bedcovers, the flowers started to come

*Please turn to page 29*

\*At the time of writing, Miss Metheny was professor of education and physical education at the University of Southern California. However, she had taught at every level.

# DAVE: The Story of a Saving Sense of Mission

Emmabelle S. Boyles\*

DAVE hated school. There was no doubt about it. His entire being gave evidence of the fact that school to him was like the chickenpox; it made him "itch" all over.

Dave hated to study. He was a third-grade boy and large for his age, but he couldn't spell, he didn't like to write, arithmetic was a bore to him, and reading was—well. . . .

One morning the door of Room Number 47 opened and in walked Dave escorted by the principal, who announced, "Miss Johnson, Dave has been transferred to your room." With this introduction, the principal made a hasty exit.

There stood Dave. He was sullen, dejected, refused to talk, and then, for good measure, kicked the table near which he was standing. His whole being bristled with defiance.

Silently, Miss Johnson began to reason something like this: "Teaching is a sacred mission, and those who follow it must have a *sense of mission*. That mission is to release the best in every child."

How long Dave stood there glaring at her, how long the children in the room sat in awed silence, or how long she stood struggling over her "sense of mission" she never knew. Somehow Dave was seated, his name placed in her class book and in her register, and he was one of her group.

Days of struggle, advance and defeat, encouragement and discouragement, followed in rapid succession. There were trying days. Dave never left the room without getting into a fight. Day after day for weeks, every time Dave left the room he would return with a tale of woe.

"The janitor wouldn't let me drink at the fountain."  
"That skinny teacher up the hall pushed me."  
"Tommy tried to knock me down and all I did was swat him."  
"The gym teacher never lets me play in the game."  
"Sam called me a big bully." Always it was someone else's fault.

It was at the end of a dark rainy day freighted with a million annoyances that Miss Johnson from sheer physical exhaustion and nervous tension dropped her head on the desk and sobbed—long, heartbreaking

sobs. The children had gone and, luckily, no one came in just then.

Twenty minutes and two soaked handkerchiefs later, she demanded silently: "Why should I wear my life out this way? This job is not worth what I am putting into it. I'm going to resign. I'll leave at the end of this term, rest a while, then find greener fields."

Quickly she wrote her resignation—and felt better—much better, almost happy, in fact. Why hadn't she done this weeks ago? She tidied her desk, picked up the carefully folded resignation, and placed it in an envelope. She would mail it on the way home. She walked to the door with keys in hand, then turned by force of habit to give the room a final glance before locking the door.

Suddenly, the empty room was alive again. There was Sam struggling with arithmetic, Ruby eagerly looking for her pencil, Susan frantically waving her hand to catch Miss Johnson's eye—and, yes, there was Dave, just looking around. The children asked such innocent questions, appreciated even the faintest smile of approval, forgave and forgot sharp words.

Just then—Miss Johnson couldn't explain it even to herself—something happened. Leave those children, even *Dave*? Of course not! Rapidly, almost gleefully, she tore the letter of resignation into bits.

There were hard days. Complaints from Dave: "Everybody is mean to me." Notes from irate parents: "Please move Dave to the other side of the room. Three times during art classes he has ruined shirts for Tom by cutting pieces from the backs of them." Pleadings from the children: "Miss Johnson, how much longer must we have Dave in our room? He has already been here longer than in the other third grades."

There were days of adjustments. Dave was given "special privileges"—to go alone to the basement and the drinking fountain, thus avoiding the discomforts and annoyances "forced" upon him by others. This seemingly happy arrangement pleased Dave and gave him new opportunities to express himself.

Alas, upon his arrival at the water fountain, his right hand vigorously turned the faucet full force, and the forefinger of the left hand directed the water

\*At the time of writing, Miss Boyles was a teacher in the Endicott Public Schools, Endicott, New York.

from the bubbler unerringly across the corridor. Shortly after his arrival in the boys' room, a sound "as of a mighty rushing" of water was heard, and in rapid succession 10 toilets and five lavatories were being tested. Dave's "special privileges" thus were flooded out of existence.

The night after the water episode, Miss Johnson had a long personal consultation with her own Best Judgment. The conclusions ran something like this: "Dave doesn't deserve special privileges. Kindness makes no appeal to him. He is not trying to cooperate. He is taking advantage of my tolerance. What he needs is a good 'bawling out.' He needs to be told what he must do and what to expect if he doesn't respond. From now on, he *must* behave—or else!"

Tomorrow, third period, when the others left for gym class, Dave would remain, and she would lay the law down to him. That fact settled, she had a fairly good night's rest.

The next morning, Dave came to school a bit earlier than usual. He walked straight to Miss Johnson's desk and handed her a bag containing choice fruit.

"Miss Johnson, I brought you the biggest banana in our store. You can skin that orange easy as you can peel a banana."

Miss Johnson felt her blood pressure jump. Her first impulse was to say, "I don't want fruit. All I want is to have you behave yourself." But before she could get the words out, Dave looked straight into her eyes, lowered his voice, and said, "Miss Johnson, I know I was a mess yesterday, but from now on I'm gonta do better."

Miss Johnson went weak, whether from anger or shock she didn't know. But she heard herself saying, "That's good news, Dave." Dave smiled—a big smile. Miss Johnson felt defeated and deflated. She sank into her chair. She thought of the choice bit of oratory she had planned to deliver and was completely non-plussed.

She looked up and saw Dave quietly sitting in his seat wholly unconscious of the battle that was being fought in her heart. In the silence, her thoughts cleared. From deep within, she heard the words, "A teacher's mission is to release the best in every child." Again she looked at Dave, and again he smiled at her. A smile always begets a smile—and it's a simpler process than forensic oratory.

There were days of understandings. One day Dave was excused from school for a dental appointment, and Miss Johnson spent the period in an informal discussion trying to discover ways and means in which the group could help make Dave happy and cooperative. Gradually, they volunteered to help assume responsibility for him on the playground, in the gym, and during the basement period. They decided he was one of them, and their group would see to it

that he was free from trouble. This group acceptance was the beginning of a new experiment in social living and group relationships. The effect was far-reaching and good.

There were days of misunderstandings. Slowly Dave caught the spirit of mutual helpfulness in behalf of the group and spasmodically but loyally and energetically did *his best* to have everything in the room move smoothly. But all too often his misdirected efforts only added to the confusion.

There was, for example, the time Tom wiggled uneasily in his squeaky seat. Dave, in a spirit of helpfulness, dived over the intervening seat, grabbed Tom by the hair and shouted, "Tom, you know we decided to stop squeaky seat noises." But Dave's good intentions backfired badly.

It *would* happen that just at that moment the principal was passing the open door of Room 47 and, hearing the uproar, acted upon his first impulse and snatched Dave unceremoniously from his seat. This little episode gave Dave an emotional setback that lasted six weeks.

After patient and detailed explanations of the desirability of each pupil's remaining quietly in his seat during certain classroom work, Dave continued to forget. He constantly approached the teacher's desk with personal questions. "Miss Johnson, is this the way to write capital M?" "Miss Johnson, I bet I'll get everything right today." "Miss Johnson, I didn't mean to crumple this paper—next time I'll be more quiet."

Fifty-seven times in one day by actual count Dave unnecessarily left his seat. It was at the end of such days that Miss Johnson's "sense of mission" was often lost in despair.

*Patience is power. With time and patience, the mulberry leaf becomes satin.*  
—Eastern proverb

Dave was poor in all his work, but he was never asked to stay after school, and he was never sent to the principal's office for discipline. Miss Johnson suggested that any time he wanted help, he was welcome to stay after school. Gradually he began to stay—at first, just to visit.

His parents owned a store, and his special arithmetic problems were based on his store experiences. How he liked the idea of working real store problems! He learned to write by making out real store bills and learned arithmetic in the same way. Small cardboard and paper money in all denominations fascinated Dave. He and Miss Johnson would "play" store after school two or three times each week.

In time, Dave gained a new assurance in himself. The after-school sessions were informal and pleasant. Many interesting topics were discussed, such as manners and courtesy in the business world, how long and hard one works with himself to acquire the "good manners" practiced in business places. He

*Please turn to page 24*



## What the SCHOOLS ARE DOING

- ▶ The first project for the new Norwegian Training College has been completed, and instruction was begun in the fall of 1958. Pastor T. Aasheim is the principal and manager. Norwegian Adventists have had no school since the former one was taken over for military purposes several years ago. Some youth have continued training at the Danish Mission School, but the new college will make Christian education available to a much larger number of Norway's fine young people.
- ▶ Pearl L. Rees Hall, the new residence for women at Union College, was ready for occupancy last summer. It provides for 244 students, apartments for 2 deans, 3 guest rooms, a parlor on each floor, a worship room, a recreation room, and 3 infirmaries. The home economics department will occupy the first floor of the north wing.
- ▶ Emmanuel Missionary College was host, May 9-11, to more than 1,000 Pathfinders in the denomination's first union-wide camporee. The youngsters of official Pathfinder age, 10 to 15, brought their own camping equipment and set up camp at the Berrien County Youth Fairgrounds. Religious services were held in the physical education building at the college.
- ▶ At the recent commencement service of Middle East College there were 8 B.A. graduates and 2 two-year graduates. Eight were also graduated from the secondary school. Speakers for the year-end services were as follows: Elder G. Arthur Keough, Friday evening consecration service; Elder K. L. Vine, baccalaureate service; and Dr. T. S. Geraty, Sunday morning commencement service.
- ▶ Vinson Bushnell, music theory major graduated at Southern Missionary College last spring, was awarded a Woodrow Wilson Fellowship for graduate study. This award was established by Princeton University in 1945 and is now under the general sponsorship of the Association of American Universities. Candidates for the fellowship are nominated by members of the academic profession, and only those students with the highest qualities of intellect, character, and personality are selected.
- ▶ During a recent two-month tour Dr. and Mrs. Walter Macpherson visited scores of alumni of the College of Medical Evangelists in Europe, the Middle East, Southern Asia, and the Far East. Dr. Macpherson, dean of the School of Medicine, stated his purpose to become acquainted with the problems and activities of foreign medical missionary practice, for future application in the educational program at CME.
- ▶ At College Place, Washington, hundreds of college, academy, and elementary students participated in a simulated mass city evacuation, May 6, as a part of a nationwide civil defense program—Operation Alert. It was designed to examine the readiness of the nation to meet a direct nuclear attack on the State and local level, emphasizing total evacuation within 30 minutes.
- ▶ The Northern European Division is strengthening its school program to provide approved advanced training, so that our youth may continue their studies under Seventh-day Adventist influence. Danish Mission School has been renamed Danish Junior College, and both it and the Swedish Junior College and Seminary are now offering college work that prepares the student for the examinations he must write before admission to a university. Formerly, students interested in professional training entered the state schools from the elementary level, so as to be certain of meeting the state requirements; but with our schools now qualifying to offer this advanced study, the youth may continue in our own schools several years longer.
- ▶ The Sterling Drug Company, with main offices in New York, signed a four-year contract last March with the College of Medical Evangelists, to finance a search for medicinally valuable plants and natural products. A full-time staff of five persons will gather and screen these products under direction of the School of Tropical and Preventive Medicine.
- ▶ A health-education program for patients of CME's Loma Linda Sanitarium and Hospital was begun recently by the health-education committee. The twice-weekly program, broadcast over the hospital radio system, stresses preventive medicine and features as speakers physicians, nutritionists, nurses, and others.
- ▶ Four members of Atlantic Union College's faculty were recently advanced in rank: Mrs. Otilie F. Stafford, English, and Melvin K. West, music—from assistant professor to associate professor; Martha Lorenz, home economics, and John Morris, natural sciences—from instructor to assistant professor.
- ▶ Many boys and girls are deciding for Christ in the 13 church schools in the Leeward Islands Mission (British West Indies). More than 20 pupils were baptized during the first half of the last school year.
- ▶ Floyd Wood, principal of La Sierra Preparatory School since 1956, sailed from Los Angeles, July 28, for Singapore, where he is to be principal of the Far Eastern Academy.

► Last spring the Emmanuel Missionary College chapter of the American Temperance Society presented Dr. Lois L. Higgins, director of the Illinois Crime Prevention Bureau and an international criminologist, as guest speaker for chapel. Her special field is narcotics, and she has received international acclaim for her accomplishments in the fields of criminology, sociology, and delinquency control.

► Dr. Robert E. Cleveland, history professor at Union College for the past ten and a half years, has accepted an appointment as academic dean of Atlantic Union College.

► Mrs. Marie Moreno, who for several years was in our educational work in Inter-America, is the University of Nebraska TV teacher for Spanish I, and the Union College Academy Spanish I class is going to be tied in with the University of Nebraska TV study program.

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## Dave

(Concluded from page 22)

would often present to the class a résumé of the work discussed the night before. As he began to succeed in his schoolwork, he became a much happier, friendlier child.

Dave's interest in animal life was a strong point and one upon which Miss Johnson capitalized in setting up a special pattern of learning for him. His reading was carefully selected and pertained to the new animal friends studied in science. He became the resource leader in every science discussion and was chosen as official caretaker of the animals. From books, he learned what, when, and how to feed them.

He felt very important the day there were guests and he was called upon to report his findings on the courtesy of the salespeople in three of the local stores. He beamed with pride when his classmates voted to send him to the office personally to invite the principal to visit Room 47 and see the science display.

This was the first time in his life he had happily entered the principal's office. The major prerequisite for this honor was the ability to be poised and courteous.

One night in June, after all the other children had left, Dave continued to linger. Miss Johnson could sense he had something special to say to her. Quietly he came to her desk. His brown eyes looked into hers with anxious inquiry, "When will we get our promotion cards?"

"Next Monday, Dave."

"Please! Don't give me one. I don't want to go into fourth grade; I'd rather stay here. I just love school in this room."—*NEA Journal*, November, 1950. (Used by permission.)

► Self-help opportunities at Southern Missionary College are numerous and varied. Collegedale Cabinets, Inc., pays approximately \$1,000 a month to the 12 students employed, and its output and sales have increased in the past year from \$5,000 a month to \$25,000 a month. McKee Baking Company employs 30 students and a number of wives or parents of students, who earn \$7,800 a month. Besides these privately owned industries, the college operates a dairy and creamery, a printshop, a laundry and dry-cleaning business, a broomshop, a garage, and a grocery chain store and mercantile establishment, all of which employ students and/or members of their families.

► Hawaiian Mission Academy is the most westerly secondary school of the Pacific Union Conference. This accredited academy ranks high in the estimation of civic, business, and governmental leaders of the Hawaiian Islands. A number of persons prominent in government and professional lines are graduates of the academy; others send their sons and daughters to this school. The nearly 300 students who attend come not only from the Hawaiian Islands but from other islands of the Pacific, Japan, and mainland United States. Most of the students in attendance live in private homes in Honolulu; some 35 live on the campus in the dormitories.

► Ruth Spaulding, a student teacher in the territory of Pacific Union Conference, was assigned to teach in one of the public schools. Not being allowed to mention Bible texts or talk of religious things, she prayed that the Lord would help her to have a heavenly influence upon the children. As a result, the parents of one of her students not only are attending Sabbath school and church but have opened their home for a story hour, which a number of the students of Miss Spaulding are attending.

► A course in dental hygiene, which will offer new career opportunities for Seventh-day Adventist young women, has recently been approved by the College of Medical Evangelists trustees, according to School of Dentistry Dean Webster M. Prince. Nearly 150 names are on file as having an interest in the course.

► Student leaders from Walla Walla College and La Sierra College joined students at Pacific Union College last spring to discuss mutual activities, exchange new ideas, and seek solutions to common Student Association problems. Walla Walla College will be host to delegates from La Sierra and Pacific Union colleges at the 1958-59 workshop.

► Dr. George L. Caviness is filling the post of academic dean of Union College, coming from Pacific Union College, where he was professor of modern languages. Dr. Edwin B. Ogden, academic dean for the past 11 years, has resigned this position but will remain on the UC staff as head of the mathematics department.

► Shenyenne River Academy has been informed by the State Department of Public Instruction of Bismarck, North Dakota, that it is now classified as a "fully accredited school."

# Preparing Students for Successful Living

*Anna Stone Beem*

TEACHER, GRADES 4-6  
LITTLE ROCK, ARKANSAS

Today I looked at my schoolroom,  
Studied each desk for what it really held:  
Not the wriggling, restless body  
Nor the motley attire that covered it;  
Instead I saw the person—  
The feeling, thinking, acting individual,  
The citizen of his little world.  
As I looked  
I saw timid Harry, giggling Lou, and lazy Bob;  
Sad-faced Dickie, and cross-eyed Tom;  
Nervous Mabel, and mischievous Joe;  
And others who were just faces.  
And others—  
Ah, those others!  
Those who already hold within their grasp  
Some mysterious, intangible attraction—  
An attraction that springs not from beauty  
Of either face or figure;  
Not from prowess, either mental or physical,  
Nor from the appealing, pathetic lack of them;  
But rather it springs from some personal allure-  
ment—  
Some manner or trait or way that wins,  
Some habits of conduct that please,  
Some ability to accomplish,  
Some effort that satisfies—  
And I recognize that even now  
Each child is setting the pattern for his life.



MAX THARPE

And "as the twig is bent the tree's inclined."  
I stop and note these attributes  
That make some children fill their places in society  
More successfully than do others:  
There's Bertha's kindness,  
And Mae's slow smile;  
There's Jane's dependable application,  
And Dorothy's inspiring appreciation.  
The boys, too—each one is different.  
I see good-natured, black-eyed Charlie,  
And serious Bill, who seeks all the facts;  
There's lovable, clever David,  
And tenderhearted Jackie with his sympathizing  
tears.

I see these children, and I tremble  
For the responsibility that is mine:  
For the nice privilege that is granted  
To "bend the twig"—  
To straighten it, to prune it,  
To enrich and cultivate it—  
In this short year together.  
I do not fear that I shall fail them  
In presenting what we have in texts;  
But that I might let this contact pass  
Without building into every experience  
Those concepts that will broaden their visions,  
That will help them behold the realms  
Beyond their present horizons—  
And desire them.  
And, desiring them, to reach out  
And up,  
That they may ever strive to attain  
To the fullness of their ability,  
And still know joy and peace, whatever their lot.  
I face my problem:  
To help my students *become* successful  
I must help them to *be* successful now.  
And where do I find wisdom?  
What standards shall I use  
In these confusing times  
When nations are angry,  
Governments are uncertain,  
Civilization is changing,  
Communism is threatening?  
The only ones that change not  
Are God,  
And His Son, the Master Teacher,  
"In whom are hid all the treasures of wisdom."<sup>1</sup>

In the Living Word, God gives the answer:  
 By precept and example  
 He shows us what and how to teach.  
 First, He told us how  
 A successful man should *feel*:  
 For "the fruit of the Spirit is  
 Love, joy, peace, longsuffering,  
 Gentleness, goodness, faith. . . ." <sup>2</sup>  
 Then He told us what such a man should *think*:  
 "Whatsoever things are true, . . .  
 Whatsoever things are pure,  
 Whatsoever things are lovely, . . .  
 Think on these things." <sup>3</sup>  
 He also told us what we should *do*:  
 "Be ye doers of the word." <sup>4</sup>  
 And He summed up man's obligation as  
 Love to God and love to man. <sup>5</sup>  
 And the Master Teacher taught  
 How the successful man should *live*:  
 He should work—  
 "Work with your . . . hands." <sup>6</sup>  
 He should study—  
 "Study to shew thyself approved." <sup>7</sup>  
 He should have self-confidence—  
 "Be not afraid." <sup>8</sup>  
 He should have ambition—  
 Strive "for the mastery" <sup>9</sup>  
 And compassion—  
 "Bear ye one another's burdens." <sup>10</sup>  
 These ideals of success are basic,  
 But they must be tied to perception.  
 We cannot create a world of ideals  
 Wholly outside of our experience:  
 The ideals of the blind are colorless;  
 The ideals of the deaf are soundless;  
 The ideals of us all  
 Are bound up with our experiences.  
 If we would help a child to become successful,  
 We must help him now to form right judgments  
 In his life situations day by day.  
 Let us see *how* Jesus taught:  
 Matthew says,  
 "He taught them as one having authority." <sup>11</sup>  
 So, if I am to inspire my Mary, my Peter,  
 My Jerry, and my Joe,  
 I must be positive about my ideals;  
 There must be an earnestness and directness  
 That will give power to my teaching.  
 Jesus taught by example:  
 "As I have loved you, that ye also love one another." <sup>12</sup>  
 There are no arbitrary laws or rules  
 That develop satisfactory ideals;  
 But an uplifting atmosphere in my schoolroom  
 Will influence and regulate  
 The thoughts and actions of my students.  
 Further study of Christ's method shows  
 That He dealt not in abstract theories,

But, starting with familiar experiences,  
 Proceeded from the simple to the complex.  
 With fine skill He linked  
 Objects of everyday life  
 With the greatness of the kingdom.  
 And likewise,  
 We may use the multitudinous materials at hand  
 To teach the great things of the spirit.  
 Another marked characteristic  
 Of the Master's teaching  
 Was His positive guidance in all right living.  
 While the wording of the law is "Thou shalt not,"  
 His teaching therefrom is "Thou shalt."  
 Negative rules tell us what not to do—  
 They fail to tell us what we should do.  
 With my students  
 I must commend the good  
 More than I condemn the wrong.  
 The powers of the mind are developed  
 By occasioning their right activity.  
 I must set the example, arrange situations,  
 Encourage acceptable attitudes,  
 So that each pupil will know what is desirable,  
 But allow him to exercise his own power of choice  
 To the limit.  
 The results—the product of his own choice—  
 Yield the largest measure of influence and joy.  
 Thus, in trying to follow in some degree  
 The perfect pattern of the greatest Teacher  
 Who ever stirred the heart  
 And stimulated the mind of a pupil,  
 We find the solution to our question.  
 We set before us a goal—  
 A definite end:  
 A successful life for each pupil.  
 To attempt even in a small way  
 To approach this goal;  
 To help each one best to discharge  
 His life's responsibilities—  
 This is the supreme challenge  
 Of educators.  
 We are usually called teachers.

<sup>1</sup> Colossians 2:5.

<sup>2</sup> Galatians 5:22.

<sup>3</sup> Philippians 4:8.

<sup>4</sup> James 1:22.

<sup>5</sup> Luke 10:27.

<sup>6</sup> 1 Thessalonians 4:11.

<sup>7</sup> 2 Timothy 2:15.

<sup>8</sup> Ezekiel 2:6.

<sup>9</sup> 1 Corinthians 9:25.

<sup>10</sup> Galatians 6:2.

<sup>11</sup> Matthew 7:29.

<sup>12</sup> John 13:34.

► The Northern European Division has authorized the West African Union Mission to select a site and to begin construction of a new theological training center, which will offer secondary and junior college work for our African youth and will provide pastors and evangelists, Bible instructors and office workers, for the entire West African Union territory.

- ▶ During the past ten years a great work has developed within the Pacific Union for the American Indians until its influence is felt throughout the nation. There are four mission stations: Navaho Mission School, Holbrook, Arizona; Monument Valley Mission and Clinic, Monument Valley, Utah; Maricopa Mission and School, Laveen, Arizona; and Twin Buttes Mission School on the Navaho Reservation north of Holbrook. The ten-grade school at Holbrook provides Christian educational opportunities for 100 Indian youngsters annually. Prof. Frank Daugherty and his staff rejoice that 40 students have been baptized at the school and many of these are preparing to become workers among their people. Some young people have completed their training at Holbrook, taken advanced work, and gone out as teachers. Others want to become nurses and doctors. Bible studies being given in the hogans by students and teachers and religious services at the mission school are spreading the light of truth among the various tribes.
- ▶ A recent example—among many—of outstanding service to the Government, communities, and institutions by CME faculty and alumni is the appointment of Maxine Atteberry, dean of the CME School of Nursing, as president of California's Board of Nurse Examiners. Some functions of this group are to license the thousands of nurses who annually apply for registration with the State, to review and approve programs of established and proposed schools of nursing, and to attend in general to legal matters involving the 48 schools of nursing and the practice of nursing in California.
- ▶ Charles J. Stokes, professor of economics and business at Atlantic Union College, has been awarded a Fulbright scholarship to lecture at the University of Guayaquil, in Ecuador, South America. Dr. Stokes and his family will spend one year in Ecuador before returning to Atlantic Union College.
- ▶ The Polish Union Conference is remodeling its former training school building, preparatory to reopening this important center, which has been closed for many years.
- ▶ Three Southern Missionary College faculty members have in recent months received Master's degrees: Gordon Hyde, in speech, from the University of Wisconsin; Dorothy K. Christensen, in home economics, from the University of Tennessee; and J. M. Ackerman, specialist in education, from George Peabody College.
- ▶ The Department of Education in the Philippines has permitted Mountain View College to offer the following: complete elementary and secondary academic courses, two-year normal, premedical, commercial, secretarial, agricultural, and general mechanics courses, as well as a four-year liberal arts course.
- ▶ G. J. Millet, Oakwood College president, has been granted a \$2,500 award for advanced study by the Southern Educational Foundation. He is one of four educators to receive this scholarship award by the above foundation. He is studying for a doctoral degree in educational administration at George Peabody College in Nashville, Tennessee.
- ▶ The following report was found in the register of the Kirkuk Adventist School (Middle East) under the direction of Miss Majeeda Shamoun. Congratulations, Miss Shamoun! "The pupils are energetic, healthy, and clean. What pleases me particularly in the school is the strict adherence to the instructions of the Ministry of Education and the raising of the educational standards. The head mistress is very diligent in her duties, paying good attention to the registers and school rules, and watching carefully the health of the pupils while enlisting the support of the parents. I am especially impressed with her attention to the teaching of the English language so that the level of the teaching of this language in the second class is of the level of the English taught in the fifth class in the public schools. I thank her and express appreciation of her efforts to raise the academic standards of the school!"
- ▶ Recent additions to the Union College Academy faculty include J. D. McKee from Iowa and graduate of Union College, as science and math teacher, and Mrs. C. G. Gordon as teacher of English, Spanish, and home economics.
- ▶ In order to expedite favorable public relations between Emmanuel Missionary College and the village of Berrien Springs, the college participates in a number of local community projects. Last year the college gave a benefit program for the Community Chest, conducted an Old Bible contest, shared in the March of Dimes campaign, and participated with the village high school and the Lutheran parochial school in a musical program—all of which promotes good feeling toward the college and facilitates success in the annual Ingathering campaign.
- ▶ The Golden Rule Bindery at San Pasqual Academy (California) not only provides remunerative work to students who must earn their school expenses but is also a successful business enterprise, showing a 40- to 50-per cent increase in business over last year's record.
- ▶ Promotions in rank were voted by the Walla Walla College board last spring: Stanley Bull and E. F. Cross to full professorship in education and engineering, respectively; Claude Barnett and Russell Dahlbeck to assistant professor of physics and physical education, respectively.
- ▶ Canadian Union College is launching a strong fund-raising program to expand the facilities and services of the school. The project aims to raise one million dollars in expansion funds during the next ten years. Included in the new building plans are a new residence hall, library, and science building.
- ▶ The Malayan Union Seminary (Singapore) will henceforth be known as Southeast Asia College. The school was established in 1915, and many of the valiant workers in that area were former students of the Seminary.
- ▶ The division of nursing at Southern Missionary College is developing rapidly and is favorably recognized by the Tennessee Board of Nursing.

INDEX  
THE JOURNAL OF TRUE EDUCATION

Volume 20  
October, 1957 - June, 1958

- AMBS, LOUISE J., "This Is Our Teacher," October, 1957, 21.
- BEE, MRS. C. M., "Training Leaders for Tomorrow," February, 1958, 6.
- BOLTON, FREDERICK E., "I Would Like to Teach Another Seventy Years!" April, 1958, 5.
- "The Bringers Up of the Children," TAYLOR G. BUNCH, October, 1957, 4.
- BUNCH, TAYLOR G., "The Bringers Up of the Children," October, 1957, 4; "Stars of the First Magnitude," December, 1957, 4; "Essentials to Success," April, 1958, 6.
- BURNETT, RUTH G., "Conduct Becoming a Teacher," December, 1957, 15.
- "Business Education in the Secondary School," IRMA WATT MINIUM, April, 1958, 24.
- CADWALLADER, E. M., "Should Seventh-day Adventists Study Psychology?" December, 1957, 12.
- "Can Counseling Help These?" MRS. THOMAS A. LITTLE, October, 1957, 8.
- "The Chart and Compass of Christian Education," Summer, 1958, 2.
- "Christian Education Week," ZELLA JOHNSON HOLBERT, February, 1958, 19.
- "The Christian School Is—" Summer, 1958, 4.
- "Colleges in the U.S.A." (editorial), December, 1957, 32.
- "Colleges of the Northern European Division," W. I. SMITH, April, 1958, 16.
- "Conduct Becoming a Teacher," RUTH G. BURNETT, December, 1957, 15.
- "Cost of Attending School" (editorial), April, 1958, 32.
- COX, MRS. LINCOLN M., "Planning and Directing School Publications," October, 1957, 16.
- CRUMP, FRED J., "Good School Morale Builds Desirable Discipline Patterns," December, 1957, 16.
- "Curriculum Problems" (editorial), April, 1958, 32.
- "Developing Pupil Self-control," MILDRED SUMMER-  
TON, April, 1958, 11.
- "Disaster Education in the College," AMANDA SLOANE, February, 1958, 16.
- DOUGLASS, HERBERT E., "A Lesson From Churchill," February, 1958, 4.
- DUNN, FANNIE WYCHE, "Problems of the One-Teacher School," October, 1957, 14; December, 1957, 20; February, 1958, 21.
- DUSEL, WILLIAM J., "Some Semantic Implications of Theme Corrections," February, 1958, 14.
- "Educational Qualifications for Teachers" (editorial), February, 1958, 3.
- "Educational Secretaries Travel" (editorial), December, 1957, 32.
- ELLER, WILLIAM, "Essentials of Critical Reading," February, 1958, 21.
- "English, Bible, and Soul Winning," THEODORE E. MILLER, April, 1958, 8.
- "Essentials of Critical Reading," WILLIAM ELLER, February, 1958, 21.
- "Essentials to Success," TAYLOR G. BUNCH, April, 1958, 6.
- "Expenses of Academy Seniors," CLIFFORD L. NEWKIRK, February, 1958, 11.
- FOSTER, ZEPH H., "Preparation + Planning = Understanding," December, 1957, 24.
- "General Education Necessary" (editorial), February, 1958, 32.
- GIBSON, JESSE O., "Temperance Education," October, 1957, 12.
- "Good School Morale Builds Desirable Discipline Patterns," FRED J. CRUMP, December, 1957, 16.
- GOTT, GEORGE T., "Teaching Business Administration Overseas," December, 1957, 18.
- HEFFERLIN, RAY, "Scientific Method and Everyday Life," December, 1957, 6.
- HOLBERT, ZELLA JOHNSON, "Christian Education Week," February, 1958, 19.
- "Home and School Association," O. J. RITZ, April, 1958, 14.
- "How to Visit Your Classroom," THOMAS O. LAWSON and EMERY STOOPS, October, 1957, 10.
- "I Would Like to Teach Another Seventy Years!" FREDERICK E. BOLTON, April, 1958, 5.
- "Impressions of Our Mission Schools" (editorial), April, 1958, 3.
- "It Is the Life That Counts" (guest editorial), W. A. NELSON, December, 1957, 3.
- JOHNSON, ETHEL A., *Teaching Exceptional Children in Every Classroom* (book review), October, 1957, 29.
- JOHNSON, MYRNA, "Qualifications of Good Teachers," April, 1958, 13.
- LAWSON, THOMAS O., and EMERY STOOPS, "How to Visit Your Classroom," October, 1957, 10.
- "A Lesson From Churchill," HERBERT E. DOUGLASS, February, 1958, 4.
- LITTLE, MRS. THOMAS A., "Can Counseling Help These?" October, 1957, 8.
- "Maintaining a Fundamental Christian Philosophy," E. A. ROBERTSON, October, 1957, 6.
- "A Man Among Six-Year-Olds," RAYMOND MURGA-TROYD, April, 1958, 19.
- MILLER, THEODORE E., "English, Bible, and Soul Winning," April, 1958, 8.
- MINIUM, IRMA WATT, "Business Education in the Secondary School," April, 1958, 22.
- MOORE, M. E., "A Teacher's Prayer" (poem), April, 1958, 12; "My Year as a Teacher, 1957-1958," April, 1958, 9.
- NELSON, W. A., "It Is the Life That Counts" (guest editorial), December, 1957, 3.
- "New Film on Teacher Recruitment" (editorial), April, 1958, 30.
- NEWKIRK, CLIFFORD L., "Expenses of Academy Seniors," February, 1958, 11.
- "Of Interest to Librarians" (editorial), February, 1958, 32.
- "Off to School—At What Age?" JOYCE WILSON, Summer, 1958, 12.
- "Part-Time Employment of Students" (editorial), October, 1957, 32.
- "Planning and Directing School Publications," MRS. LINCOLN M. COX, October, 1957, 16.

- "Pre-General Conference Education Council" (editorial), April, 1958, 32.
- "Preparation + Planning = Understanding," ZEPH H. FOSTER, December, 1957, 24.
- "President's Committee on Higher Education" (editorial), April, 1958, 32.
- "The Problem of the Junior High" (editorial), October, 1957, 3.
- "Problems of the One-Teacher School," FANNIE WYCHE DUNN, October, 1957, 14; December, 1957, 20; February, 1958, 21.
- "Qualifications of Good Teachers," MYRNA JOHNSON, April, 1958, 12.
- "Reading Speed" (editorial), December, 1957, 32.
- REED, MRS. PAULA, "Some People's Children," February, 1958, 8.
- REYNOLDS, ROBERT L., "A Student's Trouble, the Teacher's Opportunity," October, 1957, 19.
- RITZ, O. J., "Home and School Association," April, 1958, 14.
- ROBERTSON, E. A., "Maintaining a Fundamental Christian Philosophy," October, 1957, 6; "Thou Shalt Build Bulwarks," Summer, 1958, 26.
- "Scientific Method and Everyday Life," RAY HEFFERLIN, December, 1957, 6.
- "The Seventh-day Adventist Basic Reading Program" (editorial), October, 1957, 32.
- "Should Seventh-day Adventists Study Psychology?" E. M. CADWALLADER, December, 1957, 12.
- SLOANE, AMANDA, "Disaster Education in the College," February, 1958, 16.
- SMITH, W. I., "Colleges of the Northern European Division," April, 1958, 16.
- SOFSKY, CHLOE ADAMS, "Teaching Discrimination in Art," April, 1958, 20.
- "Some People's Children," MRS. PAULA REED, February, 1958, 8.
- "Some Semantic Implications of Theme Corrections," WILLIAM J. DUSEL, February, 1958, 14.
- "Stars of the First Magnitude," TAYLOR G. BUNCH, December, 1957, 4.
- STOOPS, EMERY, joint author, see LAWSON, THOMAS O., and EMERY STOOPS.
- "Student-Faculty Relations and Cooperation," ELLEN G. WHITE, February, 1958, 12.
- "A Student's Trouble, the Teacher's Opportunity," ROBERT L. REYNOLDS, October, 1957, 19.
- "Suggestions Welcomed for a Better JOURNAL" (editorial), February, 1958, 32.
- SUMMERTON, MILDRED, "Developing Pupil Self-control," April, 1958, 13.
- "Tax Exemptions and Education" (editorial), February, 1958, 32.
- "A Teacher's Prayer" (poem), M. E. MOORE, April, 1958, 12.
- "Teacher Recruitment Starts in the Eighth Grade," CLAUDE W. TRAYLOR, December, 1957, 11.
- "Teaching Business Administration Overseas," GEORGE T. GOTT, December, 1957, 18.
- "Teaching Discrimination in Art," CHLOE ADAMS SOFSKY, April, 1958, 20.
- Teaching Exceptional Children in Every Classroom* (book review), ETHEL A. JOHNSON, October, 1957, 29.
- "The Teaching of Listening—and Why," MIRIAM E. WILTS, December, 1957, 8.
- "Temperance Education," JESSE O. GIBSON, October, 1957, 12.
- "This Business of Education," T. E. UNRUH, April, 1958, 7.
- "This Is Our Teacher," LOUISE J. AMBS, October, 1957, 21.
- "Thou Shalt Build Bulwarks," E. A. ROBERTSON, Summer, 1958, 26.
- "Training Leaders for Tomorrow," MRS. C. M. BEE, February, 1958, 6.
- TRAYLOR, CLAUDE W., "Teacher Recruitment Starts in the Eighth Grade," December, 1957, 11.
- "Ungraded Primary Schools" (editorial), October, 1957, 32.
- UNRUH, T. E., "This Business of Education," April, 1958, 7.
- "An Urgent Invitation" (editorial), June, 1958, 22.
- "Vaccination Against Paralytic Poliomyelitis," October, 1957, 30.
- "What Is a Christian School?" (editorial), Summer, 1958, 3.
- WHITE, ELLEN G., "Student-Faculty Relations and Cooperation," February, 1958, 12.
- WILSON, JOYCE, "Off to School—At What Age?" Summer, 1958, 12.
- WILTS, MIRIAM E., "The Teaching of Listening—and Why," December, 1957, 9.
- WITTSCHIEBE, C. E., *Youth, The Years From Ten to Sixteen* (book review), December, 1957, 29.
- "Woodrow Wilson Graduate Fellowship" (editorial), April, 1958, 30.
- Youth, The Years From Ten to Sixteen* (book review), C. E. WITTSCHIEBE, December, 1957, 29.

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## I Like Teaching

(Concluded from page 20)

until my end of the room looked like a gangster's funeral. The cards poured in by the handful in each mail delivery, until I became embarrassed when I noticed the somewhat envious glances of the other women in the room.

One day after an especially crowded visiting hour, the lady in the next bed said to me: "You really do have a rich, full life, don't you?" I answered without thinking, "Yes, I do; but you see I've been a teacher for 23 years." Thinking it over later, I realized I had something quite profound.

As I compare my life with the lives of people I know in other fields, I feel that I have something that many of them envy. Teaching has given me a sense of direction, a sense of my own value in the world, and a sense of continuing growth. Teaching is more than just a way to earn a living, it is a way of life. It is a *good* life.—*NEA Journal*, December, 1951. (Used by permission.)

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► The front section of the new dormitory for men at Atlantic Union College was scheduled to be ready for occupancy in September. This section contains the recreation and lounge areas and the dean's apartment and will accommodate 84 students.

► The Bible textbook *Principles of Life* has been translated into Swedish, primarily for use in our training school at Ekebyholm.

## The Bookshelf

*Remedial Reading, Teaching and Treatment*, by Maurice D. Woolf and Jeanne A. Woolf. New York: McGraw-Hill Book Company, 1957.

This book presents to the reader the philosophy and theory behind the program of remedial reading. Considerable emphasis is given to the role of emotion in the reading process. Examples from case histories that are cited in this book bear out the fact that though physical handicaps, visual anomalies, and poor teaching cannot be ignored, they are no more important factors in reading than are emotions and personal adjustment. There is considerable evidence that reading is a function of the whole personality, and that improvement in reading skills is often concurrent with improvement in personal adjustment.

Overcoming reading disability may involve a rearrangement of the learner's concept of himself. If he is to make improvement, he must have opportunities to achieve success and healthy self-esteem. A classroom climate of warmth and mutual respect is favorable to learning.

One chapter of the book deals with the use of tests in diagnosing the retarded reader's potentials and needs. After screening students by means of mass testing, the counselor or teacher can use diagnostic reading tests, individual tests of ability, and personality tests for a more refined diagnosis. A thorough diagnosis might include physical examination, tests of vision and hearing, and measurement of interests and personal adjustment. All these tests help the counselor and teacher to communicate effectively with the pupil. They indicate not only where he needs help but how he sees the world himself.

In view of the many interrelated causal factors, a multiple approach to reading problems is needed. Drills, exercises, and mechanics of reading are described by the authors as necessary; but secondary to activities that involve thinking, reacting, and expressing emotions. A typical daily routine might include tachistoscopic drill, skimming, speeded reading, comprehension testing, and discussion. Each student keeps his own record of daily performance. Variations of the routine include personal development discussions, analysis of propaganda, spelling, vocabulary study, word analysis, dramatizations, creative writing, panel discussions, round-table discussions, and reports.

The instructor's attitudes toward his students are said to be equally important to or more important than methods and materials. Suggestions are given on improving relationships with parents, and the effect of parental attitudes on reading progress is discussed.

Occasions will arise when it seems advisable to refer students to other agencies, such as speech clinic, child-guidance clinic, optometrist, physician, or social agency. There are service clubs that furnish eyeglasses for deprived children, and carry on other charitable projects. Staff members should be aware of community resources, and know the proper channels for securing their help when it is needed.

Group procedures are introduced in the book as a means of helping students to solve problems related to

reading as well as general problems, and to create a classroom climate favorable to growth and learning. The reading class is not limited to improving skills, but may contribute to general education and citizenship training. Retarded readers need practice in participation and in verbal communication as well as in reading. The ability to think while reading is said to be enhanced by experience in exchanging thoughts and opinions about the materials needed.

Any school program can be improved by careful and objective evaluation. The authors describe objectives agreed upon by one class and teacher, as improvement of speed, comprehension, concentration, spelling, interest, vocabulary, study habits, self-confidence, social skills, and the ability to analyze and appraise reading selections. They also agreed to try to identify and correct ocular defects and to explore feelings that might relate to efficiency in reading. One can notice that these objectives go beyond reading speed and comprehension. A thorough evaluation of gains would then include the measurement of total growth, rather than reading skills alone.—DELPHINE WATSON, *Elementary Supervisor, Colorado Conference.*

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► Last spring a Union College Community Service program, under the direction of Sydney Allen, Jr., Alice Smith, and Mrs. Anne Dunn, was held in Council Bluffs, Iowa. Senior religion, home economics, and nursing majors assisted in the program to help the people of Council Bluffs to prepare to meet the physical, mental, and spiritual dangers of the twentieth century.

► During the past eight years the enrollment at the Ethiopian Union Training School has risen from 40 to 200, and the staff has increased each year. Ten buildings have been erected during this period. The intermediate school is sending out its first high-school graduates this year, and the plan is to continue this training on a collegiate level.

► Daniel Walther, professor of church history at the Seventh-day Adventist Theological Seminary, was privileged to contribute several articles for the forthcoming revised edition of *The New Schaff-Herzog Encyclopedia of Religious Knowledge*.

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# Education

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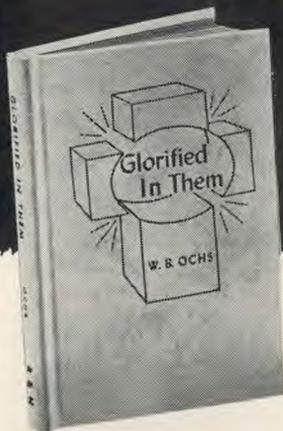
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## Editorial NEWS AND VIEWS

**Educational Conferences** June 11 to 17, the heads of the departments of Bible, Biblical Languages, History, and Music of our North American Division colleges met for professional conferences on the beautiful campus of Emmanuel Missionary College, in southwestern Michigan. During the daytime each group met separately to study new features of their respective disciplines, and to learn from one another better ways of presenting material to the students; then in the evenings all groups united to discuss problems of mutual interest. Participants found this meeting stimulating and conducive to professional growth and improvement. A number of overseas teachers were present from Africa, Korea, India, Singapore, and the Philippines.

In the few days preceding the General Conference session, all educators present at Cleveland participated in three meetings, plus two more during the session. Time was devoted to discussion of educational problems in both home and overseas divisions. Nearly 150 teachers and educational secretaries from all parts of the world enjoyed fellowship together as they sought better ways of attaining the objectives of Adventist Christian education.

**Changes in Educational Personnel** At the General Conference session, and in the ensuing adjustments, a number of changes have taken place in educational leadership. F. O. Rittenhouse is the new president of Potomac University, succeeding E. D. Dick, who has retired after a long and distinguished career in administrative work in our schools and in the General Conference. He will take up his duties on February 1, 1959. Elder E. D. Dick, who is now president emeritus of Potomac University, will carry on the presidency until Dr. Rittenhouse arrives. Otto Schuberth, who has served many years as a teacher, and for the last 12 years as educational secretary of the Southern European Division, has retired from active service, and has been succeeded by H. Stoeger, formerly principal of Bogenhofen Seminary, in Austria. In the Australasian Division, E. E. White, president of Australasian Missionary College, and E. G. McDowell, division educational secretary, have exchanged places. C. N. Rees, president of Southwestern Junior College for the last several years, is the new president of Southern Missionary College; and his former position at Southwestern has been taken over by L. C. Scales, who for several years has been the pastor of Southwestern's college church. Oshawa Missionary College, in eastern Canada, also has a new president, Percy W. Manuel; while the former incumbent, W. A. Sowers, is now president of the West Indian Training College, in Jamaica. Other changes are still occurring as these comments are being written. It is our prayer that God will richly bless each of these men in his new responsibilities, and that His presence will still be with

those who have worked long and hard, but who have now retired or accepted other work.

Changes have also taken place in the office of this JOURNAL. T. Rose Curtis, who for 12 years edited and prepared all copy for the press, and did all proofreading and make-up, has moved to California to be near her family. She will serve as editorial secretary in the Voice of Prophecy offices, at Glendale. Miss Curtis joined the General Conference staff in 1921, and has served here ever since, mostly in one or another phase of educational work—for 20 years as secretary to Arthur W. Spalding. Her long and faithful and unassuming service, and her real contributions to Seventh-day Adventist educational work, are deeply appreciated.

**Faithful Teachers Are Invaluable** God has told us that there is no more important work than the education and training of our youth. And faithful service is marked and remembered by our heavenly Father. Of this Ellen G. White wrote:

It is not the length of time we labor but our willingness and fidelity in the work that makes it acceptable to God. In all our service a full surrender of self is demanded. The smallest duty done in sincerity and self-forgetfulness is more pleasing to God than the greatest work when marred with self-seeking. He looks to see how much of the spirit of Christ we cherish, and how much of the likeness of Christ our work reveals. He regards more the love and faithfulness with which we work than the amount we do.—*Christ's Object Lessons*, p. 402.

We must never weigh the value of our work by the size of the school in which we teach. Every teacher in our Adventist schools around the world, however small or remote the school may be, fills an important post for the King of kings. We have read of an unlearned guide who worked for the United States Government in the Philippines many years ago. At one time he was assigned to lead the governor general of the Philippines and some other dignitaries on an inspection of unsettled territory on the island of Mindanao. While fording a swift mountain stream, the horses on which the guide and the governor were riding were swept off their feet. The guide quickly made his way through the turbulent waters to the shore, leaving the governor general to get out as best he could. As the latter was a portly man, it was with much difficulty that he kept from drowning. When the guide was reproved for having left the official to fend for himself, he said: "The United States Government can find a lot of men who would give almost anything to take his place, whereas I doubt that they could find anyone who could or would take my job."

"It is required in stewards, that a man be found faithful" (1 Cor. 4:2). May we encourage one another to be trustworthy and loyal to our teaching profession, so that when our Saviour comes we shall be found faithfully fulfilling our appointed tasks.