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

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THE CHALLENGE OF EDUCATIONAL LEADERSHIP

*L. R. Rasmussen**

IN ANY period of history it has been a challenge to be entrusted with the responsibility of educating the youth, but the tremendous challenges that face educators today in this rapidly changing and confused world are greater than ever. To guide aright the children and youth of the remnant church demands educational statesmanship of the highest order.

It demands men of clear vision, courage, sterling character and integrity, unswerving allegiance to God, unwavering loyalty, uncompromising principle, men who will stand, if need be, in face of fierce opposition. It calls for the highest quality of *spiritual, professional,* and *personal* preparation. It calls for a dedication and commitment of life.

L. R. Rasmussen

It has been said that we live in the "age of the common man," but this "uncommon age" calls for uncommon men and uncommon women to lead a generation of uncommon youth to an uncommon destiny.

There are many conflicting and bewildering views on education in the world today! The educational pendulum has been swinging, first one way, then the other. Shifting values, shifting standards, shifting methods, can be witnessed on every hand.

Our greatest danger is that we as Christian educators will also become confused! One educator, currently viewing all this confusion that besets education, cried out, "Oh, God! Are there no unchangeable certainties, no absolute values, no authoritative, transcendent aims and objectives and goals?" Thank God! We have a transcendent aim and objective. We have a divine, authoritative directive and commission given by the Creator and Redeemer. The basic question is, Are we willing to follow this heavenly commission?

Fellow educators, we have come to a time that calls for a deep soul searching and resolute stand on the part of every one of us if we are to preserve our precious heritage of Christian education.

Make no mistake about it, there are influences and forces now at work, which if allowed to go unchecked, will surely neutralize and negate the entire influence of our educational endeavor. We should be alarmed over certain trends that have caused some to adopt the customs, standards, maxims, and vocabulary of the world.

The great principles of education are unchanged. "They stand fast for ever and ever" (Psalm 111:8); for they are the principles of the character of God.[1]

It is imperative that every Seventh-day Adventist "understand that the educational advantages offered by our schools are to be *different* from those offered by the schools of the world."[2] We are a "peculiar people," and we are to have a "peculiar" educational program. Our program is to be distinctive! If our people are to be called upon to give greater support to Christian education, they must be able unhesitatingly to see that the program of our schools is decidedly different.

The challenge put to Israel long ago by Joshua, the great leader, is still the imperative challenge today. "Choose you this day whom ye will serve." To this question the great leader gave his own individual answer. "As for me and my house, we will serve the Lord."[3]

Shall we not as Christian educators in modern Israel meet the same challenge and give the same unswerving answer? Shall we follow the blueprint? or shall we follow the ever-shifting, popular educational voices and current trends? Upon our answer depends the fulfillment of our obligation to our youth, our church, and our God.

With us, as with Israel of old, success in education depends on fidelity in carrying out the Creator's plan.[4]

Let us restudy the educational experiences of Israel, for their downfall began when they set aside God's plan and failed to appreciate His purpose in separating them from the surrounding nations.

Note these solemn words:

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* As mentioned in Editorial News and Views, Elder Rasmussen, who has been with the General Conference Department of Education, is joining the Pacific Union Conference.

The Heavenly Vision

W. P. Bradley *

IT IS an arresting, almost startling, expression—that double negative of Paul's—"not disobedient." In the beginning he had been stubborn, resistant, as he listened to the news concerning the Galilean prophet, said to be the Messiah. His instincts were repulsed by the thought that this Teacher might be sent from God, for he did not come from the acceptable classes of Judaism. Yet there was the bare possibility, horribly disturbing at times, that he was battling against truth. Finally the last defense of the stronghold of Paul's personality gave way before a central assault in his meeting with the Lord as he journeyed to Damascus.

Now comes the turning point that produced the greatest of the missionary apostles. Paul's mind was convinced as he listened to the Lord's voice; his stubbornness was rebuked and the coldness and formality of his nature melted in the warmth of Jesus' appeal; the future direction of his life was outlined. He was to be a preacher, a witness of what he had experienced. And what was Paul's reaction? Though the experience shook him to the very core, the direction of his future was definitely settled and his duty was always clear. The bar of fine steel comes out of the furnace, is quenched in a bath of liquid, but it is nothing more than it was—a bar of steel. But put it into the field of a powerful electric magnet. At once its molecules arrange themselves according to the lines of force of that magnetic field. Now when taken away it is found that it has a magnetic field of its own, and will always show true polarity.

The heavenly vision—how much we need it! It takes a heavenly vision, a new polarity, if a man or woman is to choose and continue to follow a lifetime of service in the work of God. By all the criteria of this world it would be more rewarding to carve out a career that would lead to wealth, or fame, or power. But the scale of values of this world is utter nonsense when judged by the weighty and eternal standards of heaven.

We are operating our schools for a purpose, and that purpose can be stated very simply. It is to meet the needs of the church. And one of those needs is that there be a steady supply, a pipeline full of committed, skilled, intelligent men and women ready to follow that heavenly vision. In the schools we are taking various measures in order to achieve that objective. We have college guidance departments, personal interviews, chapel talks, devotional literature, participation in various church activities such as the Sabbath school and the Missionary Volunteer Society.

Yet we must ask ourselves some pertinent questions. To what extent have all these many activities been successful in turning a sufficient number of our youth into the service of the church? If we were fully meeting our objectives, would there be shortages in such lines as the teaching profession, nursing, medical, secretarial, even the ministry? Yet those shortages exist and are even acute in certain areas. Does this condition not call us to a re-examination of our methods, our achievements, and shortcomings? Has there been developing a losing of the sense of vocation or mission in our schools? Have influences been at work that have attracted the younger generation into careers outside the regular work to the loss and detriment of our own interests? As individuals and as guides we should be aware of the true situation and shape our counsel to the youth in harmony with the needs of the church.

May we suggest several reasons why our youth in choosing careers may have decided not to prepare to enter the formal service of the church:

1. Job opportunities within the church may seem to the young people to be too few. It is possible that those responsible for advising the youth have failed to sense fully the needs of the rapidly growing work.

2. There may be developing a spirit of cynicism among the youth. They are too calculating; to them working for the church is "just another job."

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* Associate secretary, General Conference.

Are They Expressing Themselves?

Lilah Lawson *

CREATIVE writing provides an outlet for the child to express his thoughts and feelings and to release inner tensions and is a means of bringing to the surface the personal values by which he lives so that those concerned with the child may understand him better.[1] It gives a joy of invention that expressive writing can generate and serves to relieve fears, stir the sluggish, deepen the shallow, and cultivate the imagination.[2]

A seven-year-old boy watching TV said, "I wish somebody would invent something new! I've been watching TV all my life." Without knowing it, this child may have been feeling the need to release energy, to create, to express himself. To reflect on the extent to which TV, ready-made entertainments, workbooks, objective type tests, and busy teachers have encroached on the creativeness and hobbies so important to a child's all-around development, is sobering, indeed.

The world we live in is a speaking, listening, and writing world in which every individual has much need for oral communication and some need for written communication. There will be times in every person's life when his ability to express himself clearly and correctly in oral and in written language will be vital to his success and happiness. There will be times, also, when his inability to express himself well will make him feel ill at ease in social situations and inadequate in business and professional situations. His whole personality may be adversely affected by his consciousness of his lack of attainment in the use of the spoken and written word.

> One of the fundamental branches of learning is language study. In all our schools special care should be taken to teach the students to use the English language correctly in speaking, reading, and writing. Too much cannot be said in regard to the importance of thoroughness in these lines. . . . He who knows how to use the English language fluently and correctly, can exert a far greater influence than one who is unable to express his thoughts readily and clearly.[3]

We may ask ourselves, What is creative writing? Creative writing might better be called re-creative writing, since it re-creates for the reader the experiences, feelings, and attitudes of the writer. In other words it enables us to experience another's feelings through words. Creativeness is any activity for self-expression.

Is creative writing a useful art to teach children? Let us look at some of the reasons why it should be taught.

First, it is a social tool needed by every child. At least 90 per cent of all writing done by the average adult takes the form of notes and letters. What makes a letter interesting? It is the re-creation of the little everyday happenings in the lives of our friends. If we are good letter writers, we "paper talk" across the miles; and if we write well, our letter is a real visit between two—a reliving through the medium of words. There are also the business letters for application. Someday this school child will be applying for a job. Unless his letter stands out from the others because it has taken on his personality, he will not have much chance of getting the job. A letter must be individual, a word photograph of the writer, if it is to attract attention.

Then there is the report the child must make for some class project, for Sabbath school, or for MV meeting. How effective is the report which tells where, when, and how he went, but neglects to appeal to the five senses?

Since creative writing seems to be one of the most useful of the arts, we teachers must start the habit early in a child's living and refine the ability in each grade, and yet, in many schools, filling in blanks and answering true-false statements virtually take the place of creative writing; and children enter adulthood unequipped with this major tool so needed for gracious and effective living. We are training workers for the cause of God—preachers, teachers, lay workers—who need to know how to express themselves well, both in the oral and written word, in order to be effective.

Next, a child's creative writing helps the teacher to understand the child.[4] Today's education is based on the premise that we must teach each child—not the class. But since so many children have learned to roll up their secrets and put them behind barred doors when they come to school, how hard it is to get to know each child. How to get those doors open and find the real child is the aim of every true teacher. Although one piece of creative writing seldom tells all about any youngster, each piece may add to the total picture in a teacher's cumulative file.

Third, creative writing is a safety valve.[5] A group of dissatisfied students in grades seven and eight

* Elementary supervisor, Texas Conference.

were urged to write out their gripes and frustrations. As a result they felt much better and a better atmosphere pervaded the classroom. They got these unpleasant feelings out of their system through writing. There is therapeutic value in writing for all children, regardless of whether they are troublesome in the classroom.[8]

In these days of child pressures, when parents are not united on religious matters, a child living in a yardless apartment, being a dangling part of a broken home, feeling himself a member of a minority group, needs to use every possible valve or chimney to release his tensions. Creative writing is one easy means to this end.

Fourth, creative writing can give the shy, timid child a feeling of success. Sometimes this child is the "writingest" child we have. Even though he may not be a favorite among the students, if his poem or story or letter gains a place of recognition, creative writing has been worth while for him.

Last, it gives the teacher a chance to discover and encourage the gifted child. Good writers and artists are needed today for all of our publications. Outstanding ability in any one of the creative arts should not be lost and the work of God be deprived of another necessary contribution. A teacher should encourage early signs of talent in a child, although she must be careful not to overpraise any child's masterpiece, for overpraise tends to stifle rather than develop.

It is appalling to think how often, in the elementary grades, unusual talent starves from lack of encouragement. Creative writing gives to the gifted child unlimited possibilities of developing his mental powers.

But, you say, How can I teach my children to write creatively when I can't do it myself? A teacher is an artist at releasing the arts and abilities in others, not in herself. Creative writing cannot be taught; it can only be released and guided. A teacher needs to stimulate and motivate children to write, not to be a writer herself. Often the quieter teachers are the more stimulating.

There are some things we can do to help children write. A good atmosphere or classroom climate is a requisite for creativeness. We can apply a lesson from nature, for plants do most of their growing at night when things are quiet. Keep calm and don't hurry. Have a largeness abroad in your room. Creativity grows most easily in mild climates.

Teach your children to be "see-ers." Take time to study the people the children talk about, and the characters they get acquainted with in books and stories, and in pictures of faces, hands, and animals. With them study the story that is there to see. Lead your children to read stories from chance encounters on the way to and from school, from animal tracks, and, easiest of all, from pictures. A writer must, first of all, see. Get a child to notice his pets and tell just how they act when they are sleepy, hungry, or happy. Writing is just a written fact of seeing.

From the poems, short stories, and books you read, interest your children in picturesque expressions. Picturesque speech is the beginning of creative writing. A little boy wrote of his mother's cooky jar, "The cooky jar gobbled down one dozen cookies, and then it was full." A little girl from the country wrote of her new dress, "As new as fresh milk from a cow." A first-grader told his teacher that the hole where his front tooth had recently been felt "like a pond with fish swimming in and out." This is picturesque speech because the sentences are images, and imagery is a short cut to understanding.

Another way to motivate creative writing is to read good poetry and prose to your children every day. Literary taste, like music appreciation, is developed gradually. One's taste comes from what he lives with. Children who hear poetry can more readily make poetry. Children who grow up with stories can more readily write stories. Read to the children every day if you would have them write.

Let writing be a challenge in your room, not a chore. Daily give the invitation to write. When a story idea pops up, suggest that somebody develop it. Have a stimulating bulletin board with many action pictures that fairly calls out to the passer-by, What story do I suggest? Make poems and stories together. Children who can never write well alone get a real feeling of having a part in a cooperative poem or story. Keep a story box where children can slip their private writings unseen. Make writing a privilege, not a chore.

Getting children to write is like getting a garden to grow. The soil must first be prepared and the climate be right. Then we plant the seeds and provide proper care, keeping the soil loose and moist. Are we good gardeners? Are we getting the seedbeds ready and planting the seeds?

If children are to do well with their creative writing, they must have a purpose for writing and that purpose must pertain to the present time. Remote purposes will not motivate children to learn. The need must be for now. If they are to learn the correct forms for a friendly letter, a business letter, or a thank-you note, there must be a "now" purpose for writing and mailing the communications. These letters may be for materials for social studies' units, for science projects, or for some information that is needed.

If the children are to learn skills needed in preparing and giving a report, their purpose should be to give reports relating to a specific unit that the class is studying, or for a specific talk for MV meeting, or to report to the class on some trip that they have

taken or on some interesting object they have observed. But the need must be for *now*.

There must be enriched experience, for children cannot create out of a vacuum. These experiences can be either real or vicarious. Most children want to write if they have something to write about. Words bubble right out when a youngster has something to say. All this is what I mean by experience. If a teacher will help a child to grow rich in experience, that child will usually be more than willing to share his riches in writing. An action classroom can easily be a writing classroom.

The three dimensional teaching of social studies gives many opportunities for creative writing. A child can pretend he is a Mexican donkey, a flower seller, a market woman, or a sombrero. Before the children realize it they find themselves taking an adjective tour across Mexico, describing every sight and sound with technicolor words. What a chance to write warm, friendly letters to pen pals in the countries that we are studying! What an opportunity to inform parents in a letter home about "that wonderful trip to some country we have read about." Creative writing is a more natural end product of rich school experience than a grade on a report card. Children need ideas, words, and motivation. The noncreative must be stimulated by the creative. We must take time to develop ideas, words, and then motivate the group to write.

But, I can hear you say, We haven't time to teach like this. If we plan our work well, leave out nonessentials, and write a few stories and reports well, we shall have more effective teaching.

We are entering a new era in which we must feel as the other feels; when the man who sits in the office running the business must get into his being the feel of the man who works in the factory, and the laboring man must learn the strain and the long hours of the man who runs the business. We must prepare our children for living in this era.

Misplaced emphasis upon mechanics and a demand for a perfect copy can stifle a child's creative writing. The teacher may be a perfectionist who, steeped in conservative ideas of her own school days, expects neat, accurately spelled, beautifully penned papers at the end of the period.

Let us look at two papers. The first is a beautiful paper—mechanically speaking. Every word is spelled correctly; the sentences are capitalized and punctuated correctly; the penmanship is neat. The facts are briefly stated without any picturesque words. The second is smudgy, words are crossed out, some words are misspelled; but the sentences are varied, ideas are stimulating, and the child has made the picture live for you in the story. Which paper will you rate the better? Will you accept the second?

Yes, I would accept that paper with the full teacher-pupil realization that the paper is a first draft containing the ideas of an active mind. Proofreading must follow, and the making of a neatly written copy for the bulletin board, to mail, or for a class scrapbook.

This proofreading should be guided proofreading with the children. They will not find all their mistakes during the guided proofreading activity, for they are still children. They are still learning all the rules and will need many periods of guided proofreading in developing the ability to find their errors.

After the children have made a neat copy of their corrected first draft, the teacher will collect their papers for the purpose of locating specific difficulties, such as running sentences together or failing to recognize the difference between a sentence and a fragment of a sentence. She will also wish to discover whether there is need for class reteaching of certain skills, for group practice, or for individual conferences with those children who have much difficulty in expressing themselves in written form. Her teaching plans will be affected by what she discovers.

Comments placed on the child's paper are far more effective than grades, for grades reveal little except in a relative way. Comments can be specific, encouraging, and challenging. If a child's paper shows carelessness in the spelling of common words, the teacher can comment to that effect and request the child to find and correct the misspelled words. If the work shows that the child is improving, although the work is still not good, a comment concerning the improvement will be encouraging to the child and will challenge him to greater effort, whereas a low grade, on the basis of relative merit, will very likely be discouraging to him.

There is no one standard for all children in a given grade, for each child has his own capacity for learning, and each has his own ultimate level of development. With this fact in mind the wise teacher will adjust the program to the range of abilities in the class, and she will guide, stimulate, and encourage each child to develop his potentialities to the best of his ability. She will use every opportunity available to let her students express themselves creatively, both in oral expression and the written word. She will use these writings to help her understand the children better in order that she can be of more help to them mentally, physically, emotionally, and spiritually. Let's get out of the children's way and let them write.

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[1] "Developing Children's Power of Self-Expression Through Writing," Curriculum Bulletin, New York City, 1953.

[2] June Ferebee, "Gaining Power Through Writing," *Elementary English Review*, 19:282-285; December, 1942.

[3] Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 216.

[4] N. Y. Curriculum Bulletin, *op. cit.*

[5] Ferebee, "Learning Form Through Creative Expression," *Elementary English*, 27:73-78; February, 1950.

[6] Natalie Cole, "Creative Writing for Therapy," *Elementary English*, 22:124-126; April, 1945.

Profitable Questions Relative to Successful Discussions

Horace J. Shaw *

I. WHEN PREPARING FOR A DISCUSSION I CAN PROFITABLY ASK MYSELF:

A. Can I restate the problem in my own words, simply and directly?
   1. Are there any terms that need defining that will help limit the problem and avoid ambiguity?
   2. Does my restatement arrive at the heart of the problem?

B. How revealing is my present knowledge of the topic?
   1. What phase of the subject do I know the least about?
   2. What phase of the subject do I know the most about?
   3. Is my approach to the subject too personal, too limited, too broad?
   4. How up to date is my present information concerning this topic?
      a. Am I acquainted with the historical development contributing to the problem involved, so that I know the names, places, incidents, and dates that highlight it?
      b. Do I know the current issues that give the topic pertinence today?
      c. Who has said the latest, most concise, and best on the pro and con sides?
   5. Is there a middle-ground position that is overemphasized or altogether ignored?

C. What added information should I acquire to discuss this subject intelligently?
   1. Is there a letter, telephone call, interview, or library visit that will fill the gaps in my mental bookshelf?
   2. Do I have a systematic plan for pursuing my study, such as asking myself these questions:
      a. Have I located and defined the problem?
      b. Do I know the answers to the who, what, where, when, and why that analyze it for me?
      c. What solutions do I have to suggest for this problem?
      d. Which of the solutions is the most feasible?
      e. What is the best way to get the preferred solution accepted and acted on?
   3. Am I careful enough in gathering and recording information so that I have specific references to facts, statistics, examples, and authorities?
   4. Have I made full use of cards for note-taking so that I can shuffle them with purpose in making my discussion outline, and also have them quickly available for use, if need be, in the actual discussion?

D. What order have I adopted for organizing my material in final form: cause-effect relations, time sequence, topical order, or special arrangement?
   1. Do I have three or four main ideas I wish to develop?
   2. Do I have effective material to develop each idea?
   3. Do I have those ideas and supporting materials reduced to key words or phrases so that I can refer to them at a glance?

II. WHILE PARTICIPATING IN A DISCUSSION I CAN PROFITABLY ASK MYSELF:

A. Is my type of reasoning adapted to this topic and to this panel?
   1. In my rationalizing do I use generalization, induction, deduction, causation, and analogy with variety and validity?
   2. Do I substitute emotionalization for rationalization?
   3. Am I alert to the speech-making pitfall and with it the novice tendency to over-generalize without using specific instances, facts, and figures, for support?

B. In making my contribution to the discussion, do I state the one idea I wish to make pleasantly, clearly, before I support it?
   1. Can I relate what I am about to say to what has just been said—in a smooth transition?
   2. Am I eager to ask a question or make a contribution without waiting to be called upon?
   3. Do I help the leader keep the ball rolling?

* Associate professor of speech, Emmanuel Missionary College.

C. How am I getting across, visibly and vocally?

1. Do I look alive and interested while my fellow participants carry on?
   a. Is my whole being entering into the discussion, giving visible agreement or dissent?
   b. Do I lean into the group as I speak?
   c. Do I remind myself to be pleasant as well as earnest and to smile even if I must disagree?
   d. Do I hesitate to use gestures when, with propriety, they can add force and meaning?
   e. If I must read, are my eyes and head up? Do I look at the panel more than at the copy?
2. Do I speak with conviction even though my voice is subdued?
   a. Am I speaking at the microphone or through it?
   b. Is my pitch, tempo, and volume adjusted to the mood of the topic and of the other panelists?
   c. Is my vocal pattern conversational rather than sermonic?
   d. Do I keep my hands away from my mouth, and am I at rest from disturbing mannerisms?

D. How about my summary, if I am responsible for giving one?

1. Am I ready for the thirty-second summary with something other than a re-hash of what I have already said?
2. Is it definitive and well thought out and yet delivered with the sparkle of spontaneity?

III. When checking after the discussion I can profitably ask myself:

A. Am I a careful critic of myself?

1. Was I on time and prepared?
2. Did I speak briefly and to the point?
3. Was what I said a positive solution to this discussion problem?
4. In disagreeing, was I offensive or personal?
5. Did I listen attentively to others and not interrupt another discussant before he finished expressing his thoughts?
6. Was I open-minded and did I show a willingness to change my original viewpoint?
7. What have I learned from the other participants?
8. What grade will I give myself on my part in the discussion?

A. DEVANEY

B. Am I a good encourager of myself?

1. When I miss fire or the gavel cuts me short, do I take courage in knowing that every participant at one time or another has something to contribute that he forgot, as well as something to remember that he wishes to forget?
2. Can I make a valid paragraph profile with my best self on view?
3. Am I reminding myself that this particular panel is unique?
   a. Am I helping it emphasize the much-neglected areas of commonality and agreement?
   b. Am I happily recognizing that in discussion we share honest differences in the true American spirit of freedom to think, freedom to speak, freedom to act?

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E. E. White* presents

2 vital principles in The Teaching of Bible

THERE are several fundamental principles to be observed in the successful teaching of the Bible, but two of them, apparently mutually exclusive, are of paramount importance. The first principle is: teach Bible as though it were a secular subject; and the second is like unto it, but superficially contradictory: teach Bible as though it were *not* a secular subject.

Let us examine and expound the first principle in the light of a background that is all too common. Bible is considered to be an easy subject by the average pupil or student, a course lacking in mental discipline, one which has been studied before in the Sabbath school, one that "we all know anyway." This attitude has arisen because of a neglect of the first fundamental principle, which requires us to take Biblical knowledge in a "secular" (but none the less reverent) way, and to apply to it the same exactness, study, and concentration that we would devote to history or mathematics or French. And this stretching of the mind should apply to the teacher in his preparation and exposition as well as to the student in his study and recitation. Just because it is the Bible we are studying is no excuse to use it in a slipshod, halfhearted way, relying upon the Author of the Bible to remedy deficiencies caused by our own deliberate neglect.

For example, it was not until years of maturity that I was familiar with the route of the Israelites through the desert into Canaan. My childhood impressions were of a passage across the Sinai Peninsula and then around the western side of the Dead Sea into the Promised Land. Although knowing the story of the crossing of the Jordan, it meant precisely nothing to me geographically. A teacher, even of average skill, could avoid such a jumble of ideas by a rough sketch map showing the Palestinian coast line, Galilee and the Dead Sea, the Sinai Peninsula, and across the map a long arrow. (See diagram.) Obviously the useful disciplines of geography had been neglected in my attempt at learning some of the fundamentals of Old Testament history, because the secular approach had been overlooked.

Coast line in Palestine.

Another recollection of my hazy Biblical knowledge as a child was the illustration used by a teacher who was emphasizing the forty years in the wilderness. The idea I received was of a very long time because it was such a very long journey. Admittedly a congregation of well over a million, with slow-moving children, and even slower cattle, takes a long time to cover a short distance. But even at this very slow pace, forty years on the march will cover

* Educational secretary, Australasian Division.

far more than from Egypt to Jordan! Fortunately this vagueness in Biblical knowledge did not remain very long, for the direct statement in Deuteronomy 1:2 of an eleven-day journey from Horeb to Kadesh-barnea gives a truer picture of the time taken for a direct journey, and hence by implication, of the long tarrying and wandering period after the generation that left Egypt turned back to die in the wilderness.

Voids in knowledge and confusion in facts could be eliminated if in the teaching of Bible, strict attention to details of geography, history, sociology, were given at all times. Indeed the exactness devoted to secular subjects should be equally applied to the most important subject in the curriculum, for habits of study tend to stay with us, and a careless approach to the Bible will unfit the pupil for a keen study of its matchless themes later in life.

> And not alone in searching out truth and bringing it together does the mental value of Bible study consist. It consists also in the effort required to grasp the themes presented. The mind occupied with commonplace matters only, becomes dwarfed and enfeebled. If never tasked to comprehend grand and far-reaching truths, it after a time loses the power of growth. As a safeguard against this degeneracy, and a stimulus to development, nothing else can equal the study of God's word. As a means of intellectual training, the Bible is more effective than any other book.[1]

> The study of the Bible demands our most diligent effort and persevering thought. As the miner digs for the golden treasure in the earth, so earnestly, persistently, must we seek for the treasure of God's word.[2]

In brief, then, all the powers of the mind of teacher and student must be applied in the study of the Bible, and what mental talents God has given, will be thereby profitably employed and indubitably multiplied.

But now for the second principle: teach Bible as though it is *not* a secular subject. Having established clear, academic, secular approaches to the Bible as one fundamental principle, let us now swing the pendulum to the other extreme and discover the counterbalancing principle. Handling the Bible as outlined above will do much; it will ensure a sound, factual knowledge of historical data, an acquaintance with patriarchs and prophets and apostles, an accurate geographical concept of Biblical places, a committal to memory perhaps of some of the literary gems of the Scriptures. But if it does this only, we have failed in our teaching and have produced students who know *of* God but who do not know God; we have produced students who can recite the miracles and parables of Jesus, but who do not have a vital experience in the salvation that Jesus brought; who can cite the names of the twelve apostles, but who have no desire or stimulus to follow in their footsteps and become fishers of men. Therefore, in the teaching of Bible the spiritual aspect must never be obscured. Bible, more than any other medium, has the power to convert, "for the word of God is quick, and powerful" (Heb. 4:12), and while we may and should introduce moral values as opportunity arises in the English class, in history and mathematics lessons, et cetera, a wonderful opportunity is always present in the Bible lesson. We must therefore use the material at hand, and aim at more than a mere content knowledge. We should aim at the conversion of the pupil. This lifts the subject entirely from the secular plane and places it among eternal, spiritual interests.

> It is impossible for any human mind to exhaust even one truth or promise of the Bible. . . . Such study has vivifying power. The mind and heart acquire new strength, new life.[3]

> True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; above intellectual acquirements, character. The world does not so much need men of great intellect as of noble character. It needs men in whom ability is controlled by steadfast principle. . . .
>
> Character building is the most important work ever entrusted to human beings; and never before was its diligent study so important as now. Never was any previous generation called to meet issues so momentous; never before were young men and young women confronted by perils so great as confront them today.[4]

We are now dealing with tremendous forces, greater than the psychological ones of learning and of memory, of association and recall. We are contending with the great motive forces of the soul, and are on ground bitterly contested by the enemy of souls. Here we can beseech the Holy Spirit to guide our teaching, to impress our lessons, and to assist us in making the Bible "the man of our counsel" and the stay in temptation of the pupil.

> Let the youth, then, be taught to give close study to the word of God. Received into the soul, it will prove a mighty barricade against temptation. "Thy word," the psalmist declares, "have I hid in mine heart, that I might not sin against Thee." "By the word of Thy lips I have kept me from the paths of the destroyer." . . .
>
> As the student of the Bible beholds the Redeemer, there is awakened in the soul the mysterious power of faith, adoration, and love. Upon the vision of Christ the gaze is fixed, and the beholder grows into the likeness of that which he adores.[5]

Here then is a mighty challenge in the teaching of the Scriptures. The final examination becomes not merely a written script of parrot-recited answers to questions of fact, but a test that comes day by day as the human heart is made the stage for a working out of the great controversy between Christ and Satan. We are preparing candidates for immortal honors while the spiritual nature of our work penetrates, infiltrates, and supersedes the necessary secular portion. May God give Bible teachers knowledge, wisdom, and grace as they seek better and better methods of teaching the wonderful words of life.

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[1] Ellen G. White, *Education*, p. 124.
[2] *Ibid.*, p. 189.
[3] *Ibid.*, p. 171.
[4] *Ibid.*, p. 225.
[5] *Ibid.*, pp. 190, 192.

What Is *Your* Philosophy?

T. S. Geraty
PRESIDENT, MIDDLE EAST COLLEGE

(*Continued from February*)

A GIVEN philosophy will determine quite largely what a teacher teaches and how he will teach. The philosophy invariably sets the goal and influences the methods of instruction.

Philosophies may be classified by means of methods, results, or by predominant desires. Inductive and deductive classification is by method. Realist and idealist constitute a classification by results. Philosophies of feeling based on desire for happiness and knowledge typify a classification by predominant desires.

Educational outlooks have included authoritarianism, laissez faire, and experimentalism. The terms progressivism, essentialism, perennialism, and reconstructionism have been prominent. However, three major streams of educational thought that have flowed down through the centuries have been idealism, realism, and pragmatism. In fact, generally speaking, we may conceive of Plato as a founder of idealism, Aristotle as a founder of realism, and the Sophists as early pragmatists.

Although there have been numerous ramifications and other breakdowns in European and American cultures for the philosophical triad, yet we shall consider in the preview of this article only the three general streams.

Idealism. Idealism is a complex of theories cemented together by the common concepts of the good life, the good man, and the good society. These hark back to the Greeks and Romans.

To the idealists ultimate reality is spiritual or mental. All that we know is what our minds create or project. Mind, or self, rather than matter or things, is the essential. Plato believed that reality resides in the idea, not in matter or in a material thing. From this point of view, beauty, justice, and truth are absolute, eternal, and immutable. They exist in the supersensible realms and are separate from experience and manual pursuits.

A dualism exists with the idealist—ideal truth versus practice, knowledge versus action, and intellectual subjects versus the practical arts. Idealists stress scholarship and the study of the classics and languages. As to Greek and Latin, Butts quoted the *Western Review* of Cincinnati as predicting in 1920:

> Should the time ever come when Latin and Greek should be banished from our universities, and the study of Cicero and Demosthenes, of Homer and Virgil should be considered as unnecessary for the formation of a scholar, we should regard mankind as fast sinking into absolute barbarism, and the gloom of mental darkness as likely to increase until it should become universal.[1]

Authoritarians have decided what the students ought to study. The teacher's authority is absolute. The student must conform to the curriculum, and the curriculum should not necessarily be adapted to the student. The mental gymnastics of studying hard subjects are needed.

The product of education is knowledge, a quest of the ultimate and the absolute.

The method of idealism is indoctrination. Drills, lectures, memorization, and passive mentation are the order of the day.

Counselors give advice, moralize, tell the students what to do, how to behave, and what to be.

Realism. Some idealists of the Renaissance period came to believe that the development of the individual should not be minimized. The nature and interests of the individual should be considered in education, and the students should pursue more realistic studies.

The time came when instead of asking what Aristotle and Plato thought of some themes, educators began to turn to nature for an answer. They dared to experiment.

Practical subjects were added to the curriculum by Hecker in Germany, Sir Humphrey Gilbert in England, and Benjamin Franklin in America. The scientific movement spread.

In sharp contrast to the humanist, the realist maintains that the world of physical reality is the prime factor in experience. The physical world is real, objective, factual. The material world has an independent and objective existence. Its being and properties are not dependent upon a knowing mind; matter is the only reality.

Truth is tentative since it is based upon its correspondence with reality. In other words, the nearer one approaches reality and the more discoveries are made, the more modification and replacements of present concepts of truth may be necessary.

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An Adventure in College English Teaching

(*Continued from December*)

Kathleen B. McMurphy
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PACIFIC UNION COLLEGE

EVERYBODY has heard of inferiority feelings, but it's surprising how slow a person can be to recognize them as the gophers in his own potato patch. When I was called to Southern Missionary College to build an English program for a brand-new senior college, I wasn't thinking about inferiority feelings. My own, I had found, were best drowned in an absorbing task—and that is what I faced. It never occurred to me that such feelings would arise in a new quarter to threaten my budding enterprise. But they did, though I did not recognize them at once.

Months passed, and I made many puzzling observations. An idea began to stir in my mind. I wasn't sure, and so I continued to watch and listen and go on teaching. Then one day there was no denying my conviction. It stood before me like Hamlet's ghost—in plain view and demanding that something be done about it.

Strangely enough, one of the first problems confronting me was what to do about a man who had given me the warmest welcome. It was one of Dr. Suhrie's wonderful "Dear Daughter" letters that had hoisted me out of the blues when I was certain my thesis was dying of indigestion. More than that, he had literally paved the way for me at Collegedale by preparing an elaborate, extracurricular, English improvement program to support my classroom teaching. Could anything be better? At first I thought No. Then all at once I was overwhelmed, bewildered, and confused by the many extracurricular tasks that he tossed into my lap. I began to fume: why so much time on peripheral matters when a whole department cries to be built?

Exactly when the fuming ceased I cannot recall, but it was toward Christmas, and it had something to do with the birth of that idea. As the months passed I began to discern some kind of discrepancy between what students thought they could do and what they were actually doing in my classes. Daily it became more obvious that here existed some sort of general attitude that sapped the students' will to achieve—an attitude not fully explained by my own frailties or the inertia common to all mankind.

And the attitude wasn't confined to the young people. Once in a while a responsible adult—even an educator—would offer such fatherly counsel as this: "You know, you just can't expect too much of these boys and girls (never *men* and *women*). Why, if you only knew——!"

But none of this from the president or from the dean, and not a syllable from Dr. Suhrie. He just kept blasting away at his motivation program, tactfully ignoring my cool response. Nevertheless I salted down all these remarks and re-examined my methods. I simplified my approach, took more time for explaining objectives. But I did no wholesale cutting of assignments, for no adequate reason had yet turned up.

Eventually I realized that what Dr. Suhrie was doing, I too must do if ever I expected to make a dent on Southern Missionary College—as I was hired to do. After all, I had not come to a long-established school with a comfortably entrenched liberal arts tradition. That tradition had to be launched. The administrators, of course, knew what the climate of opinion was. They knew that the constituency at large and the students on campus were accustomed to the junior college approach, and with great vision they and the board of trustees had set in motion a road-paving job for what they hoped I would do. They knew as well as I that classroom teaching is the heart of a college English program, but they also knew that it would fail unless all those who valued good communication rallied around to support what the classroom had to offer by making it seem desirable.

By January, then, I had my bearings. All along, Dr. Suhrie had recognized the enemy. Now both of us had identified it as a widespread attitude of "We can't do it!" Neither of us believed the defeatist cries we kept hearing, and so we joined forces and declared war. Dr. Suhrie would attack the foe from outside the classroom; I would harry him within.

My biggest campaign was in the freshman field, and the strategy for it is the subject for this article.

Plan of Attack

Task number one was to determine the scope and objectives of the freshman course. First of all, the emphasis would be upon writing and speaking. Many items would appear on the syllabus, but not one that did not contribute directly to the student's ability to express worthy thoughts in a worthy manner. Any study of grammar, spelling, literature, logic, or other matter was thus subordinated to the main objective of student communication.

Yet limited though the task was, it was formidable. Why? Because literally scores of these young people had never written a theme in their lives, nor ever delivered a talk—so great was the dearth of qualified teachers. After studying English for six to ten years, is it a wonder many felt they never could master the subject? Imagine their consternation on the first day of school when faced with the necessity of writing eight or nine themes in one term!

Though their panic was understandable, to me it was needless; but how could I show them it was? The size of the job, the plight of the students, the urgent need of missionary writers and speakers—men who can truly reach other men, their minds, their hearts, their wills, with a message of hope in an age of fear—out of these considerations grew the principles that dictated our yearly plans. Simplification of approach, steady but flexible pursuit of goals, and economy of effort were our watchwords.

Simplification was the first of our remedies for student fear. We set out to show our classes that writing is like any other skill. It can be broken down into theory, practice, and study of examples. And the practice itself can be managed in easy steps. One doesn't build Rome in a day, but one keeps on building.

Flexible planning was combined with a steady approach toward clear objectives. We would keep our eyes on the goal while threading our paths through a multiplicity of activities, and we would review our procedures often.

To build morale we constructed a master plan for all six sections, and it had to be pretty detailed to assist those instructors who had never taught English before. Training my staff, incidentally, was one of the tasks I most feared, but one I found most rewarding, for not only were our freshman English teachers gallant and talented minutemen from other departments, but as members of Dr. Suhrie's English Improvement Committee, they had caught some of his enthusiasm. The diligence and imagination they brought to their task did wonders to make our project a going concern. I shall always be especially grateful to Mrs. Mary Dietel, Dr. Clyde Bushnell, Mrs. Lilah Lawson, Mrs. Olivia Dean, and Irma Jean Kopitzke for their loyalty and patience in the face of many difficulties.

In one of our first meetings my staff and I voted against making radical changes in our program each year. Too wasteful, we agreed. But every May we met to decide upon needed improvements of a basic plan. Everybody combed his experience for ideas, and not a few came from students. Here are some of the special techniques we used to tackle our problems.

Special Techniques

Several of these were products of our third principle in planning—economy of effort. We spent an astonishing amount of time dreaming up ways to kill two or three birds with one stone.

For one thing, we played reading for all it was worth. Reading, of course, is merely the other side of the writing horse. Naturally it belonged in the program—lots of it. But we would make it trot for its money. These were our minimum requirements for a reading selection: it must be a quality piece of writing, and it must grip student interest.

The first was easier to meet than the second, but trial and error helped with that. So did the teacher's oral interpretation, which not only brought hitherto unappreciated works to life for indifferent readers but also provided broader scope for the selection of literature. We teachers became hunters: we ransacked classical, contemporary, and denominational books for selections that would serve our special needs. At staff meetings, in across-the-hall chats, and with our students we shared our finds. Sometimes a story turned up that illustrated narrative technique and also sent the reader home more thoughtful, wise, or inspired. Sometimes a humorous essay on reasoning provided valuable information about logic, illustrated readable, expository style while awakening in the student a strong desire for straight thinking.

A classical oration like Milton's *Areopagitica* more than paid for its keep. It demonstrated many tricks of the persuader's art, and a glance at American history showed their value; for though Milton lost his case before his contemporaries, he won it a century later with the architects of the American Constitution. No one throttles the press in our country today—thanks much to Milton and his powerful pen.

For drill in spotting key thoughts we found short, snappy poems both interest provoking and economical of time. They permitted much more practice in structure study than longer units of thought. Besides, the poet's keen eye constantly reminded the young writer of his most useful tool—the habit of close observation.

Reading proved especially helpful in our efforts to condense speech training into fewer hours while in-

creasing the participation of the individual student. Realizing how costly in time the formal speech is for large classes, we experimented with various discussion forms and found that certain reading selections stimulated good talk of many kinds. Quite often a challenging article like the Government-sponsored "How to Detect Propaganda" provoked a spontaneous discussion in which more students lost their timidity and struggled to organize and express real opinions than ever I saw in formal speech situations.

Panel discussions sent them to the library, spontaneous discussions erupted during oral reading sessions, or the whole group dug into a single classic for a Great Books type of discussion. As inspiration for this last activity we took two freshmen from every section to a civic Great Books discussion at the public library. There they observed how experienced leaders guided their group's exploration of an author's meaning and helped examine its truth for our time by asking questions in the manner of Socrates and Jesus.

Whatever the reading situation, we taught our students to ask questions relevant not only to reading but also to writing and speaking skills: What is the central thought? What part do minor thoughts play? What part style, technique?

At last, when the student was sure of the meaning, we asked: Do you agree? Why? What evidence from the worlds of faith and experience can you bring to support your point? Now write or speak.

Thus creative reading became the springboard for creative writing. Like the masters the student learned to think; to the masters he looked for form. And how the students grew in those periods of reading and discussion! A new and fascinating kind of conversation was born for them—talk about ideas, discriminating talk, talk that cultivated both tolerance and independence, and (wonderful to relate) talk without gossip! Altogether these discussion experiments seemed more natural and therefore more likely to carry over into everyday life than formal speeches, although these too found a place in our program.

Such were the reading-centered activities we drafted to serve the apprentice writer and speaker. But mechanics are also needful, and as Dr. Suhrie often said, training and drill are part of education. The writer must not only understand what is necessary to be done but he must acquire habits of doing these things. It did not take long for any of us to see that our students needed potent first aid for their grammar, spelling, punctuation, and pronunciation ailments.

We tried an intensive review of technical matters but soon replaced it with a combination pattern of theory, practice, and drill. Some systematic study of sentence problems was helpful, but without close integration with writing and speaking its value would largely be lost.

One such systematic unit arose as a by-product of an advanced grammar class that had been concentrating upon diagraming. One member of the class had been helping a freshman with some of his composition difficulties. He commented that diagraming had been so useful to him in diagnosing his errors that he wished the freshmen could have more.

An idea was born. Why not assign these more advanced students a little group of freshmen to shepherd through much of what they had been studying? They were enthusiastic. We called for volunteers from the freshman class and had more than we could handle. Evening classes began to meet on the campus. Plans were laid and problems discussed during the senior sessions. Everyone liked the experiment. The reason: it seemed to fill so many needs. The freshmen needed personal help. The advanced students grew by giving it. Teaching of basic principles reached the freshman without diluting the collegiate nature of his course, while English majors and the department basked in a little unwonted but not unwanted popularity.

Standards

This sort of venture, however, was only a skirmish. The real battle with defeatism took place in the tedious composing, marking, and revising of themes; and here is where our methods were particularly intended to foster high standards of performance for both students and teachers.

To begin with, we dared to assign and insist upon a good hour and a half to two hours of preparation for each class—despite considerable objection. We held out for standard collegiate requirements because we sensed a difference between what students really wanted and what they clamored for. In the long run they would appreciate sound value for their money. So we stuck to our guns regarding the amount of homework expected.

Other basic requirements were as follows:

1. The same number and approximately the same length of themes and speeches were assigned in all sections, although some adjustments were made for slow and fast groups.

2. No final grade was given unless all themes were written, properly corrected (see below), and filed in the English department at the end of the course—rules which were rough on the teacher but good for the student.

3. A three-step, student correction system helped provide the maximum amount of benefit to the student from the effort expended by the teacher in marking his themes. First, following the teacher's marginal symbols, the student tracked down in his

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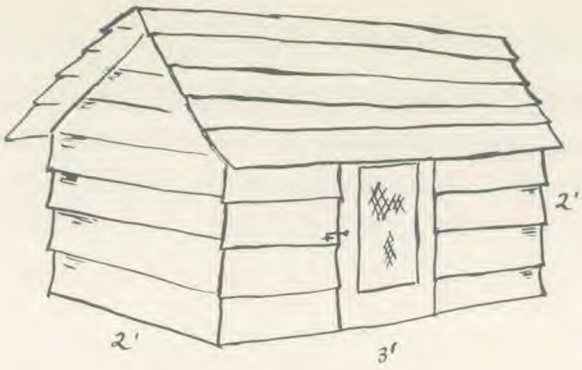
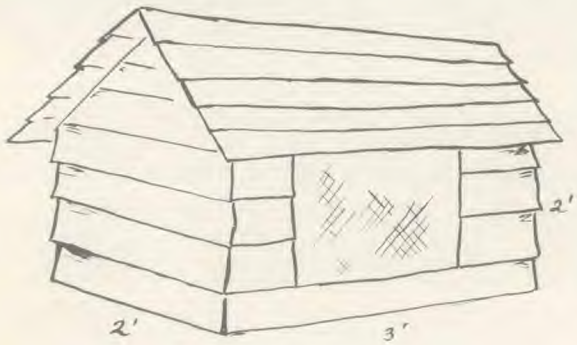
Utilizing Setting H
for



Front view of hen house.



Back view.

NATURE is God's second book, but because many of our church schools are in the city, our children often miss opportunities to learn about God's great out-of-doors. It seems impossible, yet it is true, that in large cities some children are not acquainted with such ordinary things as hens or bees. The teacher can do much to bring a knowledge of these into the classroom.

Setting Hens. Before bringing a hen into the classroom, you will, of course, provide a home for her. The children will be delighted to help make this home. Materials for this are not difficult to obtain. Old orange crates, which grocery stores often are glad to supply, can furnish part of the materials needed. Other materials can be procured from a hardware store or lumberyard. Often pupils can bring a surprising amount of old materials from home.

The house should be at least two by three feet, thus giving the hen about six square feet in which to move about.

You will need a piece of plywood two by three feet to form the floor. A frame two feet high, which would consist of about 36 feet of two by two or other light lumber, can be covered with the slats of four orange crates, or other very thin wood. Nail this on so that it overlaps. A small pitched roof, six inches to one foot above the main structure can be covered in the same overlapping manner. Make a door of wood or screen on one side of the structure and a screened window on the other. Place the window and door a little distance from the floor of the house so that the bottom will form a box to hold litter. The litter should consist of shavings, sawdust, or straw. If these cannot be obtained, you can use newspaper. In using paper there is the disadvantage of having to change it every day, but a good two or three inches of litter will remain odorless for two or three weeks. Put a low nesting box not less than a foot square in one corner.

Have the children whitewash the sides of the little clapboard house and paint the roof green.

If it is impossible to obtain the material mentioned above, you can use a large heavy packing box at least three feet long, two feet wide, and two feet high. Make a frame of light wood, cover it with screen, and fasten it with hinges to the top of the box to form a cover. Decorate the outside of the box with paint or crepe paper and cover the floor with the litter, as mentioned above. This simple arrangement has been used in several classrooms and can even be kept on a table.

From feed stores or pet shop you can purchase a grain mix—sometimes called scratch. Mash or pellets are available also but are more expensive. Keep a small container of food and fresh clean water before the hen at all times, and quite often give her some greens, such as old lettuce leaves, tops of celery, outside cabbage leaves, grass, et cetera. To supply the needed calcium and lime in the hen's diet, use crumbled eggshells or packaged shells from the pet shop.

A bantam hen is preferable as it would eat less and take up less space. Children enjoy having a laying hen, but when the hen is ready to set, you will, of course, procure fertile eggs.

On a calendar the children will want to mark off the

and Buzzing Bees
ning

J. B. Curtis
CIPAL, OSHAWA MISSIONARY ELEMENTARY SCHOOL

days to see how long it takes for the little balls of fluff to make their appearance.

For the first two or three weeks after the chicks are hatched they will be too small to eat the same kind of food the hen has been eating except the mash. Most feed stores carry chick starter, which is very cheap, and a five-pound bag at 40 or 50 cents will be sufficient until they can eat the other feed. If you cannot obtain the starter or mash, the chicks will thrive on rolled oats or other cooking breakfast cereal, and hard-boiled egg. Chicks also need greens.

It is fun to see the chicks grow and to watch for wing feathers, tail feathers, et cetera, to appear. When they have outgrown their little house, the teacher will have no trouble finding a home for them. There won't be enough to go around!

Buzzing Bees. Children usually are afraid of bees before they have opportunity of studying them and learning how interesting is their way of working. Soon they will have their parents interested too, and often the parents will be curious enough to investigate bee life to find out if what their Mary or Tommy have told them is really true about the life of the lowly bee.

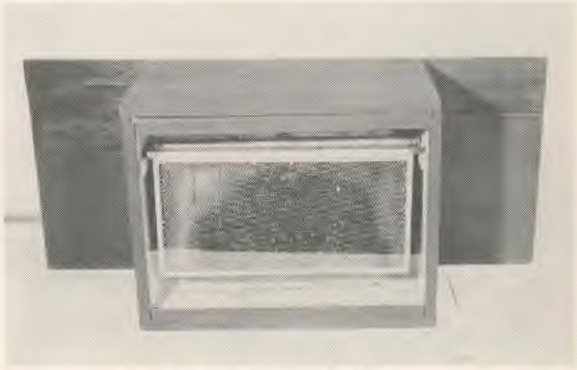
Before obtaining bees, which should be done in the spring, or materials with which to build a hive suitable for classroom use, you would be wise to get in touch with a beekeeper. This may take time and trouble, but will be well worth while. He will be able to supply you with valuable information and probably a hive, forms, and a swarm of bees.

The schoolyard may be large enough to permit a beehive to be placed away from the main sections of activity, but the most interesting place in which to keep the bees is in a classroom window. The hive will have to be fastened onto a board the size of the window to keep out the elements. Put glass on one side of the hive so that the children can observe the activity inside it. Keep some type of covering over the glass, as the bees like darkness, and arrange it so that the cover can be removed when it is observation time. With the glassed side on the inside of the window and the entrance on the outside, the bees will be able to come and go and yet not be able to enter the classroom.

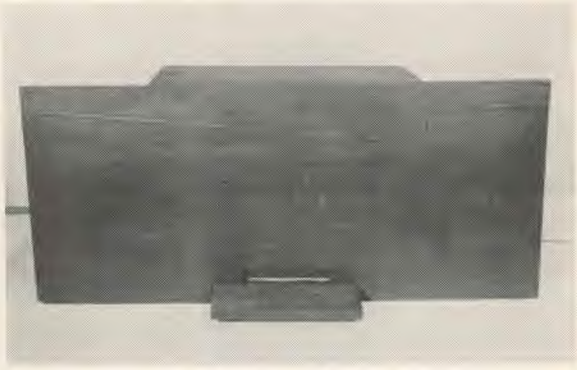
A good size for your classroom project is a hive twenty-one inches long by twelve and one-half inches wide by sixteen inches high, made of one-inch thick boards. This will not take up as much space as a standard hive. Regular frames, the same size as those used by beekeepers, approximately nine and one-half inches, by seventeen and one-half inches, can be used in this arrangement. (See illustration.)

When the swarm is first put into the hive there is nothing for them to build on but the frames. As long as there is a queen and the swarm is healthy, the bees should go right to work and start getting their own food. You can place a small container of honey inside to give them a start, but this should soon be removed.

The students will enjoy watching the comb being built, the honey being stored, the hive being formed, guards on duty, the activity of the queen, and bees swarming to form a new hive. When the season is over they can extract some of the honey.



Front view of beehive.



Back view of beehive.

Ants. Ants are also interesting creatures to study. The Bible tells us to "go to the ant . . . ; consider her ways, and be wise" (Prov. 6:6). Having prepared a large jar with holes in the lid and fine-mesh screen

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Suggestions to Mathematics Teachers

(Both Elementary and Secondary)

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FOR the help of elementary teachers I should like to point out some of the weaknesses in mathematics perception commonly prevalent among grade-nine students. Also I shall make a few suggestions that may help overcome some of the difficulties involved.

It is evidently not a common practice to teach the zero times table along with the other numbers. This table is not ordinarily included in the list, I know, but I do feel it would be well for them to learn that 1 times 0 is 0, 2 times 0 is 0, and on up to 9. If they were taught this they would be more inclined to believe that any number times 0 is 0, which fact they will come face to face with over and over in the higher branches of mathematics. I would much prefer that students be taught this than the 11 and 12 times tables, which the great majority never use, because they do not know how.

Along with the multiplication tables, students should be taught how to factor. It is just as important for a student to know that 15 is 3 times 5 as it is for him to know that 3 times 5 is 15; in other words, to know that the factors of 15 are 5 and 3. Far too many students do not know what we mean by factors until they hear the words "prime factor." The use of the term "simplest factor" would be preferable because that is the term used in algebra courses.

It would be well, also, to teach cancellation in two ways. One, the usual method, and the other, by means of factors. The latter I will illustrate:

$$\frac{30}{14} \times \frac{21}{9} = \frac{\cancel{2} \times \cancel{3} \times 5}{\cancel{2} \times \cancel{7}} \times \frac{\cancel{3} \times \cancel{7}}{\cancel{3} \times \cancel{3}} = 5$$

This is the way most literal numbers must be canceled.

Because of the amount of work we feel we must cover each year, all of us, I believe, are guilty of neglecting to stress meaning. For instance, the meaning of per cent as indicating 1/100 part must be emphasized. The meaning of our number system is not understood by many students, who, if asked the value of the first digit in a number like 324, will reply that it is 3 instead of 300. The meaning of fractions like 5/8 is not understood as being five 1/8's, the 1/8 being the unit. Consequently, many make the mistake of adding 5/8 and 2/3 and coming up with 7/11 as their answer. In teaching the addition or subtraction of fractions it is well to use the denominator only once, e.g. $3/5+2/3=\frac{9+10}{15}=\frac{19}{15}$.

Too frequently a student will say the answer is 0 when everything cancels out, as:

$$3/5 \times 15/6 \times 2/3 = \frac{1}{\cancel{3}/5} \times \frac{1 \times 1}{\cancel{3} \times 5} \times \frac{1}{\cancel{2}/\cancel{3}} = 1, \text{ not } 0.$$

In introducing students to algebra it helps to liken it to taking a trip. One thing necessary for a trip is a purse containing plenty of money. To enjoy the trip, you must be willing to spend freely of this money. Similarly, you must bring along to algebra class a head filled with many brain cells, some of which you must be willing to spend or use freely in order to get the most out of the class.

Sometimes an occasion arises when one or more students get an enlarged idea of their knowledge of mathematics, which in turn produces a false impression on them to the effect that they no longer need to study. When this happens it often helps to ask such simple questions as $1+0$, $1-0$, 1×0, and $1\div0$. About 90 per cent of the class will answer the first three correctly, but the fourth one will catch up with the self-styled geniuses in the class. They will find that there are still some things for them to learn.

In the teaching of algebra it will be found beneficial to use the methods used in arithmetic. The rule for squaring a binomial states that it is the square of the first term, plus twice the product of the two terms, plus the square of the second term. Hence:

$23^2 = (20 + 3)^2 = 400 + 120 + 9 = 529.$

$(6\text{-}6/7)^2 = (7 - 1/7)^2 = 49 - 2 + 1/49 = 47\text{-}1/49.$

The same may be done with many other rules of factoring or of multiplication. Many of the students that we have in a first-year algebra course will probably not be in school another year, and the time spent on applications of this kind is well worth while.

The following is a suggestion for finding the highest common factor and the least common multiple. Suppose we are to find the HCF and LCM of 60, 35, and 70. In factored form we have:

$60 = 2 \times 2 \times 3 \times 5$
$35 = \qquad 5 \times 7$
$70 = 2 \qquad \times 5 \times 7$ The HCF is 5.

The LCM is $2 \times 2 \times 3 \times 5 \times 7 = 420$.

If the factors are placed under each other in such a way that all like numbers are in columns, the student is less apt to miss one factor in writing down the LCM. The HCF, of course, is just the number in the column that has a factor in each place.

As far as the rules of dealing with negative and positive numbers are concerned, the rule for subtraction seems to be hard for many students. In many textbooks this rule states it thus: "Change the sign of the subtrahend and add." It will be found beneficial and less confusing to have the students learn this rule as: "Change the sign of the subtrahend and then use the rule for addition."

In the multiplication of literal numbers some students find it hard to see why we start multiplication from either the right or the left side. Here again it seems that there is a lack of comprehension of arithmetic multiplication. It will be found helpful to place stronger emphasis on the real *meaning* of multiplication. Let us multiply 265 by 32.

$$\begin{array}{r} 265 \\ 32 \\ \hline 530 \\ 795 \\ \hline 8480 \end{array}$$

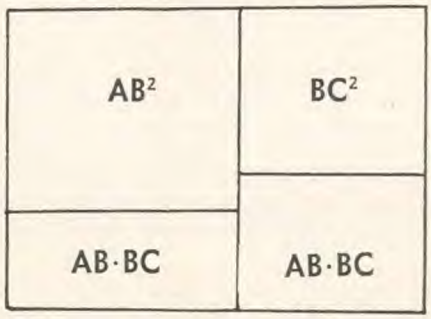
In this multiplication, the students should be shown that it is not a case of multiplying 2×6 or 2×2, but rather 2×60 and 2×200, and then 30×5, 30×60 and so on. By far the larger proportion of students, myself included, were never told this. They just learned that they must move over one space when they start multiplying by the second digit of the multiplicand.

The solving of equations with two or three unknowns should be started when we meet problems in our textbook involving two unknowns. It is useless to tell the students that we let the unknown be represented by some letter, and then when we have a problem involving two unknowns we evade it. For instance, the sum of two numbers is 7 and five times the first decreased by the second is 5. Find the numbers. So we introduce the problem with two unknowns. Let the numbers be x and y.

$$\begin{aligned} x + y &= 7 \\ 5x - y &= 5 \\ 6x &= 12 \\ x &= 2, y = 5. \end{aligned}$$

Therefore, the numbers are 2 and 5.

Many students are inclined to ask why we should study geometry. In introducing geometry it is well to try to apply arithmetic methods, as, the square on the sum of two lines is the square on the first, plus twice the product of the two lines, plus the square on the second line.



$$AB^2 + 2AB \cdot BC + BC^2$$

As a challenge to the students, ask them to find the area of a triangle whose sides are 14″, 16″, and 18″. After about two weeks or so do it for them by means of the "s" formula.

$$\text{Area} = \sqrt{s(s-a)\ (s-b)\ (s-c)}$$

The majority will in this way soon see that they may learn something from their geometry course.

Geometry is one branch of mathematics from which we can draw many spiritual lessons. When we study similar triangles it is appropriate to use the text, "Be ye therefore perfect, even as your Father which is in heaven is perfect" (Matt. 5:48). Just as similar triangles are not identical but have sides that are proportional, so we must be perfect in our sphere as our Father in heaven is perfect in His.

The definition of parallel lines which says that "parallel lines meet at a point in infinity" will be better understood by an illustration. When Jesus was here upon earth He set us an example and told us to follow Him.

Jesus walked here

1900 years later we walk here

He promises that if we walk parallel to where He walked then, we shall see His face. Just how this is possible is hard to understand, but we take Him at His word. Just so it is hard to understand how parallel lines meet in infinity.

What keeps us walking parallel to where Jesus walked? There are two things: love to God and love to our fellow men. Just as keeping the alternate angles equal or keeping the corresponding angles equal keeps lines parallel, so love to God and love to our fellow men keeps us walking parallel to where Jesus walked and will eventually lead us to the kingdom.

College Library*

Keld J. Reynolds
DEAN OF THE FACULTIES
COLLEGE OF MEDICAL EVANGELISTS

THE topic assigned to me is the "College Library." I shall take up the subject from three angles: the library as an instrument of instruction and education, the people in the library, and library funds.

Concerning the first, the administration, the faculty, and the librarians should understand clearly that the primary responsibility of the library is to provide the tools for learning. All librarians will agree that it is their duty to provide and circulate books needed in the courses of study, but beyond that the librarian seldom takes the responsibility of calling to the attention of the student patrons of the library the excellent materials available for deeper reading in the areas of the disciplines of their study. Rather, they often reflect a public library point of view that what really counts in the case of college students is their voluntary reading, and for that reason care is taken to provide recreational reading exhibits to stimulate the appetite of the student. Seldom does one see an equal effort put forth to stimulate the students to do deeper reading in connection with their course work. Yet, as Harvie Branscomb, in *Teaching With Books,* points out:

> The college is built around the courses of study, and it is usually assumed that students come to college for the sake of the curriculum. At any rate, when students fail to do satisfactory work in connection with these courses we ask them to leave. Recreational reading in such a situation, where reading is the main job, has in fact a less important part to play than in other situations where one's daily task calls for activity of a different sort. There are certain definite services which non-curricula reading can render. . . . They are, however, secondary ones and the librarian is running a counter show, if his or her interest and resources are thrown behind a current literature shelf to the neglect of the more serious interests on which the college stakes its existence.†

It may be said in addition that while reading for good judgment and good taste on a voluntary basis is secondary, it is a very important secondary. It might be well to point out that the president's responsibility for providing an adequate library for his college is one of his most important responsibilities. This responsibility encompasses among others the following:

1. He must provide a competent, professional staff, and within this staff and between it and the general administration of the college there must be a workable library administration.

2. The library must have adequate financial support. Funds should be budgeted in such a way that librarians and library committees can tell exactly how much they have to spend for books and periodicals, for supplies, for service, and so forth. Otherwise it is difficult, if not impossible, to expect the librarian to carry any part of the administrative load when it comes to the careful spending of funds.

3. Then the library must have adequate space. This space must be functionally organized so that service, student study, and the availability of books most frequently used will all have adequate provision.

4. Obviously the library must provide resources for instruction, but beyond that there should be an increasing concern in the Seventh-day Adventist college for materials for research.

5. Finally, it is the responsibility of the president to see to it that the organization of the library relates to the type of school and the type of service required in the school, that the librarians understand the objectives and policies of the school and are in harmony with them, and that the objectives and policies are adaptable to the library service.

This brings us to the people in the library. Today librarians are professional people trained for their job. They are not clerical help: they should not be treated as such; they should be treated as are other professional people in the institution. Library training today is highly specialized by types of schools and types of services, and the administration should see to the hiring of librarians who have the training needed for the type of school, or should see that training is provided or made available. It is well for the college president to remember that modern library training emphasizes scientific administration and management and, therefore, rather large powers should be delegated to the professionally trained and competent librarian.

In order to give status to the librarians and to provide the head librarian with access to the instructional group and the administration, it is usually considered good practice for the professionally trained librarians to have faculty rank and faculty membership—the rank appropriate to the training, education, and service record of the librarian. It is

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* Presented at the biennial meeting of the SDA college administrators, Canadian Union College, College Heights, Alberta, July 16-19, 1957.

also considered good practice to give at least the head librarian membership on committees responsible for academic policies, particularly those relating to the curriculum. Often the librarian has training that will make him valuable on the instructional staff, perhaps in English, in addition to the instruction he gives in library orientation.

In this connection it should be remembered that salary is a very important prestige factor in the faculty group. Traditionally librarians are a step or two below faculty personnel with equal training and experience. This is a matter that merits some study by administrative officers.

In a typical college organization the librarian is directly responsible to the president or to the college dean of instruction. Generally a library committee is provided, and when it is present it should be advisory to the librarian. The library committee members should be appointed by the officer to whom the librarian is responsible and on recommendation of the librarian. The membership should represent the college and not departmental interests. It should be made up chiefly of members of the teaching faculty. The chairman should be a member of the teaching faculty, not an administrative officer or the librarian. It is well for membership to be rotated with some overlap so that experience is cumulative. It has also been suggested that the minutes of the meetings of the library committee should go to all the faculty and not to members only. Such a committee can provide valuable liaison between the library and the faculty, and can assist in an advisory capacity with such matters as the allocation of library funds, questions of service and policy making, library public relations, both intramural and extramural, the organization of materials, and expenditures of general funds.

We come then to the third part of this brief discussion: the library funds. These are funds covering books, periodicals, binding, and such other budget items as college policy provides. Library book funds usually come from three sources: the institutional budget, the library fees (a practice that tends now to become obsolescent), and group or individual gifts. There seems to be a growing trend in the country in the direction of the formation of voluntary groups of friends, such as we have at the White Memorial Medical Library in Los Angeles (it is rendering very substantial assistance, particularly in the purchase of rare or expensive items that usually cannot be covered by college funds).

The administration of book funds should be the responsibility of the librarian, who should administer the library budget. In the allocation of library funds at least three areas should be considered: the departmental or directly instructional, general works, and the in-service faculty improvement section. A good balance might run about like this: 75 per cent to departments (here the Duke University formula might be considered of one third of department funds distributed equally to all departments and two thirds by enrollment); 20 per cent under control of the librarian for general works and sets; and 5 per cent for faculty improvement.

Instead of the present practice of bulk orders once or twice a year, departments should be encouraged to order monthly so as to keep an even flow of book orders and work for the library staff. It is well for college administrators to recognize that the processing of books is an expensive matter and merits careful organization. At the College of Medical Evangelists the average per title cost of putting a book on the shelf is $2.00. Your costs are probably not far from that.

May I remind you that the library is the heart of the college, and as such it should not be left in a vacuum as a nonprofit-making unit of the college. It should be understood that the actual administrative effectiveness of the library depends largely upon the character, knowledge, and administrative skill of the librarian and the principal assistants who aid him in administering the library. Therefore, these people should be chosen on the basis of their known qualifications; the general sphere of their activities should be clearly defined; they should be so placed in the general administrative organization of the college that they will be able to direct the library successfully; and so related to the faculty that they will have appropriate academic prestige.

† Harvie Branscomb, *Teaching With Books* (Chicago: American Library Association, 1940), pp. 83, 84.

► The Takoma Academy (Maryland) board of trustees in December approved a new progressive, up-to-date, three-tract curriculum to have initial effect next September. The new system is the small school's answer to the current critics who claim that the teen-age student cannot get a good education in a high school with less than 1,000 students. The three programs will be designed for (1) students who are capable and have a fairly certain idea what they want to do in the future; (2) those who are capable but who desire guidance as to future vocations; (3) those who are especially talented along mechanical lines. All three programs will prepare the student for college.

► Commencement exercises were held on the weekend of December 20 for the nurses on the Orlando campus (Florida Sanitarium) of Southern Missionary College. This class of 19 members is the last diploma class; the next will be granted degrees from SMC. Sophomore nursing students were capped at exercises at SMC in January and have transferred to the Orlando campus to start their clinical training. During their senior year they will return to the SMC campus to be awarded the B.S. degree in nursing.

Help for the Beginning Teacher

Audrey E. Ashby
ELEMENTARY SUPERVISOR
OREGON CONFERENCE

EDUCATORS recognize that very often there is a wide gap between the theories a student studies in teacher-training classes and the application of these theories to a practical everyday classroom program.

Many problems confront the beginning teacher, but the one of first importance is how to get started in his very first school. The dreamed-of and hoped-for first day is before him. Near panic is a common feeling. True, the beginning teacher has had preparation in his formal classes but being on his own is quite different.

To remedy this malady of near panic, our department of education decided that a quick review and the making of definite plans in reference to the prospective first school for each beginning teacher would be valuable in meeting the problem of starting out the school year right. In the fall of 1956, shortly before school started, we called together all of the beginning teachers in our conference for a special two-day meeting. We also invited a few experienced teachers who were to be teaching church school for the first time to join with us. Altogether there were ten in the group.

For this special meeting we chose one of the academy campuses where we could provide meals and housing. We met in an elementary classroom that was arranged and decorated for the first day of school. Our group gathered informally in a circle and after a typical first-day opening exercise we began discussion on what to us was very important—what to do to be ready for a good first day of school.

The teacher-to-be actively becomes the teacher when he arrives at the school. There are many important things he needs to accomplish during this last week before classes begin, such as:

1. Secure a pleasant and comfortable place to live. It is important to get settled early in the week so most of the time can be spent in actual classroom preparation and visiting.

2. Meet as many parents as possible. This stimulates friendship and understanding from the very first. Especially is it helpful for the pastor and teacher to go together to visit those homes where there is still a question as to whether the children will be in church school again or attend for the first time.

3. Get acquainted with the classroom, including supplies and equipment. It comes in handy to know from the very beginning what is on the shelves, in the closet, and behind the doors! It saves duplication in ordering.

4. Make the classroom or building attractive. The first impressions of the pupils for a new school year are deep and definite. Use flowers, plants, pictures, arrangements, interest corners, and bulletin boards to catch the attention and interest of all the pupils.

5. Have a registration day. In some schools this is done in the spring, but there is still a need of another day in the fall for those who have recently moved into the community and any others who for some reason missed the spring registration day.

6. Study last year's register. In our meeting we distributed the last year's register to each of the teachers present and time was profitably spent in turning from page to page seeing the information available and learning the importance of filling in such sections as the attendance records, birth dates, eighth-grade record page, grades, names and addresses of parents or guardians, and visitors' page. All of this should be done neatly with ink.

7. Prepare a daily class schedule. We discussed the suggestive daily programs as given in our Course of Study and applied them to the individual schools as much as possible. We also talked about the importance of following the planned schedule. Classes should be interesting, profitable, and regular. The assignments should be taught and explained well, the teacher making sure the pupils know the what, how, and why of the next day's lesson.

8. Have every minute of the first day of school well planned. While discussing this we thought of the importance and influence of the daily opening exercises, including worship and inspiration on various themes. We studied through the year's textbook list, and just to be sure all were acquainted with the textbooks, we had a copy of each one on hand for inspection. While on this topic, we took time to go through the Course of Study and note the purpose and requirements for each course to be offered during the year.

Many questions were asked and answered along the way, which made each suggestion more meaningful. Now that our discussion had brought us to the end of the week before school, the next big question

was about the first day of school when the boys and girls would come and sit in the empty seats, looking to a new teacher for love, guidance, and knowledge. The following are a few of the especially important things we decided to do:

1. Arrive at school early.
2. Add a few finishing touches—flowers, et cetera.
3. Wear our best smile and greet the children pleasantly.
4. Have a purposeful worship period. Remember we are teaching a Seventh-day Adventist church school.
5. Be courteous to any parents who might be present, but do not leave the children at loose ends.
6. Make the first day a regular day, a pattern for the succeeding days.
7. Introduce each subject, as we follow the daily program, and give an assignment for the next day's lesson.
8. Appoint necessary monitors to help the daily routine move smoothly.
9. Do not present a large list of rules either orally or written. Form these as a group when necessity demands.
10. Be firm enough the first day to set a pattern for discipline.
11. Send the children home with a dismissal prayer and happy memories of the first day of school.

When this question was asked, What does the superintendent or supervisor expect to find when he or she comes to visit us? we gave a few hints for the memo pads. The superintendent or supervisor would like to find:

1. A happy, enthusiastic teacher.
2. The teacher and principal on duty at least thirty minutes before and after school hours.
3. Punctuality in opening and closing all sessions.
4. All play periods supervised.
5. A daily schedule posted and followed within reason.
6. Worth-while classes in each subject.
7. Course of Study followed.
8. The register and cumulative record folders kept up to date.
9. Workbooks and papers graded and recorded.
10. Good order and discipline.
11. The schoolroom neat and attractive.
12. The flag displayed.
13. Proper room ventilation with comfortable room temperature.
14. Visual-aid material used and stored neatly.
15. Clean rest-rooms.
16. Well-cared-for school grounds.

Various other subjects were discussed such as grading, discipline, cumulative folders, reports, and the teacher's responsibility in the local church. All answers were not complete, since they never can be. So much depends on the incidence and the individual.

All of us, the beginning teachers, the superintendent, and the supervisor felt the two days spent together were very beneficial. In 1957 it was not possible to have such a meeting. Instead, we made an effort to spend some time with each beginning teacher before school started. The first week of school is too late to help on a good start and too soon for the beginning teacher to be ready for a visitor. This method helped, but the group meeting served the purpose more satisfactorily.

A beginning teacher needs help not only at the beginning of the year but often during the term when new problems arise. How to become a part of the church and community, how to be professional, how to use resource material and people, how to grow on the job, how to work with the school board, and other problems are clarified by letters or visits from the supervisor or superintendent during the school year.

As in many professions, growth comes during participation. It is important that a beginning teacher realizes this for himself, and knows that his supervisor and superintendent understand this as they look for improvement from visit to visit.

We appreciate the beginning teacher. We want you; we need you. You are extremely important to our educational program.

► The biology department of La Sierra College is preparing to hold a two-session extension school at the Walla Walla College biological station at Anacortes, Washington. Each student may enroll in two courses each session. All the courses give upper division college credit. The station is located on Tidalgo Island off Puget Sound. Courses offered will be: Plant ecology, ornithology, ichthyology, parasites of marine animals, marine invertebrates, oceanography, fresh water biology, systematic botany, advanced animal parasitology, mammalogy, and paleontology.

► The girls of South Lancaster Academy (Massachusetts) have raised enough money by special self-denial to purchase colored slides for religious work in the mountains of southwest France. Evangelist Yves Risler gathers a number of isolated folks together and then presents the message. He reports that the slides are a great treat to these people, and he hopes that many souls will be won from this area.

► Dorothy Besemer, nutrition field representative of the American Institute of Baking, representing eight West Central States, was the recent guest speaker to food and nutrition classes at Union College. Her topic was "The Importance of Breakfast." Starting with beginners and continuing on through college, she showed how student performance in school drops because of the lowering of blood sugar owing to lack of breakfast.

Some Musts in the Teaching of Reading

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THE teaching of reading constitutes one of the most crucial responsibilities of the elementary school," writes the eminent educator, Dr. Paul McKee. He further states:

> The child must be taught to read so that he can live intelligently and with pleasure in our complex civilization, and so that he can learn whatever the school tries to teach through the medium of reading. He needs to use reading as a means of extending his experiences, of following his interests, of keeping abreast of the times, of getting information on his questions, and of obtaining fun and recreation. He must read in order to come to grips with much of the social studies, science, arithmetic, health, and other subjects which the school attempts to teach.*

The act of reading, once the process is learned, continues to be an active process. In order for the child to read a selection effectively he must perform three definite and separate acts. First, he must recognize and identify the printed symbols used by the author, who has selected the printed symbols (letters) in various arrangements to form the words that symbolize the meaning he intends his readers to receive.

Next, the child must arrive at an adequate understanding of these symbols. He constantly needs to be shifting the meanings of given symbols or words to get the one meaning the writer intended for him to get. These preceding two acts in themselves make the process of reading difficult, but one is not a skilled reader until he performs the third act of reading—that of making the proper use of the meaning he has derived from his reading. When the reader achieves this third act there will be a noticeable change in his thinking and attitude.

A reader is not benefited much by his reading if he is skilled in only one or in any two of these acts. He must be skilled in all three in order to complete effectively the process of reading.

If one who has learned to read finds that reading is so involved, how much more difficult it must be for one who has no knowledge of what the various symbols represent or what the different words mean. *Learning to read is a difficult task.* Upon the teacher rests a great responsibility for helping the boys and girls under her care to learn to read. "How does she go about building a successful reading program?" you ask.

Let us begin by stating that there are many musts in the teaching of reading. In a limited article such as this we can enlarge on only a few of the major ones.

In the elementary school, reading is taught on all grade levels. All phases of the reading program are taught on all grade levels. The emphasis in the different grades is placed upon the various aspects of the reading program, each succeeding grade building and enlarging upon what was learned in the previous grade. For example, in the beginning grades the chief emphasis is upon learning word recognition skills. As higher grades are reached emphasis on these skills diminishes, but is not entirely stopped, and the emphasis is now placed upon locational, organizational, and evaluational skills. The foundation for these last skills was laid in the beginning grades.

We shall discuss briefly four musts for teaching reading in the elementary grades.

The teaching of reading must include a program in the fundamentals or mechanics of reading. This includes many aspects of reading. Readiness to learn to read is part of this must.

Even though most schools of today are equipped with modern facilities and materials and are staffed with better-trained and qualified teachers, the child's readiness to learn to read is not altered. The child's own maturity, his past experiences, and his personal health are the contributing factors to his readiness for learning to read. Reading readiness varies from child to child.

Not only does this must include the readiness to learn to read but it must include a readiness for each new phase or process of reading that is to be presented. Each aspect of reading should be taught with the idea that it is preparing the child for the next step.

Word attack skills are part of this must. The child is taught to use phonetic analysis, structural analysis, contextual clues, and picture clues in attacking new words. Even though these skills are emphasized in the lower grades, they should be taught throughout the grades. Word-recognition skills help the child to become an independent reader. Each child should be granted the right of being given the tools and of learning how to use these tools for unlocking new and strange words.

A second must in the teaching of reading includes a program in the work-study skills. Major emphasis on the work of this must is placed in grade four and above. The foundation and readiness for this work, however, is laid in the primary grades.

The teaching of the locational skills is part of this

Please turn to page 29

What the SCHOOLS ARE DOING

► Mountain View College (Philippine Islands) has 30 work departments for its students. During the first semester of this term it gave labor to students amounting to approximately ₱98,000. By the end of this present school year the amount of labor provided will undoubtedly reach ₱200,000. One of the requirements of the school is that every student, rich or poor, must work from 16 to 20 hours a week, a ruling which both young men and young women have learned to appreciate.

► Students at Campion Academy enjoy "Fireside Fellowship"—a fellowship in prayer and song around the warmth of fires. Each Friday evening after vespers, they gather to sing favorite choruses, scan the starry heavens, or gaze upon the flickering flames. As a desire for Christ's Spirit increases, small groups of three or four separate with each person praying for the one on his left by name. When each group concludes its petitions, "Into My Heart" is sung before returning to the larger circle. The joy of bearing another's burdens to God in this way prompts the song, "Blest Be the Tie That Binds" as a benediction. All agree that this fellowship is of inestimable value to each student and the school as a whole.

► Home economics students from three SDA academies (maybe more that we haven't heard about) have earned the 1959 Betty Crocker Homemaker of Tomorrow award. They are Marjorie McClure, of Emmanuel Missionary College Academy, Janet Bergey, of Cedar Lake Academy (Michigan), and Donna Stafford, of Lodi Academy (California). The test was taken by nearly 350,000 seniors in high schools across the nation. Each winner receives a Homemaker of Tomorrow pin, a badge of honor symbolizing that "home is where the heart is." The program is sponsored by General Mills to further the dignity and prestige of the American home and to stimulate interest in the art of homemaking.

► On February 22 the Newbury Park Academy (California) Student Seminar group began a radio broadcast entitled "Christ for Today"—a 15-minute program that will be heard each Sunday morning at nine o'clock over station KOXR Oxnard, for 13 consecutive Sundays. The listening area covers a population of more than half a million people. The group plans to send the 20th Century Bible Correspondence Course to interested listeners.

► W. E. Anderson, business manager of La Sierra College since 1951, has accepted an invitation to become business manager of Pacific Union College. H. L. Shull, who for the past 12 years has been business manager at PUC, has accepted a call to be assistant auditor for the Pacific Union Conference.

► P. J. van Eck, educational secretary, South African Union Conference, reports that 33 teachers and educational leaders met on December 17 for a six-day secondary teachers' institute at Hillcrest Secondary School on the slopes of the famous Table Mountain, Cape Town. At previous gatherings primary as well as secondary teachers had always combined. This the first institute for high school teachers gave evidence of the significant growth of Adventist education in South Africa. The mathematics teachers met the two preceding days, this being their first opportunity to discuss their problems with fellow mathematicians. During the institute, time was given to a re-examination of the Adventist blueprint in education. A series of studies was conducted by W. R. Vail, educational secretary, Southern African Division.

► Charles Van Arsdale, the principal of the SDA Intermediate School at Cortland, New York, reports that Joan Richardson, teacher of grades 9 and 10, had her English students participate in the letter-perfect article in the January issue of *The Practical English Magazine*. One of the students, Margaret Gibbs, won honorable mention in the social letter division in this publication. Congratulations to both Miss Richardson and Margaret!

► In January, Union College's department of nursing underwent a resurvey by the National League of Nursing. The department was first surveyed in 1951, and at that time received full accreditation—the highest that a school of nursing can receive in America. The surveyors spent time on both the Lincoln and Colorado campuses. The nursing faculty under the direction of Alice Smith has spent more than a year preparing for this survey. The main consideration of the surveyors is determining how the department of nursing fits into the college organization.

► The student Week of Devotion at San Pasqual Academy (California) was different from the usual Week of Prayer in that the students did all the speaking. At the last meeting on Sabbath morning Dennis Wade and Betty Jo Sandoval spoke on the necessity of preparing to meet the challenge of the unfinished task, and Betty Jo gave the appeal for personal dedication. Evidence of the Holy Spirit's presence and power was seen in the victories gained and the confessions made.

► Lois Walker, Pacific Union College librarian, has recently been named in the first edition of *Who's Who in American Women*, released by Marquis Publishers of Chicago. Miss Walker was one of 20,000 women selected from a group of 50,000 women in all fields of work in the United States.

► Rapid growth of the department of education at Walla Walla College is evidenced by the fact that 9 Master's degrees in education were granted at the spring and summer commencements last year, that 51 certificates for teaching in Washington State were issued during the past year to WWC students, and that there are currently 130 education majors working toward Bachelor's degrees and 20 pursuing graduate study in education. The first Master of Arts in Education degrees were granted in 1951. Including the 9 awarded last year, there have been 48 such advanced degrees in education granted by WWC. Thirty-four are currently majoring in secondary education and 96 in elementary education.

► In spite of the usual limitation of funds and available trained workmen, Solusi Missionary College (South Africa) launched a five-year building program last year with the erection of three staff houses and a science wing. A block of classrooms and offices, a new assembly hall, and library building, as well as additions to the existing dormitories are slated for the next two years.

► The class in administration of school homes at Southern Missionary College spent a weekend last fall at Mount Pisgah Academy (North Carolina). Members of the class had opportunity to visit the residence halls and talk with the deans about the management of a school home. A two-hour conference was held with the deans, at which time students directed questions to a panel of three, including Elder James Edwards, former dean of men at SMC.

► The teachers in the schools of the Jordan Church of SDA met last fall in an institute under the chairmanship of Elder C. C. Crider, secretary for the East Mediterranean Union schools. Elder R. H. Hartwell led out in the devotional periods, and Elder G. Arthur Keough was present to share in the discussions on professional subjects. Elder Chafic Srour, president of the Jordan Church of SDA, helped plan the institute, which was an occasion of professional benefit to all in attendance.

► Dr. Harry Miller, well-known physician and surgeon throughout the Orient, has presented Mountain View College (Philippine Islands) with equipment for making soybean milk and soy cheese. President T. C. Murdoch of MVC says that soybeans grow well on the soil of the college and he believes this industry will take on large proportions.

► Photobiology is the subject under investigation by Don Mitzelfelt, a junior biology major premedical student (under the instruction of Dr. Ariel Roth, of Emmanuel Missionary College) as a special project for the course in problems in biology. This relatively recent discipline of modern biology is the study of the relation of light to biological systems.

► In December a mock trial of an actual case from the district attorney's office of Riverside, California, was enacted in chapel at La Sierra College. The issue was whether or not the supposed defendant was guilty of driving while intoxicated. The purpose of the trial was to show the processes of law in a democratic country and to make a community resident an enlightened juror.

► The Union College MV Society is conducting a children's Story Hour for the town of Weeping Water, Nebraska, each Sabbath afternoon. About 30 children attend. Besides the Story Hour, social evenings are held and crafts taught. Seven children were sent to junior camp last summer as a result of the Story Hour's activities.

► The broomshop at Southern Missionary College from September to January has provided 15,526 hours of work to worthy students. It is being operated with strict economy, hiring in addition to three salesmen, only three full-time nonstudent workers, and three salaried employees.

► *Western Dairy Journal* and *Farm Management* magazine recently published the results of an experiment with the cows of the La Sierra College dairy. The experiment proved that new hay wafers are an effective feeding method and do not impair the quality of the milk.

► Mexico City College is interested in publishing the doctoral dissertation of Dr. Clyde G. Bushnell (chairman, division of language and literature at Southern Missionary College) entitled "The Political and Military Career of Juan Alvarez, 1790-1867."

Utilizing Setting Hens and Buzzing Bees for Teaching

(*Concluded from page 17*)

inside to prevent the ants' escaping, the class can go out, find an ant hill, and dig it up, placing ants and some dirt in the jar. Then the teacher should put black paper around the jar to make the inside of it dark so that the ants will tunnel to the edge of it. Remove the black paper from time to time so that the children can see the work the ants are doing. Place a container of water and a small dish of food made up of honey, bread crumbs, seeds, et cetera, on top of the earth inside the jar. Lids from smaller jars are suitable for this purpose.

When studying the ants, the pupils will want to watch to see whether there are more than one kind of ant in their "ant hill." If there are, have them find out which are masters and which are slaves.

Books on pets from the library can supply much information on any of these projects, should the teacher need any more help. The students can learn more about what these creatures eat and how they live from the classroom encyclopedia.

There are many other creatures that can be brought into the classroom, such as toads, mice, frogs, newts, hamsters, fish, crayfish, small snakes, and plants.

The children will be fascinated to observe the toads and frogs catch flies, the newts eat worms, the fish and hamsters have young, and the snakes molt. By watching these things pupils gain a concept of nature that words and pictures in books cannot give them.

An Adventure in College English Teaching

(*Concluded from page 15*)

mechanics handbook the rule he had violated and indicated its specific nature beside the instructor's mark. This cut down the guesswork in step two—making the correction. Third, by recording his error on a chart printed for the purpose on the back of his theme folder, he gradually built up a picture of his own needs that was most useful to his teacher during counseling periods and to him while reviewing for examinations.

4. All teachers marked their own themes, reserving student help for clerical jobs. Even so the task of maintaining similar standards was tough. (In our particular situation we could neither have found nor trained readers for so subjective and important a part of our work.)

Motivation

But what are standards, organization, or even the worthiest objectives to a student who is bored? We must convince his mind, capture his interest. Of course, some of our tactics are obvious by this time—choice of appealing literature, oral interpretation, and lively, chatty class periods. But besides these we worked morale-building features into the program at strategic points during the year. Lectures and readings during the first week were calculated to capture the imagination of the student and spur his will to achieve. We scheduled conferences with every student several times during the year—especially about the time the first grades came out. Diagraming classes or personal assistance followed immediately to encourage the ambitious or despairing.

One of the first units of reading was built around logic and semantics. It provoked much thought and discussion and provided a useful frame of reference for future class discussions, student essays, and personal counseling.

Shortly before Christmas, when spirits became restless, we began our unit on narrative writing. In and out of class we read, enjoyed, and analyzed stories. Students began thinking ahead toward *Youth's Instructor* articles. In fact, we exploited the motivation potential of the Pen League as fully as possible by assigning a number of practice stories and sketches early in the second semester.

After the *Youth's Instructor* deadline was passed, everybody went to work on the research paper, which usually proved the most satisfying composition of the year. We approached the project from the scientific point of view: there are two paths to the solution of a problem—two ways known to the human mind of pursuing the truth and enlarging knowledge—one inductive, the other deductive. The college library paper is an exercise in following the inductive method among books. Although the student's topic is limited and his exploration not highly original, the method he uses is important, for it is the foundation principle of modern civilization. We allowed the papers to be short but insisted upon scrupulous care with inductive procedure—careful gathering and documenting of facts and cautious drawing of conclusions. The student was also expected to demonstrate all the skill in writing he had acquired throughout the course.

During the last few weeks of the spring semester writing and speaking assignments grew out of longer and particularly appealing literary readings. The students were now ready to see how a master coped with the problems with which they had struggled all year. They enjoyed spotting shrewd bits of insight in characterization, psychological tricks of persuasion, internal conflict in a story, and various stylistic devices. They debated about emphasis and subordination, semantic caves and slanting, inferences and unexamined assumptions. Key ideas were clutched in a sentence. In fact, the library assignment became an omnibus review for the freshman year and a steppingstone to sophomore literature. Students' eyes were directed to the larger values and wider horizons of writing skill.

Such was the strategy we used against the Grendel of defeatism at Southern Missionary College between 1952 and 1956. Of course, we captured no were-monster, but we did bring back a claw or two to build hope for the forces of faith. Our freshmen, emerging into sophomores, made steadily increasing scores on the National Cooperative Tests until they no longer hovered fifteen points below the national average but reached fifteen above. After the first three lean, scared years, when scarcely a student dared tackle an English major, thirteen talented young people decided to be writers or teachers of English. Many former freshmen swelled the Great Books discussions and supported speech and literature classes. The climate of student opinion had finally begun to change, and a new proud day had dawned for students of English in the Southern Union.

► A writers' conference held on the Walla Walla College campus last November was another successful "first" in important leadership ventures. In attendance were English teachers from Northwest academies, staff members from WWC, students interested in writing, and part-time writers. Walter T. Crandall, editor of the *Youth's Instructor,* was chairman, and Prof. K. A. Aplington, head of the department of English, was host. Goals achieved were the development of an interest in and sense of need for good writing to serve denominational publishing work, and plans for providing training for that important service.

What Is *Your* Philosophy?

(*Concluded from page 12*)

Science is a fundamental essence with the realist who is a discoverer and propagator of natural laws.

Pragmatism. This philosophy—fluid, relative, and transitional—has its dangers and sinister facets, exalting the human ego above the cosmos.

Standing on middle ground between idealism and realism, pragmatism becomes a resultant, a combining of elements from both forces.

Experience, then, has become the only reality; and a person is, therefore, a product of his own experience.

Absolutes and ultimates do not exist in pragmatism. Man lives in ever-changing environment, as he acts, reacts, and interacts with it. Thus conduct becomes an all-important essence.

With this experimentalism and reconstructionism the individual is the end and not the means. The enrichment of the individual predicates growth, and this should be continuous.

Comparing these three philosophies extant in educational circles, we find that the differences between one school of thought and another are not clean cut. There are twilight zones that pale away into one or the other philosophies.

To us comes the warning of Holy Scripture:

> See to it that no one makes a prey of you by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the universe, and not according to Christ.[2]

Men tragically dissipated their intellectual powers by undue speculation on this matter. By inspiration of God the problems and solutions are clearly and boldly placed before us:

> These men had received their talents from God, and every gem of thought by which they had been esteemed worthy of the attention of scholars and thinkers, belongs not to them, but to the God of all wisdom, whom they did not acknowledge. Through tradition, through false education, these men are exalted as the world's educators; but in going to them students are in danger of accepting the vile with the precious; for superstition, specious reasoning, and error are mingled with portions of true philosophy and instruction. This mingling makes a potion that is poisonous to the soul, —destructive of faith in the God of all truth. Those who have a thirst for knowledge need not go to these polluted fountains; for they are invited to come to the fountain of life and drink freely. Through searching the word of God, they may find the hidden treasure of truth that has long been buried beneath the rubbish of error, human tradition, and opinions of men.[3]

Flauntingly, exponents of philosophical thought espouse their theories and endeavor to propagate their hypotheses.

As Seventh-day Adventist teachers we should be selective in our reading habits and in our reading assignments for our students. In fact, our classroom and school libraries must be selective too. We must guard the quality of the books on our shelves, be they open stacks or closed reserve.

Plainly we are counseled:

> There is need of separating from our educational institutions an erroneous, polluted literature, so that ideas will not be received as seeds of sin. Let none suppose that education means a study of books that will lead to the reception of ideas of authors that will sow seed and spring up to bear fruit that must be bound up in bundles with the world, separating them from the Source of all wisdom, all efficiency, and all power, leaving them the sport of Satan's arch-deceiving power. A pure education for youth in our schools, undiluted with heathen philosophy, is a positive necessity in literary lines.[4]

Many thinkers have had difficulty "as they did not like to acknowledge God in their knowledge." [5] They have tried "to satisfy their minds without appealing to God." [6]

As Christian teachers we must be alert to the dangers of speculative philosophies.

> In many of the schools and colleges of to-day, the conclusions which learned men have reached as the result of their scientific investigations are carefully taught and fully explained; while the impression is distinctly made that if these learned men are correct, the Bible cannot be. The thorns of skepticism are disguised; they are concealed by the bloom and verdure of science and philosophy. Skepticism is attractive to the human mind. The young see in it an independence that captivates the imagination, and they are deceived. Satan triumphs; it is as he meant it should be. He nourishes every seed of doubt that is sown in your hearts, and soon a plentiful harvest of infidelity is reaped.
>
> We cannot afford to allow the minds of our youth to be thus leavened; for it is on these youth we must depend to carry forward the work of the future. We desire for them something more than the opportunity for education in the sciences. The science of true education is the truth, which is to be so deeply impressed on the soul that it cannot be obliterated by the error that everywhere abounds.[7]

Speaking of Daniel, Ellen G. White wrote, "Divine philosophy was made the foundation of his education." [8]

Clear thinkers of the past and the present base their philosophies of life and death upon the Book of books, that unconfusing Volume written by inspiration in a confused world.

> It unfolds a simple and complete system of theology and philosophy.[9]
>
> Here in the word is wisdom, poetry, history, biography, and the most profound philosophy. Here is a study that quickens the mind into a vigorous and healthy life, and awakens it to the highest exercise. It is impossible to study the Bible with a humble, teachable spirit, without developing and strengthening the intellect. Those who become best acquainted with the wisdom and purpose of God as revealed in His word, become men and women of mental strength; and they may become efficient workers with the great Educator, Jesus Christ.[10]

We must seek divine revelation in our teaching and learning, and not merely human philosophy; we must accept heaven-given standards, and not standards of human devising; we must follow the Light of life, and not sparks of man's kindling.

Teacher, in all sincerity, judging from your teach-

ing and school activities, what really is *your* philosophy?

[1] Freeman R. Butts, *The College Charts Its Course* (New York: McGraw Hill Book Co., 1934), p. 117.
[2] Colossians 2:8, Smith and Goodspeed.
[3] Ellen G. White, *Fundamentals of Christian Education*, pp. 170, 171.
[4] *Ibid.*, p. 388.
[5] Romans 1:28, margin.
[6] *Ibid.*, p. 409.
[7] *Ibid.*, pp. 541, 542.
[8] *Ibid.*, p. 194.
[9] *Ibid.*, p. 129.
[10] *Ibid.*, p. 432.

The Heavenly Vision

(*Concluded from page 4*)

3. The young people may be deterred from denominational employment because it seems foolish to work for a church; it does not carry sufficient prestige.

4. Perhaps denominational leaders have made the work seem too hard; or too easy, with no challenge today.

5. It could be that parents or other relatives stand in the way.

6. Maybe the modest salary is the deciding factor.

7. The growing security-mindedness of our generation is possibly a guiding influence. (Matthew 6: 31, 32.)

8. If the example of those who are in the work tends to repel new prospects, our blame is very great.

9. Adventists may be experiencing a subtle shift in doctrinal emphasis, so that when we preach the Second Advent today we mean something different from what was meant when it was preached twenty-five or fifty years ago.

10. A slow process of secularization, or neutralization, may have set in, pointing to the need of a revival of spiritual power in our educational centers.

11. If it is true that our schools are the captives and reflectors of their constituencies, so that they are simply giving expression to the forces that exist within the church in general, then the problem is more basic and points to the need for clearer vision among all the members, and a deeper devotion to our Lord in behalf of the Adventist faith and message.

Our beloved cause is calling for workers, not the casual and indifferent, but the most fervent and intelligent. We must not curtail the work, nor make the jobs smaller and easier. Rather we should pray for wisdom and power to focus the vision of our youth, and to enrich their heart preparation, so that there will not be found one conference or church or institution at home or abroad that will stand long in need of qualified willing workers.

The Challenge of Educational Leadership

(*Concluded from page 3*)

The discipline and training that God appointed for Israel would cause them, in all their ways of life, to differ from the people of other nations. This peculiarity, which should have been regarded as a special privilege and blessing, was to them unwelcome. The simplicity and self-restraint essential to the highest development they sought to exchange for the pomp and self-indulgence of heathen peoples. To be "like all the nations" (1 Samuel 8:5) was their ambition. God's plan of education was set aside, His authority disowned. In the rejection of the ways of God for the ways of men, the downfall of Israel began.[5]

With renewed dedication and courage let us go forward to bring the blessings of Christian education to all the youth of the remnant church.

[1] Ellen G. White, *Education*, p. 30.
[2] White, *Counsels to Parents, Teachers, and Students*, p. 56. (Italics supplied.)
[3] Joshua 24:15.
[4] *Education*, p. 50.
[5] *Ibid.*, pp. 49, 50.

Some Musts in the Teaching of Reading

(*Concluded from page 24*)

program. This includes the teaching of the use of dictionaries, encyclopedias, indexes (indexes included in specific books and also general reference indexes such as the *Reader's Guide*), library card catalogs, tables of content, and other reference materials. Not only should children be taught how to use these materials, but they should be taught which of these will be the best source in which to find the information for which they are searching.

Skills in organizing belong with the work-study skills. The teaching of reading includes the teaching of noting proper sequence, of recognizing the most important thoughts and those of less importance. Techniques used in outlining are taught in the work-study program.

One phase of the work-study program that is often overlooked is that of teaching children to evaluate what they read. To help children become critical readers we must teach them to analyze and evaluate what they read. We must teach them to consider the authority of the author for saying what he says, the date the material was written, and to use several sources of information and to select the one that is most logically correct on the basis of all evidence.

The work-study skills program includes the teaching of how to find the important things to remember and then teaching how to remember them.

The third must in teaching reading is a program in oral reading. The silent reading program is not mentioned separately, as this skill is referred to in-

directly as a part of the work-study skills. Oral reading involves all the skills of silent reading plus the additional skill of conveying the author's intended meaning to an audience. This necessitates the teaching of vocal inflections, use of expression, and pauses wherever needed to help carry the meaning. Children must be taught to use a pleasant, modulated voice in oral reading. They need to realize that no matter how well they use expression and vocal inflections, their oral reading will not be pleasing to listen to if their voice is high pitched, raspy, or rumbly. Although most reading is done silently, there are many opportunities for effective oral reading.

A program in children's literature is the fourth must we can refer to here. Free reading or library reading is as much a part of the total reading program as the teaching of word-recognition skills. There must be a selection of books and stories accessible to the children. A library of books of varied interests and wide reading range is a must for every classroom.

This need not be a large library room with a librarian in charge; an attractive, well-lighted part of the classroom with a table, some chairs, and bookshelves will provide the children with opportunity and space for their free reading.

Not only must the materials be available but time to use these materials must be provided. Just as often as the crowded program will permit, time should be given to the children to read for the fun of reading.

The teaching of poetry is included in the children's literature program. Opportunities must be given for children to listen to and to read poetry. Only by frequently reading and listening to poetry will the appreciation for it be developed.

An appreciation for the classical selections in the Bible must be developed. Even though we mention this last, it is not least. Children need to be helped to see the beauty of various passages in this great Book.

Unquestionably the teaching of reading is a great responsibility and challenge thrust upon the teachers in today's classrooms—your classroom and mine. If we meet this reponsibility and challenge, we will develop a reading program in the elementary school that will cultivate children who not only know how to and want to read, but children who *will* read. Are we equal to this reponsibility and challenge?

* Paul McKee, *The Teaching of Reading in the Elementary School* (New York: Houghton Mifflin Company, 1948), p. VII.

► Myrna Howe, a student of Union College Academy, won the fourth prize of $25 in an essay contest sponsored by the Mayor's Committee for Employment of the Physically Handicapped. There were more than 100 entries in the contest from the schools of Lincoln. The four winning entries will be sent to the State contest.

Editorial News and Views

(Concluded from page 32)

idleness" but could also add to our operating income, inasmuch as no additional facilities would be required. Moreover, in many cases retired teachers would be happy, in most instances, to volunteer their time to help carry the extra teaching load.

Encouraging Originality and Creativity

Recently our attention has been called to a number of incidents in schools in which really gifted youth with a one-track interest have become discouraged with school and have dropped out or been forced out. We are strong believers in general education for all. At the same time we recognize from numerous examples that highly gifted persons often will not tolerate rigid curriculum requirements. Our main objective is the development of youth with a broad scope of information and understanding. At the same time, we ought to exercise great care not to repress genius. In every program there should be room for a certain amount of custom-tailoring the educational program to the needs of youth. It is easy to carry standardization and conformity so far that originality and creativity are stifled.

We were charmed by the recent report concerning William Frazer, a junior high school pupil of Pacoima, California. In his reading for history class he learned of the enigmatic actions of Vice-Admiral Shima who commanded the Japanese fleet in the crucial battle of Leyte Gulf in 1944. Historians could not fathom why, with victory within his reach, the admiral had withdrawn; that is, they couldn't until William Frazer did the obvious: he wrote to the admiral to inquire about it. Impressed by the lad's "eagerness and enthusiasm to find out the truth," the admiral wrote back a 2,000-word explanation of the 14-year-old puzzle. In a nutshell, his opportunity appeared so great he concluded a trap had been set that would lead to the destruction of his fleet.

Concerning originality, we have just read of a girl who was expelled from a Russian agricultural institute because she insisted on wearing gloves while milking cows.

► Cleva Parker, former student of Union College from Iowa, left for Holbrook, Arizona, January 23, where she will join the faculty of the Navaho Mission School as teacher of the fifth and sixth grades.

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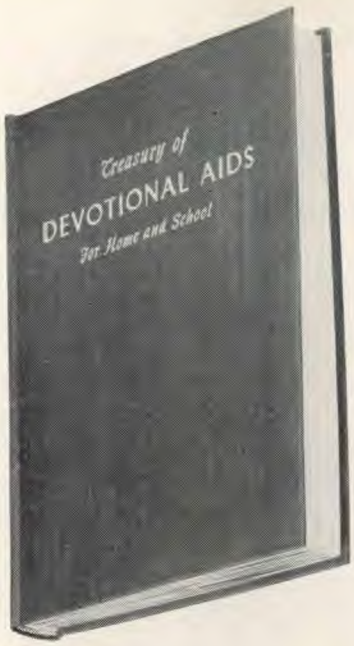

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Editorial
NEWS AND VIEWS

Farewell We regret to announce that L. R. Rasmussen, associate editor of this JOURNAL, and associate secretary of the General Conference Department of Education since 1946, has accepted an invitation to join the staff of the Pacific Union Conference in the capacity of secretary of the department of education. For 13 years Elder Rasmussen has served this JOURNAL and the General Conference with energy and devotion. Our educational work in all parts of the world has been greatly strengthened as a result of his counsel and instruction. We have all profited much by the high standards Elder Rasmussen has advocated for our schools, and which he has so admirably exemplified in his own life. We shall feel his absence in our office and our world divisions will miss his helpful visits. On the other hand, we know that he will serve the Pacific Union Conference with distinction. Previous to Elder Rasmussen's service in the General Conference, he labored as academy principal, conference superintendent of education, and president of La Sierra College.

Retirement On February 9, Elder A. C. Nelson, who has given 22 years of salty, efficient leadership as secretary of the department of education in the Pacific Union Conference, retired from active service. Probably no other of our educators has made as notable a record as Axel Nelson, either in terms of continuous service in one position, or in the visible accomplishments of his leadership. He has contributed immeasurably to the solidity of Christian education in the Pacific Union Conference.

More Transfers Dr. W. H. Shephard, president of Washington Missionary College for 13 years, has accepted an invitation to serve as director of health education in the Pacific Union Conference, effective at the close of the present school term. Washington Missionary College has developed much during Dr. Shephard's administration.

On March 9 Dr. Charles B. Hirsch, currently serving as chairman of the Department of History of Washington Missionary College, was elected to the presidency of the college.

W. O. Baldwin, superintendent of education in the Oregon Conference, has accepted an invitation to aid Elder Rasmussen in the Pacific Union Conference in the capacity of assistant secretary of the department of education.

National Wildlife Week In March of every year a National Wildlife Week is sponsored by the National Wildlife Federation with headquarters at 232 Carroll Street NW., Washington 12, D.C. For the asking, the Federation supplies pictures and program material that would make very interesting exhibits and assignments in our schools. We ought to be doing more than we are to help our youth understand that mistreatment of natural resources and abuse of lands leads to critical shortages of clean water for use in homes and industry, depletion of farms and forests, destruction of unspoiled outdoor areas, and scarcity of wildlife.

Salk Vaccine Recent statistics reveal that about 53 per cent of the population in the United States under 40 years of age have not had the basic three Salk polio vaccine injections. Some persons in our midst have recently had tragic experiences because of failure to secure these injections either for themselves or their children. Teachers have influence. Let us use it with determination on this matter, and try to get our young people to take these injections and secure the protection that in the providence of God we may now have from this dread disease.

Teaching of History "All the authorities I turn to these days agree—and have done so for a long time—that the history of the next fifty years will be written, not in the West, but in the East—the Middle East, the Far East—and in Africa. If this is true, does not the simplest logic require that our students be given an introduction in depth to some major section of this great area of the earth—its history and geography, its culture and religion, its relations to the West, to other sections of the East, and to Africa?" Thus wrote Clarence B. Hilberry, president of Wayne State University, in the *Journal of Higher Education*, October, 1958. He adds that we cannot afford another crop of graduates who are ignorant about the nations on the other side of the earth. The same issue of the *Journal of Higher Education* includes an excellent article by a history professor in a large university entitled "History Is Now" in which the thesis, "A study of the present ought to be made integral to a study of the past," is ably presented. We heartily agree with President Hilberry, and wish that our schools would begin to place more emphasis in history courses on that great section of the world that will affect our lives so much in the decades ahead.

Adult Education We wonder why our academies and colleges have not launched more actively into the field of adult education? The public school systems, as well as some private schools, have demonstrated that adults living in the area of schools are willing to matriculate in large numbers for evening classes in practically every subject which the schools offer to them. By offering evening classes to our own people and others, we should be able to help young married couples and people in middle life improve in professional competence; we could also help enrich the lives of elderly people. Dr. H. L. Donovan, president emeritus of the University of Kentucky, asserts that life's last years are the years when men and women who are retired from active duty can devote their attention to "errands of the mind" (*Peabody Reflector*, November, 1958). If we could get them into classes in Bible, denominational history, Spirit of Prophecy, art, music, gardening, manual arts, and dozens of others, we would not only help save those over 65 from "devastating

Please turn to page 30