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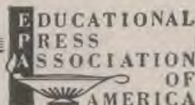
The JOURNAL of TRUE Education

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

ISSUED BI-MONTHLY, OCTOBER THROUGH JUNE, BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, \$2.25 A YEAR. PRINTED BY THE REVIEW AND HERALD PUBLISHING ASSOCIATION, TAKOMA PARK, WASHINGTON 12, D.C., TO WHOM ALL COMMUNICATIONS CONCERNING CHANGE OF ADDRESS SHOULD BE SENT, GIVING BOTH OLD AND NEW ADDRESSES. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

BUDGET IS A COLD, COLD WORD—

An Editorial

Richard Hammill

SOME words stir one with a sense of warmth and cheeriness. Others have chilly connotations, nearly always evoking glacial mental images. *Budget* belongs to the latter category. As soon as our ears pick up the sound of that word, baleful memories like the following spring to the forefront of our consciousness: "No, we can't take a vacation trip this year; we didn't put it in the budget." "We agree that it is time for you to have a raise in salary, but it is out for this year because we are running over the budget." "No, daughter, you can't have a new dress for the party; it is not in the budget."

As denominational employees we have all known acrid disappointment from hearing the words, "It is not in the budget." Sometimes in the mission fields we have felt that our hearts would break when after we had hoped, worked, and prayed for additional help or desperately needed facilities this word has come back from responsible committees: "We are sorry, but we just couldn't get it in the budget."

Teachers also frequently encounter this arctic response in answer to their requests for more or better equipment, larger staff, or better working conditions. Nevertheless, teachers need to recognize that budgets are necessary and vital to the successful operation of our schools. Our educational institutions fare much better under administrators who prepare budgets and hold to them than they do where there is no budget, or where the budget is not followed.

A budget is a spending plan. It is something that makes a dollar tell where it is going before it is spent, instead of trying to figure out what happened to it after it is gone. Moneys will always be used more wisely when the purpose for which they are to be employed is determined by carefully weighing the merits of various items or programs long before pressures develop to spend.

It is folly to try to operate any institution on an unbalanced budget. If the income of a school does not allow for the balancing of a well-prepared, realistic budget, subsidies should be provided at once, tuitions increased, enrollment enlarged, or expenses decreased. Perhaps a combination of all these may be necessary, but all are not always possible to achieve. However, of this we can be absolutely assured: Following a budget that is out of balance ultimately ends in ruination, and may cause the closing of a good school; whereas operating on a balanced budget brings financial success.

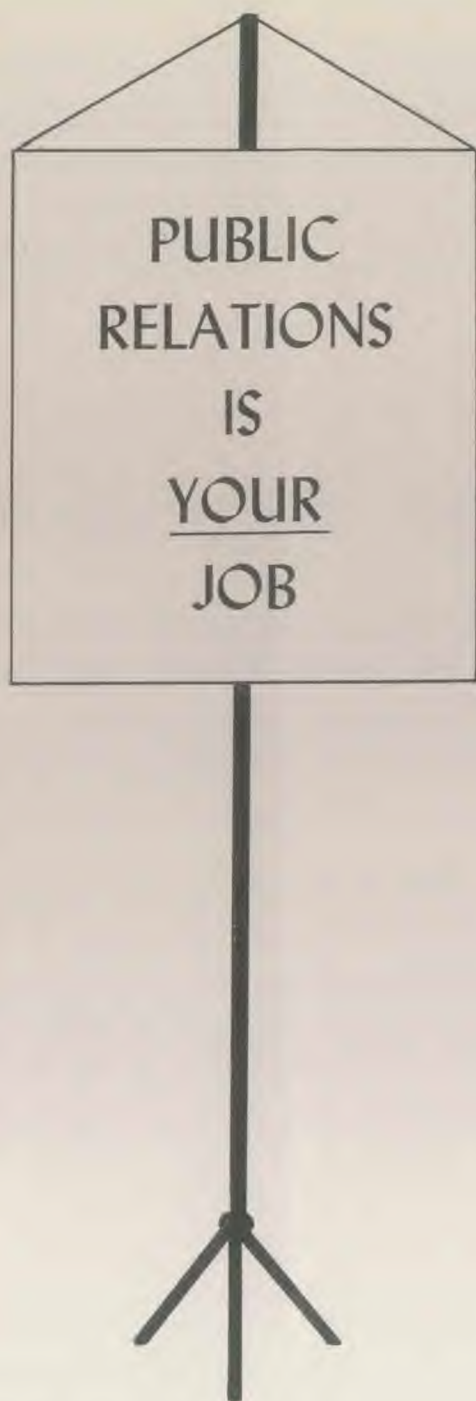
The principle of a balanced budget was set forth by Jesus (Luke 14:28-30) when He told how a person planning to build a tower must first count the cost to see if he has sufficient funds to finish it; if he does not make this preliminary budget, but launches out to build and then is not able to complete the project, his friends will mock him. Through the Spirit of Prophecy God has given us much explicit instruction that we must not run our schools into debt by spending money we do not have. Consider these typical counsels:

Debts must not be allowed to accumulate term after term. The very highest kind of education that could be given is to shun the incurring of debt as you would shun disease. When one year after another passes, and there is no sign of diminishing the debt, but it is rather increased, a halt should be called. Let the managers say: "We refuse to run the school any longer unless some sure system is devised." It would be better, far better, to close the school until the managers learn the science of conducting it on a paying basis. For Christ's sake, as the chosen people of God, *call yourselves to task and inaugurate a sound financial system in our schools.*¹

Especially should the president of a school look carefully after the finances of the institution. He should understand the underlying principles of bookkeeping. He is faithfully to report the use of all moneys passing through his hand for the use of the school. The funds of the school are not to be overdrawn, but every effort is to be made to increase the usefulness of the school. Those intrusted with the financial management of our educational institutions must allow no carelessness in the expenditure of means. Everything connected with the finances of our schools should be perfectly straight. The Lord's way must be strictly followed, though this may not be in harmony with the ways of man.²

The principle of operating on a balanced budget basis is one of the outstanding reasons for the financial success and strength of our denomination, and to this principle we teachers must pledge our support. Although we see the need for larger staffs with proper facilities for teaching more clearly than others, because we are at the center of the teaching process, we must be willing to economize and avoid unnecessary expenditures that can result only in increasing the cost of education for our patrons. As an example I cite just one area in which college and secondary school teachers can help reduce costs. A tabulation of their operating statements reveals that in our nine senior colleges in the United States last year, the sum of \$184,307.82 was expended for reader help and laboratory assistants. An investigation of the operating statements of some academies reveals that expenses for reader help are almost comparable there.

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Jack Patt

ASSISTANT PROFESSOR OF HISTORY AND EDUCATION
SAN JOSE STATE COLLEGE, CALIFORNIA

YOUR success as a teacher and the success of the school depends in great measure on your "public relations" with the students, the parents, the church, the community, and your fellow teachers. Unfortunately some teachers feel that public relations is not part of their job, but is for the administrators of the school. This is an erroneous conception, because you as teacher are engaged in public relations whether you realize it or not. It is your job as well as that of the administrators to establish good public relations, to improve the understanding and increase the appreciation of an enlarged circle of friends who are in a position to speak favorably for the institution. A favorable teacher-parent relationship is most important for your success and that of the school.

Good public relations between you as teacher and the parents begin in the classroom. Your tact and discretion in dealing with students have a tremendous influence on the attitude of parents toward you and the school. The shortcomings of one teacher are likely to hurt the reputation of the whole group.

A personal experience of mine may illustrate what the lack of tact can do. When I was a junior in a day academy I was the target of the principal's biting sarcasm, which he considered amusing. I took a dim view of his attitude and resented it and him. I became so exasperated that I played hooky from school for a whole week before my parents discovered it. Then for two weeks I stayed home and refused to go back to school under any circumstances. It was only after the pleadings of my parents, the chairman of the school board, and finally of the principal himself that I was finally induced to return for the remaining six weeks of school. The principal who displayed poor public relations did not return to the academy the following year. I left that school with a bitter attitude toward the entire institution.

You will gain the confidence and support of parents and establish rapport with students if you are tactful, patient, friendly, and understanding. A Christian should not have any difficulty practicing these traits. You, of course, will first be dedicated to God and to the principles of Christian education. Your responsibility is to try to instill these principles in the student. Parents expect, and rightly so, that you take a personal interest in the welfare and progress of each pupil in the development of his mental, physical, and spiritual powers. If you are interested in the individual student you will endeavor to know his background and understand him, so that you will be better able to deal with his problems. You are seeking for methods and procedures that will achieve the objectives of the course and of Christian education. To become acquainted with the needs of each student is a part of the method of successful teaching. You can improve your teacher-

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student relationship, and indirectly your teacher-parent relationship, by your association with the student outside the classroom—on the playground, in the gymnasium, and at the various social functions of the school.

It is of vital importance that parents and teacher join forces in training the child "in the way he should go," so that he will develop into a well-adjusted individual. Mrs. White states that parents and teachers are to become collaborators with God. They are to prepare each child for his divinely appointed place. It is important then to have the cooperation of the parents, and it is your privilege to gain this cooperation. You will not find this too difficult if you are tactful. Unfortunately, in too many cases the only appeal the school makes to the home is for money or for help in a serious behavior problem. Try to establish a friendly relationship with the parents before it is necessary to make an appeal for either. Better still, try to avoid the necessity of ever having to appeal to the parents in regard to a behavior problem. If, however, the problem is serious enough that you must call on the parents in the solution, how much easier it is to get good results if a friendly teacher-parent relationship is already established.

It would be well for you to make periodic reports to the parents on the progress of their children. The traditional report card with its letter grades communicates very little and very poorly. Nevertheless, it would be unwise to eliminate such report cards in most communities. Parents like them because they read into them more than is actually reported. You would be wise to supplement such reports with additional information about a student's learning. You can do this in letters to parents, telephone calls, visits in the home, and by conferences at the school. Encourage parents to visit classes during the regular session rather than on a special day. Welcome contacts with parents and encourage the tie-up of home and school.

The new approach to reporting involves a reciprocal one of parents and teachers reporting in turn to each other. Teacher and parent represent the logic of modern education when they share and evaluate data concerning the child. The school, through the teacher, is not in the dubious position of passing judgment on the child, but in the position of sharing the responsibility with the parents of exploring the reactions of the child within his total environment. This united effort is carried on to discover cause and effect relationships in the child's behavior, and in what way it is possible for the home and school, hand in hand, to set about creating a better learning environment. It is difficult to reduce characteristic qualitative-behavioral changes to brief A, B, C, D, and E type of categories. It is even more difficult to report briefly but satisfactorily to parents on the

nature of these behavioral changes in the boy or girl. It would not be wise to attempt to include any consideration of these factors in written reports to parents. What is more significant, you probably do not have all the facts at hand necessary to a reasonably complete picture of the behavior of the learner and what it is that makes him behave as he does.

The best approach to evaluate these behavioral changes is by the teacher-parent conference. You would profit from two or three such conferences during the school year, especially you who teach on the elementary level. In recent years these conferences have grown rapidly both in use and popularity. You will, of course, take the initiative in setting up these conferences with the parents. As you meet them remember that you meet not only a peer who should be treated as such but a person who has ultimate authority over his son or daughter. The success of parent-teacher conferences depends on your making the parent feel that together you are partners in a common enterprise.

Parent-teacher conferences provide opportunity for you as teacher to justify the methods and procedures you use in the classroom and the grades you give. It provides opportunity to discuss scholastic, social, and discipline problems and to try to find a solution. It further provides an opportunity for you to explain the objectives of the school and the various courses, and to solicit the parents' understanding and cooperation in the achievement of these goals. You will be criticized at times, but good public relations involves the ability to take criticism and to admit any shortcomings, and then to rectify them.

Home visitation is a special type of teacher-parent conference, one which has certain advantages over the conference at the school. The mother in her role as hostess and the father as host feel more nearly on a level with you as teacher in the discussion process. The very fact that you have taken time to visit the home indicates your sincere interest in the student and your desire to help him. A visit to the home also reveals to you much concerning the physical home environment of parent and child.

The home visit, however, has certain disadvantages. If the home is an underprivileged one, the parent may be on the defensive about it. The conference may be interrupted by the noisy play of younger children or their demands for the visitor's attention. The home visit requires more of your time than the conference at school. Not only do you spend time in travel, but a visit to the home places you in the role of guest and requires a more leisurely approach. In many instances, however, you will find that the additional time involved will pay dividends in obtaining more valid information concerning the student and his environment. It also helps to estab-

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Trends in Our Changing Secondary Curriculum

Harold R. Milliken

CHAIRMAN OF SCHOLARSHIP COMMITTEE
SHENANDOAH VALLEY ACADEMY

TO SAY that the American secondary curriculum is being closely scrutinized is an understatement. For the world is in an intellectual race and the educational die is most often cast at the secondary level or earlier. Although we as Adventists should not pattern our program after the world or casually adapt worldly standards to our schools, we should be in tune with this educational revolution; and from it we may receive inspiration to carry on our own evaluation with new fervor.

As Christian educators our primary objective has always been and will always be "to restore in man the image of his Maker."¹ We strive to do this by "the harmonious development of the physical, the mental, and the spiritual powers."² Christian character building is our only excuse for existing. Christian education should be the best education. It is administered by men and women who have dedicated themselves to preparing the youth to finish the Master's work on earth. Only by a perpetual evaluation program can we achieve our best results. The chances are that if this year's curriculum is not an improvement over last year's, it is not as good as last year's. It is difficult to remain static for long.

The boys and girls who come to us can be divided, on the basis of their ability, into above-average, average, and below-average groups. The average group has long been adequately served by our schools, and the below-average students demand much of our energies. It is the above-average group, however, that is too often neglected. The above-average student may be lazy, easily bored, "wise," restless, dissatisfied, or frequently in trouble. He may be mentally lazy because learning for him has been comparatively effortless. He may be physically lazy because he has used his head to keep from muscular exertion. It takes more effort, time, and wisdom to challenge him and keep him busy.

Most teachers take an active part in the busy registration program at the beginning of each school year. Usually the only guides that such teachers have are the minimum requirements for graduation and the minimum requirements for college entrance. It is easy for a counselor to feel that as long as he can arrange a student's class program to meet these minimum essentials, he has successfully accomplished his task. This minimum requirement technique for register-

ing the above-average student, however, is fast becoming obsolete. We should have a program to which we can point and say, "This is our academic program. The student who successfully meets its requirements will find it challenging and will be adequately prepared to enter the field of his choice in college."

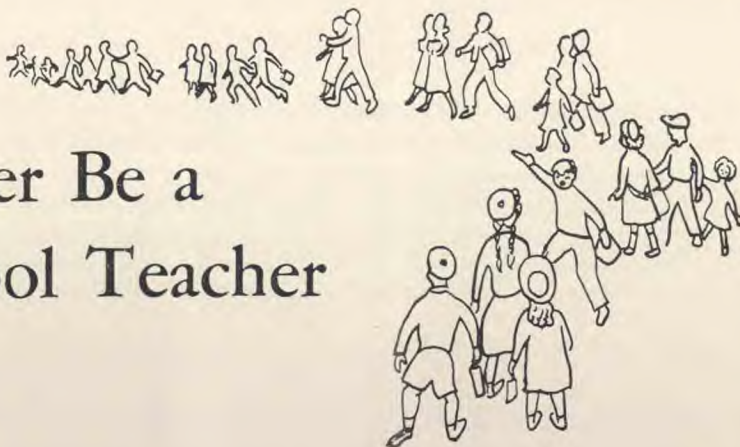
It is true that all students will not be able to take as rigorous a program as this; yet it seems desirable at registration time to provide a properly oriented counselor who can tailor a program to fit the individual student's complete as well as minimum needs. This will tend to do away with the elective system; but experience has shown that when students are given an opportunity to choose a program, the easiest is often chosen in preference to the best.

Of what should such a program consist? This, of course, will depend upon a number of things such as state regulations, the size of the school, and the available faculty. The trends at present would seem to include the following classes: four years each of Bible and English; three sciences, preferably four; three maths; three social studies; two years of the same language, preferably three; and typing. Music should be taken in addition to this program, as music to the typical academic student is for personal enrichment rather than for an academic foundation. A similar statement might be written for physical education, art, or vocational education. It should be noted that any of these enrichment courses might be substituted for one of the academic courses, provided it is in the best interest of the student at hand. This would tend to strengthen a student's program rather than weaken it. All students should have some experience with vocational training, provided that a course worthy of the name is available.

Ideas as to what should be contained in each course will be as many and as varied as there are people with conviction on the subject, and it would be futile for one to try to outline the details of them. A few of my personal convictions may serve as points of departure.

General science should be so organized and so taught as to form a solid foundation for all the other science courses. This will enable those students who take only one science to have a more varied science ex-

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I'd Rather Be a Church School Teacher

Bernice Lunz

SDA SCHOOL
ST. JOHNS, MICHIGAN

DURING the ten years I have been a church school teacher there have been many times when I have considered the long hours and mountainous tasks facing me in my work and wondered whether there was not some easier way of making a living. Sometimes I have almost decided to quit, but then I have realized how empty my life would be if I did. My heart tells me I never could be happy doing anything else.

I was very young when I decided to be a teacher. When I was in grade school the happiest days in the whole year were Christmas, my birthday, and the day school opened. I loved school. The sound of the country school bell sent a thrill of joy and anticipation through me such as most children experience when the teacher announces an unexpected holiday. Never shall I forget the day my eighth-grade teacher told us that she would have to attend a funeral the next morning and could not be at school until noon. She asked if I would take charge until she arrived. She even explained how I could conduct some of the classes for the lower grades. During one whole morning my fondest dreams were realized. It was one of the happiest days of my life.

Since I loved school so much, it was inevitable that I would become a teacher. But not until actually taking up teaching have I realized how many components go into the making of a teacher. Teaching consists of so much more than wringing the last drop of knowledge out of a favorite book. A teacher must have a heart big enough to love not only books but also boys and girls—children who seem to think that school and teachers comprise a sort of plague that cannot be avoided, and that such a malady is less likely to be fatal early in life.

After my first year in college, faltering in my decision to be a teacher, I left school and took a job in a

hospital. I thought it would be wonderful to get away from the drudgery of books and to have to work only forty hours a week. "Just think of all the things I will be able to do in the time I will have off work," I mused. Imagine my surprise when I found that those hours were not altogether pleasant; in fact, they were boring. It wasn't that there was nothing to do, but the purpose and the challenge were gone. Now, after having taught a number of years, I know why my evenings often seemed so long. It was a matter of needing to live and to share with others. A teacher fills her hours outside of school with experiences that can be shared with her children. A summer vacation trip, a walk through the woods to look for spring flowers, or the first pussy willow buds in the spring are all thrilling experiences to be shared in the classroom.

When I decided to be a teacher there was not the slightest doubt about whether I would teach church school. My parents believed in and sacrificed for a Christian education for their children. We went without many things that people today think are absolute necessities, but we had the priceless privilege of attending church school, academy, and a Christian college. My mother's favorite Bible text is Isaiah 54:13: "And all thy children shall be taught of the Lord; and great shall be the peace of thy children." My decision to teach church school was not really a choice at all, but a deep-rooted conviction gained through early training.

In some ways church school teaching is more demanding than public school teaching. Besides all the regular duties of teaching, a church school teacher is expected to execute faithfully and efficiently several church offices. She must at a moment's notice be prepared to give the mission story or teach a Sabbath

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Adventist Training for Adventist Leadership

Leif Kr. Tobiassen

PRESIDENT, WEST INDIAN TRAINING COLLEGE, JAMAICA

THE objective of the ancient schools of the prophets was the education of leaders for God's people. The purpose of the Adventist system of schools today is the education of leaders for the Advent Movement. Graduates from the various levels of the Adventist educational system must be followers of God but leaders of men.

Leadership includes at least three personal qualities: (1) the faculty for thinking, for discernment, for perception, and for perspective; (2) the sense of individual responsibility that leads to that personal courage which enables the individual to feel concerned and which prompts him to positive decision; (3) the skill of translating decision into practical action, a skill of organization and executive administration. These three qualities must be consciously developed in the Adventist student. If the Adventist school neglects this primary objective, or fails to reach it, it deprives the Advent Movement of its most vital service. No school that is not organized to pursue this objective is "adventistically" equipped. Only the school that achieves this purpose is "adventistically" successful.

This objective of educating for Adventist leadership must be consciously undertaken. It must permeate the entire school and the entire program of instructional and extra-class activities. Every curriculum, every shop and office, every teacher and administrator, every department and activity must be drafted into the pursuit of this aim—the training of Adventist leaders. It must be seriously questioned whether any phase of the school program, or any aspect of the school life, that is not making a contribution toward developing Adventist leadership should be retained in the Adventist school. Both the board and the faculty should analytically appraise the school with this in mind.

Classroom Practices Geared to Our Goal

The instructional techniques admitted into the Adventist school must be critically scrutinized. We must not uncritically imitate what we may have learned or observed in non-Adventist colleges and universities. The wealth of counsel regarding classroom practices and learning and teaching techniques included in the Ellen G. White books deserves constant restudy. The undigested and uncritical absorption of the textbook that distinguishes many educational systems in the world today should not be

admitted into the Adventist classroom. Our task is to teach the student to think rather than to remember, to analyze rather than to memorize. We should teach the Adventist student constantly to apply his material and to express his thinking; and this teaching goal must determine the types of textbooks, syllabuses, assignments, tests, and grading practices that we tolerate. Especially must our testing and grading practices avoid rewarding the mechanically retentive student rather than the analytically active. Should a student who never disagrees with the teacher receive a passing grade in an Adventist school? Should a non-analytical student be allowed to graduate?

It should be noted that the development in the Adventist student of an analytical attitude to the world around him, including the imposing world of science and art and learning, is a much needed spiritual service. Which uncritical Adventist can withstand the pressures predicted in Revelation 13?

The Student and Social Education

The Adventist program of social education is particularly a battlefield in our schools. This program can succeed only when Ellen G. White's suggestion that the student himself should have some part in the formulation of school rules is intelligently heeded. The administrator must take time to study with the student the Adventist way in intersexual association, marriage, amusements, sports, pursuit of money and material values, home life, and civic and church responsibility.

To teach the Adventist way of social life merely on a sociological or an Emily Post basis is today to attempt the impossible. The Adventist concept of social morals is so far from common practice of Western civilization that the student will respond loyally only if for himself he is led to see what God in the Bible and through the modern gift of prophecy has instructed. Rules that are handed down after unilateral faculty decision may for a limited time receive mechanical respect, but they will not contribute much to the Adventist student's social education.

The Adventist student should also learn how to be an outstanding example and how to explain convincingly the Adventist way of social life to others. In this particular field his leadership will receive severe tests. His leadership in this area in later life will be stronger if in school he participates in formulating the Ad-

ventist code that should govern his conduct there. In this way practical moral education and leadership education are integrated.

Building a "We" Feeling

Adventist education for leadership must develop in the student's mind and heart a "we" feeling for the Adventist Church and the entire global movement. This "we" feeling must be strong on the campus. In the Adventist school the student should have some share in the policy-making and perhaps also in parts of the decision-making. Would this cause an immature student majority to run away with the school? Surely, authority extended to students unwisely or in an inadequately organized manner might theoretically lead near such a risk. Delegation of power to a student organization requires much systematic organization and considerable skill. The coordinator of student activities and the sponsor of a key organization of students must possess the skills needed. If the school has no such skillful member of the administration or faculty, the school might rather postpone the unfolding of this phase of Adventist education; if a school has no teacher that is skillful and experienced in harnessing electricity, the school ought not to attempt offering physics. While immature and inadequately trained student leaders might lead the school as far astray as would an immature and inadequately trained faculty, if given the chance, the risk in delegating a measure of free choice and authority to students and student organizations need not be overestimated.

The field of real authority (and no measure of authority should be given if it be wholly synthetic) should both be limited and explicitly defined. The head of the school through his representative, the sponsor (who should not be student-elected but possibly student-nominated), should retain a reserve veto. The working policies should be so carefully formulated, and the administrator and sponsor so alert, that the veto is not exercised *after* an unwise decision has been carried out.

Election of Student Officers

Difficult but fundamental is the question of how to elect leaders in student organizations that exercise a measure of authority. Should there be a faculty veto or prior faculty screening? Twenty-six years of active participation in student units and associations under various climates lead me to suggest that with some explicit modifications the answer might as well be no. The head-on procedure of having the students submit their nominations for formal approval or disapproval seems a doubtful method. Much better is a system by which candidates for higher offices must first have served a term or two in less exacting positions, so that their personalities and qualifications be-

come well tested. Also, the student voter should systematically be taught how to analyze the actual performance of his officers. This is a vital part of his education for his future both as a citizen and as a church member. Nomination procedures should be somewhat elaborate and slow, and not out of line with denominational practices. Election procedures should be carefully formulated and explained. Under such a system, student wisdom in evaluating candidates and selecting officers will grow.

Freshman Training in Leadership Techniques

Particular effort should be made in organizing the freshmen into an actively working unit with many subunits, projects, and subcommittees in which the freshmen can gain organizational and administrative experience. Of course, the sophisticated observer will discern that many of these freshman projects and committees may be of debatable value, but their value as leadership training can be high. If good teaching is done among the freshmen, many future organizational crises will be avoided.

The Sponsor a True Leader

The sponsor must be untiring in his insistence that each club, each class, each committee, unfailingly adheres to good habits of agenda preparation, budget-making, and minute-taking. Teachers who are not used to paper work should not be sponsors. Especially necessary is auditing. Each month or each semester auditors should check all accounts, including a check of whether the minutes reveal that the expenditures were duly voted. We cannot exaggerate the importance of this. Individual instruction should be given in the basic parliamentary rules (with ample practice) and in the wording of motions and resolutions. Simplicity here is a virtue, yet, the rudiments should all be observed even if they take time.

The personal contribution of the faculty sponsor is decisive. He must have the confidence and the ear of both the administrator and the students. The sponsor should not appear in public or even do anything behind the scenes that the student officer might attempt himself. The sponsor is a teaching function; he is not merely a superofficer. He should speak his mind clearly, but should expect disagreement. If disagreement arises over vital fundamental principles, he must be decisive and fearless. He should seldom insist, but he should often suggest. Perhaps a good sponsor should be a person who occasionally is sick for a limited time, so he can make sure he has taught the student officers to walk on their own feet.

Student Participation by Delegation of Authority

The administration of the Adventist school should be specific whenever tasks are delegated to the stu-

dent association or its committees and subunits. Not the least in the Adventist dormitory, too often too much is unilaterally attempted by the dean. Although student self-government may be impractical and inefficient, student participation in school affairs should be real and extensive. Student speakers in worship might well alternate with faculty speakers. Students could also assist on the platform for worship and chapel. Student officers should be given public recognition and should often appear before the student body. Joint student-faculty committees are often less effective than student committees with skillful sponsorship. Within a framework explicitly delineated, student committees or assemblies (if not too large) should be given real opportunities of making choices, not between good or bad alternatives but between two or several good alternatives. The administration and the faculty should forcefully back a decision by a student committee when the decision was made in the prescribed manner.

The Adventist Church a School for Leadership

The local church with which the school is associated provides a wonderful situation for training toward Adventist leadership. Sorry is the school whose students sit in the church as docile spectators while it is managed exclusively by the older members. The MV and Sabbath school organizations should be the strongest student organizations on every Adventist campus. The denominational programs in these departments lend themselves excellently to the education of leadership talent, as do the home missionary and other church endeavors if conducted in harmony with expert counsel. At least in the college churches strong student representation should be included on the church board. Student members should have a real part in all church duties, including the duty of contributing to the expense fund, of attending and voting in the business meeting. All elders in our school churches should be Adventist educators (but, of course, not necessarily professional teachers), training gladly the younger members.

Above all, education for Adventist leadership must be consciously desired by the board, by the administrator, and by the faculty. The counsel by Ellen G. White on student-faculty relations and on Adventist education for leadership must be studied again and again, by teachers and students and board members. We should shun no expenditure of energy and time to better develop our schools of all levels into centers of strong training for Adventist leadership.

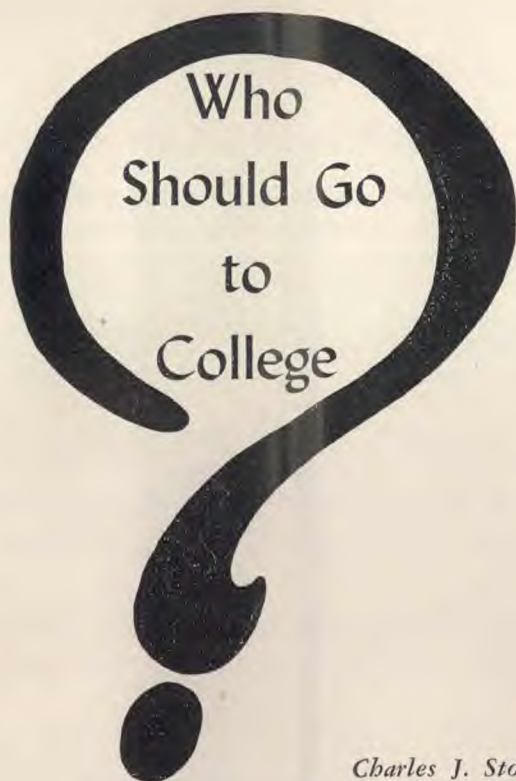
► Elder Calvin G. Gordon, the past year studying at the University of Nebraska, has joined Atlantic Union College as dean of student affairs. Mrs. Gordon will teach home economics in both the academy and college.

Student Influence in the College: "A student who is circumspect in his deportment, who will not be swayed to the right or left by wrong influences, will exercise a restraining power over those in the school who take pleasure in showing their independence, and in engaging in wicked sports in disobedience to the rules, and who fill the hearts of their teachers with sorrow and discouragement."—*Fundamentals of Christian Education*, p. 297.

Students Should Bear Burdens in the College: "Why should students link themselves with the great apostate? Why should they become his agents to tempt others? Rather, why should they not study to help and encourage their fellow students and their teachers? It is their privilege to help their teachers bear the burdens and meet the perplexities that Satan would make discouragingly heavy and trying. They may create an atmosphere that will be helpful, exhilarating. Every student may enjoy the consciousness that he has stood on Christ's side, showing respect for order, diligence, and obedience, and refusing to lend one jot of his ability or influence to the great enemy of all that is good and uplifting."—*Counsels to Parents and Teachers*, p. 224.

Students to Share in Policy-making: "The teacher must make rules to guide the conduct of his pupils. These rules should be few and well-considered, and once made, they should be enforced. Every principle involved in them should be so placed before the student that he will be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed."—*Ibid.*, p. 153.

► During the past year an inventive feature was introduced at Auburn Academy that makes it possible for musicians to modulate easily by following one small chart. It is known as the Musician's Lightning Modulation Guide. It has nine columns and 11 lines with 11 formulas for modulating from any major or minor key into any other major or minor key. The chart with instructions is printed in two colors on a 5½ by 8½ inch card laminated in plastic. After learning to use this guide, one can sit at the piano or organ and modulate easily by following the proper modulation formula. Music teachers find this valuable in teaching students to modulate, learn chord progressions, and learn the major and minor chords in all keys. It is available for \$1 postpaid from Leonard Venden, College Place, Washington. Mr. Venden was piano and organ instructor last year at Auburn Academy.



Charles J. Stokes

PROFESSOR OF ECONOMICS AND BUSINESS
ATLANTIC UNION COLLEGE

WHO should go to college? One answer often cited is that a college education should be reserved for those who are uniquely qualified and capable of benefiting from the experience. Another answer, and quite opposite, is that a college education should be made available to all. The distinction is between the idea of an educated elite prepared for leadership and the concept of the college as an instrument of general education.

Seventh-day Adventist institutions of higher education have tended to take a middle position as the argument over the role of the college has widened. For one thing, it is traditional among Adventists to regard the college as a place to prepare workers for the cause of God. This and the general feeling that ministers, doctors, nurses, teachers, and others must be "called" to their work tend to place a special emphasis upon a college education as a means of selecting from a relatively large number of the "called" a somewhat smaller number of the "chosen."

On the other hand (and this is particularly true in the past two decades or more), Adventists have come more and more to insist upon the need for education, Christian education, as the proper preparation for all of life, regardless of the position one holds. This broadening of our viewpoint has been accompanied by a broadening of college enrollments.

Although in general the concept of the "call" and the appeal to all our young people to gain a Christian education are compatible, there are marginal areas where possible misunderstanding may arise—and sometimes does. An educational system designed to provide specific types of preparation for specific jobs naturally develops one rationale, one *modus operandi*. In such an educational context it is thought that the school's task is not so much to guide as to aid the student in meeting known requirements for known places in the cause.

The rationale for an educational system in which students do not, or at least need not, know their goals as they begin their studies must be something apart. Guidance becomes an essential part of the *modus operandi*. Moreover, the place of each course of instruction becomes less easy to defend. The double task of deepening and widening the vision of the student while at the same time focusing his interest upon achievable objectives requires a sensitive touch on the educational throttle.

In a sense, the difference between education that prepares the student to accept his "call" and education that enables a student to gain a vision of the work yet remaining for him to do is a matter of emphasis. In the first case the focus is upon the course of instruction. The student comes knowing more or less what he is in for. Tradition and well-established practice have long since determined what the hurdles are. The student must be ready to jump them. Education is then an obstacle course, and to the successful go the laurels.

In the second case the focus is upon the student. He is the hurdle for the school and his teachers. The success of the school is measured in terms of what it can help him to make of himself. To be sure, this is a more difficult task and even difficult to execute when the wide differences among students are taken into account. Yet, these two approaches are really compatible.

Our schools, whether their faculty and administration have been aware of it, have always had both tasks to perform, though the exact mixture was and is uncertain. The "call" is after all a progressive unfolding of God's will. Thus guidance is necessary even for the "called"—as necessary as for those who are still seeking their goal. Every teacher is surely aware that the student is a hurdle for him as much as the class is for the student. And though the course structure may have an almost forbidding air of permanence, it is no more than the position arrived at for the moment as a result of continuing educational experience. Constant tinkering with the course offerings is not a sign of weakness, as some have assumed, but rather evidence that faculties are and must be alert to the changing needs of their students.

Perhaps, however, the key to the success of our

educational systems will not be found in a flexible course structure or in any other external means of facing the problem of adjustment to individual needs. It may be found in the means and techniques we use to select students for entrance to college. It is entirely possible that our admissions practices may have created the dichotomy we seem to see.

To some extent we are still torn between deciding whether the school is for the students or the students for the school. That is to say, Is the preparation and guidance of the student the aim of the school or is the preservation and maintenance of the school an end in itself? The problem comes into clear relief when we talk about enrollments.

Every administrator is aware that the size of the enrollment in his school is an important measure of the success of the school and of his work there. To be sure, more students mean more revenue. More revenue leads to better facilities, stronger faculties, and possibly a better school. And who will argue this point?

But these, of course, are only part of the equation of success in educational administration. The enrollment must surely be composed of students that the school can aid in meeting known and potential life objectives. Heavy drop-out rates, for example, may be evidence of weakness in the school's attempts to provide an education, regardless of the excellence of its physical facilities.

A good admissions policy should build a good enrollment, good in every sense of the word. Then the rest of the equation can work as it should, provided of course, that the *raison d'être* of Christian education be kept constantly in view. What, however, is a good admissions policy for a Seventh-day Adventist college? In other words, Who should go to college? But this is where we began.

In general terms a good admissions policy must not only involve the best possible means of selecting college students, not only make sure that each one is evaluated fairly and thoroughly, but, even more important, must promote the cause of Christ here on earth. In the relentless task ahead of the church, the measure of our success may well be the quality of the young people who are chosen and trained for the work. We should add to the school enrollment, then, those who are able to benefit from Christian higher education regardless of what their specific part in the work is to be, and the school will thus prepare them for life here and hereafter.

At present, Adventist colleges in general are following the conventional practices. They are using one method or a combination of methods for determining who shall be admitted. From among the young people living in the educational territory assigned to the college, admissions committees select those who can meet three basic requirements: (1)

good character, (2) at least fifteen Carnegie units from a high school or academy, and (3) a passing grade in the work completed.

There are many variations to this standard pattern; for example, most schools require that the fifteen or more required Carnegie units be distributed in well-defined ways among certain subjects (e.g., three units of English, one unit of history, et cetera). Some insist additionally that any electives be earned within the same academic fields as the required units.

The Carnegie unit is a convenient means of quantifying that which many authorities doubt can be handled so easily. As a consequence, many schools have begun to add other elements to their admissions procedure. Such things as position in the graduating class of the secondary school, the grade-point average or similar objective means of determining eligibility are being tried, but the net result is the same. The basic criteria, however, continue to be a good character and a successful secondary school experience. Presumably, the student who does well at one level of school can do well at the next higher level.

Though this standard pattern and its many variations cover the majority of students admitted, it cannot cover all. For the veteran of military service in the period immediately following World War II we made adjustments, permitting him to gain admission on the basis of the level of his educational development however acquired. The General Educational Development tests administered to him purported to measure the results of all educational experiences. They assumed that the tested person might have gained as much from nonformal education as from classroom experiences, and thus that he might have the same level of knowledge and achievement possibilities as the normal high school graduate.

For the overseas students who are coming in ever-increasing numbers to our colleges a gradual standardization of requirements is emerging. As yet, however, there is no readily acceptable means of quantifying and therefore comparing their educational experiences with American students.

Regardless of the measure of success we may have attained here and there in our admissions procedure, something is missing in all of them. It is this: They fail to aid us materially in performing either of the tasks here outlined. Do we get the "called" or are we ably using these means to guide properly those who are still seeking? Admittedly these procedures are not useless, for they go on giving us each fall those students with whom our lot must be cast.

We get our student, however, knowing neither his purpose in life nor how he will fit into this new educational community. We have, in short, insufficient information with which to begin a guidance program.

Adventist educators are not alone in recognizing this dilemma. The set-pattern approach to meeting admissions requirements is being modified in many colleges. Even some of the Ivy League schools have now moved in the direction of more individualized measures of student capabilities and interests.

Educators know in general and often in quite specific terms what they intend to do in their teaching programs. Each course is carefully outlined and its purpose set forth. Perhaps there are also techniques by which we may gain almost as complete knowledge of the student for whom the teaching program is designed.

As Arthur E. Troxler, Executive Director of Educational Records Bureau in New York City, has observed (*Current Issues in Higher Education*, 1955, Association for Higher Education, Washington, D.C., p. 55), "The selection and admission of college students is ideally a phase of the guidance process." It is in other words but one more step in the counseling and guiding of students which normally begins very early in educational development. We all have been aware of this, but we have tended to allow a fragmented view of the problem to dominate our thinking.

Admission to college and selection for college is a cooperative effort between the student, his secondary school, and the college, to find for him the best environment in which he may grow. Necessary to the success of this effort is as complete knowledge as possible of the student's growing needs, abilities, interests, and other personal qualities. Thus conceived, the admissions process is no longer hit-and-miss. It becomes a vital link in building both the student and the school.

Here, then, is a way of attaining this ideal. The step to be taken first involves a much closer liaison between the college and the academy. Pretesting and precounseling by trained college personnel working in close cooperation with the academy faculty can help the academy student to prepare for the college experience in such a way as to get the most from it. A cumulative personal record so organized that the process and the phases of growth can be seen is a vital link in the attainment of the ideal.

With the type of information that is even now available, though it is not often used, the college and the academy both are in a position to work with the student. Pretesting and precounseling permits a three-way exchange: The student becomes aware of the nature of the college hurdles ahead of him; the academy becomes aware of the ways it can aid in better preparation; and the college learns what it needs to know to be alert to the needs and viewpoints as well as the possibilities of the student's success as he comes to college. For those who have felt the "call," the counselors can work out a thorough line-up of the

probable program in the light of the student's stage of preparation. For those who are seeking, competent guidance can be given. Importantly, this step finds the student in academy environment and measures him in that context.

The next step is a testing and counseling program during the period of the college orientation. From a larger potential student universe, a smaller group of actual students has been selected. Each high school and academy transcript, as well as all pretesting data available on the students now enrolled, has been derived from a wide variety of circumstances. The factor of comparability is unknown. Testing during this phase of orientation should provide that comparability. We can thus know not only how the student functioned as a part of his academic peer group but also how he will probably fit into his college peer group. What we seek to do at this second step is to lay the foundation for success in the new environment.

On the basis of these two sources of information over the years, a program of studies can be devised to meet actual needs. We have talked in college meetings and in catalogs about individualized programs, tailored to meet the needs of an individual student. But in truth we have not known how to do it. This individualization need not lead to chaos. It is natural to expect groupings to emerge, each moving toward a somewhat different goal. But to each can be given the core curriculum, which lays the foundation we feel necessary and upon which a variety of buildings may be erected.

The task is not finished at this stage by any means. The final step requires continuous counseling throughout the college career, not only for those in the valley of decision, so to speak, but also for those who are on the high road. The crucial counseling period for the student, and indeed for the college itself, should come within the first six to ten weeks of the first semester or quarter. This is the period for the review and analysis of the steps immediately preceding.

The student has become familiar in general with his new environment and its realities. He now knows something of its social structure and the demands that living on a campus make on his time. He has become adjusted to the class requirement, fitted into the spiritual life and tone in the college community, and has worked out a beginning adjustment to this new life. And with these other phases of his campus life he has come to see how studying and the achievement of his goals must be developed as a part of a larger plan than he might have thought.

This is when he needs help and guidance most. For some, the buzzing, whirling, demanding reality will have become almost too great. The goal seems too

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The Teacher's First Work

Robert H. Pierson

PRESIDENT, SOUTHERN AFRICAN DIVISION

AS A TEACHER you can be one of the conference president's most effective evangelists. My concept of evangelism is not limited to the holding of a public evangelistic effort. It embraces every person, every agency, and every department that helps men and women, boys and girls, find Christ and His present truth. No group of workers has been charged more solemnly to make soul winning their first work. "Teachers are to watch over their students as the shepherd watches the flock entrusted to his charge. They should care for souls as they that must give an account."¹

No group of workers is in a more favored position to effectively lead the youth to the Saviour than are you—a Christian teacher. In a sense, you—with their parents—stand in the place of God to the children for some years. The story is told of a little girl who once was asked how she became a Christian. Her reply should be a classic to every Christian educational worker. "I loved my teacher first. I loved my teacher's Bible next. And then I loved my teacher's Saviour."

The servant of the Lord reminds us that the work of redemption and the object of true education are one and the same—"to restore in man the image of his Maker."² While we must never ignore or slight "the value of scientific knowledge or literary acquirements,"³ we must likewise never lose sight of our prime objective—the development of Christian characters that will prepare boys and girls and youth for eternity. What a challenge to any teacher!

Ere he ever strikes a blow with his hammer the sculptor sees in the block of marble before him the symmetrical proportions of a beautiful, finished figure. So you as a teacher see in the tousle-headed, dirty-faced little urchin who sometimes stands before you on the opening day of school, a candidate for the kingdom, a potential worker in the cause of God.

The pen of inspiration reminds us that "unless, when we gather the youth into such places as this [our educational institutions], we give them the education that will fit them to be overcomers, we had better not gather them into our institutions."⁴ What solemn counsel!

You may have a wonderful school plant. Your equipment may be all that could be desired. You may be adequately and even eminently prepared professionally for your task. But if you have failed to lift up Jesus before the students, you have missed the most important objective. God has called teachers to

be His most effective evangelists. Your *first work* is to lead boys and girls and youth to the Master Teacher.

As a teacher-evangelist you are part of a gospel team. The Lord in His infinite wisdom has made it so. Listen: "If ever the Lord has spoken by me, He speaks when I say that the workers engaged in educational lines, in ministerial lines, and in medical missionary lines must stand as a unit, all laboring under the supervision of God, one helping the other, each blessing each."⁵

I like to think of our teachers, doctors, colporteurs, office workers, departmental secretaries, pastors, evangelists, administrators, and our other workers all standing shoulder to shoulder as a team, with but one objective—to finish the work and thereby hasten our Lord's return. Each worker has his assigned task, his sphere of influence, his peculiar approach to soul winning; but all are working with a single purpose—to lift up Jesus and to help boys and girls, men and women, to partake of His salvation and become like Him.

Seventh-day Adventist workers are busy. There seems to be scarcely enough minutes in each hour, enough hours in each day, and enough days in each week to crowd in everything that clamors for attention. The minister could easily become so engrossed with the mechanics of his church work that direct soul winning would be crowded out. The colporteur can become so burdened with sales that he has no time for souls. The Christian administrator or departmental secretary can become so busy with the various affairs of the Lord's work that he has no time to speak the word in season that would guide the lost soul heavenward.

Likewise, you Christian teachers can become so occupied with the routine demands of your daily school program that you have no time for the *first work*, no time to take the young man or young woman aside for thoughtful spiritual counsel, no time for prayer with the needy child, no time to make the earnest appeal that might mean eternal life to some parent's child.

When any worker—preacher, teacher, doctor, colporteur, or whatever his work may be—becomes so busy that he doesn't have time to feed his own soul and help others to find the Saviour, he is busier than God ever meant him to be!

God grant that it may be said of our teachers as it was of Andrew: "And he brought him [Peter] to

Jesus."⁶ A teacher is like an office nurse to the Great Physician. His first work is to bring his pupils to Jesus. Yes, you as teacher can be one of the conference president's most effective evangelists! And what is more important, you are one of God's most trusted servants sent to bring boys and girls and youth to Him. Are you truly, yes, honestly, making this your first work?

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489 Fifth Ave., New York, N.Y.

¹ Ellen G. White, *Counsels to Parents and Teachers*, p. 65.

² *Education*, p. 15.

³ *Ibid.*, p. 225.

⁴ Ellen G. White, brochure "Appeal for Unity," p. 13.

⁵ *Testimonies*, vol. 9, pp. 169, 170.

⁶ John 1:42.

► A new wing is being added to South Hall, the men's dormitory at Union College. It will provide 46 new rooms housing 92 young men. It is hoped that the new addition will be ready for use by September, 1960.

► W. A. Sowers, formerly in charge of the West Indian Training College (Jamaica), is the new principal of Oak Park Academy (Iowa). Previous to his service in Jamaica he was president of Oshawa Missionary College for eight years.

Duties of the Librarian (or Director)*

While the duties of the librarian or director may differ from library to library in the attention that may be given to specific items, a listing of the varied activities of the chief officer reveals a pattern that is similar to the following:

1. To formulate and administer policies, rules, and regulations for the purpose of securing the most complete use of the library by students, faculty members, and other members of the university community.
2. To participate in the formulation of the educational policies of the university.
3. To participate in the activities of the university library committee as a member and as an officer (usually secretary, rather than chairman).
4. To maintain relationships with the president, deans, and other university officials.
5. To bear responsibility to the president for the satisfactory government and administration of the library.
6. To select a harmonious administrative, technical, and service staff and to recommend their employment to the president.
7. To make recommendations to the president on all matters pertaining to the status, promotion, change in position, or dismissal of members of the library staff.
8. To guide the development of the book collections of the university libraries and to be responsible for all book collections of the university.
9. To represent the university library to its users, the general public, and in educational and library groups.
10. To make reports to the president or board of trustees and to library agencies.
11. To assist in securing gifts for the library.
12. To prepare and execute the annual budget for the operation of the library.
13. To cooperate with librarians and scholars in making resources available for research.

* Louis Round Wilson and Maurice F. Tauber, *The University Library* (Chicago: The Chicago University Press, 1945), pp. 127, 128. Used by permission.

What happens to a child when he is exposed to the experiences of formal schooling before he is ready for them?—a serious question that vitally affects the success of our educational endeavors.

Seville Bean Bee

SUPERVISOR OF ELEMENTARY INSTRUCTION
INDIANA CONFERENCE

WHAT difference does it make to Johnny if he starts school at five and a half or at seven years of age? What difference should it make to the teacher who is entrusted with his care and development? What happens to a child when he is exposed to the experiences of formal schooling before he is ready for them? These are serious questions that vitally affect the success of our educational endeavors.

Observation of and work with groups of children in the primary and intermediate grades over a period of twenty-five years has led me to the hypothesis that the factor of chronological age at the time of school entrance is an extremely important one. Many times after two or three years in school a child is listless and bored, or lost in material beyond his grasp, becoming discouraged and arriving at the conclusion that he is just unable to learn—and this at a time when he should be thrilled with the joy of achievement and eager to advance in the pursuit of knowledge of the wonderful world about him. It was the hope that some of the causes of this condition

* EDITOR'S NOTE: We appreciate this good study by Mrs. Bee. We wish it were possible for someone in a conference with larger school enrollments to conduct a similar study based on a wider sampling than was possible for the author.

could be determined and a remedy applied that led to the investigation and the resultant findings reported in this article.

Today educators recognize the worth of the individual and the need of ascertaining and providing for his individual differences. This is resulting in extended research and significant changes in school programs. The goal is to develop the maximum potential in each pupil under the best possible conditions, that he may find his accepted place in his peer group, and in society in general. One of the problems receiving attention is that of the effects of the factor of chronological age upon boys and girls at the time of their school entrance.

In this study I made an effort to determine the effects experienced by boys and girls, after two or three years of formal schoolwork, in the pattern of their interest factors, achievement levels, security factor, and social acceptance by their peers. The apparent differences in the attitudes and performances of the pupils of different age levels have given rise to the following questions:

1. How does the achievement of pupils of indicated similar ability compare in terms of their school entrance age?

2. How does the factor of school entrance age seem to be related to the social factors of interest, security, and social adjustment among pupils of indicated similar ability who have been in school for two or three years?

Procedures. This study was limited to the third- and fourth-grade pupils attending the elementary Seventh-day Adventist schools of Indiana during the fall of the school year 1958-1959. I administered group Mental Maturity tests, using the Kuhlmann-Anderson test, sixth edition. The individual teachers tested the achievement of these groups, using the California Achievement tests.

The data on the interest, security, and social acceptance factors was obtained by observing the pupils and by pupil interviews during the visits of the supervisor. As supervisor I had been working with most of these children during their entire school attendance, so they felt well acquainted with me and responded readily to my questioning. The teachers were asked to assist in the evaluation of these factors for each child.

Review of literature. More than fifty years ago Ellen G. White, by inspiration of the Lord, warned us of the dangers of having little children apply

What Differences

THE JOURNAL OF TRUE EDUCATION

themselves to the formal learning of the classroom. Mrs. White counseled that the surroundings and instructional provisions should be favorable to both physical and mental growth, and that educators were making a grave error in forcing instruction on an unready and unreceptive mind. She reminded us also that in His teaching, Christ dealt with men individually. And the same personal interest and attention to individual development are needed in educational work today.

Gates and his colleagues, after studying the different methods of determining reading readiness, published their findings in 1939. They found conflicting problems, but came to the general conclusion that reading readiness is something children have acquired in varying degrees. It is interesting to note the changes in educational viewpoint through the following years, and the contributions noted here have been given in their chronological order.

Harrison, also in 1939, concluded that chronological age was not an important factor; it should be supplanted by the use of the mental age. She noted, however, that evidence of general emotional stability was also an important factor.

An exceptionally good performance on reading readiness tests does not ensure success in reading. Betts wrote in 1946. He gave the reason for this lag as immaturity—emotionally, socially, or physically.

Gesell reported on the characteristics of six- and seven-year-olds. He found that typical six-year-olds were not ready for all-day attendance, and that "all too frequently experiences come to the child prematurely." Seven-year-olds, he found, had progressed well beyond the episodic tendencies of the six-year-old maturity.

The dangers of forcing situations that are not suitable upon beginners was pointed out by Lee and Lee in 1950. They concluded that normally a child's physical growth and development are gradual and continuous; however, his mental, social, or emotional growth may be stunted temporarily or even permanently harmed by constantly forcing situations that are not suitable. A child may even regress when handling tasks beyond his grasp.

Homalainen made the observation from his study reported in 1952 that both overage and underage pupils face adjustment problems socially and emotionally. From her study of causative factors in reading achievement, McKim, in 1955, came to the conclusion that the total growth of the child was of more

importance than his growth in any single skill or subject-matter area. Baldwin's study, reported in 1955, contributed the evidence that practice and maturation might substitute for each other, within limits; but unless there is sufficient maturation, practice is extremely inefficient; and without sustained practice, the ability that has matured may disappear.

Breckenridge concluded that same year that child adjustments are often delayed by attempts to hasten them, particularly adjustments to leaving the home for the school situation. The final conclusion of Miller and Gray, in 1957, brought out the fact that in the final analysis each child must be considered individually. And Vernon concluded that greater and earlier recognition of individual differences is needed.

The extended study of 500 children through twelve years of school attendance reported by Forrester brings valuable evidence to throw light on the problem. His report discloses that students in the very bright and very old group excelled generally throughout their school career, while the very bright but very young met with varying differences. From junior high school on, 50 per cent of them earned only C grades. The teachers reported that these children were immature physically and were emotionally unstable. They were seldom asked to be leaders by other members of their class. The general conclusion made from this extended study was that best learning takes place when the pupil is emotionally, physically, and socially ready.

Presentation and interpretation of data. The data secured in this study seems to indicate important tendencies. I realize there are many variables affecting the total accuracy of the results: the factors of the home situation, the parents' attitude toward their child's education, the type of society represented, the child's own physical development, his sense of security and of being loved and cared for, and the richness of his home and community environment, the child's association at school, his acceptance by his peer group, and the teacher's competency and attitude toward the individual child, the latter being of the greatest importance.

All the children studied were in attendance at multigrade schools and had the advantage of association with differing age groups. The groups were small enough to permit individual attention by their teachers. They were in attendance at private schools where parent interest in school is high.

e Does It Make to Johnny?*



Sufficient data was secured to study eighty-two pupils effectively, forty-three of whom had been in attendance for two years and thirty-nine for three years. I waited until the fall term of school was well under way and the children were accustomed to the new year's work. I gave the Mental Ability group tests to the separate groups, telling the boys and girls that this was a test, or game, to see how well they could follow directions. A quiet but interested atmosphere was maintained, and the children were generally happy over the novel situation. They really tried to do their best. The achievement tests were administered by the regular teacher in most instances—I helped with a few of them—and over a period of time so that the children were not overtired from the testing.

When the results were received and tabulated, the children were divided into groups according to their indicated mental ability. Those whose ability rated at 110 or above were grouped together; those whose rating was from 90 to 109 were listed in a separate group; and another listing was made of those whose mental-ability rating was below 90.

The children of the mental ability grouping of 110 and above were arranged according to their chronological age at the time of entering the first grade, in a graduated scale from the highest entrance age to the lowest. Their grade placement was indicated also, and their present grade level. The oldest entrance age in this group was six years, ten months; the youngest was recorded as five years, nine months.

Table 1 shows comparative data between the achievement and school entrance age of these children. Their indicated mental ability was noted also, since that factor would have an important bearing on their possible achievement.

The mental-ability rating appears to be very nearly the same for the pupils listed. However, as the chronological age diminishes, the grade placement shows a corresponding drop. The contrast between the older and younger groups becomes more apparent on the fourth-grade level, the fourth-grade pupils in the older group showing difference in achieve-

ment equivalent to a complete grade of schooling.

Study of the individual pupils resulted in definite findings of the reasons for individual deviation. For instance, pupil L, showing a high grade placement, comes from a home of rich opportunities in travel and other cultural advantages. She and her sister had learned to read before entering formal school experiences.

The handicap of nearsightedness was not discovered in the case of pupil G until the close of his first year in school. He had been discouraged by the contrast of his performance with others in his grade, including pupil L, and the resulting lag shows in his achievement rating.

Individual differences must needs be considered in careful evaluation of the table, but the indication is evident. The children in each grade had all been taught from the same course of study, since the course of study and textbook list is identical for all the schools studied. However, teacher competence does enter into the picture, as is evidenced by the case of pupil J. This pupil seems well developed and adapted socially, physically, and emotionally, as well as mentally. An inexperienced teacher did not succeed well in the teaching of reading, and the results in achievement show up clearly in the table.

A confirmation of the results just noted is seen in Table 2, which deals with the children of average mental ability. The children were charted who were six years and six months old, and compared with the ten youngest pupils of average mental ability.

The older group of third-grade pupils shows a difference in achievement from the younger group that corresponds quite well with the findings for the high ability group in the third grade. Pupil K in the third grade group comes from a home of strong parent leadership and achievement, and reflects that influence in his schoolwork.

The picture presented by the comparison of the fourth-grade children seems a bit different, but on closer examination one can see that the deviation of the mean of pupil achievement is caused by the higher grade placement of pupil W. This child is the

Table 1. Comparison of School Entrance Age and Achievement for Pupils of Indicated High Ability, Comparing the Ten Oldest and Ten Youngest

Third Grade								Fourth Grade							
X	A	MA	G	X	A	MA	G	X	A	MA	G	X	A	MA	G
B	6-9	116	4.8	L	6-1	127.5	5	A	6-10	110	6.6	N	6-1	110	5.3
C	6-9	113	5.5	M	6-1	110	3.7	E	6-8	118	5.7	O	6-1	115.5	5.3
D	6-9	116	5	P	6	110	4.7	F	6-7	116	7.3	Q	6	122	5.9
G	6-5	115	3.8	R	5-11	117.5	3.7	I	6-3	116	5.4				
H	6-5	113	4.7	S	5-10	117	3.6								
J	6-5	110	3.7	T	5-9	113	4								
				U	5-9	114	4								
Mean	6-7	114	4.6		5-11	115.4	4.1		6-7	115	6.5		6	116	5.6

X-code letter

A-chronological age

MA-mental ability

G-grade placement

son of a teacher of primary grades, who insisted that his achievement be high. His opportunities for learning were many and varied, also carefully directed. If this child's work were not represented in Table 2, the mean for the grade placement of the youngest group of pupils would be 4.2. Compared with the fourth-grade group of older entrance age, this represents again almost a full year's drop in achievement.

In the group of indicated average mental ability, therefore, the older group is succeeding in making average achievement while the younger pupils, due to the fallibility of test results, cannot be said to be adequately achieving on their grade level.

Another deviation shown on fourth-grade level is that of pupil M. Though his higher age-entrance factor is present, his rate of indicated mental ability gives evidence to the cause of his low grade placement.

The results of tabulating the entire group of pupils of indicated low mental ability can be seen in Table 3.

None of the pupils in the third grade are achieving on their indicated grade level with the exception of pupil B. This child has been under the instruction of an exceptionally competent and inspiring teacher who was willing to spend a great deal of time with her, giving individual help and guidance.

The oldest pupil in the fourth-grade group is barely achieving on indicated fourth-grade level, and younger pupils simply aren't keeping up with the work of their fellow classmates. None of the younger pupils studied in Table 3 are succeeding according to their grade level.

The experience of pupil D of the low-ability group who repeated grade 2 illustrates the tragedy of entering school before the child is ready for the challenges it brings. Although in the low ability group, he entered into first-grade experiences at the age of five years, eleven months. He was willing to try, but tired easily and could not seem to remember the sight words or phonic symbols. At the begin-

ning of the second year he had seemingly forgotten all he had learned the previous year. By patient and extensive drill this teacher "taught" him, using phonic and word recognition techniques, but all to no permanent avail. He became so discouraged that the suggestion of reading new material, though on primer level, brought a flood of tears.

By the time he entered school the fourth fall, enrolled in the third grade, he had developed physically into larger than normal size for his age, but had decided he was unable to learn. Remarks made by parents and associates had helped to confirm this mental attitude. After rating his Mental Maturity test, I assured him of his ability to complete third grade this year if he would work hard (the Kuhlmann-Anderson test necessarily showed a lower score because of his poor reading ability). The boy gave a great sigh of relief, squared his shoulders, and determined to succeed. If only he could have had a fair chance at school experiences by waiting until he was ready for them, how different this child's experience and record might have been.

The factors of interest in school generally, interest in independent reading, sense of security, and social adjustment factors were measured for each pupil by using a weighted score. The exceptionally high rate was given nine points. A satisfactory rating received five points, and an unsatisfactory rating received three points. This gave a scale with some possibility of graduation. The mean for the entire group of pupils of indicated high mental ability, of average ability, and of low ability respectively was found. Table 4 indicates the comparison of these groups.

From Table 4 it is evident that in each of the social factors studied the older children rate consistently higher than do the young children in either the high-ability group or the average group. The pupils of indicated low mental ability rated low in all the social adjustment and interest factors, regardless of their school entrance age.

Summary. The findings of this study may be summarized by the following statements:

Table 2. Comparison of School Entrance Age and Achievement for Pupils of Indicated Average Ability

Third Grade				Fourth Grade			
X	A	MA	G	X	A	MA	G
A	7-9	94	4.2	H	6-2	91.5	4.2
B	7-5	108	4.8	I	6-1	100	3.0
C	7-4	97	3.7	J	5-10	107.5	3.5
D	7-2	109	4.9	K	5-9	101	4.2
E	7-2	108	4.5				
F	6-11	97.5	4.3				
G	6-10	106	4.4				
Mean	7-2	102.8	4.7		5-11	100	3.8

Fourth Grade				Fourth Grade			
X	A	MA	G	X	A	MA	G
L	7-5	99	5.0	T	6-1	102.5	4.7
M	7-2	90.5	3.9	U	6-1	96	4.3
N	7-2	104	4.9	V	5-11	94	4.2
O	6-9	103	6.5	W	5-10	104.5	5.2
P	6-9	102	4.9	X	5-9	94	3.7
Q	6-6	91.5	4.3	Y	5-9	94	4.4
R	6-6	103	5.3				
S	6-6	109	5.4				
	6-10	100.3	5.02		5-10	97.5	4.6

X-code letter A-chronological age MA-mental ability G-grade placement

Table 3. Comparison of School Entrance Age and Achievement for Pupils of Indicated Low Ability

Third Grade				Fourth Grade			
X	A	MA	G	X	A	MA	G
A	7-5	83.5	2.0	E	7-6	82	4.3
B	7-1	87.5	3.3	F	7-5	80	3.7
C	6-5	86	2.6	G	7-2	89	4.2
D	5-11	87.5	3 (repeated grade 2)	H	7-2	86	3.7
				I	7-1	88.5	3.7
				J	6-1	79	3.0
				K	6-3	89.5	3.7
				L	6	89	3.7
Mean	6-8	86.1	2.7		6-8	85.4	3.75

X-code letter A-chronological age MA-mental ability G-grade placement

1. *Group of Indicated High Ability.* All the children in this group were succeeding. However, those who started at just six years of age or younger consistently showed less progress by the time they began third-grade work than their older classmates.

The study of the fourth grade showed deviation between the progress of the older and younger pupils within the group to a greater degree, representing nearly a full year's difference.

2. *Group of Indicated Average Ability.* The older pupils were generally making grade C achievement or its equivalent while younger pupils were having a hard time to achieve on their grade level.

3. *Group of Indicated Low Ability.* Though none were doing acceptable work, the pupils of older entrance age showed most promise of a measure of success.

In the light of other research findings, the attempt to teach facts or processes or understandings before the pupil was ready physically, mentally, and socially not only proved unsuccessful but actually caused regression, and in many instances permanent injury to the child's development. The results of the present study throw added weight to the dangers of school entrance before children are ready for the change and the needed adjustment from home life to life at school.

Conclusions. 1. The weight of evidence from present research indicates the need for parents and teachers to take into consideration the factors of

readiness in social and physical development as well as mental readiness.

2. The present problem emphasizes the need for development of adequate measuring instruments to determine the child's readiness for the typical formalized routine classwork of the primary grades.

3. The findings help to focus the attention of educators on the consequences of children's entering into the school situation before their total development had reached the place where they could best succeed.

4. The need is evident for the provision of more widely differentiated materials for teacher use in providing for the needs of those not ready for formal school work but required by state laws to be in attendance at school.

5. It is evident that there remains much to do in order that we be not guilty of forcing instruction on an unready and unreceptive mind. Let us remember the admonition of our Lord when He said that we should take heed not to offend one of these little ones.

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Table 4. Comparison Among Ability Groups of Mean Scores of Relative Social Factors

	Interest in School Generally			Interest in Independent Reading			Security Factor			Social Adjustment Factor	
	A	B		A	B		A	B		A	B
High ability	6.0	4.7		5.8	4.0		6.0	5.8		5.8	4.6
Average ability	5.5	4.6		5.5	4.8		5.8	3.9		4.6	4.4
Low ability			3			3			2		4

A-oldest group

B-youngest group

What Teachers Expect of Their Superintendents and Supervisors

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TO US teachers in the Seventh-day Adventist educational system has been given the "nicest work ever assumed by men and women."¹ And what makes it the *nicest* work? It is an educational program in which "the work of education and the work of redemption are one,"² thus preparing the student for a dual role in life—service in this world and a "higher joy of wider service in the world to come."³

None of us as Christian educators should be able to face the full import of those thoughts and not feel impelled with an intense desire to put his best into his work. But to put over the most effective program we teachers must have efficient leadership and know what to expect from this leadership. We must first learn to realize our needs and then look to our educational leaders for help in meeting these needs. Our superintendents do not want to be dictatorial, for that is not good leadership; therefore, it is up to us to give them opportunity to help, else their seeming failure in their relationship to us may really be our fault.

In most of our conferences there is no regular elementary supervisor as such, and the superintendent has to fill that role as well as the part of the superintendent. As superintendent he must place teachers, meet with school boards, collect and make out reports, and perform many other such duties. But as supervisor he will work directly with the teachers and their problems. In this article we are concerned with the supervisory phase of his work and will direct all our discussion to that, though we will use the more common term of superintendent. "A supervisor is any person responsible for working with others to increase the effectiveness of the teaching-learning situation."⁴ This is the superintendent's most vital role. He is our status leader and the success of his work and ours depends to a large extent on a strong mutual understanding of objectives, and reasonable methods of reaching those objectives must be agreed upon.

Our superintendent will doubtless make it a point to get acquainted with each of his teachers before he visits their classrooms. We must be certain to give him that opportunity, for only thus can his first supervisory visit to our classrooms be as valuable as it should be. A prior acquaintance makes for reduced tensions, better poise before the students, and more

comfortable interchange of questions and ideas. He will not be visiting to find flaws or weaknesses in our work; though if such should be noticed by him, he will in a tactful way talk such items over, perhaps offering suggestions. Long gone (we sincerely hope) are the days when the superintendent comes in, takes a seat in the back of the room and, with pencil and paper in hand, spends his hour or day of visiting by making notes of all he sees that he does not like, and leaves a copy of such notes on the desk of the worn and frustrated teacher at the close of the visit. Rather, he comes into the room in a warm and friendly manner toward both the teacher and the students, with evident, real interest in how well things are going. He will be alert to become as well acquainted with the program and work of the students as possible, in order that he can be able at the close of his visit to discuss the pros and cons of the work, and fulfill his oft forgotten but very important function, that of a resource person for the needs of his teacher.

Although no one knows all the answers, our superintendent, as our chief resource person, will know where or how to get the answer to any pertinent question on which we have need of help, provided there is an answer. He will be able to offer suggestions on new methods adaptable to our program, which he has gained from his broad experience and from professional periodicals such as *Education Digest*, *Clearing House*, *Educational Leadership*, the various publications of the NEA, and other equally good publications that the teachers are not likely to be receiving. He will also be keeping a relationship with the teacher-education department of the college in his union conference and be able to pass on the best developments of educational progress for our own program.

Naturally, our educational superintendent will be alert to the constant need for adapting the various ideas, ways, and means to the local situation. There is much we can learn from the world but it usually must be filtered through a fine screen of our own objectives and standards before it is usable in our program. But he has his local school at the office headquarters where he himself can try out any plans or ideas about which there might be any question before he passes them on.

And, of course, we can and must respect his judgment, for he is speaking from past and occasionally freshened experience. Thus he knows that what we want is not just theory that *sounds* professional, but sound, down-to-earth, practical material and ideas that are workable in our particular type of school situation. At times we will expect our superintendent to step into our classroom, after working out the plans with us, and *show* us how to put over some method he has found to be a better way. "The observation of good teaching and the thoughtful analytical examination of every step in the process, provides the most effective solution of the problem of methodology."

"Teachers don't want to be *told* by a professor, who is not himself a good teacher, how to teach under ideal conditions; they want to be *shown* how the garden variety of teachers can do a good job of teaching under conditions which are not always ideal."

Our superintendent will inspire self-confidence in us of the proper kind, a feeling that we know where we are going, what our objectives are; and by his occasional help and the blessing of the Lord we will achieve what we have set out to accomplish. "A supervisor is a leader, not because of his authority but because of his ability to aid the group in developing authority over itself."¹ This means that we, as his teachers, will become increasingly self-directive under his leadership as he helps us to succeed in reaching higher degrees of efficiency in our work.

We need a deeper and more definite understanding of our educational philosophy. This needs to be restudied in the light of the ever-changing conditions, that we may bring this philosophy into a sharper focus. In accomplishing this, our superintendent must play a prominent part. But if he "is to contribute effectively to the development of an educational philosophy with his teachers, he must have established in his own thinking a broad framework of principles and goals."² Until he has done this and passed it on to us, he cannot expect a concerted accomplishment of his over-all goals. Thus there cannot be the success of his program that he should otherwise expect.

Our church must be acquainted with what we are trying, under God, to accomplish for the boys and girls. Our superintendent is in a better position than any other to interpret the goals and the philosophy of our educational program to the members. We must help him find opportunity to do this in either our church services or at Home and School meetings. This can be of great benefit in unifying the support of the church members to the school and in adding encouragement and prestige to the teacher.

Loyalty is a key attribute to the success of any organization, and none the less so in our profession. We must give a full measure of loyal support to our leadership and the program they are endeavoring to put across, and we must have just as full a measure of support and encouragement in return. We must *know* that our superintendent will be back of us solidly, a sincere friend, and one we can depend on completely in any time of need. This makes for confidence and a better sense of security.

These are key points, but by no means all that we must be able to expect from a good superintendent. Someone may say, "But you forget he has other responsibilities." Unfortunately that may be true, but he has no other that is as important to his teachers, to the young people and children under his care, or even to the cause of God. He has been entrusted with the leadership of the "nicest work" in our organized program. We are told: "There is no work more important than the education of our youth."³ If this be true, and we know it is, then our educational program should not only have the best and most consecrated teachers, but should have as the leaders most closely associated with those teachers, superintendents that are the best in experience and training in educational work to lead us in this *most important work*. That is what we as teachers want for our leadership.

¹ Ellen G. White, *Counsels to Parents and Teachers*, p. 73.

² White, *Education*, p. 30.

³ *Ibid.*, p. 13.

⁴ Harold P. Adams, Frank G. Dickey, *Basic Principles of Supervision*, p. 4.

⁵ Ambrose L. Suhrie, *Teacher of Teachers*, p. 247.

⁶ Adams and Dickey, *Basic Principles of Supervision*, p. 55.

⁷ *Ibid.*, p. 40.

⁸ White, *Counsels to Parents and Teachers*, p. 46.

What Difference Does It Make?

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► Philippine Union College (P.U.) has sent out more than 30 couples and single women to overseas fields of the Far Eastern Division. This figure does not include the number from other union missions who have graduated and returned to their homeland to take their places in the mission program.

The Atmosphere of a School

Ingrid Albiner

DEAN OF GIRLS AND TEACHER
SWEDISH SECONDARY SCHOOL AND JUNIOR COLLEGE



THE French missionary François Coillard said about his wife, "She has the ability to create a homey atmosphere even in a cattle truck."

A cattle truck can give the feeling of a home, while a house that has cost thousands of dollars and has been decorated with expensive furniture may lack such an atmosphere. Why? Because we know that the most important thing is not the outward appearance but the personality that provides the atmosphere. We need be in a home only a little while to feel whether the home is a happy one.

Love. Our schools should be homes, good and happy ones; otherwise we have failed. What is it that makes a home happy? Love. A child must know he is loved, and father and mother need their child's love in return. There must be love and unity between the parents if harmony is to reign in the home. Thus, also, in a school a pupil must feel that he is loved, and the teacher must sense that the pupils feel at home with him.

The teacher must live in unity with each of his fellow teachers and uphold and encourage the other in love. This is the basis for true harmony in a school. The first requisite for teachers and pupils is mutual love and confidence. "You can never love someone too much, but you can love too little or in the wrong way," wrote a Swedish author.

Humor. In every home and in every school situations arise that can bring forth division and strife. Then humor acts like oil on a stiff machine or a creaking door. A teacher must be able to look with humor not only on his pupils but also on himself, especially when his pupils are right and he is wrong. With that I do not mean that the teacher should act the clown. Nor do I mean that humor

lies in telling funny stories. Teachers sometimes fill out their lessons with funny stories, and this shows a lack of true ability.

Discipline. The children in a Swedish junior school were once asked by their mother why they liked one of their teachers so much. They answered, "She is always happy and she keeps us in order." Children like friendliness but they also like discipline. They like what I would call cheerful discipline. They want to feel a steady hand, but at the same time, a tender one. In the home as in school, discipline should have the atmosphere of pleasure. It must have an undertone of happiness, not of military discipline. The discipline a good father maintains in his home is not that of an able corporal in his company, yet authority must be found in a home and in a school. If parents and teachers lose their authority, then they can no longer keep discipline.

Discipline consists not only of "you must not" but also of "yes, you may." Discipline has not only negative rules but also a positive program. If the pupils meet only with negative rules and get used to hearing No, they will soon come to look at teachers as negative people saying No to life.

Nagging. Last winter I asked my pupils to write an essay on "Why do young people nowadays not like their homes?" Nearly all mentioned nagging as a cause. Several pupils wrote: "Parents should say what they have to say once, and then it should be clear that it must be so. They should not keep nagging about everything."

They also wrote that they had suffered from continual reminders about what they had done, even if this was cleared and forgiven. One pupil said, "When you have been forgiven, it should not be brought up again a whole month afterward."

Punctuality. A teacher must be an example in

EDITOR'S NOTE: We are sure our school home deans will appreciate this article from one of our veteran women teachers in Sweden.

punctuality, not only at meetings, worship, lessons, and meals but also at private appointments with the pupils. If the teacher sets a poor example in punctuality, the pupils will become careless themselves.

Time and interest for the pupils. In their essays the pupils stressed that the rush of work took their parents away from them. There was no time left for family evenings at home and no time for trips together. Is it not often true that a strenuous program also takes the teachers away from their pupils? We do not feel that we have time to be with the pupils, go out with them, play with them, arrange an extra treat for them on their birthdays, or on the special days of the year, or perhaps on the nights they are free from homework.

We should not expect the pupils to show interest in us, but we should show interest in them—in their hobbies, their sports, music, photography, reading.

Understanding. "We want to talk about our teen-age problems, but father and mother do not understand us," some of my pupils complained. Teenagers in our secondary schools have many problems, such as appearance, clothes, entertainment, pocket money, et cetera, which we often ignore. They are also fighting real problems such as choosing a job, choosing a friend, or choosing a religion. Is not the last problem the one that we most of all want to talk with them about? But for them to give us an insight into their hearts, they must first be accustomed to being able to talk with us about other things.

Prayer. A good home is a Christian home. A Christian home has an atmosphere of prayer. I wish that every school had two prayer rooms, one for boys and one for girls, to be used for nothing else but private prayer. Those rooms would soon be the heart of the school.

Of great importance are the prayer bands, which should be voluntary. Last year the girls came together every evening for twenty minutes of prayer. I thank God for those moments of prayer held in different rooms. Every Friday evening after sundown worship they came to my room; we lit candles, sang, read God's Word, and prayed. Sometimes I was so tired that I would rather have gone to rest, but I knew that those moments meant too much both to the girls and to me. They brought us nearer one another, and we did not want to be without them. There we brought forward our requests for prayer. Someone had a father who was not an Adventist; another, a mother who was ill; still another, some difficulty in the home or in her life. We would talk about these problems and pray for one another.

In Psalm 142:4 King David complains, "There was no man that would know me." Do our pupils have that feeling sometimes? Do we talk with them about their problems or do we leave all

spiritual guidance to the Bible teacher? Private discussions mean so much to the young. God help us not to neglect their souls.

Beauty. Beautiful colors can bring comfort. I am glad that in Sweden brown classrooms are things of the past. All schools that are built now have walls and curtains in cheerful pastel shades. Our blackboards are now green. Money is granted for the buying of works of art. We want to teach young people to acquire taste for really good art.

In every classroom there ought to be a large bulletin board where important items from newspapers, advertisements, posters, and the best art work of the pupils can be displayed. There is no risk that these boards take attention from the lessons; instead, they are inspiring if they are managed well.

Food. The food means much, especially to the boys. It is not easy in our schools to satisfy everyone's taste, as the pupils come from different environments. Nothing tastes as good as the food mother cooks, but there ought to be as much variety in the menu as possible, with a little surprise now and then when the pupils least expect it.

Appearance. Just a word about outward things. Character and personality are the most important, but also the clothing one wears influences the atmosphere of home and school. A home may have simple furniture, worn and faded by the sun, but everything should be clean. The same applies to a school. If the staff does not see that classrooms and halls are clean, how can the pupils be expected to keep their rooms clean?

The teacher should be clean and well-groomed. He ought always to be well-dressed, but should avoid anything that is superfluous or exaggerated, lest he raise inferiority feelings in the poorer pupils or foster an insatiable desire for expensive clothes.

A teacher's clothes mean more than we realize. One elderly woman was quoted in a Stockholm newspaper a few years ago as saying, "Our lady teacher in geography was always dressed in brown or gray. Still, thirty years after, I remember the blue blouse, and wish that our teachers knew what it means to the pupils when the man or woman at the desk has clothes that are a delight to look at. We have to sit many hours looking at our teachers anyway."

We as teachers have many faults, but we can be sure that the pupils will forgive us much if only they feel that we love them.

Remember the words of the little girl who said, "She is always happy and she keeps us in order." Let love and happiness be the basis of all our schoolwork, and the atmosphere in our schools will be such that our pupils will always remember the years in school as the best and happiest in their lives.

Public Relations Is *Your* Job

(Concluded from page 5)

lish a closer working relationship with the parents than might have been possible under other circumstances.

Always remember that the school is the agent that the church has set up to instruct its young members. You therefore have a definite relationship to the church. You not only have an obligation to the parents of your pupils but also to the church community at large. Too often school people regard any interest on the part of the parents and church community as interference in the school program. All church members have a right to know what is being done in the school.

Another agency that you can use for the education of the church is the local Home and School Association. Unfortunately, these meetings are often poorly attended. Overworked teachers often resent any kind of evening activity that extends their workday. Parents may be indifferent and feel that meetings are uninteresting and of little value. Home and School meetings could be made more interesting and challenging if frank discussions took place concerning the problems in the school and if they were accompanied by effective action.

To develop a better relationship between teacher and church, it is helpful for you to attend and actively participate in church functions—MV Society, Pathfinder and nature clubs, Sunshine Bands, Sabbath school, Home and School Association, missionary work, and even hold church office. Some of you teachers as well as conference brethren who feel that the teacher is already overburdened may object to such a program. Naturally you would not engage in activities to the extent of neglecting school duties. But to take part in as many different activities as is practicable is good public relations. If you do so, you will rise in the esteem of the church members, and this will influence them to support the school program more effectively. You can be a great help to the church and a greater force in the classroom through closer church relations.

Seventh-day Adventist school personnel have in the past been too greatly divorced from the public community. They have become exclusive. The community would have a better feeling toward the Adventist school and Adventists in general if we had closer community relations. Our faculty members can secure a more cordial attitude by participating in worth-while organizations and activities, such as the Red Cross, Community Chest, professional organizations, and by engaging in social work. Quite frequently the social science teacher is called upon to speak at civic or community functions. Such service not only raises the community's regard for the

individual but also creates a better attitude toward the school. As in the case of church activities, however, you will have to guard against overdoing this type of work to the neglect of school duties.

Last but not least is the teacher-teacher relationship. For the smooth operation of the school it is essential that the relationship of teachers to one another be harmonious and friendly. In order to establish this relationship you will want to cooperate with your fellow teachers in all school endeavors. School life for you can become so much richer and more enjoyable, and the entire school program more successful, if this spirit is fostered.

It is evident that there are several different ways to promote understanding and appreciation for the school and its program—an essential factor for its success. And it is clear that you as teacher play a most important role in developing this relationship. The degree of success attained by the school depends in great measure upon your good public relations.

Who Should Go to College?

(Concluded from page 13)

far away and too difficult of attainment. Home is inviting. For others, school appears as a wonderful playground, and goals and objectives fade into the background as the pleasures of the moment are tasted. In a very real sense, success in adjustment to this phase of college life determines success in adjusting to all phases of college life, and to the subsequent life as well. It is here that the drop-out rates are the highest and that the destroyers of student morale are hardest at work. Worse, it is here that many young and brave souls are lost to the cause in what must appear to them an unequal battle.

The most difficult part of the execution of this three-stage plan is the getting of the faculty to be fully aware of the part it must play. Too often we hear, "We are here to teach, not to baby, students," with little awareness that teaching is a holist process and consists of far more than verbal facility. Adventist faculty members, however, respond to appeals based upon their awareness of their tasks as Christians. Such appeals must be made.

Adventist colleges are unique institutions. Their uniqueness arises from the unity of purpose evident in their educational systems. But we have been working on the superstructure. Now we must give attention to the heart of the matter—the student and his needs.

► The Northern Luzon Academy Chapter of the Philippine Temperance Society was recently organized, and all 230 students of NLA have become members.



What the SCHOOLS ARE DOING

► The returns from the last Tennessee State Board examinations for nurses reveal that Madison College nursing students get first-class professional training. The 14 graduating nursing students of MC who took the State Board earned an average grade of 588 in all five areas of the examination. The standard mean is 500. The minimum passing grade is 350. Tennessee has 18 nursing schools. Last year these 18 schools produced 515 new R.N.'s. Madison's contribution to this total was 35. These 515 new R.N.'s averaged 505 in their Board examinations. Madison's graduates averaged 515. At the top of the Madison group of 14 this spring stands Mary Peek with an average in all five areas of 680.

► The first music camp ever held for SDA young people of academy age was organized by Elder John Knipschild and Prof. Lorne Jones and conducted at Monterey Bay Academy (California) August 9-20. A varied program gave opportunity for both individual growth and group participation. A strong spiritual and recreational program combined to make this a cultural and spiritual high point in the lives of those who attended. Instructors of music and physical education from La Sierra and Pacific Union colleges assisted.

► The curriculum at Campion Academy (Colorado) now includes a course in driver education taught by Eris Kier, dean of men. The course covers safety first, theory of driving, and actual driver training, and will fill the requirements of many car insurance agencies for reduced costs for youth under 25 years of age.

► Dr. Melvin S. Hill, director of instrumental music at Pacific Union College, has been named to Pi Kappa Lambda, national scholastic music honor society. He was one of two recently graduated doctors of music from the University of Southern California School of Music to be granted this honor.

► George Akers, coming from the principalship of Shenandoah Valley Academy (Virginia), is the new dean of students at La Sierra College.

► John Conkell, a graduate of Emmanuel Missionary College and for the past three years associated with the La Sierra College farm, has assumed his new responsibility as farm manager of Enterprise Academy (Kansas).

► A greenhouse has been erected on the Union College campus as an addition to the biology department laboratory facilities. The botany class will be most benefited. Neil Rowland, head of the biology department, is the one responsible for the plan.

► The seventh grade of the Long Beach (California) SDA Union School has assembled a model oil-field kit obtained from the Shell Oil Company. Three boys were in charge of construction. The plans were detailed yet simple enough for the boys to follow with only an occasional question directed to the teacher. Fun was mixed with learning, self-reliance, and initiative in this project.

► At Southern Missionary College the industrial arts students and teachers have worked for several years to develop a suitable workshop unit for elementary schools. A prototype of such has now been constructed. For \$200 a school can provide one of these fully equipped portable workshops for its students. When closed, the cabinet occupies only eight square feet of floor space.

► The Middle East College (Beirut) came to the attention of readers of the *Hammond Times* recently, trade journal of the Hammond Organ Company of Chicago. The journal featured June Soper, head of the music department, at the console of the Hammond organ in the auditorium of the school. It identified the college as "a Seventh-day Adventist coeducational institution."

► Recently in Singapore the students of Southeast Asia Union College launched a safety-first campaign, placing safety stickers, with permission, on the automobiles of city officials and residents of Singapore. The response from the authorities and the public was excellent, and our school received much favorable notice as a result. At a parking lot a motorist with a racer when approached exclaimed, "Me stay sober? Oh, well—stick the label on; I'll try." More than 1,500 motorists cooperated in the drive.

New Booklet on Sweden

Digest of Sweden is the name of a 64-page booklet now being distributed to 30,000 secondary school libraries from coast to coast. It gives a general outline of almost every aspect of Sweden and the Swedish people from foreign policy and education to outdoor life and sports. Richly illustrated, it contains a wealth of facts, and should serve as a useful reference for teachers and students. The author is Allan Kastrup. Copies are 50 cents each and can be ordered from the American-Swedish News Exchange, Inc., 630 Fifth Avenue, New York 20, New York.

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► Grand Ledge Academy (Michigan) was placed on the list of secondary schools accredited by the University of Michigan for a two-year period beginning July 1, 1959. Principal Ralph Bailey and conference educational leaders are happy for this recognition during the first year of school operation. GLA enrolled 88 students during the past year and graduated a class of six.

► One of the largest bulk coin deposits in history was made last spring at the Federal Reserve Bank in New Orleans, Louisiana, when an armored car delivered 1,241,815 pennies collected for a new school by school children in the Alabama-Mississippi Conference of SDA's.

Cut-out Letters

Attractive bulletin boards are a valuable educational device, but the cut-out letters needed for effective displays require hours of tedious work. Now cut-out letters are available for instant use. Made from durable colored cardboards, these letters are used for many purposes, such as signs, displays, and posters. Use them for stimulating interest in spelling, phonetics, and arithmetic.

The letters come in a variety of colors—red, black, green, yellow, blue, and white. Two-inch capital letters in sets of 180 letters, numbers, and signs, and 1½" manuscript style in sets of 240 letters sell for \$1.00 a set. Four-inch capital letters in sets of 150 letters, numbers, and signs sell for \$2.00 a set. Each set one color, one size. Easy mounting is done by using a reusable two-sided plastic adhesive retailing for \$1.00 a pack. Free samples and further information available. Write to Mutual Aids, Dept. R-1185, 1946 Hillhurst Ave., Los Angeles 27, California.

I'd Rather Be a Church School Teacher

(Concluded from page 7)

school class if the one appointed for the task fails to arrive. If the school is badly in need of some equipment, it is the teacher who must use her ingenuity to find a way by which the funds can be raised. Above all her other attributes a church school teacher is expected to be a veritable saint, for the church looks to her as a spiritual example.

Sometimes I wonder whether the rewards of teaching church school compensate for the low wages I receive—in a public school I could earn twice as much every month. Then I remember Ann. After school I often relaxed by playing the piano for a while. Ann, a girl who lived close to our church school, came and looked in the window one afternoon as I was practicing. I invited her in, showed her the school, and chatted with her a few minutes. Often after that day Ann slipped in after school to see what we had been doing. One evening she said, "I like it here. I'm going to ask my mother if I can go to school here next year." The very next year Ann did attend church school along with her sister and brothers. Now every member of Ann's family is a faithful church member.

Then there was Darwin. I almost gave up the seemingly impossible task of taming him. He was bright enough, but it seemed to him that life was far too short to spoil his happy-go-lucky disposition by overworking his brain. So whenever he could avoid my watchful eyes he read books and drew pictures. It took a great deal of coaxing and pulling to persuade him to drink at the fountain of learning. It was his violent temper, though, that really wore my patience thin. Many a prayer ascended heavenward from him and me, both separately and unitedly, that God would help bring his temper under control. It was indeed a thrilling day when Darwin gave his heart to Jesus and was baptized. Now he is a senior in academy and is planning to prepare himself for God's service.

Sometimes when I wonder whether I can afford to teach church school I suddenly realize that I cannot afford not to. Every Bible lesson I teach, every morning worship service, every Week of Prayer, spiritually strengthens me as well as my students.

One Friday night after an especially hard week I had a dream. I was crossing a deep, dark, treacherous river. It took every ounce of my waning strength to battle against the current, but at last I reached the other side. There I found myself in the very presence of Jesus. Anxiously I looked around me, and lo, gathered there at the feet of the Saviour were all my school children. A great sense of joy and satisfaction passed over me. I awoke to find it only a dream, but my daily prayer is that I will be able to help that dream come true.

Every true teacher seeks to train good citizens for this world, but only a church school teacher can train her children for citizenship in God's world made new.

I'd rather be a church school teacher than anything in the world.

Budget Is a Cold, Cold Word— An Editorial

(Concluded from page 3)

That economies could be effected in this area is readily apparent when we consider what non-Adventist schools are doing in this respect. Not long ago Columbia University sent to fifty of the leading colleges and universities of America a questionnaire designed to obtain facts on retirement programs, medical benefits, and other helps designed to aid the faculty member in his scholarly pursuits. The report of the results obtained from this questionnaire says:

No institution provides private secretaries for faculty members. All schools, however, have secretarial staffs on which the faculty can draw. Paper readers are provided only sparingly, but research assistants are provided in about 35 of the institutions, including occasionals, from funds usually made available through grants or contracts. In two schools provision for paper readers is against educational policy. One of these expressed the opinion that "no man can teach effectively unless he reads his students' work." Thirty-eight schools, including occasionals, provided readers, although most of them specified that readers were for professors with very large lecture courses.³

This matter of reader help is cited merely as an example. We teachers must do our part to aid in operating our schools on a balanced budget. Although the ultimate responsibility for financial operations rests upon school administrators, we must help to take as much of the coldness as we possibly can out of the word *budget*.

By the way, do you operate your own personal financial affairs on a balanced budget? If you have learned to do so, you have learned one of the secrets of contentment and success.

¹ Ellen G. White, *Testimonies for the Church*, vol. 6, p. 211. (Italics supplied.)

² *Fundamentals of Christian Education*, p. 510.

³ *Higher Education*, October, 1957, p. 20.

Trends

(Concluded from page 6)

perience, and it would enable the teacher of the other science courses to build on an already established foundation. In order for this program to be effective a syllabus for the general science course should be prepared so that teachers of the other science courses might have ready reference to this foundation work. The general science of the pre-Sputnik age should be covered in the science program of the elementary school, or it might still be used for the general-

program student should the school be large enough to have two general science classes. If there is only one general science class taught, it should be of the academic variety with a system of graded assignments to accommodate the general-program student.

Many academies have felt the need to introduce another math into the program in addition to algebra I and geometry. If a school is offering a third math, it is almost essential to teach algebra I during the freshman year. Students who are not ready for algebra then should arrange to take it at a later time. Just what this third math should contain is a source of much debate, but many feel that it should be basically a second year of algebra with a foundation of trigonometry and an introduction to other mathematical concepts. It might be well to note that I recently questioned several recognized successful biologists regarding their secondary foundation. Each of them felt that math was his greatest help. Many of them had had a rather poor science background but each had taken four years of math.

A good training in a foreign language is a must for all. What language should be taught depends much upon the locality and the availability of a language teacher. The only people with deep-set convictions that I have heard come from the math and science men who prefer either French or German over Spanish.

The three social studies should undoubtedly include both world history and American history. The third course would probably be American government or its equivalent.

Typing should be taken as early in the four-year program as possible, and the students should be encouraged to use it frequently.

This curriculum might appear to be an ambitious undertaking, but it is becoming a definite need; and many of our larger schools already have such an offering or its equivalent. Careful registering will prevent an exceptional student from feeling limited by Christian education. On the contrary, it will lead students to recognize that their greatest development will be realized through Christian education and in preparing for the Lord's work.

To assure the success of this program the whole school must be committed to it. The problems of finance must be met by an understanding and progressive board. And the pioneer spirit of Adventism is not dead, for in schools where the board of directors have accepted the challenge and moved forward in faith with the blessing of God, progress has been made.

The staff must also meet frequently for self-appraisal in order to strengthen weak points, to discard unacceptable features, and to recognize successes in view of the ultimate goal. These meetings not only improve the curriculum but are tremen-

dously stimulating to those who participate. The Adventist Church, which has had clear-cut instructions from the beginning, must not fall short in following them. To this end let us work.

¹ Ellen G. White, *Education*, p. 15.

² *Ibid.*, p. 13.

Editorial News and Views

(Concluded from page 32)

learning difficulties, and in gauging the success of instruction. We need not conclude hastily that such service is financially beyond reach. This excellent Master's thesis makes valuable suggestions for the inservice training of present staff for this type of service, and outlines steps to be taken in setting up a worth-while testing and guidance program financially within reach. We have invited the author to prepare an article for THE JOURNAL covering this study.

Tests and Examinations By the time this issue of THE JOURNAL reaches you, no doubt you will already be planning the first major examinations of the new school term. Just the thought of examinations gives rise to certain apprehensions in the minds of teachers as well as of students, albeit from a different cause. The necessity of testing creates much work for the teacher—preparing, administering, and grading. When this is over, some teachers feel that the matter is finished. All that remains is to record the grades earned opposite the pupil's name! Lest some have forgotten, we urge you to keep in mind all during the school year that test scores are but the beginning of teaching, not the end. Without the benefit of good testing, the teacher operates somewhat in the dark, as it were. Effective instruction always touches the pupil at the outer limits of his present knowledge, and leads him onward from that point. Examinations help us determine what the pupils do and do not know. They enable the teacher to reach out to the students who are behind, to give them special help in catching up if they are able. At the same time, good testing can help the teacher avoid repeating for the brighter pupils that which they already know, causing them to become bored and lose interest. For such pupils the wise teacher plans advanced instruction and enriched projects to keep them operating at their peak, and thus further their education. Yes, good examining means much more than enabling the teacher to give just grades. It lies at the center of effective teaching in the situation in which we find ourselves today, with large enrollments in almost all classrooms, usually representing many levels of attainment and ability. Let us use testing as an aid to better teaching.

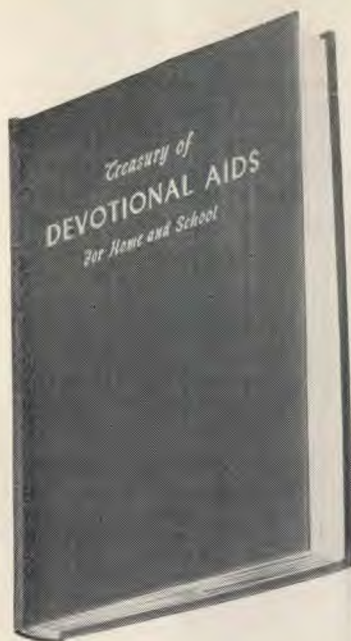
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Editorial NEWS AND VIEWS

Summer Activities This past summer has been a busy one for the staff of the General Conference Department of Education. Elder G. M. Mathews led out in two important workshops at the department headquarters. From June 22 to July 31 one workshop produced teaching outlines for 30 weekly music lessons for church schools. These lessons, each 20-30 minutes in length, will be mimeographed and circulated among our schools for suggestions and improvement. Afterward they will be taught by an experienced, expert music teacher and recorded on tape, together with appropriate music accompaniment. These tapes will then be sold to our schools, so that every church school teacher, even though possessing little or no music ability herself, may by the use of these tapes provide adequate music instruction for her school. Assisting Elder Mathews in this project were the following teachers: Mrs. Wava Anderson, of the Minnesota Conference; Frances Brown, of La Sierra College; Opal Miller, of the Arkansas-Louisiana Conference; Mrs. Esther T. Munroe, of Ukiah, California; and Mrs. Robert Wiedemann, of the Potomac Conference.

The other workshop conducted by Elder Mathews from July 6 to August 14 gathered, read, and evaluated hundreds of outstanding stories from numerous periodicals, including our own. Several hundred were finally selected to be rewritten later for various grade levels in elementary schools. These stories will form the basis for a new group of fourth, fifth, and sixth grade reading textbooks which the Department is planning to publish in the next few years.

Assisting in this workshop were Mrs. Mary Appleyard, New York Conference; Iris Donaly, Nebraska Conference; Lucille Matthewson, Potomac Conference; Lorraine Mickelson, Minnesota Conference; and Mrs. Kenneth Stewart, Potomac Conference.

Elder E. E. Cossentine and Dr. Richard Hammill conducted conferences for our college administrators and teachers. From July 20-24 a large group of college administrators, consisting of college board chairmen, presidents, academic deans, registrars, deans of students, and residence hall deans met on the campus of La Sierra College to plan for unity of action and to discuss better means of solving the ever-increasing problems in providing Adventist higher education for our youth. Following this conference, Elder Cossentine left for Europe to assist in teachers' conventions and to study plans with the Central European Division brethren for reorganizing and strengthening the curricula of our worker training school at Marienhoehe. Dr. Hammill journeyed to the campus of Walla Walla College, where from August 19-25 he directed a conference of the heads of departments from our various colleges. The college departments represented were accounting and business, secretarial science, home economics, applied arts, and agriculture.

Welcome to New Staff Member On May 27, 1959, the General Conference Committee extended an invitation to Dr. Thomas S. Geraty to join the staff of the Department of Education,

and he has accepted. Dr. Geraty will assume the duties formerly carried by L. R. Rasmussen, giving the major part of his time to our secondary schools. Currently serving as president of Middle East College in Beirut, Lebanon, Dr. Geraty has had a wide experience in educational activities. His service has included educational and MV secretary of the Middle East Division, and of the China Division, president of China Training Institute at Chiao Tou Tseng, elementary school teacher, secondary school teacher, college teacher. In 1957, while on furlough, Elder Geraty received a Doctor of Education degree from the University of Southern California. We welcome Dr. Geraty to our staff, and also to his position as an associate editor of *THE JOURNAL OF TRUE EDUCATION*. Dr. Geraty, his wife, and two sons are expected to arrive in Washington September 23.

Educational Guidance for Youth From time to time some of our teachers who are working on graduate degrees send their dissertations or theses for our perusal. One such that we have just

read is "A Plan for a Testing Program for Seventh-day Adventist Secondary Schools" by Charles E. Lafferty, a teacher in the Pomona (California) Junior Academy. Judging by replies to a questionnaire that Brother Lafferty sent to the Adventist academies in the North American Division, it appears that although more than three fourths of our secondary schools administer intelligence tests to their students, less than one half of the schools use achievement tests. We are all interested to determine how good a job we are doing in instructing our youth, and it would appear that more of our secondary schools ought to be using achievement tests to determine how our pupils compare with those in the public high schools in the mastery of subject matter studied. The best way to find out is to administer achievement tests.

According to Brother Lafferty's questionnaires, 25 academies were using interest inventory tests and eight were using personality inventories. All in all, these questionnaires revealed that very little is being done in our secondary schools in counseling and guidance, at least in a formal or scientific manner. In those schools where some testing is being carried on, 90 per cent of the tests were administered by personnel with very little or no training in scientific testing procedures. Nineteen schools reported having personnel with some degree of training in the field of testing.

It is apparent that our youth do need the benefits of a successful guidance program. With the diagnostic and predictive tests now available, properly administered and interpreted, our young people can be helped to evaluate correctly their abilities before they try to decide finally on their lifework or on the course of study to attempt. A successful guidance program can be built only upon personnel with training and ability to use the basic testing tools so readily available today. Our faculties need to have available to them the service of personnel who can help in the diagnosis of their pupils'.

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