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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, (5) Home and Parent Education.

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OUR GRADUATE PROGRAM

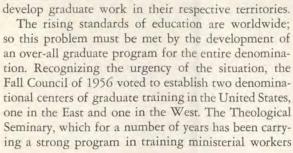
E. E. Cossentine, Secretary General Conference Department of Education

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OUR graduate program is of special interest and importance to our entire denomination, particularly to the hundreds of young people who are looking toward advanced training and to all who feel the need of strengthening their potential for service.

In the rapid advance of education in all fields our generation is now seeing the fulfillment of the prophecy for the last days: "Knowledge shall be increased." The youth of our church must find within the church the opportunities of training beyond the level of the Bachelor's degree. This need has become increasingly evident over a period of years as more and more of our workers have had to look to non-Seventh-day Adventist institutions for training. Many States are now requiring the Master's degree for teaching in our secondary schools.

Our first endeavor to meet this need was the development of a fifthyear program at Pacific Union College. Later Walla Walla College also added a fifth year. Both schools have continued to



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and Bible teachers, has become an integral part of the eastern university center. At the Fall Council of 1958 it was voted that this center be established adjacent to the campus of Emmanuel Missionary College. Students matriculating this fall did so on the new



E. E. Cossentine

campus. Work will continue on the Washington campus this year, but we anticipate that the entire program will be transferred to the new campus by September, 1960.

At the present time the University is offering graduate programs in education, religion, history, and speech on the Master's degree level, and plans are under way to give doctoral degrees soon.

Building construction is going forward on the new campus to meet the various requirements.

In the West there is being worked out a coordinated plan utilizing facilities that have been developed. The University will be centered in the College of Medical Evangelists, and located at Loma Linda. For some time the College of Med-

ical Evangelists has been operating a graduate program on the doctoral level in fields related to medical sciences.

We are planning that this coordinated program be in operation by the fall of 1960. With two such university programs established, we hope to provide adequate educational facilities for the growing needs of the church, and to make it possible for the constituency to find within the church the answer to its educational problems.

Grading, Report Cards



LATE at night some months ago, the police picked up Jimmy Chavez, eight years of age, who was wandering aimlessly in the downtown section of the city. When they asked Jimmy where he lived he refused to tell them, so they took him to the police station. "Why won't you tell us where you live?" the police asked him. "Because I'm afraid to go home." "Why are you afraid?" "Well, you see, we got our report cards today, and mine isn't so hot." The police had to find out where Jimmy lived from the school he attended.

At a Home and School meeting the other night a father stood up and said, "The school would be hard put to devise anything more damaging to more people than our type of report cards. This Friday is report card day and already I am bracing myself. Just about every kind of ugliness appears among the children when grades come out—hate, jealousy, backbiting, taunting, deceitfulness, shame, despair, mean ridicule, and fear."

Parents are placed in the untenable position of being expected to take the side of their own children (who think they have been unfairly treated) and also the side of the school for the sake of the pupil's growth. Odious comparisons are made between children by the parents, by the neighbors, by the children, and even by some teachers. In many places undue stress or importance is placed on school marks, causing the children to focus attention on grades rather than on learning. This situation opens floodgates of temptation for cheating and other forms of dishonesty. In some places parents resort to paying cash or valuable prizes to the children for high scholastic marks. These are some of the problems that parents and children face with regard to grades and report cards.

The teachers have their problems too. There is the difficulty of knowing what standards to set up for a subject; the difficulty of knowing how to judge or measure a pupil's progress; the difficulty of making a report to parents and to the children that carries the same meaning that the teacher has. Pressures are often placed upon teachers to violate their professional standards and their consciences to give undeserved grades in order to curry favor with influential people or to avoid trouble.

What do school grades mean anyway? Actually, a grade is quite subjective. First, it depends upon the knowledge that the teacher has of the subject and of his standards for grading achievement in that subject. If the teacher's knowledge of the subject is limited and his standards for grading are loose or haphazard, he will probably give high grades for average achievement. On the other hand, if the teacher's knowledge of the subject is extensive and his standards for grading are definite and exact, he will probably give low grades for average or even above average achievement. All teachers fall somewhere between these two extremes. The point is that there is no fixed standard. Grading is highly subjective. The same work will receive different grades from different teachers. For example, an algebra paper was mimeographed and sent to a large number of mathematics teachers to grade. The same paper received grades from 20 to 65 from these teachers. I have noted that since I have been studying photography and attending classes my own appraisal of color slides has changed almost completely. It is natural that the

romotion



G. M. Mathews Associate secretary General conference department of education

teacher's growing knowledge of his subjects and of appraisal methods will influence his grading.

Second, the grade that a pupil receives depends not only upon the knowledge the teacher has of the subject and his standards for grading but upon the particular class the pupil is in. If the grade is based upon the achievement of other pupils-that is, if his work is compared with that of other pupils-a grade will depend upon whether the class is of high or low achievement. For example, an A grade in a lowachieving class might be equivalent to a C, or a lower grade, in a high-achieving class and vice versa. When a grade depends upon what other pupils do, it varies with the group. It really does not measure the pupil's work so far as individual progress is concerned. It was necessary for me to transfer from one college to another in the midst of my second year of French. I did not need to study nearly so hard in the second college to get the same grades in French as in the first school.

Third, a grade a pupil receives also depends upon the plan of grading. If the teacher is grading the progress the individual pupil is making, which is determined to some extent by his intellectual ability, the grade will follow a certain plan. For example, if a pupil of below-average ability was achieving as much as his ability would permit, the teacher would probably give him a grade of "satisfactory." If, on the other hand, the pupil's achievement was being compared with that of others regardless of individual factors, his grade might be quite different. If all members of the group were of average or of superior ability, the pupil would probably receive a grade of D or F, even though he was doing the best that his ability would permit him to do. Both of these plans have their shortcomings. In the "progress" plan there is a possibility that the lack of minimum requirements for a grade or subject will water down the content of the school subjects for all the pupils and will lower the desire for high achievement for those who are able. In the "comparison" plan there is the probabil-

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ity that the low-ability pupil will soon become discouraged to the point of full frustration with all its attending evils. It is common knowledge that this is one of the major causes of problem children in the school and in the home and of juvenile delinquency in the community.

Fourth, a pupil's grade will also depend upon the practice of the teacher with regard to giving grades. A study of the grading practices of the elementary teachers in one of the conferences in North America was made by a committee of teachers for the 1957-58 school year. In this study all the grades the teachers had given the pupils and also the grades that the pupils received on standardized achievement tests were tabulated and compared. Practically all the teachers gave far more A and B grades than were justified as revealed by the achievement tests. In fact, it turned out that B was the average grade, followed closely by A, and that the other grades were in the minority.

In view of the problems that parents and pupils and teachers all face in this matter, and in view of the practices that are being followed in various places, I would like to make the following recommendations:

1. A study conference of the teacher, or teachers, and the parents should convene soon after the opening of the school term in each school. At this conference a clear understanding of grading practices, the meaning of the school grades to be given, the plans for reporting school progress, and all other items with reference to this subject should be thoroughly discussed and the plans and policies concerning them agreed upon by all concerned.

2. The school staff should make crystal clear to the pupils and the parents the basis for school grades, that is, exactly how grades will be computed. For example, the committee of teachers who were studying the grading practices in the conference mentioned earlier made the following recommendations: An A grade should be based on receiving 95 per cent or more on all quizzes, tests, and assignments. All assignments consistently completed on time. Through

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ample interest in optional related activities the pupil displays distinctly superior educational growth. A B grade should be based upon 86 per cent or more on all quizzes, tests, and assignments. Usually has all assignments completed on time and shows educational growth through interest in some optional related activity. A grade C should be based upon 74 per cent or more on all quizzes, tests, and assignments. Assignments usually on time with possibly some additional encouragement from the teacher. A grade of D should be based upon 65 per cent or more on all quizzes, tests, and assignments. The pupil accomplishes only part of his basic assignments even with much urging from the teacher; does not work up to capacity or is definitely below normal in ability. An F grade should be based upon 64 per cent or below on all quizzes, tests, and assignments; does little basic work even though more capable. Some such definite program of how grades are arrived at would be helpful for all concerned-teachers, parents, and pupils.

3. Parents and pupils should regard grades as only rough guideposts rather than infallible edicts. The intellectual goal of the school is learning, not grades. Everybody should cease at once all invidious comparisons between children as regards school marks.

A method of recording the individual progress of the pupil and also his achievement as compared with other pupils has been successfully worked out by the Montclair, New Jersey, public schools. They issue two report cards. One, the report of the individual progress of the pupil is given to him three times a year. It contains a three-point marking key as follows: (1) Progress is up to ability; (2) has the ability to do better; (3) progress is much below ability. For example, a child might receive a grade in reading as follows:

This report means that this particular pupil, as far as reading is concerned, has the ability to do better work than he is doing. The report also indicates that a conference is needed between the parent and the teacher in order that they may work together to stimulate and help the pupil to accomplish what he is able to accomplish. Another pupil might receive grades as follows:

Reading { understanding-1 word skills-1

In this case the pupil is doing everything that it is possible for him to do with his particular mental ability. Further stimulation, threats, or any other type of motivation would only be discouraging and frustrating. It should be noted that this particular report card is the teacher's estimate of the pupil's progress in relation to his own ability without reference to what anybody else does in the school. The Montclair schools have a second report card—a report of achievement—which is distributed to parents at a parent-teacher conference in November and mailed to the home in June—twice a year. This report card follows the A, B, C, D, F method of grading, as has been customary on this type of report card through the years. It compares the pupils's achievement with that of other pupils and shows his scholastic standing in the class without reference to his own ability. For example, in reading a pupil might receive the following grades:

This means that this particular pupil, whether he is working up to his own capacity or not, is average as compared with the other members in the class with reference to reading understanding, and below average with reference to reading word skills. Now with the individual progress report card also in the hands of the parents, they can decide whether to urge or stimulate the pupil to do better work. If he is getting a grade of 1 on his individual progress report in reading, and a grade of C in his achievement report in reading, then the parent should be content that the child is doing everything that his ability will permit and that he is in his true place in the class.

If, however, the pupil is receiving a C grade in reading on his achievement report and a grade of 2 or 3 in reading on his individual progress report, it indicates that motivation and encouragement are needed, because the pupil is not working up to his ability and can receive a higher grade if he will but work harder. It seems to the author that some such reporting plan as is being followed in Montclair, New Jersey, would be very helpful in schools where the reporting of pupils' progress is a problem.

4. Finally, I should like to suggest a promotion policy for slow learners. (a) Teachers should discover the cause, or causes, for low achievement in school subjects, using sound and accurate means. If the cause is other than intellectual immaturity, earnest effort should be put forth to change the picture. (b) This policy is based on the premise that it is reasonable and proper to expect educable pupils to acquire a significant amount of information and basic skills in the elementary schools. (c) At the end of each of the three levels of the elementary schoolthat is, primary, grades 1-3; intermediate, grades 4-6; upper elementary, grades 7 and 8-the teacher or teachers and if possible the elementary supervisor or conference superintendent should, in conference, decide whether low-achieving pupils should spend another year at the level in which they are now work-

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Richard Hammill ASSOCIATE SECRETARY GENERAL CONFERENCE DEPARTMENT OF EDUCATION

N THE last one hundred years more babies were born than in all previous history, it is reliably estimated. Statisticians claim that one person of every twenty who have ever lived on the earth is living right now. Moreover, the most reliable research statistics available indicate that there are 130,000 more inhabitants on the earth each day than there were the day previously, and that the present 2³/₄ billion inhabitants will be increased by 100 per cent forty years from now. In the United States alone one quarter of a million infants are born each month.

According to information supplied by the United Nations Educational, Social, and Cultural Organization (UNESCO), approximately 300 million children attend schools out of the 550 million schoolage children in all the world. In other words, only slightly more than half of the world's school-age children have the opportunity to go to school. However, this is the highest percentage ever achieved. Surprising as these figures are, it is gratifying to know that the number of children in school all over the world is growing despite the tremendous population explosion of recent years. This record has been achieved by much effort and sacrifice.

Seventh-day Adventists are not immune to the marked growth in the size of families. Our churches

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teem with children of preschool age. Now that the new school year has begun we are receiving reports that the enrollment in our own schools, on all levels from primary grades through graduate schools, is larger than ever. One of our senior colleges has 500 students in its freshman class. Most of our boarding schools report that their facilities are overtaxed, often with three or four students living in rooms designed for two. One overcrowded school we recently visited has several dozen boys sleeping in a large room. The management tried to compensate partially for their inability to provide adequate living quarters by not charging these boys any room rent.

Here and there one finds an institution that could take more students, but mostly our school facilities are taxed to the limit. Moreover, as a rule our schools are quite old, so that a tremendous amount of money is required now to replace existing plants, to say nothing of building additional school homes and classrooms to accommodate the larger enrollments year by year. Our facilities for providing useful and remunerative employment for students are also woefully inadequate. Work opportunities—as well as living quarters, instruction space, and equipment must be greatly expanded if we succeed in getting our numerous youth into our own schools.

From what sources can we secure the millions of dollars necessary to rebuild worn-out school plants and to build others? Our conferences are already giving for school subsidies as large a per cent of their total revenues as can be expected. Tuition and fees, which are high now, do not meet operating costs, let alone build new plants. Where can we turn?

Trouble Ahead

It is apparent that we are in financial trouble. This does not mean that our school plants will not be rebuilt and expanded. We are confident that they will. After World War II certain predictions were made to the effect that the church-related colleges and schools, faced with seemingly impossible financial hurdles, were doomed to extinction or mediocrity. Time has demonstrated that they continue to thrive—thrive on trouble.

It is a fact that the law of challenge and response operates in this matter of school finance. When the constituents of a school have the challenge of main-

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T. S. Geraty ASSOCIATE SECRETARY GENERAL CONFERENCE DEPARTMENT OF EDUCATION

STANDING at my side one day a young lad caught sight of a sky-streaking jet on the horizon. In a matter of seconds, with an east-west look the unassuming boy saw the jet drop to a very low altitude and then bullet by us as we stood with proverbial open mouths. With amazement he unfacetiously asked me, "Why so fast?"

Not alone are jets and intercontinental ballistic missiles and X's-to-be speeding by. The multiphase developments taking place in this *one* world of ours at the present moment and the rapidity with which events hurtle over each other, sometimes leave the observer breathless.

One factor emerges, however, inexorably from the turmoil and pitting of day-to-day events: "The coming of the Lord draweth nigh."¹

And when these things begin to come to pass, then look up, and lift up your heads; for your redemption draweth nigh.²

For as the lightning cometh out of the east, and shineth even unto the west; so shall also the coming of the Son of man be.^a

Time and space are fast diminishing. The end of all things is at hand. "Behold, I have told you before."*

Adventist boys and girls and youth need Adventist teachers who will give Adventist instruction in Adventist schools to do the Adventist task.

It is important that we should have intermediate schools and academies. To us has been committed a great work,—the work of proclaiming the third angel's message to every nation, kindred, tongue, and people. . . . From home and abroad are coming many urgent calls for workers.⁶

Granted that not all the youth and graduates may enter the organized work of the church nor receive salary from its payrolls. Self-supporting laymen —capable and God-fearing individuals—are needed to witness for the Lord in all lines of endeavor. Many of these laymen, "mighty in the scriptures," will stand for truth wherever they are.

But Seventh-day Adventist educators should ever bear in mind that-

upon Christian youth depend in a great measure the preservation and perpetuity of the institutions which God has devised as a means by which to advance His work. Never was there a period when results so important depended upon a generation of men. Then how important that the young should be qualified for this great work, that God may use them as His instruments! Their Maker has claims upon them which are paramount to all others.⁹

Our schools are in no position to spend time in idle speculation, superficial experimentation, or mediocre instruction. We must utilize every class hour and every school day to exploit the administrative, instructional, auxiliary, and industrial facilities at



Our Promising Youth

hand and to unite our efforts in bringing salvation to our youth and to inspire them for service for God and man.

With consistent and appreciated standards of holy life and discipline, may all of our teachers and administrators join together to place before the youth each day, anywhere, on or off the school campus, exemplary, Heaven-sustained Seventh-day Adventist living. Of the Master Teacher we read that "what He taught, He was."⁷

Tragically, many of our so-called Christian homes are breaking down. The church, therefore, is looking hopefully to our schools, which today, like the schools of the prophets, are—

intended to serve as a barrier against the wide-spreading corruption, to provide for the mental and spiritual welfare of the youth, and to promote the prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors.⁸

What applied to the nation in the theocracy of Israel, surely applies to the church in these days.

Sometimes unwittingly, with the results of our

aptitude and achievement tests, interest inventories, and counseling conferences-although we do not wish to minimize their importance-we may have wrongly influenced parents or recommended other educational streams, curriculums, or dropouts. A basic, fundamental, general education is encouraged.

Who can determine which one of a family will prove to be efficient in the work of God? There should be general education of all its members, and all our youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God. They all need an education, that they may be fitted for usefulness, qualified for places of responsibility in both private and public life.9

These "betwixt and between" youth, growing up as they are from childhood, during a period which extends from sometime before puberty up to maturity, require patience, love, and understanding. Their changes are gradual and their rates of growth, unequal. Preadolescence up through later adolescence demands functional curricula, dynamic instruction, guidance programs, and consistent ideals of Christian living to meet the varied basic needs of the youth of this period.

As Seventh-day Adventist school men and women we must give them our time, our security, and our pravers.

For our secondary schools let us have well-defined aims and objectives and admit only that instruction and those pursuits which contribute most directly toward realizing our purpose.

In the precious years with these developing youth, as time lasts may we in our schools endeavor to cooperate more fully with our homes and churches. We all have interests in common. We are educating the same boys and girls.

Under the guidance and blessing of God, as we follow His program, educational outcomes will be both satisfying and successful.

Youth will go forth to witness for Heaven. During the Bible times, in the days of the Reformation, and in our denominational history, youth have valiantly taken their place as witnesses. They are still living for God. Typical instances give evidence:

Students assisted in an evangelistic series during the second semester. Three persons took their stand for baptism, and others are interested in studying further.

More than half the students in the school and regular members of the church have joined hands in a regular program of soul winning.

One roommate regularly joined with classmates to pray for the salvation of his buddy.

A branch Sabbath school has been profitably run for more than two years. Students preachers are being given opportunity to develop their talents.

Three senior academy boys organized what we might call "Smokers Anonymous," praying for four or five others. It is known that at least three of the five dispensed with tobacco.

An entire student body in one of our academies pledged the management that they would assess themselves individually a certain amount of money each month to help keep in school an interested youth from a non-Adventist family.

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A little city waif attended one of our church schools in his last year of the elementary school. His brother was in a detention home. The Lord used the speaker in the Week of Prayer to touch his heart. He consecrated his life to God. The little graduate transferred to one of our boarding academies. He is possibly a senior now. He wants to enter the ministry.

Speaking of Jesus in His ministry, the servant of the Lord penned:

In every human being He discerned infinite possibilities. He saw men as they might be, transfigured by His grace-"in the beauty of the Lord our God." Psalm 90:17. Looking upon them with hope, He inspired hope. Meeting them with confidence, He inspired trust.

Personally, I have confidence and faith in our Seventh-day Adventist teachers-and in our promising youth.

James 5:8. Luke 21:28. Matthew 24:27. Matthew 24:25. Ellen G. White, Counsels to Parents and Teachers, p. 209. Ibid., p. 99. Education, p. 78.

, Education, p. 78. Ibid., p. 46.

, Counsels to Parents and Teachers, p. 44. 10 , Education, p. 80.

Resuscitube

Park Surgical Company is now distributing the newest low-priced Resuscitube, used for artifical respiration. This is far more effective than the old-fashioned method of "push and pull."

With asphyxiation being directly or indirectly involved with the loss of 20,000 lives a year, this should prove a significant helpful factor, since no training is required for its use.

The Resuscitube is an S-shaped plastic device to make resuscitation easier. It provides a mouthpiece for the rescuer and a breathing tube for the victim. Two sizes are available: adult to child over three years of age, and pediatric.

Instructions for its use are simple and easy to follow. It is small enough to be carried in pocket, glove compartment, or bag. A free catalog will be mailed upon request. Write to Park Surgical Company, 5001 New Utrecht Avenue, Brooklyn 19. New York.

Trouble Ahead

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taining and enlarging it placed clearly before them, they invariably respond by raising the required funds. We educators fulfill our responsibilities only as we operate the schools entirely in harmony with the pattern of Christian education, and thus gain the confidence of our people; and as we make sure that they know the needs of their schools. When these two objectives are accomplished, our people always rise up and build.

Archa O, Dart Assistant secretary for parent and home education general conference department of education



How stupid can a school board be!" exclaimed Mrs. Russell when her Bobby was not admitted to school because of his age. "He'll be the right age in just a few weeks—but then what is that to the board? What do they care if he has to wait a whole year and get behind in everything? What can I do with him this winter?"

What should we as teachers advise Mrs. Russell? The wrong answer may confuse the mother and frustrate the boy for years to come. No answer at all could bring about the same results as the wrong suggestion. The right answer, however, may save his teachers from many a headache.

In the past we have found that some parents are determined to enroll their children, at all costs, and have brought pressure to bear on the teacher and the school board to accept their children, whether or not. They have insisted until the church school or some other school has admitted the child. Has this procedure helped or hindered? If a child is not ready physically, mentally, or emotionally for the first grade this year, will enrolling him in a school prepare him to enter the second grade next year or the third the following year? All the favoritism, wire pulling, or the making of exceptions does not help a child to mature any faster. Neither will a unanimous vote of the board change his condition. Urging or even forcing a child ahead of his maturity has retarded his progress rather than helped it and has handicapped many a child for life. Forcing a bud to open does not produce a beautiful rose.

Some parents apparently have accepted the verdict of the board and quietly purchased the textbooks for the first grade and proceeded to "teach" the child at home. Is this the answer? The fact that

Too Young for School

he finished his last reader before the children in the regular school convinces the parent that now he is indeed ready for the second grade. But here again, we find that if a child is not ready for the first grade this year he will not be ready for the second next year. Being taught by his mother or by the regular teacher does not cause him to mature any faster. This arrangement also confuses the child and tends to multiply his problems when he does enter school.

Other parents do absolutely nothing. Perhaps we as teachers have stressed the negative side so much that some actually believe that it is safer to do nothing at all than to do the wrong thing. This is a mistake. The positive must be given. We ought to help parents to see that cultivation of the garden is essential if fragrant flowers are to be produced, that a child is to be made ready for school if he is to be a student. Wildflowers grow on uncultivated land; poor students are often mute testimonies of preschool neglect. The child should have not only reading readiness but school readiness. Mothers are teachers whether they realize it or not, for what they do and say influences the child more than many realize.

How can mother direct the attitude of her child? By having an interest in learning herself, by keeping herself informed, and by knowing what true education is. What are some of the things a mother can do to develop school readiness? She can tell stories. After all, storytelling is still the best teaching method known to man. A child's mind soon becomes as hungry for stories as his stomach does for food. One who loves to hear stories is far better prepared for school than one who is not interested in them. Mother can also read some stories out of a book. When a child learns that something as delightful as a story comes out of a book, he will grow to like books. Little by little a desire will grow in his heart to be able to read the books himself. That is what we are after. We want to make him hungry for reading.

The child should learn to use his five senses, since they are the avenues to learning. He must learn to see objectively. Someday he must see the difference between *tub* and *but*, between *was* and *saw*. Yes, he

must know the difference between m and w, between d and b. With various kinds of familiar objects mother can play games that will teach her child to see objectively. He must hear discriminatingly. There is a close similarity between d and t, between m and n. Mother can train him to listen to words and tell what they are and what to do after he has heard them.

Some parents do not realize that an obedient child will profit more by an education than a disobedient child. We read or hear instruction that we might be able to accomplish more or do a better piece of work. If we do not improve after learning, why learn? By training her child to feel sensitively, to taste and to smell perceptibly, mother is actually preparing her child for school. The five senses are to be cultivated if learning is to take place.

The child should be prepared physically for school. The child must have opportunity to learn to control his large muscles by running, climbing, swinging, riding, and sliding. He should have opportunity to gain control of his smaller muscles by learning to dress himself, button his buttons, tie his shoelaces, mold clay, draw pictures, cut on a line, et cetera.

Wholesome attitudes are encouraged when a child is given the opportunity (1) to play and work with others agreeably, (2) to be courteous and kind, (3) to be reverent and respectful, (4) to develop a taste for good music, (5) to benefit by character-building stories, (6) to enjoy good wholesome food, (7) to love to obey promptly and cheerfully, (8) to develop a cheerful, happy disposition.

To assist mothers with their preschool training and to guide kindergarten teachers, the Home Study Institute is offering a course of ten lessons called "The Preschool Child—Guidance." This is an excellent course and we can recommend this to every mother of preschool children. The General Conference Department of Education also is preparing a kindergarten manual, which should be ready for distribution in mimeographed form by the first of 1960.

The Strathfield Adventist High School (Australia) reports, "Once each week four of our pupils run our own branch of the Commonwealth Savings Bank; and a banking official recently told us that our school was among the first to introduce such a system."

The Northern Luzon Academy (Philippine Islands) has become the first cooperating school with Philippine Union College in her off-campus student teaching program. Trained instructors from Philippine Union College supervise these student teachers.

Thirty-five Union College students have received scholarship awards from various organizations amounting to approximately \$11,000.

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Grading, Report Cards, Promotion

(Concluded from page 6)

ing. It should be noted that the plan calls for this checkup at the end of these three levels in the elementary school and not at the close of each grade. In other words, the checkup would come at the end of grade three, the end of grade six, and the end of grade eight.

In arriving at a decision as to whether the pupil should repeat or not, the following factors should be considered: (a) A full review of the maturation of the total pupil—physical, mental, social, and emotional. It is only after teachers and others have done this that they are in a position to make such an important decision. (b) The results of a longer period at this level. What would happen if the pupil is asked to repeat the grade? Would he be re-exposed to the same experiences that meant nothing to him before? If so, it would probably be unwise to request him to repeat. If the environment and/or the pupils, and/or teacher, or teachers, are a part or the whole of the cause for his lack of progress, it would probably be unwise for him to repeat.

When a low-achieving pupil has come to the end of grade eight, if for any reason it is felt unwise to ask him to spend another year in the elementary school, some kind of school-leaving certificate should be given him, which states that although the pupil has not completed the requirements for graduation from the elementary school, further attendance at this particular school would probably be unprofitable.

Well, there you have it—some of the problems with reference to grading, report cards, and promotion, and some suggestions for solving them. I realize that it is probably presumptuous to attempt to deal with a subject this big in such a small space, but I hope that this article will at least stimulate the teachers and the parents to study this problem and to work out a set of plans together that will make the reporting of pupil progress less distasteful to all concerned, and if possible more realistic.

Students to Be Trusted: "The youth must be impressed with the idea that they are trusted. They have a sense of honor, and they want to be respected, and it is their right. If pupils receive the impression that they cannot go out or come in, sit at the table, or be anywhere, even in their rooms, except they are watched, a critical eye is upon them to criticize and report, it will have the influence to demoralize, and pastime will have no pleasure in it."—Fundamentals of Christian Education, p. 14. SINCE the earliest development of education in this denomination, there has been a need for the proper training of all phases of the individual. Ellen G. White expressed this basic philosophy in the very familiar statement in the book *Education*, page 13, "It [true education] is the *harmonious* development of the physical, the mental, and the spiritual powers."

Does this express the goal of our educational system today? I think there will be no disagreement that this is our goal. How then can we attain this goal for our students? What tools are available to help make this possible? Without question there are many avenues and means to achieve this goal, but I would like to explore the use of one type of tool in achieving a harmonious or balanced development of the individual.

Lee J. Cronbach, a prominent writer in the field of educational psychology, makes this statement regarding the use of psychological tests:

Almost any task or action some men can and will do more skillfully than others. Since these individual differences are a principal problem in directing the activities of others, every leader, manager, teacher, social worker, and physician must be able to identify them. The purpose of any psychological test is to detect these differences in the individual.⁺

Can the standardized test enable the teacher or administrator in a Seventh-day Adventist school to help the student discover and attain his goals more successfully? Will it help the teacher to gain more insight into the student and be better able to work with and for the individual concerned? After several years' experience as a teacher in SDA schools and several years of investigation in the field of testing, 1 am convinced that standardized tests should be used in the school program. In order to come to a better understanding of the needs and to present the uses of tests in denominational schools, I investigated present testing practices in SDA academies. I could not plan a program of testing for our schools without a knowledge of what is being done and of the opinions and desires of the administrators of these schools. In order to obtain this information, I sent an objective-type questionnaire to the principals of 62 four-year academies in this country, including Hawaii. Thirty-four returned the questionnaire. The statistical information that follows is based on the 34 reporting schools.

Of the various tests used, the most common type was the group intelligence test. Eighty-nine per cent of these schools reported that they use this type of test in most instances, having it administered by the classroom teacher. A majority of this group reported using more than one group intelligence test during the course of the student's academy career.

In the field of achievement tests, only 50 per cent of the schools reported their use. This would tend to indicate that half of our academies are making no effort to gain an indication of the student's achievement through the use of a standardized instrument. One wonders whether this shows a lack of confidence in this type of test or a lack of understanding of the uses and meaning of these instruments.

Two schools reported the use of no standardized test of any type. This is a relatively small number, but with the widespread use of standardized tests today, it is somewhat surprising that no type of instrument with standardization is being utilized.

An area that seems to merit more study is in the field of special aptitude testing. This includes the Differential Aptitude Test, School and College Abil-

Testing in SDA Schools?*

Charles E. Lafferty TEACHER, POMONA JUNIOR ACADEMY

* A resume of a Master's thesis presented at the University of Southern California, January, 1959.



ities Test, or the general aptitude test. Most authorities today agree that every high school student should have the opportunity to take this kind of test, preferably in the senior year of high school. This type of measuring instrument should not be confused with the interest inventories. These tests are much more definitive and deal with aptitudes rather than interests. Of the 34 academies reporting in this survey, only eight of them reported the use of this type of instrument. In a school system where as large a percentage of the graduates go on to college as in the Seventh-day Adventist schools, this type of test could be the student's most valuable asset.

As I investigated the administration of various types of tests, I discovered that approximately 90 to 95 per cent were given by the classroom teachers. The reports also indicated that 53 per cent of the schools had on their staffs someone with some special training in the field of psychological testing. The unanswered question is that of the degree of training involved. The questionnaires seemed to indicate a range of training from some courses in tests and measurements through some with more advanced special training. The important problem, however, seems to be, How can these other academies acquire the aid of persons, either on the staff or otherwise, with sufficient training to lead out in and oversee a logical and adequate program of testing?

The principals very kindly offered many pertinent facts regarding their views on the problem. They were almost unanimous in desiring a more adequate testing program with skilled personnel to administer and interpret the tests. Every one of the principals agreed that an important problem was the age-old one of finances. This is not an easy one to overcome, but certainly one that deserves immediate planning in our educational approach to the constituency and school boards. If they are apprised of the need and benefits of this type of program, they will be willing to consider at least a start on the road to an adequate program.

The results of this investigation reveal that our school administrators desire to work better testing into their program. Many are doing very well with the assets they have available. It seems, however, that the need today is a better organized program of testing in our secondary schools—one that would be uniform, that would include the minimum essentials in the way of tests, and that would be guided by some person or persons on the staff qualified in the field of psychological tests. This then would guarantee tests that were well chosen, well administered, with reliable results that were made use of.

It was to satisfy this need that I directed the remainder of the study. How can the average Seventhday Adventist academy go about planning and operating a satisfactory testing program? The first and most important phase of a testing program is the planning stage. Above all, the program must be practical. What are the uses to which the test results are to be put? What do we want to know about this particular person that we cannot find out without the use of test results? This is the important thing to remember: We want something that will help the student (as well as the school) to evaluate his assets and liabilities, which will help him plan and work out his future.

The program should be planned in cooperation with the faculty. If the whole faculty has a part in setting up "their" testing program with the help of someone trained and experienced in the field, they will be more favorable to the program. This alone may make the program a success or a failure.

The intentions of the program should be stated very clearly and concretely from the beginning. What do we want to know? What are we going to do with tests? How much can we afford in the line of a testing program? What tests will most nearly satisfy our needs for the least expense and effort? These questions should be answered early in the planning. It is infinitely better to plan a small program operated efficiently and used effectively than to plan and attempt a large one operated ineffectively.

Is the test used important? There is definitely the right test to use and the wrong one. This could be the most crucial item in the whole program. Who should decide which test is right and which one wrong? The most reliable way is to work with a specialist in the field of testing, and after the faculty decides what they want in a test, let the specialist suggest the proper test. There are, however, many sources of information regarding tests, their qualities and scope, which anyone may turn to. However, here one must understand some of the basic statistical and empirical terminology to really differentiate between tests. One of the most reliable of these sources is the Mental Measurements Yearbook edited by Oscar K. Buros. This gives the pertinent information about the test, its uses, and a critical review of the

For the purpose of this brief article, it will be impossible to go into the characteristics that make up a good test. There are, however, the following aspects of tests to consider: validity, reliability, objectivity, scorability, administrability, cost (and economy of use), and adequacy of the norms. These all have their own value in a good test, and the help of a test specialist is needed to evaluate them carefully.

What would be considered a good, minimum testing program? There is a difference of opinion here, which depends upon the weight of importance you place upon the tests themselves. A thorough review of the literature in regard to this question tends to indicate a program that is not full of unnecessary

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and unused things but complete enough to provide the information needed about and for the academy student. Such a program would include:

Grade Nine: An achievement test. There are many excellent batteries of this type of test in use today and you can select the one best suited to the needs of your school.

Grade Ten: An intelligence test. Under consideration here is the usual pencil-and-paper-type group intelligence test. There are several good ones valuable as screening instruments. In case of individual problems one can always turn to an individual test for more accurate results and for diagnostic purposes.

Grade Eleven: Interest inventory (optional); pupil problems (optional). There are many valid questions raised as to the benefits accruing from the use of these instruments. The interest inventories are very crude indicators of interest, and if desired may help the student to see some of the choices he has made in regard to possible interests. The pupil problems or personality inventory is probably the least valid of any standardized test. Little use can usually be made of the results of either unless one is looking for serious personality defects, and then it may serve as a possible screening agent. Both types of test can be used as desired by the faculty; however, if expense is a big item and it usually is, these two can be deleted in favor of the others, which are more important.

Grade Twelve: Special aptitude test; achievement test and/or college entrance test. The special aptitude tests as mentioned earlier are very important for the prospective college student and the best, most definitive, and complete is probably the differential aptitude test. The achievement test or college entrance test is important at this time for fulfilling the need of the student planning on entering college.

This certainly is a minimum testing program and includes nothing unnecessary. The achievement tests are usually considered best administered by the classroom teacher. Most of the other types, however, can best be administered and at the very least interpreted by a trained examiner. This can be one of the teachers or staff members serving in some other capacity, but with sufficient training to qualify him to do this specialized task. One of the major problems in giving and interpreting tests by most teachers and administrators is that they are so common and everyone has taken so many of them that everyone feels qualified as an expert. This is about as far from the truth as is possible. Rare is the teacher who actually and completely understands the statistical implications of standardized tests even with the courses required of most credentialed teachers today. It is this feeling of

everyone's knowing all about tests, interpreting them (most generally misinterpreting and misusing them), that has brought a great deal of distrust and lack of respect for these instruments.

Before any test is given, every examiner should carefully prepare. No matter how skillful and practiced the examiner, he never depends upon experience, but consistently follows the test manuals and instructions implicitly, after having studied them carefully. We must always bear in mind that there can be no emergencies in the testing situation. Any variation in procedure or disturbance of environment, and essential validity is lost. No interruptions or interference should be tolerated. The complete study, of which this article is only a portion, contains an extensive list of rules for the successful administration of tests.

After the tests have been administered, you should score them as soon as possible. Carry this process out with the utmost care. Regardless of whether the tests are scored by hand or machine, it cannot be emphasized strongly enough that care and accuracy in scoring are absolutely essential for valid tests.

The test results should be made known to the student at the first opportunity. This is the prime purpose for which these tests are given high school students. In bringing to the student this information there are several types of norms that may be used. In their meaning to the student, most of these norms are not adequate to be of much use. In my experience as a teacher and in working with other teachers, I have found that these norms are not even as meaningful to the average teacher as they should be. Therefore it is necessary that we try to find some method to convey to the student this information. One of the most commonly used norms for this purpose is the percentile rank. It is not in itself the most accurate statistical description of a score or position, but it is most easily described and understood. This is presumably because of its base being 100. Anyone can visualize himself as placed in a group of 100 from top to bottom. Where it is available this norm probably lends itself best to our use. The question still rages as to the advisability of giving the student his intelligence quotient. I read in a recent research magazine two articles about this question with one author proposing the affirmative and another promulgating the negative side of the issue. But for the most part it appears far safer in the school field if this information is not given, at least in explicit terms.

If test results are recorded accurately and faithfully and reported to the interested parties, the test program will be well on its way to serving its purpose in life. The use will determine the profit or loss involved.

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The Greatest Needs of Our Church Schools

Robert H. Pierson *

HE needs of our church schools are legion —almost as many and as varied as the number of schools themselves. To chronicle the detailed needs of physical plants and equipment would inevitably end in futility and much vain repetition. The words of the gospel song writer would be almost applicable: "nor could the scroll contain the whole, though stretched from sky to sky." I've never seen a church school that had everything it needed. To deal with these needs would be to treat the obvious. Unless cash accompanied the counsel, a treatment of such real needs would not be particularly helpful. The purpose of this article is to deal with the greatest needs of our church schools as seen through the eyes of a conference president. They are as follows:

More teachers who have made teaching their lifework. In my humble opinion Christian teachers are called to their field of service in much the same manner as God calls men into the ministry. No man should be a minister unless God has called him to the sacred office. Our schools would be more effective,



Bill received only negative counsel from his dad.

their product more adequately prepared, and our patrons better pleased if all our schools were manned by men and women who were both called of God

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and properly prepared by professional training for their assignments.

There may be occasions when circumstances prevent a church's securing the services of a truly called and properly prepared teacher. In such predicaments consecrated fill-ins certainly are much better than turning our children over to worldly teachers. But the fact remains that if we are to raise our scholastic standards to the proud level we desire, we need more consecrated, competent persons who have dedicated their lives to the teaching profession.

Our educational department leaders and fairminded conference administrators have done much to make possible long strides toward this objective. Policies providing financial security for twelve months out of the year, advanced-study programs, the granting of licenses and credentials carrying denominational prestige, better classroom facilities are but a few of such accomplishments calculated to help meet this need of our schools.

More sympathetic understanding on the part of parents. Several incidents underscoring this need have come to my attention. Bill would be a problem in any school. Bill's dad would be a problem parent to any teacher. Bill needed counsel, guidance, and, on occasions, firm discipline. Bill's dad, instead of supporting the teacher and upholding her hands, made it a point to coach Bill just what to say and how to respond to each disciplinary action. Unfortunately this parental counsel was of a negative variety calculated to incite contempt and rebellion rather than obedience. Headaches and heartaches for the teacher, the board, and the boy inevitably resulted. Bill's case, fortunately, is a rare one but sadly enough too many parents often unconsciously, if not with premeditation, undermine the morale and the effectiveness of their school by withholding their full support and approbation of the program of Christian education. Our church schools need the sympathetic understanding and the active support of every patron and parent.

Support of Every Church Member. Recently I came near presiding over the liquidation of one of our church schools. The school board had secured the services of a competent and consecrated teacher. There were enough pupils to demand a school. The parents were eager for their children to have a Christian education. There was no reason for the school Turn to page 30

^{*} Formerly president of Texas Conference, now president of Southern African Division.

Arthur L. White secretary ellen G. white publications

HE question about sports in our schools comes to our office again and again from earnest Seventh-day Adventist teachers and students. We must look at the matter from the standpoint of the fundamental principles involved. Ellen White lays down a basic principle to this study:

There is a distinction between recreation and amusement. Recreation, when true to its name, re-creation, tends to strengthen and build up. Calling us aside from our ordinary cares and occupations, it affords refreshment for mind and body, and thus enables us to return with new vigor to the earnest work of life. Amusement, on the other hand, is sought for the sake of pleasure, and is often carried to excess; it absorbs the energies that are required for useful work and thus proves a hindrance to life's true success.' I was shown that Sabbathkeepers as a people labor too

I was shown that Sabbathkeepers as a people labor too hard without allowing themselves change or periods of rest. Recreation is needful to those who are engaged in physical labor and is still more essential for those whose labor is principally mental. It is not essential to our salvation, nor for the glory of God, to keep the mind laboring constantly and excessively, even upon religious themes.^a

Sister White makes it very clear that it is the duty of Christians to arrange for proper recreation. In *Testimonies for the Church*, volume 3, pages 131-160, she stated that the Seventh-day Adventist school program should be quite well divided between mental and physical activities. This emphasis stems from the realization that physical activity (1) would lead to strong physical development, which is essential; (2) would be the means of preparing young people for the practical things of life, as they should engage in various industries or trades in connection with the school program; (3) would also be the means of guarding against immorality, for a constant study program without adequate physical exercise lays the foundations for immoral practices.

Thus the church at an early date had the ideal set before it: an educational program well divided between mental and physical activity, to be followed in all our schools.

It was a great disappointment to Ellen White to learn that the brethren chose a small site in the city of Battle Creek for our first college. The vision given to her was of a school in the country, with industry and agriculture, away from the diversions and temptations of the city life, where the practical side of education would be fostered and encouraged. From such a place young people would come forth prepared for life in a world going down in doom, and prepared for service in heralding the message of Jesus' coming again. She wept when she took in the situation at Battle Creek with a college right in town.

As the sports program developed in the schools of the world, it developed in our college in Battle Creek. We had our football teams, our baseball teams, our basketball teams. There was even some boxing. Seventh-day Adventist youth, with their background of healthful living and with their lives free from alcohol and tobacco, were able to perform well. But it was not long until the games with other teams of the town, and the teams of other towns, led to great excitement. The interests of a large part of the student body began to diverge from the objective of making every effort count toward an adequate preparation for service, to the cultivation of excitement and pleasure. Had this program continued without being checked by messages from the Lord, our educational program would have been largely offset by the sports program that was beginning to make its way among us.

It was in this setting that Ellen White began to sound the warning in which she mentioned certain games specifically: football, baseball, and boxing. One such message written to the president of Battle Creek College in early 1893 deals with the problem. Revival meetings had been held, at which time the Spirit of the Lord was poured out in a special way. Mrs. White wrote in this letter:

Sports in S

When the students at the school went into their match games and football playing, when they became absorbed in the amusement question, Satan saw it a good time to step in and make of none effect the Holy Spirit of God in molding and using the human subject. Had the teachers to a man done their duty, had they realized their accountability, had they stood in moral independence before God, had they used the ability which God had given them according to the sanctification of the spirit through the love of the truth, they would have had spiritual strength and divine enlightenment to press on and on and upward on the ladder of progress reaching heavenward. The fact is evident that they did not appreciate or walk in the light or follow the Light of the world.

It is an easy matter to idle away, talk and play away, the Holy Spirit's influence. To walk in the light is to keep moving onward in the direction of light. If the one blessed becomes negligent and inattentive and does not watch unto prayer, if he does not lift the cross and bear the yoke of Christ, if his love of amusements and strivings for the mastery absorb his power or ability, then God is not made the first and best and last in everything, and Satan comes in to act his part in playing the game of life for his soul. He can play much more earnestly than they can play, and make deep-laid plots for the ruin of the soul.³

At just about this time a medical student in Michigan wrote to Sister White in Australia, inquiring about a number of points. In her reply Sister White took up the question of sports in Battle Creek College. As she did so she laid out the principles in-

volved. I appreciate this statement very much because it helps us to see the real reasons for certain counsels that have been given:

I do not condemn the simple exercise of playing ball; but this, even in its simplicity, may be overdone.

I shrink always from the almost sure result which follows in the wake of these amusements. It leads to an outlay of means that should be expended in bringing the light of truth to souls that are perishing out of Christ. The amusements and expenditures of means for self-pleasing, which lead on step by step to self-glorifying, and the educating in these games for pleasure produce a love and passion for such things that is not favorable to the perfection of Christian character.

The way that they have been conducted at the college does not bear the impress of heaven. It does not strengthen the intellect. It does not refine and purify the character. There are threads leading out through the habits and customs and worldly practices, and the actors become so engrossed and infatuated that they are pronounced in heaven lovers of pleasure more than lovers of God. In the place of the intellect becoming strengthened to do better work as students, to be better qualified as Christians to perform the Christian duties, the exercise in these games is filling their brains with thoughts that distract the mind from their studies. . . .

Is the eye single to the glory of God in these games? I know that this is not so. There is a losing sight of God's way and His purpose. The employment of intelligent beings, in probationary time, is superseding God's revealed will and its wake. There were lines of missionary activity that would prove to be true recreation. This is the ideal set before us.

There are healthful methods of exercise that may be planned which will be beneficial to both soul and body. There is a great work to be done and it is essential that every responsible agent shall educate himself to do this work acceptably to God. There is much for all to learn, and there can not be invented a better use for brain, bone, and muscle than to accept the wisdom of God in doing good, and adopting some human device for remedying the existing evils of this profligate, extravagant age.

It is our duty, ever to seek to do good in the use of the muscles and brain God has given to youth, that they may be useful to others, making their labors lighter, soothing the sorrowing, lifting up the discouraged, speaking words of comfort to the hopeless, turning the minds of the students from fun and frolic which often carries them beyond the dignity of manhood and womanhood to shame and disgrace. The Lord would have the mind elevated, seeking higher, nobler channels of usefulness.⁶

The emphasis is on useful labor. This is one of the reasons our schools are situated in the country, where there is opportunity for industries and agriculture. This was one of the motivating factors in the establishment of our college in Australia, some seventyfive miles north of the city of Sydney. Sister White

Colleges and Academies

substituting for it the speculations and inventions of the human agent, with Satan by his side to imbue with his spirit. . . . The Lord God of heaven protests against the burning passion cultivated for supremacy in the games that are so engrossing.⁴

Sister White's statement in which she says, "I do not condemn the simple exercise of playing ball," should be carefully noted. In other words, there was nothing inherently wrong in playing a game in which a ball was used. But after making this statement she lays out the perils in the sports program. She writes of the expenditure of time and money which is out of proportion, the glorification of the players, and the encouragement of the love of pleasure, until it is written in the books of heaven that they are lovers of pleasure more than lovers of God.

Mrs. White goes on to say, "The *way* that they have been conducted at the college does not bear the impress of heaven."⁵ I think this sentence tells a good deal. She is writing, of course, about amusements and games at Battle Creek College.

There is no question but that recreation is essential, but as Ellen White saw it, as young people grew older, this recreation could be found in some useful occupation that left something worth while in

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took a very active part in the establishment of this school. While she was there assisting in this work, many visions were given to her, opening up more fully the principles that should govern us in the operation of our college.

It was in the setting of the newly established Avondale school that considerable counsel was given on the question of sports. You will find this in *Counsels to Parents and Teachers*, pages 348-354. Here again the entire article should be read carefully to see the underlying principles. Australia is a sportsloving land. We may think that America is sports mad, but this situation is much more intensified in Australia. There are three thousand tennis courts in the city of Sydney. When Mark Twain visited Australia and observed the people's love of sports, he exclaimed, "Restful Australia, where every day is a holiday, and when there is not a holiday, there is a horse race."

This perhaps helps us in a sense to see the extent to which the Australians have gone into sports. Ellen White saw clearly that if Seventh-day Adventists were to accomplish their Heaven-assigned task, our schools should be far from the cities, where the many holidays would make less impact, where they would be away from the excitement of the sports program and the racing.

Our college was located in the country on a tract of fifteen hundred acres of land. In the early days of the work we were putting up our buildings. It was difficult to find help to accomplish all that should be done in the building program and on the farm. Most of the students came from families of limited fivances. It was with difficulty that the school found enough money to operate and keep the students on the campus when their parents had little financial support to give. A good spirit existed. The various lines of employment offered gave ample recreation to the young people. There was a program of study and work. Ellen White felt that with the Lord's blessing they had succeeded in separating the young people from the allurements of the world.

Speaking in the union conference session in 1899, she told of the time she saw thousands of people gathered in Sydney because of a cricket match. She said:

While men were playing the game of cricket, and others were watching the game, Satan was playing the game of life for their souls. Therefore we decided to locate our school where the students would not see cricket matches or horse races. We are just where God wants us to be, and many conversions have taken place in this school.⁷

But there came a day when they were to have a holiday; and without considering the far-reaching effects of certain activities, the faculty, largely from America, planned that, following a morning convocation at which Sister White would speak, the afternoon would be spent in games. Money had been collected by some of the students to buy some sports equipment, and the afternoon program blossomed out with activities and games. Some of these games were of a character to create in the hearts of these young people the love of pleasure and an engrossment in sports. It was in these circumstances that the counsel was given that is found today in *Counsels to Parents and Teachers*, pages 348-354.

This counsel has led some to feel that it is sinful to engage in any games, especially if a ball is used. A careful reading of Sister White's statement in the light of the principles set forth in the letter to the young man presented above (printed in *The Adventist Home*), makes it clear that this is not the point. The point at issue is something larger and more far-reaching: the encouragement of the love of pleasure which so easily displaces the love of God. It is the engaging in activities which in themselves may be innocent but may in their infatuations develop into idolatry.

There is a difference between a day of recreation at which certain games may be played and the development of well-trained teams in our schools to engage in a sports program. When Christian young people, members of a church or institution, gather for a day of recreation, they may play certain games. There is no long training period or large outlay of means. A few hours are spent together, the games are over, and the recreation has been profitable. How different this is from a program where the young people spend hours training day after day, where certain players are glorified, and where excitement runs high, competition is keen, and a few young people get the exercise while the others stand by and shout! This is not true recreation. The difference is obvious.

Now we come to the question of intercollegiate sports. When the sports team of one college plays the sports team of another college, the problems which may arise in a limited way in an institution become greatly intensified. The great theme of interest for weeks in advance is the particular game to be played. The theme of conversation following the game is the game that has been played. This brings an excitement and a love of pleasure which take from the minds of the young people the serious things of life, minimizing the importance of preparation for service in a world that is going down to doom.

I talked with one of our physicians last year in West Australia who told me of an experience he had when he was a young man in school. In the light of Sister White's counsel he and another young man banded together to study what they could do to help others. They found there were many things they could do which provided recreation as well as that soul-warming experience of Christian service. In just a short time they sensed the value of Sister White's counsels pointing out the advantage of finding recreation in activities that bring strength to the charater as well as to the body.

I realize that as our colleges grow it is more difficult to meet God's ideal of a program of work and study. It is more difficult for the young people to find activities that bring a remuneration on the school campus. But would there not still be many activities that would accomplish something worth while for the over-all benefit of the student body and the school, even though there might not be financial remuneration?

I recognize the place of the gymnasium on the school campus, as did Ellen White. She points out, "Gymnastic exercises fill a useful place in many schools,"⁸ but she stresses the more beneficial recreation found in useful labor. Should we not strive for this? When we do engage in the various games on the campus or in the gymnasium, should we not strive to make the activity one that is purely recreational, one that will not detract from our spiritual experience or our mental attainments?

Let our young people ask themselves these ques-Turn to page 30

Dangers

to

Undergraduate Ministerial

Education

Leif Kr. Tobiassen PRESIDENT WEST INDIES COLLEGE, JAMAICA



HE gravest danger to undergraduate ministerial education in Adventist colleges now is that the college, its teachers and students, might begin to think of it as a professional (or preprofessional) rather than a personal process. It is true that the premedical student must postpone giving medical service to people until after he receives his doctoral diploma; and the predental student may not pull people's teeth during his undergraduate preparation. From these facts it does not follow that the preministerial student should think that he can postpone rendering spiritual service to his fellow men until later in his graduate studies.

There is a danger that we might be misled into thinking that the truly personal adjustment to ministerial life and service need not be made in college, but can be postponed until the graduate level. We must recognize that Adventist ministers who must all be soul winners, must grow; they cannot be produced. Adventist ministers are not prepared by merely accumulating credit or achieving academic degrees. They must personally grow, and the process of this personal growth must be gradual and comparatively slow. It cannot be sudden, nor can it be speeded up without danger. In connection with ministerial preparation, we must guard against the temptation to think of the undergraduate years as separate from the further graduate studies. We must guard against the insidious temptation to regard the undergraduate process of ministerial training as an education merely in some liberal arts. Our ministerial training in col-

lege must be personal rather than merely preprofessional. And in this connection certain specific dangers ought to be avoided.

Personal Experience in Winning Souls

First, we must avoid the danger of eliminating from the undergraduate ministerial curriculum the courses in applied theology, such as personal and public evangelism. Some may discount the immediate technical or professional value of such courses on the undergraduate level; however, in addition to their professional (preprofessional) significance, these courses assist essentially in the future minister's personal spiritual growth as a soul winner. No one can become a soul winner if he postpones the beginning of working for souls. These courses provide good learning by well doing. Future ministerial maturity is indispensably aided by systematic personal and public evangelistic endeavor on the undergraduate levels, although it is not essential that much of this be done in large crowds or on any grand scale.

Realistic Personal Church Experience

Another danger is that this introduction into soulwinning effort might be artificially separated from the ordinary program of the Adventist Church. The local church, especially its MV, JMV, Sabbath school units, eldership and deaconate, gives a valuable realistic setting for the college student's soul-saving attempts. It would be a mistake for a religion department to try to educate the future ministry of the church separate from the church. True, there are practical problems of coordination between college and church, but they are not incapable of solution. If necessary in peculiar cases, pastors and nominating authorities should be reminded of the existence of the students and their teachers; the students and their teachers should be so active in the hard work of the local church that artificial reminders would be unnecessary. The students and their teachers also should scrupulously respect the general order and denominational program of the college church. The ministerial seminar or the student association should in no way attempt those activities that general Adventist practice has successfully assigned to churchorganized and church-directed units; the local church, on the other hand, may have to acknowledge the peculiarity of the college instructionally, socially, administratively, and in other ways. Mutual respect and cooperation would in all cases lead to mutual benefit. Our college religion departments always gain valuable benefits from having the students, especially the upper-class ministerial students, often meet the pastors and evangelists and departmental secretaries as well as the field executives in the classroom, in the clubs, and in other circumstances.

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The Principal PROFESSOR OF EDUCATION AND PSYCHOLOGY as an Instructional Leader*

HE problem before us as educators, when simplified, is one of a tremendously accelerated expansion of our educational facilities and student enrollment with a holding, or diminishing, effort for professional competence, instructional efficiency, and personal status on the part of those responsible for the program.

And the problem of youth today is one of confusion regarding standards, regimentation concerning employment, insecurity in human relations, and a frenzied search for purpose in personal living.

One modern critic vividly portrays the resulting situation as something similar to the ancient human sacrifices for the god Moloch at the time of the destruction of Carthage. I will give in as few words as possible what Max Rafferty wrote in an article entitled "Suffer, Little Children" recently published in The Phi Delta Kappan magazine.

It was the last agony for the great city. Destiny and Carthage had finally come face to face. A hundred battles and a hundred thousand dead had led only to such a scene as this: the Roman legions thundering at the gates, famine gripping the Carthaginians. The fairest daughters of the oligarchy had long since pledged their lives to Ashtaroth and their locks to be shorn and braided into bowstrings for the archers who manned the crumbling walls. The merchant princes had come to bargain with the invader and to offer bribes of gold and slaves and Tyrian purple. They had remained to decorate the crosses that dotted the open plain about the dying metropolis. Along with their screams came the taunts of their tormentors and the noise of the great siege engines.

The shape of Ate (fiery-faced goddess of destruction and avenger of sin) brooded over the doomed city.

In the center of the city sat the huge bronze Moloch. Around his feet on this last night of the city's life, Carthage swarmed. Fire was kindled in the brazen belly of the god, and an inclined runway led from the ground to the open door below his navel. The priests with hippopotamus-hide whips drove the children of Carthage up the runway until they fell

* A condensation of a talk given at the North American Academy Principals' Council held at Monterey Bay Academy, California, 1957.

into the burning hell in the bowels of the hideous Moloch. Below, their tearless parents bowed in reverence, begging him to accept their sacrifice and prevent the destruction of the city.

G. T. Simpson

LA SIERRA COLLEGE

The stench of burning flesh sickened even the besieging Romans and caused their faces to turn pale. Above the confusion of the frenzied throng the white-hot Moloch promised that victory would come tomorrow.

The next day the Romans sacked the city.

The Carthaginians who had fed their children to the flames of Moloch were themselves destroyed by fire or killed by the swords of the legionaries. Moloch was thrown down and broken to bits, and Carthage's deserved destruction was complete.

Jesus said, "Whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged around his neck, and that he were drowned in the depth of the sea."1

The great wheel of history has made a complete turn since the Punic Wars. But today, after two thousand years, we again worship Moloch. Our idol is not formed of bronze and we kindle a different kind of hell. The fire doesn't consume the flesh, but the spirit. It scorches and sears genius and creative imagination, and it withers nonconformity. Mr. Rafferty goes on to say that in this momentous time of world happenings we are only teaching trivia in our public schools, and he implies that our educators are again offering up our children as human sacrifices to the gods of mediocrity and materialism. And I wonder whether this also may be true to some extent in our church schools, academies, and colleges. Yet the divine purpose for our schools is a wonderful ideal. Ellen G. White wrote: "The youth in all our institutions are to be molded and fashioned and disciplined for God; and in this work the Lord's mercy and love and tenderness are ever to be revealed."2 "No work ever undertaken by man requires greater care and skill than the proper training and education of youth and children."

So the solution of this great denominational problem must be attempted through the development of a superior and consecrated teaching profession, and the responsibility for this development rests squarely on the shoulders of our administrators. And that responsibility is delegated specifically for execution of

details to the academy principal. "The one standing at the head of a school is to put his undivided interests into the work of making the school just what the Lord designed it to be."⁴

Now the principal's work is never easy; it is a rather complicated lifework. Yet persons aspiring to be principals are almost as numerous as the teachers qualified to hold secondary teaching certificates. Those really worth having, though, are as scarce as the proverbial hen's teeth. Principals are of three kinds: prize, surprise, and consolation prize. If they run a perfect educational program, keep the moral and spiritual tone of the school up, have the dormitories in perfect condition, the campus in constant inspection readiness, pay the teachers top salaries, allowing them frequent vacations, on pay, have the students charmed and the patrons well satisfied, and vet make a few thousand dollars over and above the budget, they must be prizes. If they appear to be doing all this and suddenly the bottom drops out of everything and the board has to step in to meet the emergency, or if they seem to be making a fizzle of the job and suddenly are found to be real successes, they surely are surprises. If they are of the consolation prize type, they are the ones the boards mark time with until the ideal principal can be obtained.

Principals are born, not made. The trouble is that the birth rate is low. Most of those born to be principals die in infancy, and many of the others are induced to enter some other line of work.

A principal's problems are many: If his discipline is perfect, he may be without students by the end of the year. After all, it isn't hard to have things quiet and in order in an empty building. Perfect discipline to the uninitiated consists of taking wiggling boys and giggling girls, whom no one else has ever been able to manage, and having them sit in perfect order and without making a noise of any kind through long, uninteresting class and worship periods. If he is a good public relations man, he is considered hard on his teachers, easy on his students, a politician with the board, a jolly good fellow with the general public, but of little substantial value. If he is a good financier, he is usually considered lacking in spirituality; if he is not a good financier, the board is quietly seeking one who is.

The principal must have expert judgment on the exact dimensions of a pin point as well as on the efficiency of the power plant; he must know the type of bean to buy in order to have good soup and the best type of fittings for the bathroom; he must know the exact procedure to take with Johnny, when the teacher has come to the end of her wits—and patience—and how to prescribe proper treatment for physical ailments; he must be an expert landscape gardener as well as know how to level off a student; he must know how to handle the most immediate

trifling detail and still have time and foresight to plan for his school months and years in advance.

The principal must concern himself with the following: clerical work, coordination, faculty personnel, student personnel, scheduling, discipline, finance, cocurricular supervision, correspondence, supply and maintenance, and public relations, in addition to supervision of instruction and faculty inservice training. And if the above listed duties are to be accomplished successfully, then the principal must delegate and instruct his faculty for cooperative effort toward the common goal. So one of the most important facets of the principal's character always will be that of instructional leadership, and this responsibility seldom can be delegated.

The administrator's most important responsibility is the procurement and development of a strong faculty. He must not forget that the upkeep of the faculty is just as important as the upkeep of the buildings. A school will rise or fall with the quality of its teaching staff. Now we often spend great time and expense for recruitment. We are willing to transport a teacher from across the world to fill a staff vacancy. But seldom do we expend much expense or effort for an inservice training program or for instructional supervision. Even graduate study may be frowned on, or at least treated unenthusiastically, by too many of our administrators. This condition ought not to be in Christian education where we are encouraged to be the head and not the tail.

With the mounting crisis in teacher recruitment comes the possibility of sometimes hiring inferior instructors. This condition should arouse the principal and the teachers with seniority to a program of teacher orientation. Otherwise the quality of the total educational offering may be diminished and the future of Christian education jeopardized.

Faculty members in their meetings should spend part of their time for other than legislation and discussion regarding ways and means to motivate or secure the campus human situation. Part of the time ought to be set aside for professional growth, for spiritual and cultural and instructional refreshment of the membership. Research could be attempted and reports of professional reading enjoyed. Special instructional field trips also could be sponsored by the school. But in and throughout all such activities the enlightened principal's coordination will be appreciated.

If the entire school program is to be unified and yet remain dynamic and cooperative in approach, then the principal must give instructional leadership in many ways. It is not enough for him to approve the graduate study of a faculty member. He should be able to counsel that teacher regarding what to expect and how to succeed in the chosen graduate

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school. It is not enough to assign faculty sponsors for classes or activities. There needs to be instruction about accountability, parliamentary procedure, and coordination of such group work.

Nor is the provision of a library, a laboratory, or a classroom always sufficient to produce good teaching. The principal's business is to visit classes and to encourage intervisitation between teachers. A discussion and interchange of ideas may follow, and sometimes an expert may be invited to address the faculty and student body.

There is another field that sometimes makes a demand on the principal for instructional leadership. That is regarding the guidance program. Many students are deficient in the communication and study skills, and if the principal provides faculty orientation regarding remedial measures (or educational first aid), many students may be salvaged from failure. Other students are ignorant or ill-informed in the social skills. Etiquette, friend choosing, and sex education make their demands for instruction, and the principal must see that his faculty make a united and consistent approach. There is much instruction needed in vocational experience and employment choice.

Students want to be taught how to work, how to play, how to study, how to solve personal problems, how to enjoy beauty, and how to worship. In all this program the principal is called upon for example, referral, or to act as a source person. This implies that he will need to be better educated than his faculty and will need to be of splendid health and inspirational character. By dormitory worships, chapel services, vespers, Saturday night programs, or special weeks the instructional program is carried on as well as through the classes. By study hall, laboratory period, library, and communion service, other instruction is given. Still another type is provided by recreation periods, club meetings, dining hall services, and work assignments. When it all is analyzed, it seems like a complex total educational milieu for all concerned. The significant idea for us is that instructional leadership demands continual delegation of responsibility and constant faculty orientation.

Now in all this recitation of instructional coordination the fact stands out that the principal is the key person in the ongoing process. He has more opportunity to influence the future of this denomination than any other single human. And on his part, in order to fill the role, he must make personal sacrifice; spend much time, do much study; use much diplomacy, pray often for vision; and do a great deal of organizational planning.

You may have heard of the man who lived by the side of the road and sold hot dogs. He was doing a big business, and it kept growing so that he had to increase his meat and bun orders and get a bigger

stove. He finally got his son home from college to help him. But then something happened. His son said, "Father, haven't you heard that there's a big depression on?" The father thought, "Well, my son's been to college; he ought to know." So the father cut down on his meat and bun orders, took down his advertising signs, and no longer bothered to stand out on the highway to sell his hot dogs. And his hotdog sales fell over night. "You're right, son," the father said, "we certainly are in the middle of a great depression."

Now, if we continually listen to those who speak only of the crisis in education, we too may become discouraged. Then there really will be a great denominational depression. But if we will believe that the days of triumph for this cause are just ahead, and if we look forward to the time when our own students will help us to finish the work, then we will go back to our task of instructional leadership with new consecration and inspiration under Christ in the "nicest work ever assumed by men and women." Then God will really begin to bless our personal efforts. We will begin to give this cause of Christian education the leadership needed to raise the status of teaching from that of a little lower than the ministry and the medics to that of full and equal membership on the denominational team. By that time we will be able to easily recruit enough teachers to prepare the needed workers to finish the great gospel commission to "go and teach all nations." What I have tried to say is that the right kind of instructional leadership at the faculty level could go far toward solving our pending crisis in education. By developing the right kind of teaching profession we can make our future teacher recruitment program a privilege for all concerned.

¹ Matthew 18:6. ² Ellen G. White, Counsels to Parents and Teachers, p. 214, ³ — Eundamentals of Christian Education, p. 57-⁴ Ibid., p. 510.

At the Assam Training School (Southern Asia) a chapel is under construction. An administration building, two dormitories, eight staff homes, a barn, and a workshop make up the plant. From their 360 acres land is being developed for the dairy herd, gardens, and soybean and corn crops. Students come from 12 tribes of the Assam and Manipur states. Nepal is also represented. Seventh-day Adventists make up 64 per cent of the student body. F. H. Nash from Australia will take over the principalship while Elder and Mrs. H. D. Erickson are on furlough.

Sheyenne River Academy (North Dakota) on September 22 held its Ingathering field day. The 132 students who solicited funds brought in \$872.26, going over their goal of \$820. But the good that will result from the contacts made and the literature distributed cannot be valued in dollars and cents.

Identifying Effective Classroom Jeachers

H. R. Nelson EDUCATIONAL SUPERINTENDENT MICHIGAN CONFERENCE



How do the pupils relate themselves to the teacher?

O IDENTIFY effective teachers or teaching it is necessary for one to see, feel, and hear the complete atmosphere of the classroom. Before doing that, however, we should first consider the individual. Does he or she have some of the basic abilities and qualities of a good teacher? It would be impossible in a short article to mention everything, or to go into great detail. Nevertheless, we must consider some of these as basic.

An effective teacher should have the following abilities:

A good memory. Creative teaching requires not only readily available facts but the ability to join these facts together to make them interesting and meaningful to the pupil.

Will power. Not that the teacher will rule with an iron hand, but that she must be able to resist the pressure put on by the pupils. This is often demonstrated in the matter of school discipline. The teacher will anticipate and be prepared to meet satisfactorily most any situation that arises. The pupils will endeavor to influence the teacher to meet their demands. A good teacher will know when to yield and when to hold the line.

Kindness. Few difficulties can withstand the power of true kindness. This requires genuine and natural kindness without partiality.

An effective teacher should have the following qualities:

Know the subject. There can be no effective teaching if the teacher does not have complete command of the subject matter.

Must like teaching. It is not human for one who dislikes teaching to do effective work. Only he who likes something can put into it his very best efforts.

Must like children. Effective teaching requires the full cooperation of teacher and pupil. If the teacher

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dislikes children, they will soon detect it. They, in turn, will not like the teacher. The pupil that dislikes the teacher may develop a block that hinders the learning process.

Must know the pupils. As the teacher must know the subject in order to present it, so he must know the pupil in order to utilize the best methods for presenting the lesson. We say not all pupils are alike. That is not enough. We must know in what way they are different.

Must have a broad general knowledge. It is not enough to know a few facts dealing with a specific subject. Effective teaching requires a knowledge of many things. How else would a teacher be creative in her thinking? How can the teacher stimulate the mind of a child without a background of knowledge always at hand?

Must have a good character. The teacher is an example to the pupils. The teacher in a Christian school must be an example in Christian living.

Now that we have listed some of the abilities and qualities of effective teachers, we must step into the classroom and see what we should observe that will demonstrate effective teaching.

First, we might consider what the teacher is doing, or rather, what he ought to be doing. Before the teacher steps into the classroom he has already done some planning. There can be no effective teaching without a plan. This will be very evident as we observe the teacher at work. The teacher and pupils will do some planning together, but in the background the teacher has the master plan in mind and guides the pupils toward a realization of the goal to be reached. Good teaching requires organization. Plans without organization may result in confusion. The effective teacher will therefore organize his program by the *Turn to page 28*

Developing Spiritual Insight

W. R. Quittmeyer CHAIRMAN, EDUCATION DEPARTMENT HELDERBERG COLLEGE

THE mid-twentieth century has ushered in an age of unparalleled growth and development. In almost every branch of human endeavor we see attainment never before reached. Even less than a century ago a person would have been declared mad had he prophesied the material and scientific wonders we today accept as part of our everyday environment. Television, atomic energy, space travel, to mention but a few of the most astounding developments of this current decade, are the talk of the world. Already textbooks are in a state of revision, frantically trying to keep abreast with the rapidly expanding knowledge God in His mercy is letting man discover.

But what about man's development in the realm of spiritual growth? Is our day marked by a phenomenal development in this the most important aspect of man's experience? In the sciences and the skills tremendous strides have been and will continue to be made. However, in the areas that affect man's natural tendencies, his control over these forces, sorry to say, seems to be very feeble. There is an obvious and urgent need for spiritual development to balance the intellectual and material conquests of this modern age.

Our hearts should go out in tender sympathy to our youth who are being nurtured in an environment that is fraught with so much that tends to turn them away from the very experiences that should develop in them spiritual insight. When we think of the tremendous challenge and responsibility that rests with our young people to be the torchbearers of truth in this busy age, we should tremble lest we as teachers and leaders should fail to do our part in inspiring and training this generation of youth to fulfill their responsibility to mankind. Television, radio, entertainment, travel, academic and vocational training-all these form part of our modern youth's environment. In the pursual of these attractions there is a grave danger that but little time will be left for the most important of all experiences-the development of their spiritual insight. Let these engagements take from our youth the experiences that tend to enhance spiritual development and they will soon be robbed of the peculiarity that marks them as being distinct from the world. Without this growth we would soon see a generation of youth in our midst who would be no different from the youth of the world.

The other day I overheard a fellow colleague speaking of one of his students. During the conversation, which I could not help hearing, the remark was made, "He has remarkable spiritual insight." The remark stated set off a train of thought in my mind that has deeply stirred me to consider seriously the trend of my own teaching and pupil relationships.

It might be well for us to define what shall be meant in this discussion by the term "spiritual insight." We shall limit the term to the following areas of meaning: (1) Discernment of right and wrong, (2) understanding the feelings of others, (3) having a willingness to do right, (4) being willing to serve others.

None of these points can be attained through a mere formal pursual of our Bible courses. Neither can they be learned quickly as so many facts to be memorized for an examination. Each facet of spiritual insight, however, becomes clearer and more distinct with the increase of spiritual experience.

Let us pause for a moment to absorb what we have just stated. Spiritual insight is not a natural result of formal study. It is part of our make-up that develops over a period of time, provided adequate experience has been engaged in.

To these thoughts let us add another—the factor of the will (mentioned separately to emphasize its importance). In our age much is being said about the will to learn. All the methods brought to bear upon the student will avail but little if he himself does not choose to cooperate in the process of learning through the experience at hand.

This being true, we teachers must concern ourselves primarily with the task of helping the student to engage his will in learning through the experiences that have been planned for his benefit. Because of this vital factor of the will, great emphasis must be placed upon the teacher's using every Godgiven faculty he has in soliciting and encouraging the voluntary cooperation of the student in those experiences that will foster the growth of spiritual insight.

Now let us consider each area of our definition in the light of the experiences that tend to aid in

the development of spiritual insight. But let us not lose sight of the tremendously important factor of the will in the process of learning.

1. Discernment of right and wrong. A great deal of care and study has gone into the construction of our Bible textbooks and courses of study. They lay before the student a massive array of spiritual knowledge. Following the sequence of their presentation, the student has a vast fund of information from which he may know good from evil. Yet how sad it is to reflect that this is not sufficient to keep some of our youth from entering into the slippery paths of sin. Real strength and fortitude against sin comes when the youth hunger and thirst after the knowledge that the Bible and divinely inspired books reveal as truth. Although we must recognize the powerful influence of the Holy Spirit in the development of spiritual insight, and particularly in the knowing of right from wrong, yet we as teachers can do much to encourage our students to start a quest for a personal knowledge of the Scriptures. We ourselves should give evidence of being alert Bible students. Often we should speak of the wonderful discoveries we have found. In our classes and in counseling our students we should give witness to the strength and power we have received to help us not only to know what is right but to overcome evil. Let us follow this approach with our students and only eternity will reveal the results of this powerful influence to lead others to follow in the same way.

2. Understanding the feelings of others. Here again we find that example is so much more powerful than mere psychological platitudes. When we as teachers show a deeper sympathy and more understanding of the problems our youth have to face, we will find more of them coming to us for counsel. Many of them are struggling with fear and doubt. Others are going through the throes of skepticism. Still others are hardening their hearts to the damnation of their very souls. Can it be that some of us are unaware of what is happening right in our own classes day by day? Let us be quick to sense their needs and to offer our help. In so doing we shall not only help souls in need but we shall be helping to train those who in turn will help others in their struggle for spiritual growth. Looking back upon such times of help and remembering the consolation received, many will show a real sense of understanding for the needs of others like themselves.

3. Having a willingness to do right. This attribute is so contrary to human nature that a change can be wrought only through the divine agencies that God has made available to man. It is God Himself who helps man to surrender his will. As teachers, however, we can do a great deal to encourage stu-

dents to yield to the control of God. The mighty power of human influence set in force by our own example is a strong motivating factor in the direction of positive development. We have a tendency to influence others in the tenor of our own ways.

4. Being willing to serve others. By nature we are self-serving. Here again we find it against our nature to want to give of our time, talent, and means for the betterment of others unless in some way we ourselves are benefited. Only God can bring about a change of heart within us that will cause us to want to give ourselves in service for others. But when we as teachers reach this stage of development, when we wholeheartedly set a positive example of selflessness before our students, then it will be so much easier for them to make a start in this direction themselves. Unfortunately, it is so easy for us to be human, to be unwilling to give of our time when we feel we have none, and to lie down on the job when the work needs us. And, oh, how easy it is for us to complain! But just think of what it means to one who may be many years younger than ourselves. This person may be discouraged and on the verge of giving up. He may be looking at one of us. Will he see an example he needs to follow in the course of our action? To him we may be a hero. Can we afford to let him down? Personal example is vital in the program of helping our youth to develop spiritual insight. What we do before them and how we deal with them individually leaves a definite mark either for good or evil.

Another point that is often overlooked is that of persistent help. Speaking once to an individual or having a season of prayer with a struggling soul, does not mean that our responsibility is finished. Some students need to be helped over and over again, even with the very same weakness.

Our thoughts thus far have centered largely around the point of personal guidance. Now let us consider more in particular the influence of the teacher as a class teacher on the individual. There are in the main two opposite types of teachers. Let us call the first type the traditional teacher. This teacher is very sincere. He or she plans well, is thoroughly versed in his subject, and gets good results from his teaching. His classroom is in perfect order. Everything seems to be under perfect control. The discipline is steady and consistent. A very tight line is held, and everyone is dealt with in a consistent manner. Every aspect of the teaching shows extreme care and precision. All the formulas for good teaching are obviously followed to the last letter. But as we observe from time to time, little evidence is shown that individuality is important, for all are dealt with alike-in absolute impartiality. There is little opportunity for anything else but compliance. Turn to page 27

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What the SCHOOLS ARE DOING

The following doctorates were completed by faculty members of Southern Missionary College this past summer: Morris Taylor, chairman of the fine arts division, received the Doctor of Musical Arts at Boston University; Jerome W. Clark, who joined the staff at SMC this fall, completed the Ph.D. at the University of Southern California; and Hope Hayton, on leave from La Sierra College, teaching French and English at SMC, was awarded the Ph.D. in French and English also by the University of Southern California.

Writing in The Yearbook of Education, 1959 (cosponsored by the University of London and Columbia University), featuring "Higher Education," Prof. George D. Shahla in his chapter on "Higher Education in the Middle East," devotes four pages to a comprehensive presentation of our division training college, Middle East College.

Mr. and Mrs. Harold Streidl, both graduates of Emmanuel Missionary College, 1959, and Elin Melsted, 1959 graduate of Union College, have joined the teaching staff at Cedar Lake Academy (Michigan), Mr. Streidl as instructor of chemistry, biology, shop and auto mechanics, as well as dean of boys; Mrs. Streidl as teacher of shorthand and bookkeeping; and Miss Melsted in charge of the home economics department.

Robert Groome, from Albuquerque, New Mexico, has accepted an invitation to head the music department at Plainview Academy (South Dakota). He is a graduate of Southern Missionary College and comes to PVA with 15 years of band and choral experience in our schools. Mrs. Groome has a number of years' experience as teacher of voice.

The Nile Union Academy now has a permit from the Ministry of Education in Egypt to operate as a private secondary school for the next three years.

The former dean of men at Southwestern Junior College, William Bassham, has accepted a call to be assistant pastor of the College View church on the campus at Union College. Elder Harry J. Bennett, recently returned from mission service in the Southern African Division, succeeds Mr. Bassham as dean of men at SWJC. He received his M.A. in counseling and guidance at Potomac University in June.

The chemistry department at Southern Missionary College has received a grant of \$2,400 from the Petroleum Research Fund of the American Chemical Society for research and particularly to carry on the investigation of a new reaction in the field of organic chemistry. On Tuesday, September 29, Pacific Union College commemorated the 50th anniversary of the opening of school at Angwin. The school, which was founded at Healdsburg in 1882, was moved to Angwin in 1909. Speeches by Ellen G. White, President C. W. Irwin, and other college officials were taped and played for a reenactment of the original dedication services. Three members of that first class were present to present firsthand accounts of college life in those early days.

► A new course for dental hygienists got under way this fall at the College of Medical Evangelists with the registration of 10 students in the two-year course. The curriculum is planned so that students can complete requirements for the Bachelor of Science degree.

More than \$150,000 has been allotted to nine central Massachusetts colleges by the U.S. Office of Education under the 1958 Defense Education Act. The money is allocated to build up loan funds from which students may borrow to finance their education. Under this grant, Atlantic Union College will receive \$8,755.

Milo Academy (Oregon) for the first time has two students enrolled from Hawaii. New members on the teaching staff are Elder Paul Gordon from Gleneden Beach, Oregon, head of the Bible department; Mr. and Mrs. H. F. Crays from Gem State Academy, instructor in commercial department and librarian, respectively; and Patricia Shelton from Union College, teacher of English.

Florentino Aguilar, after three and a half years of study at Potomac University, Washington, D.C., was granted the Bachelor of Divinity in August and has now taken up his new work as teacher in the Bible department at Mountain View College (Philippine Islands).

Elder R. A. Van Arsdell, of the North Philippine Union Mission, recently conducted the Week of Prayer at Mountain View College (Philippine Islands). He and Mrs. Van Arsdell told the story of how they became Seventh-day Adventists, and afterward when a call to consecration was made 27 young people who had never before given their hearts to God were among those who went to the front.

A group of Mountain View College (Philippine Islands) students recently visited the Malaybalay jail, giving speeches, musical numbers, and enrolling the prisoners in the Voice of Prophecy. The warden assured them their visit was appreciated and invited them to return.

Developing Spiritual Insight

(Concluded from page 25)

Let us term the other type the modern teacher. Until we really get used to this type we shall be tempted to think things are a bit out of control. The emphasis seems to be on individuality. There is an air of freedom in which the student uses his freedom to choose to comply with the wishes of the teacher and the group. The students seem to be dealt with according to a vast fund of personal information upon which this teacher draws in deciding how to handle each case. The students are not treated as though everyone had the same degree of understanding and feeling. Further investigation reveals that this teacher has spent a great deal of time in personal counseling with each student. There is an obvious bond of feeling and understanding, which the student feels honor bound to maintain.

Observe the results: The traditional teacher has excellent class control. But, unfortunately, when the control is removed as the students leave the immediate environment of the teacher, self-control does not take over, for it has not been developed. But with the modern teacher, although at times the class control does not give the appearance of being in tow, when his or her students are on their own they show more maturity in controlling themselves, for they have been taught self-reliance.

It is quite obvious that under the more self-control-conscious type of teacher, young people are more likely to develop spiritual insight than when under the influence of the teacher who so rigidly controls matters that they have no option to do either right or wrong.

In current educational literature so much has been said against the modern teacher that the use of the term may put an odious taste in the mouths of some. By modern teacher I do not mean one who is at his wit's end to know how to control his students. He will have good control. But it will be evident that the basic responsiblity for this control rests with the students who have been trained to use their will power in producing a state of affairs where control is self-control. Such a teacher uses the power of his personal influence in such a way that obedience seems natural and desirable. This type of teacher is a real leader. He exerts all his energies in the direction of training our youth to pit their wills against self in the battle of life. He is helping to build that army of youth, of whom we so often speak, who could readily finish the work.

In the last analysis our discussion boils down to the fact that spiritual insight, although personal experience enters into its development, is a factor whose growth must be fostered. We as teachers must

be ever conscious of the fact that we ourselves are one of the strongest influences God places in the pathway of our youth to help them develop their spiritual powers.

May God help each one of us to reconsider the influence we may be having upon the youth who come into the sphere of our living from day to day. May He grant to each of us the spirit of Christ that we may be a powerful factor in strengthening the spiritual insight in the life of each young person in our schools.

For Further Study:

Ellen G. White, Education, "Mental and Spiritual Culture," p. 123. *Ibid.*, "Discipline," p. 287. *Ibid.*, "The Lifework," p. 262.

Norman Peek, who graduated from Southern Missionary College with honors, has received an appointment as an assistant in the chemistry department at the University of Tennessee for the school year of 1959-60. This assistantship will enable him to carry on graduate work toward his Master's degree in chemistry. He is one of the first two students of SMC to graduate from the B.S. curriculum in chemistry initiated three years ago.

Donna Wolfe, class of 1959, Union College, has joined the Southwestern Junior College staff as instructor in home economics.

Richard Swena, who has been biology instructor at Southwestern Junior College, has been accepted as a medical student at the College of Medical Evangelists. Dexter F. Beary, for seven years in biological research work for the Upjohn Company of Kalamazoo, Michigan, will succeed Mr. Swena as biology instructor at SWJC.

► The faculty of Pacific Union College enjoyed a faculty retreat, September 15-18. Theme of the retreat was "Portrait of a Christian College." Opportunity was given in the program for worship, study, rest, and recreation. The last evening the annual faculty-board banquet was held with "Christ, the Central Figure of a Christian College" as the theme. In closing, the faculty joined in a rededication of themselves to the principles of Christian education and the training of youth for service.

► The Middle East College choir, under the direction of June Soper, was invited to perform at the church festival in the assembly hall of the American University of Beirut. It also presented the cantata *Esther* in the hall of the Ecole Supreieure at the request of Les Jeunesses Musicales, a society of young musicians in Beirut.

► The following four Union College staff members received Master's degrees at the close of the summer: Eleanor Attarian, M.M., University of Southern California; Arthur Hauck, M.A. in speech, University of Colorado; Jerry Wiley, M.A. (his topic being French political history), University of Nebraska; and Margaret Pederson, M.E., University of Nebraska.

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Identifying Effective Classroom Teachers

(Concluded from page 23)

day, the week, and the unit of study. The plan of organization will depend upon the unit of time or material. These plans will be in more detail, while plans covering the whole subject will be less detailed but, nevertheless, complete. In making these plans or organization the teacher will consider the main objectives, materials available to pupils, supplementary materials available, and possibility of materials not readily available but desirable.

There will be continual guidance by the teacher. This will be evident as he plans and works with his pupils by giving individual help to them. During the discussion groups he will skillfully guide so that real learning situations develop.

One of the most effective methods of teaching is the individual relationship with the pupil. Here the teacher has the greatest opportunities. This is where the influence of the teacher has its greatest power. With this rapport the teacher's personality greatly aids in the process of learning. A smile or a sympathetic word at the right moment has great power and influence over the pupil. When the teacher assigns a task to the individual pupil it should be one that he can accomplish and thereby build confidence in himself.

How does the teacher manage the relationships between pupils? How do pupils relate themselves to one another, and how does the teacher handle each problem of human relations? How do the pupils relate themselves to the teacher? When effective teaching is evident there is a lack of restraint on the part of the teacher and the pupils. There is no tenseness present. Pupils move about but with a purpose.

The teacher creates the atmosphere of the classroom. The most effective voice is neither loud nor too subdued. The teacher's manner is one of natural poise and dignity, yet so natural that the most timid child does not hesitate to approach the teacher. At no time does the teacher embarrass the child, yet he demands his respect without asking for it.

The classroom reflects the type of teaching taking place there. The bulletin board, the library table, the order and cleanliness of the room, all aid in effective teaching.

Creative teaching requires more than a textbook and a recitation bench. The school is a workshop with many tools. Only effective teachers have the skill to use these tools and to teach the pupils how to use them. Are the encyclopedia and other books gathering dust? A little observation of pupils' work habits will tell much about the teaching in that classroom. The art of motivation is very essential. If the teacher has given sufficient instruction and has properly motivated the pupils, they will attack the problem with understanding and determination. Here again it is important to know the pupils, for without this knowledge it is difficult to motivate properly and create an interest for each child. This where the resourcefulness of the teacher is most evident. Resourcefulness comes with a wealth of general knowledge.

Effective classroom teaching carries on into the recess and noon hour. These periods of recreation are considered valuable opportunities for teaching. Here we find in practice some of the principles learned in the classroom. Good sportsmanship and fair play are demonstrated. To teach these valuable lessons the teacher plans for these periods and participates with the pupils, not dictating, but leading the pupils. The playground is a good place to observe effective teaching.

The final criterion of effective teaching is the results obtained. To determine this the teacher naturally will have to check and test the work of the pupils. There can be no truly effective teaching if the teacher fails to check the work of the pupils. All workbooks and papers should be corrected regularly. Does the teacher use tests other than his own? These are essential in order to determine whether a comprehensive work has been performed. In addition to checking the basic knowledge of the pupil, the teacher needs to check the results of teaching as reflected on the playground and in other activities of the school.

To summarize briefly, we might say that to identify effective teachers we must first consider the abilities and qualities of a good teacher, and then we should observe carefully the atmosphere of the room, the pupil-teacher relationship, as well as the room itself, to determine how well these are carried out. You will see it and you will feel it as you observe the teacher and the pupil working together.

For those who may wish to read further, there are two recent books by Scott, Foresman and Company which deal somewhat with the identification of good teachers. They are: *This Is Teaching* by Laurence D. Haskew (1956) and *Psychology and Teaching* by Morse and Wingo (1955).

Pacific Union College was host to a public-relations seminar, October 27 to November 5. Two hours of graduate credit were given for a concentrated course in theory and techniques of public relations. The seminar was held for public-relations personnel, pastors, evangelists, and administrators on the West Coast by Pacific Union College, the General Conference Bureau of Public Relations, and the Department of Education.

Dangers to Undergraduate Ministerial Education

(Concluded from page 19)

Bold Intellectual Challenge

Further danger to undergraduate ministerial education lies in the fact that nearly all theology courses are open also to the general student. Some nonministerial students sometimes feel tempted to demand that college Bible courses be conducted on the Sabbath school level or as lecture courses with little homework and little individual research. The intellectual demands in Bible classes should rather be higher than lower, compared with courses in other disciplines. If they are not, they would ill prepare our ministerial students for the advanced intellectual challenges that ought to confront them in their graduate courses and that will confront them in later life. It would be a sad result from our prolongation of the Adventist ministerial training program if the future ministers were exposed merely to more of the same on the same level. There is undoubtedly some room for sharpening the intellectual challenge presented in some undergraduate religion courses. The time must be brought to an end when some students in our colleges are led (and not in all cases misled) into imagining that to major in religion is an effective means of artificially increasing one's gradepoint average. We Bible teachers need to consider this present danger in the light of Ellen G. White's pointed counsel.

Another pitfall would be that the accumulation of instructional artificials and the increasing use of textbooks might lead us to fail in teaching the student to study the Bible itself and study it for himself. Some teach Bible rather than Bible students. Some of us preach rather than teach. Some of us fail in directing our students into glorious personal experiences of finding truth for themselves in God's Word. The strong bibliocentricity of Aventist Bible teaching must be skillfully cultivated; woe unto our ministry and our movement if bibliocentricity should depart from our colleges. It is well that we as Bible teachers acquire more learning in the essential extra-Biblical disciplines, and obtain more and higher degrees. What our colleges now need most, however, is more masters of the Word who know how to organize Bible courses in a way that will lead the student himself into individual Bible search. Only in this way can we best serve the Adventist student and serve the Advent Movement.

Hawaiian Mission Academy has an enrollment of 275 students. This school is a large home mission field, as 38 per cent come from non-SDA homes, while 28 per cent profess no religion at all.

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Testing in SDA Schools?

(Concluded from page 14)

Summary

In setting up a testing program, the first and basic step is to plan for a program that will best suit the goals of the school. Definitely lay out the scope and extent of the program according to what the administration and faculty wish to achieve with it.

The next steps: (1) Select appropriate tests that are valid, reliable, administrable, and economical. (2) Plan carefully for an adequate regimen of administration, including an achievement test in the ninth grade, an intelligence test in the tenth grade, an interest inventory in the eleventh grade, and a special aptitude test and achievement and/or college entrance test in the twelfth grade. (3) Score the tests as soon as is humanly possible. (4) Soon after the scoring, analyze and interpret the results to the use to be made of them. (Preferably this step is best done by a specialist. Other areas can be handled by persons trained in administering and scoring, but interpretation is a critical area that calls for expert training.) (5) When the results have been analyzed and interpreted, use them! (6) Retest regularly and continue a record of results so that the reliability and success of the program may be checked. (7) Report adequately the test results and keep them in complete and accessible files.

If all these steps are taken and the program followed with care, there is no reason to assume that a satisfactory testing program cannot be operated and maintained in our system of schools. Tests will then assume their rightful place as an instrument that will serve as one factor in the design for a balanced program of training for our youth. Keep in mind that the test is a tool of indication to be used with discretion and not as a cure-all for every educational problem. This type of program can be harmonized with our concept of teaching and used to improve our educational program.

[†] Cronbach, Lee J., Essentials of Psychological Testing (New York: Harper and Brothers, 1949), p. 9. Used by permission.

The Manila Sanitarium and Hospital (P.I.) is conducting clinics in rural areas and thus has established better public relations. Medical and nursing students join other medical personnel in this rural medicalevangelistic work.

For the second year the public relations committee of the Student Association at Southern Missionary College assisted new students in making out their programs and directing them to the right places for their appointments. The plan was inaugurated last year and was on a voluntary basis by the students.

Sports in SDA Colleges and Academies

(Concluded from page 18)

tions: Why do we attend a Christian academy or college? What are our objectives? Are all of our activities contributing toward these objectives? Our students will experience rich blessings as they look at this matter from the standpoint of basic principles.

For further counsel regarding recreation read Education, pp. 207-222; Counsels to Parents and Teachers, pp. 321-354; Testimonies, vol. 1, pp. 514-520; and The Adventist Home, pp. 493-530.

Testimonier, vol. 1, p. 514.
Selected Messages, vol. 1, p. 131.
The Adventist Home, pp. 499, 500.

5 Ibid., p. 499.

^a _____, Notebook Leaflets, vol. 1, no. 30, p. 2. ⁷ Ellen G. White in Australasian Union Conference Record, July 26, 1800

-, Education, p. 210.

Editorial News and Views

(Concluded from page 32)

that we have learned considerable about the dignity of labor. Certainly the concept of working one's way through school has been glorified, possibly out of all proportion to its true educational value. The popularity of the work program has tended to take a disproportionate part of the student's time; and this, with an ever-increasing amount of extracurricular activity, has left the student less and less time for good solid study. This has created just another pressure upon teachers to lower educational standards when, in reality, we ought to be raising them. We have glorified the dignity of labor so long that it seems to me high time for us to begin to do something about the dignity of scholarship. I don't think the instruction given to us as a people relative to manual work was ever intended to undermine a good solid education in the customary course of study."

We recall that we have special instruction to the effect that a student needs to work regularly to give balance to his studies, and that if either work or study would have to be slighted, let it be the study. Yet the whole tenor of this special instruction on how to operate our schools is that we must achieve a balance between study on the one hand and useful employment on the other. For almost half a century our schools have emphasized the necessity for the student to work, and we have provided many industrial and agricultural plants in connection with our schools. Of these we are proud. We also want to be proud of the scholastic standard maintained.

Construction on a new women's dormitory at Southern Missionary College got under way this fall. The new building will house 328 young women and the cost will be approximately \$800,000. The building will alleviate the crowded housing conditions as the enrollment at SMC continues to mount.

The Greatest Needs of Our Church Schools

(Concluded from page 15)

not to open; that is, no reason except too many church members were under the misguided conception of what a church school really is. Most of those without children in this particular church felt that Christian education was a problem solely for parents whose sons and daughters would be sitting daily in the classroom. Without substantial financial assistance from the nonparents the school could not operate.

Essential to the well-being of any church school are the moral and financial support and the prayers of every member of the church.

The understanding support of conference president and treasurer. Operating a church school is often an uphill battle in any community even under ideal conditions. The enemy of souls sees to it that personnel problems, financial duress, and personality clashes plague all too many of our schools. If to these burdens is added an unsympathetic or indifferent conference administration, the load can easily reach the breaking point.

In many ways conference administrators can demonstrate a live interest in the program of Christian education. A sympathetic approach to educational problems in the conference is a must. A willingness to take time from an already full program to discuss these problems with the educational committee exhibits more than lip service. Making the teachers feel that they belong to the conference team boosts morale. Visits to the classroom, though of necessity they be short, links the busy executive with the intersts of his educational workers. Our church schools merit the full support of conference administrators.

Possibly in this imperfect world all our church school needs will never be met nor all our ideals be achieved. Until closing events turn the lock on the last church school, Satan will continue to blind vision, foment opposition, foster indifference, and incite noncooperation. Probably we shall never have all the equipment and real property we feel we need. Likely the Lord will keep us poor enough to feel our dependence upon Him. But with willing church members; sympathetic, supporting parents; dedicated, prepared teachers; consecrated educational leaders; understanding administrators, and, most of all, the blessings of the Master Teacher, the greatest needs of our church schools will be cared for and the cause of Christian education will triumph.

Ellen G. White, Education, p. 207.

On September 8 the opening of a church school marked the beginning of a new era for our little church in Juneau, Alaska. Nine pupils are in attendance.

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Editorial NEWS AND VIEWS



Top row, left to right: Marvelyn Loewen, Gladys Purdie, Mrs. Paul Tharp. Seated: Mrs. Howard Rogers, Marcedene Wood.

Introducing Our Staff

In this issue of THE JOURNAL we introduce to our new readers, via the medium of pictures and articles, the en-

tire staff of the Department of Education of the General Conference. If you have never met us before, here we ate: E. E. Cossentine, general secretary in over-all charge of the department, and Gladys Purdie, his office secretary; George M. Mathews, associate secretary of the department, assigned to elementary education affairs, and his office secretary, Marvelyn Loewen; Thomas S. Geraty, associate secretary assigned to secondary education affairs, and his office secretary, Mrs. Howard Rogers; A. O. Dart, assistant secretary, assigned to pre-school and home education, with Mrs. Paul Tharp, his part-time helper; and Richard Hammill, associate secretary of the department, who helps with higher education matters and serves as editor of THE JOURNAL OF TRUE EDUCATION, ably assisted by his secretary and office editor of THE JOURNAL, Marcedene Wood. All the men in the department are associate editors.

Our conception of our duties is that we are helpers and counselors to our Seventh-day Adventist teachers and educational leaders in all parts of the world field. Inasmuch as our responsibilities make it necessary for us to be away from the office the major part of the time, often in faraway places overseas, it is our policy that when one of us is away the men who may be in the office care for important matters that cannot wait, even though this may be in an area of responsibility normally carried by the absent member of the staff. If there is any way in which we might serve you, do not hesitate to call on us.

Adventist We have received from the publisher a Authors copy of a new book written by one of our

college teachers. Let's Alter Your Pattern, a Workbook for Teaching the Theory of Pattern Alteration, was written by Yvonne E. Sonneland, teacher of clothing, textiles, and related arts of La Sierra College. This work may be obtained from Burgess Publishing Company, 426 South Sixth Street, Minneapolis 15, Minnesota, for \$2.75.

It is our firm belief that our Adventist teachers ought to do more publishing. We are gratified when we see articles in learned journals, monographs, and books that our teachers have written. Every year our publishing houses put on the market many new Adventist books, and we only wish that our teacher force would be more in the vanguard of Adventist authors than they are.

High School Seniors Who Go on to College

Percentage of For many years the percentage of graduates of Adventist secondary schools who go on to college has been much higher than that of the general population. In the United States approxi-

mately 60 per cent of the youth who receive diplomas from our Adventist academies enroll in college. This percentage has remained quite constant for more than a decade.

According to figures cited in the North Central Association Quarterly (October, 1958), in 1940 only 34.1 per cent of high school graduates entered college. However, during recent years more and more of the high school graduates are seeking a college education. In 1952, 44.7 per cent of the secondary school graduates entered college, and in 1956, 54.2 per cent.

Teaching For years we have encouraged our youth of Russian who plan on a college education to study either French or German. The main reason we have done so was the fact that for several centuries most of the results of scholarly research has been published in either French, German, or English. It was therefore necessary that youth planning on careers in the field of scholarship be able to read these

languages. Now it is apparent that much of the most valuable new information in scientific circles is published in the Russian language. In order that our own future scholars in the fields of medicine, natural sciences, and history may not find themselves unable to keep up with this increase in knowledge, our academies and colleges ought also to provide first-class instruction in the Russian language.

Maintaining In our office we receive many letters Educational from the field that contain excellent comments and suggestions. We share herewith a portion of one written by a Standards

business manager who knows much about the work program in our schools. "May I be so bold as to suggest (Turn to page 30)