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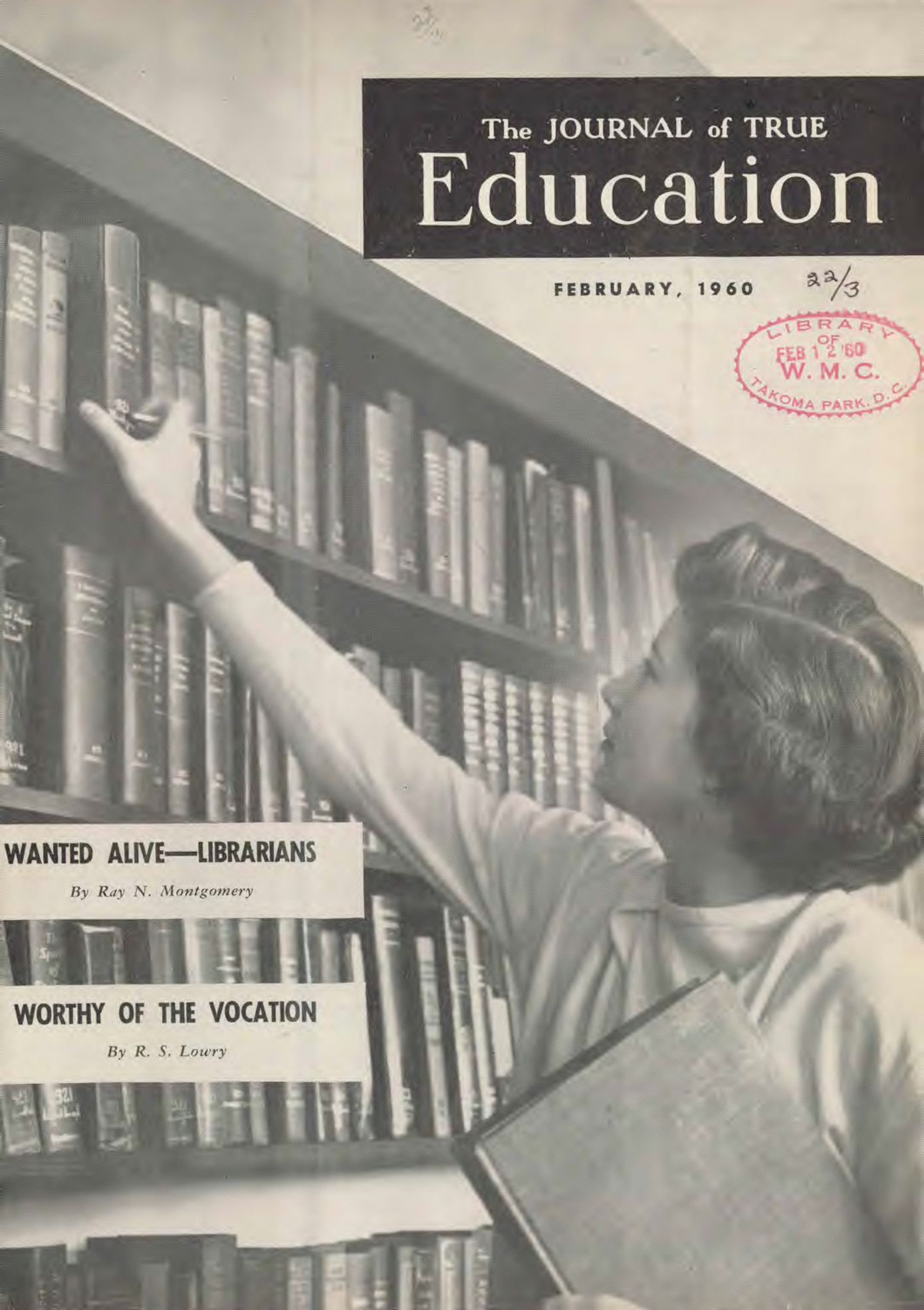

WANTED ALIVE—LIBRARIANS

By Ray N. Montgomery

WORTHY OF THE VOCATION

By R. S. Lowry

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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.

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SUGGESTIONS TO THOSE PLANNING FOR GRADUATE STUDY

An Editorial

Richard Hammill

ON A recent tour of educational conventions many of our younger teachers sought counsel from us concerning plans to increase their professional competence and standing by taking graduate courses toward advanced degrees. We gladly and heartily encouraged them to persevere in their aspirations to obtain graduate degrees. God approves when Christian teachers seek the best preparation possible in order that they may do outstanding teaching. The trends in accreditation and in teacher certification requirements make it evident that for those planning a career in the educational profession advanced degrees are more and more a necessity. Graduate courses, wisely selected, definitely help one to become a better teacher. Although we do not necessarily subscribe to the view that "if you know your subject you can teach it" (we have seen men whose scholarship was unimpeachable but who demonstrated the contrary), yet it is a fact that the better informed a person is on a subject, the more likely he will be to teach it effectively and to motivate and stimulate the student.

Generally speaking, it is better for one who plans to dedicate his life to the teaching profession to do his graduate work as early in his career as possible. From our own experience we know that there is much to be gained from graduate work after one has had considerable teaching experience. On the other hand, we have observed that financial and family problems often prevent all but a few from studying for advanced degrees after they have stayed on at their job getting experience. Moreover, some young teachers with inadequate preparation get discouraged with their teaching and give it up, whereas, had they taken some advanced studies to help strengthen their preparation they would undoubtedly have stayed with teaching, and our present teacher shortage would not be so acute.

It is also true that the teacher with an advanced degree usually progresses in his profession faster than one who does not have such a degree. He more frequently receives appointments carrying greater responsibility, and thus his influence extends farther than would have been likely had he not taken graduate work.

Although it is desirable for teachers to seek graduate training early in their careers, there are several cautions we must set forth herewith. In some fields of study there is inherent danger for very young or inexperienced teachers. To deny this would be to close our eyes knowingly to obvious lessons from past experiences. Some who have become confused in their point of view were sincere, capable people. How thankful we are that our own university has now been established and is developing in strength so that young teachers may take graduate work under the tutelage of Christian teachers. We urge our teachers to avail themselves of its facilities as much as possible.

Another caution we emphasize is that those taking graduate work ordinarily should major in a subject-matter discipline, and preferably in one in which they are teaching. Owing to the nature of our work here in this office we have an overview of the demand for teachers with advanced degrees. All too frequently of late we have observed that certain persons who have obtained an advanced degree cannot be promoted because they have a degree out of the field in which they are teaching. This happens frequently with people who obtain graduate degrees in the field of education.

There is a definite need for *certain* persons to obtain graduate degrees in the field of professional education. Those who are planning on a career in elementary teaching generally find much to help them in their work if they earn a master's degree in education. Likewise, those who desire a career in educational administration, either in school or conference work, derive great profit from an advanced degree in professional education. However, a teacher with this objective would do well to seek counsel from his conference president and union educational secretary before proceeding with a major in school administration. Residence hall deans and a few others may obtain excellent help from counseling courses offered in education departments. However, we would caution those planning to major in counseling and guidance to investigate job opportunities before proceeding with this major. The need for trained counselors is great; but the student must be realistic about actual openings in this area just now, when most school administrators who are so pressed for money believe they can do without a trained counselor better than they can do without classroom teachers.

Certainly those teachers who purpose to serve in a teacher education department in one of our colleges

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Does Adventist Christian education offer a more comprehensive program than education in the public schools? Or is it merely different?

Worthy of

THE injunction of the apostle Paul to the Ephesians is fit admonition to Adventist educators today. He says, "I . . . beseech you that ye walk worthy of the vocation wherewith ye are called." [1]

Today education everywhere is undergoing wholesale reappraisal. Critics reveal a widespread concern over the increasing number of youth who are content to settle for a happy-go-lucky existence in place of a life of useful service. There is likewise considerable criticism of the lack of scholastic interest and attainment on the part of students, due presumably to a philosophy of education that has depreciated such achievement. The question arises: Are Adventist schools meeting the needs of the day scholastically and otherwise? Is Adventist education worthy of the vocation wherewith it has been called?

Public schools are constrained by law to keep God and religion out of the curriculum, and to this extent they are limited in the benefit they can render society. Their chief interest and concern has been, therefore, restricted to scholastic matters and to the preparation of the student for a life vocation. Private Christian schools, on the other hand, have had the unique advantage of being able to present opportunities for a more complete education. The fact that public schools have thus been limited, however, does not permit one to depreciate them as though they were altogether inferior; for, obviously, their accomplishments are commendable in consideration of the limitations under which secular education must operate. It is probably as pertinent to question whether Christian education has made full use of its opportunities and has provided its pupils with a "better" education for life. In view of the widespread interest in the effectiveness of public education to meet the needs of the day, and in consequence of specific instruction from God respecting the comprehensive character of Adventist education, it seems appropriate that we consider its accomplishments. The question that confronts one is, Does Adventist Christian education offer a more comprehensive program than education in the public schools? Does it provide its pupils with something *more*, or is it merely different? Besides attempting to be a Christ-centered program, does it, in addition, strive to uphold high academic standards?

While Adventist educators cannot afford to overlook the fact that the predominant objective of their work is one with that of the plan of redemption—"to restore in man the image of his Maker, . . . that the divine purpose in . . . creation might be realized" [2]—they also cannot afford to neglect generally accepted academic interests. Although true education is considered to consist of "more than the pursual of a certain course of study," although it means "more than a preparation for the life that now is," [3] it does not, therefore, eliminate the necessity for measuring up to, if not surpassing, the usually accepted academic standards of education the world around. Nor does this objective make any less important the necessity for preparation for a livelihood. True education, on the other hand, "has to do with the whole being, and with the whole period of existence possible to man." [4] This covers today as much as tomorrow.

It is, of course, admitted—despite the necessity to prepare for a place in everyday life—that Christian education cannot be limited by secular views of what should constitute a school curriculum. It must also be admitted that it cannot afford to neglect academic interests. The fact that "a comprehensive education

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the Vocation

is needed," that "something more is called for than the culture of the intellect," that "character must receive proper discipline for its fullest and highest development,"[5] does not in any way indicate that there may be a lessening of academic concern. The admonition is rather that the whole being is to be educated.

Public schools as a rule are well equipped to offer adequate instruction in the conventional academic subjects leading to a satisfactory adjustment of the individual in secular life. They are not, however, in a position to provide the comprehensive education to which I refer. This presents Christian education with a unique responsibility. While public schools have as their aim the production of good citizens with good civic and political virtues, and while it is not possible to argue with these values, it is a moot question whether an education devoid of spiritual emphasis can accomplish such lofty purposes. On the other hand, Christian education, having opportunity to be more complete, can and does constitute a means toward such a goal. But while being more complete by encompassing spiritual growth and character development, Adventist education ought not to think it may therefore neglect certain generally accepted values of public education. Particularly is this the case in so far as academic excellence and good citizenry are concerned.

The fact that Adventist schools can and do provide a more suitable atmosphere in which to prepare worthy citizens must not be permitted to lead to complacency or indifference in academic matters; rather, it should constitute a tremendous educational challenge. We must recognize that the mere possession of God-given principles of education does not necessarily, in and of itself, mean that all Adventist schools are superior and fulfilling their purpose. That they do possess a blueprint for the total education of man there is no doubt. On the other hand, we cannot consider them worthy of their mission merely because they keep out certain worldly influences or because the teaching of the Scriptures has been added to the curriculum. We have the right to consider these schools superior to secular institutions only when they measure up to publicly accepted academic standards and *in addition* infuse their pupils with the Spirit of Christ. Christian education must not be equated with the acceptance of academic standards that are inferior to those of the world. Its "instruction . . . is not to be of an inferior character."[6] Nor is it considered sufficient to elevate its standard "just a little above the world's standard." "We are to make the distinction decidedly apparent."[7] Academic excellence is demanded of Christian education.

Not until a high standard of academic excellence has been reached—and that through a Christ-centered curriculum—can it be said that the Adventist obligation in education has been fully met. While the end objective of Adventist education may be considered a spiritual one, this objective can hardly be reached without due scholastic emphasis. One cannot overlook the fact that Christian students are to be prepared to "walk honestly toward them that are without," having "lack of nothing."[8] The need, thus, is one of a suitable atmosphere for both academic and spiritual growth.

The demand of the day, therefore, is for educators who not only sense their need of drawing close to Jesus Christ through whom is given "all things that pertain unto life and godliness"[9] but who also recognize the value of academic pursuit. The demand is for a host of academically qualified teachers in all branches of learning, who are devoted to youth because they are possessed by Christ's spirit of love (which principle stands as the very "basis of true education"[10]) and who are aware that just as the natural, rightly understood, complements the spiritual, so the well-informed Christian student is the better equipped thereby to serve his Master's cause. Only as Adventist institutions are staffed with educators with such a vision can there be that desired cooperation with the divine in the translation of life into its highest usefulness for this world. Only when there is a true understanding of the comprehensive nature of Christian education can real assistance be given in procuring a "passport from the preparatory school of earth to the higher grade, the school above."[11] Without such a host of consecrated and qualified personnel devoted to the total education of man, Adventist education can hardly hope to be the "plus program" that it should be.

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[1] Eph. 4:1.
[2] Ellen G. White, *Education*, pp. 15, 16.
[3] *Ibid.*, p. 13.
[4] *Ibid.*
[5] Ellen G. White, *The Ministry of Healing*, p. 398.
[6] ———, *Testimonies*, vol. 6, p. 152.
[7] *Ibid.*, p. 146.
[8] 1 Thess. 4:12.
[9] 2 Peter 1:3.
[10] Ellen G. White, *Education*, p. 16.
[11] *Ibid.*, p. 19.

Wanted Alive—Librarians!

Reward—Amazing!

Ray N. Montgomery

Librarian, Shenandoah Valley Academy

WE HEAR much about the shortage of teachers. However acute the shortage of teachers may be, the shortage of trained or qualified librarians is definitely greater, not only in the educational field but also in industry.

To illustrate this crucial shortage, one Eastern State requiring an average standard of professional training for school librarians has nearly 300 high schools. Of this number only 150 have librarians who meet the State minimum requirements. The teachers' college of this same State two years ago graduated less than ten with degrees in education majoring in library science. This number could have taken their pick from no less than 63 positions in that State. Last year, graduates with similar courses numbered almost 25. They could choose from 75 State positions. This is the situation in most of the States.

In our own denominational schools the situation is even more distressing, particularly in the academies. The academy principal finds himself tossed on the horns of a dilemma—the demands of the State Board of Education that he secure a qualified librarian, and the impossibility of finding one. A chilling sensation tingles along his spine when he is notified that the regional accreditation group will arrive to evaluate his school. He feels fairly secure in every department except—the library! He inwardly prays that this committee is composed of kind, compassionate souls who will accept his plea, in lieu of performance, that he is doing everything humanly possible to secure a trained librarian and to raise the library standards to somewhere near the State level.

The remedy? Possibly there are several: Publicize the denominational shortage in this field; impress young men and women who are, or will be, earning degrees in education to major in library science, or to take enough postgraduate work in this field to meet State requirements (from about seven to thirty or more hours); present the attractiveness of librarianship.

College students preparing for graduate professional studies in library science should gain a broad general education in the humanities, social studies, and natural sciences. There is a constantly increasing demand for librarians with a background in chemistry, physics, and biology. Some of our colleges offer 20 or more hours in library science. Most schools of library science require as an entrance requirement a four-year degree—B.A., B.S., et cetera—but some do not.

Some of the qualifications for an ideal librarian, beyond professional training, are here listed: It is axiomatic that the librarian should love books and young people. The soul of the ideal librarian is suffused with the warm attractiveness of geniality, and he is thoroughly sold on his product. His overmastering passion is to bring into propinquity the greatest number of books and students. Unfortunate is the school whose librarian has snowflakes in his blood stream instead of red corpuscles; who sits amid the books, a stern custodian, waiting to pounce upon the luckless wight who dares so much as to dog-ear a single page.

Librarianship, like virtue, is its own reward. However, there are some very material and rewarding features not to be lightly assessed. It has a refreshing variety; for instance, it requires approximately 30 different operations to place one book on the shelf ready for circulation. There are no permanent ruts to get into in library service.

Librarianship contains the elements of mental stimulation in daily contacts with a variety of personalities with their aspirations and problems. The librarian is a literary fact-finding detective, tracking

to their lair the elusive facts sought diligently by student and faculty member. He sends his mental bloodhounds unerringly into the pages of the encyclopedia, dictionary, Stevenson's *Home Book of Verse,* Grainger's *Index,* Bartlett's *Familiar Quotations, Handbook of Chemistry and Physics,* or other reference sources to supply the needs of the searching mind.

In this day of accelerated and integrated curriculums the qualified librarian finds himself a key member of a team of teachers engaged in coordinating the school program as it relates to the resources of the library.

What greater personal satisfaction can one experience than to provide information to satisfy the inquirer, and in so doing prove repeatedly one's value to the school and society?

Librarianship places one in a position to become more and more aware of what's what and who's who in this amazing world of knowledge compressed between the covers of books and magazines.

Opening many new books, analyzing their contents, mentally cataloging the subject field in order to maintain a service necessary to learning, all bring a thrill and a stimulating source of personal pride.

Librarians more and more are being given their due prestige. Their importance is belatedly being recognized and their status raised to a professional level equal to that of other faculty members or department heads. Librarianship offers unlimited opportunities for service, is highly cultural, and has an extremely practical value. It is socially useful. In most cases surroundings are congenial, associates are attractive. Their positions are secure. Owing to the critical shortage chances for promotion are good. The librarian's personal professional achievements are limited only by his own ability, imagination, and initiative.

Through the printed page he makes contact with the great minds of all time; and through his relation with youth he holds in his hands the infinite possibility of kindling a fire in the questing minds of young people that will burn through time into eternity.

What librarian has not had the soul-inspiring experience of seeing the potential and latent abilities of some youth energized by his guidance forge ahead in a chosen field to become an outstanding figure in his profession; then of having the youth return to say, "I'll never forget that it was you who kindled my interest in this career through reading"? Such words are always heart warming.

Librarianship is now a new way of life. Like the cicada emerging from its long existence in darkness, the librarian is being transformed from a warden of books to one of the nation's chief sources of information.

Wanted alive—libarians! Reward—amazing!

The Teacher's Task

Mrs. Esther Lausten
CHURCH SCHOOL TEACHER
KNOX, INDIANA

I sat behind my desk and mused one day,
The children all were quiet for a time;
Each one engaged in some brief task, engrossed
In reading, spelling, writing on the line.

I felt depressed—so sordid was this world
And full of crime. I'd read the news that day.
It seemed there was no good—not anywhere.
I cried, "Oh, Lord, how long must Thou remain away?"

Then I looked up. A child had raised her head,
And as her eyes met mine, she sweetly smiled.
I felt ashamed. Of course there's something good!
Yes, something pure and innocent—a child.

And mine to work with—what a joyous thought!
My task to mold, protect in purity,
To guide her steps along the chosen path
Until they rest in heaven's security.

Rubbing up against a hard proposition will either polish a man or finish him off.

► E. S. Chase, principal of the Arthur W. Spalding elementary school at Southern Missionary College, has completed his classwork toward his Doctor's degree and is working on his dissertation. His study is an analysis of the effects of inter-age or multiple-grade grouping of children. He has already received several communications from interested groups in different parts of the country.

► A new pipe organ is slated for installation this spring in Washington Missionary College's Columbia Hall. The $40,000 instrument is being specially constructed for the hall.

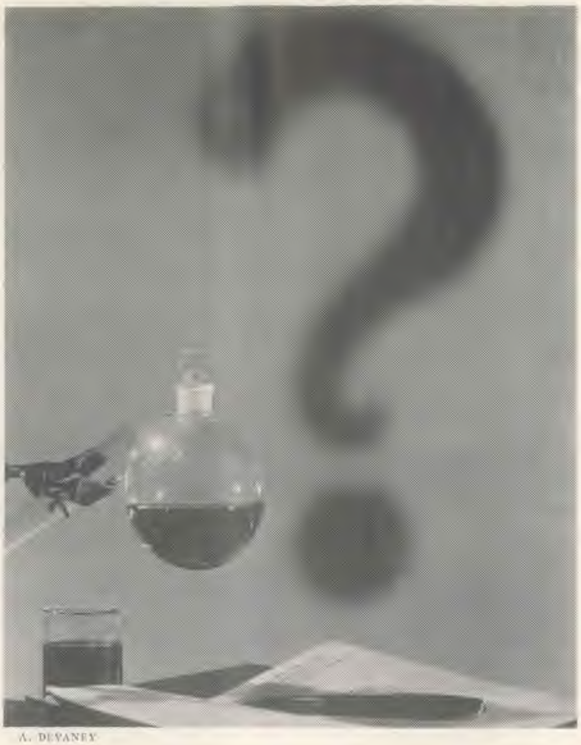
► An article by Dr. Albert E. Smith, chairman of the physics department at Atlantic Union College, entitled "Fundamental Concepts of Optical Processing" appeared in the October-November issue of the *RCA Engineer.*

► The first apartment of the Garland Apartments at Emmanuel Missionary College was occupied November 6. The apartments are housing Potomac University students.

► Construction on the new men's dormitory at Washington Missionary College will begin in the summer of 1960. The building will house 380 men and will replace North and South Halls, later to be torn down. One half of the new building will be ready for occupancy in the fall of 1961.

Ray Hefferlin
PROFESSOR OF PHYSICS
SOUTHERN MISSIONARY COLLEGE

Research in SDA Colleges



A. DEVANEY

MANY of our college science departments are faced with a crisis. The subjects they teach demand the use of more and more elaborate equipment at a time when college administrations are cutting down or holding steady on budgets. As a result, they are casting about for new means of increasing departmental appropriations, and many of them have turned to Government or industrial research contracts as the answer.

There are also in the fields of science tremendously rapid changes, of which the college science faculty must keep abreast. Even the less-informed students are continually coming to class with articles from popular magazines about new phases of research. They expect and have a right to expect that their teachers not only will have read the same article (and will have read slightly more advanced articles) but also will actually be familiar with some of the equipment and techniques involved. For this reason, also, some of our college science departments have turned to research sponsored by Government or industry.

This new trend involves many problems that were discussed in detail at the meeting of college science teachers held at Union College, August 22-28, 1956.

Let us consider, along with them, the question of whether the college teacher in one of our schools should engage in research. What do we mean by "research"? We mean time that is specifically devoted to studying out some heretofore undiscovered behavior of nature, or to developing some new device for the benefit of mankind. Suppose a teacher in explaining something about plastics thinks of a new, useful fabric. Although this coincidence may give something new to the world, it is not research because it was not the result of time spent in study or development. On the other hand, a teacher can spend some time working on a unique slide-rule demonstrator and be doing research in a sense, because he is learning something new, something not immediately required for his teaching duties. Putting it another way, research differs from class learning in that there is no teacher and there is no textbook; God is the teacher. As one scientist put it, when being asked about an experiment, "Quiet, please! I am asking God a question!"

We are not concerned with the way in which a teacher uses his weekends or evenings. This time should be reserved for his family and may be used for anything of which the family approves. The issue at stake is the matter of working hours: Is it to the interest of the college to have the teacher spend some of his working day in research?

Let us now weigh some of the factors that were discussed at the meeting of science teachers as they considered what effect research would have on their colleges.

First, we have already mentioned the necessity

of "keeping up" for our students' sake. As Lee A. DuBridge, president of the California Institute of Technology, stated, "If the purpose of a college is to promote understanding, then the understanding of the student and the understanding of the teacher must grow together." Albert Einstein expressed the same thought this way: "Many times a day I realize how much my own outer and inner life is built on the labors of my fellow men, both living and dead, and how earnestly I must exert myself in order to give in return as much as I have received. My peace of mind is often troubled by the depressing sense that I have borrowed too heavily from the work of other men." Ellen G. White tells us:

> He wants every teacher to be efficient, not to feel satisfied with some measure of success, but to feel his need of perpetual diligence in acquiring knowledge.[1]
>
> If the follower of Christ will believe His word and practice it, there is no science in the natural world that he will not be able to grasp and appreciate. There is nothing but that will furnish him means for imparting the truth to others. Natural science is a treasure house of knowledge from which every student in the school of Christ may draw.[2]

In other words, it is the privilege and responsibility of the college faculty to keep up not only with research done in years past but with that currently going on. Our failure to do that has been so serious that many of our science teachers have gone into industry and Government work rather than feel that they were gradually losing their competence.

Second, it is essential to realize that research can be considered a profession just as much as can auto mechanics or farming, medicine or nursing. It is a lifework in which one can do lay missionary work for the Master. In order to train students for this lifework we must give them a knowledge of how to write research reports and how to get along with other people in a research or development team atmosphere. And this can be done only in a real-life research situation. But we must give to these students much more than mere information and certain skills; we must give them the open vision of a rapidly opening frontier—the frontier at which men and their instruments are probing further and further into the plans that were in the mind of the Creator when He spoke the universe into existence.

Third, our colleges are spending increasing amounts of time and money in impressing civil service groups that our colleges are contributing members of the society, but what has been done to establish our colleges as contributing members of the scientific society? We have increased the number of Ph.D.'s on our staffs to several dozen in the past twenty years, but this increase has been a rather grudging compromise to the accrediting associations. It has not yet, except in a few cases, produced the academic excellence that would make our schools the "head and not the tail."

Department finance has already been mentioned. Perhaps the reader does not realize the vast sums that are being spent by Government and industry for research. Forty million dollars was spent in the first stage of creating a new satellite for the earth. Approximately half that amount was spent on the production of the transistor. Two billion dollars was spent in the research necessary to create the first atomic bomb. Research projects, big and small, are receiving ever-larger appropriations and grants from an ever-growing number of Government agencies, industries, and private associations. Another thing that the reader may not realize is that in almost no cases are there any strings attached. The only requirement is that money be used in discovering the laws of a certain phase of nature. This fact is very important, for we must not entangle ourselves with the world so closely that political pressures can be brought on the administration of the school.

> God calls for men whose hearts are as true as steel, and who will stand steadfast in integrity, undaunted by circumstances. He calls for men who will remain separate from the enemies of the truth. He calls for men who will not dare to resort to the arm of flesh by entering into partnership with worldlings in order to secure means for advancing His work—even for the building of institutions. Solomon, by his alliance with unbelievers, secured an abundance of gold and silver, but his prosperity proved his ruin. Men today are no wiser than he, and they are as prone to yield to the influences that caused his downfall.[3]

We must not accept outside aid if any stipulations regarding the operation of the college are made, nor if we become so dependent upon them that we become incapable of cutting ourselves free when necessary.

In a day when it is becoming more and more difficult to operate a school industry without losing money on it, a day when it is becoming harder and harder to employ student labor profitably, we should heed the counsel given us:

> In every place where schools are established, we are to study what industries can be started that will give the students employment.[4]
>
> I urge that our other schools be given encouragement in their efforts to develop plans for the training of the youth in agricultural and other lines of industrial work.[5]

Here we have before us an opportunity to bring to our campuses job opportunities for students—jobs on the frontiers of human knowledge.

At the science teachers' convention not only the advantages but also the disadvantages of this type of research were candidly discussed.

There is a host of things being left undone by the very best of teachers. The training of students in various phases of direct missionary work, taking part in labor on campus with the students, visiting with the students in their dormitories—all of these, while perhaps not usually considered a part of the teachers' daily duties, without a question actually are a part of

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Seville Bean Bee
SUPERVISOR OF ELEMENTARY EDUCATION
INDIANA CONFERENCE

PARENT-TEACHER CONFERENCES

UPON the parents of the child as well as upon his teachers rests the responsibility of carrying out the purpose for which Seventh-day Adventist schools exist—that of the "harmonious development of the physical, the mental, and the spiritual powers."[1] Therefore, active, intelligent cooperation is necessary between the home and the school.

In carrying out this joint responsibility we need to recognize certain difficulties. Too often the parents do not fully understand what the school is endeavoring to accomplish, and the teachers are not acquainted with the home influences that have been the foundation of the child's development.

> The parents' intimate knowledge both of the character of the children and of their physical peculiarities or infirmities, if imparted to the teacher, would be an assistance to him. . . . By most parents little interest is shown either to inform themselves as to the teacher's qualifications, or to co-operate with him in his work.
>
> Since parents so rarely acquaint themselves with the teacher, it is the more important that the teacher seek the acquaintance of parents. He should visit the homes of his pupils and gain a knowledge of the influences and surroundings among which they live. By coming personally in touch with their homes and lives, he may strengthen the ties that bind him to his pupils and may learn how to deal more successfully with their different dispositions and temperaments.[2]

The teacher recognizes that while he is a specialist, trained for his task, too often parents have made little if any preparation for their role as parents and guardians of their children. The parents, however, are inclined to think of school in terms of the one they attended as children, with its attendant associations, some of them pleasant, but some frustrating and antagonizing. This unwholesome attitude is apt to carry over into their attitude toward the teacher of their children, and what he may try to accomplish with them.

The parent, too, many times feels a helpless frustration in having to yield his child to the guidance of a stranger for the greater part of his child's waking day, and may find it difficult to trust the wisdom of present-day procedures, so different from those used in his childhood. These put him in a position of disadvantage in his child's mind. He feels he must be loyal to the teacher, yet he is at a loss to know how to maintain this attitude.

Some schools, in an endeavor to remedy this situation and to get the maximum benefit from cooperative endeavor, have initiated teacher-parent conferences as a definite planned part of the school's curriculum. Necessarily, it needs to be a teacher-initiated program, since he is the one better qualified to understand and interpret what the school is endeavoring to do and to report to the parents, that they may intelligently cooperate with the work of the school.

The teacher should expect to take the initial steps in establishing rapport. Usually the parents appreciate an early visit from the teacher, but they seldom think of inviting him to do this. The teacher makes the opportunity and shows his interest in the individual child as he meets him in his home environment, or as the child introduces him to his parents. This initial contact needs to be kept alive by little informal communications, such as telephone calls or friendly notes, and notations of progress on written work the child may take home. The teacher can strengthen the bond by invitations to the parents to visit the school, and by showing an active interest in their problems and in their community life.

Traditionally, the teacher has been expected to make reports to the parents on the child's progress at school. Too often, however, the report is limited to a lettered or percentage rating of scholastic achievement. The child develops as an entity, and makes development in his physical, mental, and spiritual powers simultaneously; therefore the report to the parents should indicate his progress in all these areas. He is making this development at home as well as at school, however, and the parents are the ones who can note and understand his progress during his unscheduled hours. The combined report of the teacher and parents should give the true picture of his growth and development.

Recent experiences with scheduled teacher-parent conferences have been rewarding in many instances.

There have been some exceptions, we're sorry to say. Perhaps a careful evaluation of objectives and a carefully planned procedure will clear up the difficulties.

One of the initial principles to recognize is that the teacher-parent conference is a two-way street. The parents need to recognize the teacher as a person with problems, interests, and a definite professional life. They learn to value his opinion as that of a person trained in the principles of child development and education. The teacher, on the other hand, needs to realize the value of gathering information about the child's background, interests, recreational pursuits, the cultural pattern of the family, and their standard of living. He needs to understand the parents' philosophy about rearing children and their methods of discipline. He needs to know what the parents think of the school, and he needs the parents' help in diagnosing the emotional problems of the child.

A scheduled time for teacher-parent conferences is important. There must be a building up of attitudes toward its usefulness. This preparation can be made through the work of the Home and School organization. It should grow out of a recognized need, as the parents study its possibilities and advantages. They need to gain the understanding that it is a program for all, not a specialty for problem children or for those needing psychiatric treatment; everyone is doing it, and this program is a definite improvement over the older method in which the report card was the only point of contact between teacher and parent.

The purposes of the conference should be established during this preparation study by the Home and School Association. Its objective as a progress report should be clearly understood as a report of individual growth, not a competitive analysis and comparison with the work of other children. It is for the purpose of pooling significant information needed to make further advancement with the child's well-rounded growth and development. It is a practice of cooperative human relationships.

After careful study, during which time the purposes and objectives have been decided, definite steps for carrying out the program can be initiated. A guide booklet providing written statements of the purposes, space for the dates of the conferences, and the high lights of the proposed conference could be prepared. Space should be allotted for the parents where, after a planning session between themselves, they can write their answer to the question, "What do we want to find out?" This will be of great assistance at this point in the procedure.

The teacher's preparation will consist of assembling in the child's cumulative folder the information needed. It will contain achievement tests, diagnostic tests, significant samples of the child's daily work, some significant information about the parents that he may want to be sure of noting, and a planned guide sheet to use during the conference. He should not seek to accomplish too many things in an individual conference. He should keep it flexible, with emphasis on a few points. It should be for the purpose of showing the growth of the individual with cooperative planning for him on a basis not for comparison with others.

The scheduling of the time with each parent may be a simple matter or one requiring a careful, cooperative effort on the part of the entire teaching staff, depending on the size of the school and the size of the families involved. Fifteen minutes for each conference over an individual child is the amount of time allowed in many successful situations, the conferences being scheduled for once each semester.

When the time for the conference arrives, the teacher needs to be cognizant of his role and of how best he can secure a successful situation. The following items of procedure will be found helpful.

The teacher should be pleasant, relaxed, friendly, and interested in the parents' problems, interests, and needs. The teacher, in meeting the parent in his own territory, has a definite advantage; therefore, he does well to plan for a seating arrangement that does not put him at his own desk, in an authoritative position. Comfortable seats should be provided, of adequate size for adults.

He permits the parents to talk, to unburden their mind, to bring up questions or problems they have planned for discussion. The teacher can be the interested listener, restating any valuable points raised, praising where he can, and perhaps directing attention to some other part of the presentation where something has been omitted that would clarify the parent's statement or question.

The teacher needs to guard against giving advice. The parents are seeking support for their problems or suggestions. The teacher should avoid asking direct questions that may prove embarrassing or show the fallacy of the parents' reasoning. He can mention the child's strong points, and agree with the parents where he can.

When he speaks, he should speak in terms of the parents' feelings. Their response to the problem is an emotional one. If the parents are worried, he should seek to find out the reason, seek to learn their attitude, so that he can help to change it if need be.

The teacher should never stoop to argument with the parents—acceptance of a statement does not mean approval necessarily. He can, however, lead the discussion into other possible causes. It may be necessary to allow the parents' plan to be tried; then if it fails he can suggest alternatives.

He can make suggestions in terms of alternatives so that the parents can participate in the choosing, and thus in the planning. Mutual decisions are the best. As these decisions are reached and recorded, the teacher should make two copies of them, and give one to the parent.

The material in the folder should be used as a means of informing the parents of the child's progress, of his particular needs, and the methods used in meeting those needs. Careful explanation as to how and why such information has been gathered should be given. He should remember that these techniques are apt to be new to the parent.

Do not be afraid of pauses in the conversation. The parent needs time for thinking. The teacher can watch closely the facial expressions, making sure each point is clear and that he does not run on ahead too fast with his report.

The purpose of the conference frequently changes as the report progresses and the teacher and parent arrive at understandings. He should not endeavor to make too many points at one conference. A few points made clear to both parties, with a mutual decision as to what should be the next steps taken for the child's further progress, is the goal to be reached in the conference. What the parents most need to know is how their child is doing in relation to what he is capable of doing, and in relation to how fast he should be achieving. In other words, Is he doing his best? And the mutual question for each to answer is, How can we as a team help him reach his goal?

The conference should close with a friendly tone, a deeper bond between teacher and parents, and should include future plans, plans that will call for a continual contact and appraisal of progress on the part of everyone.

> The teachers in the home and the teachers in the school should have a sympathetic understanding of one another's work. They should labor together harmoniously, imbued with the same missionary spirit, striving together to benefit the children physically, mentally, and spiritually, and to develop characters that will stand the test of temptation.[3]

In order that the teacher may evaluate the experience and plan for future conferences, he should make a written summary of the conference for his files. He might make a self-evaluated check list of questions for his own appraisal, including questions such as the following:

1. Is the parent-teacher relationship a happy, normal one?
2. Was tenseness or anxiety present?
3. Did the teacher fail to hear what the parent had to say?
4. Did the teacher pick up negative or positive aspects in parent thinking?
5. Was there clear, sympathetic discussion of the child's development?
6. Did the conversation point to ways in which the child can improve?
7. Did you assure the parent that you loved the child, and were working for his eternal welfare?
8. Did the conference end on a friendly basis?
9. Does the parent have samples of the child's work?
10. Was a summary made and placed in the child's folder? [4]

There has been enthusiastic acclaim on the part of parents for this type of conference, where they can have tangible goals to work to, and can gain a better understanding in every way of what the school is trying to do for their child. Where the conference has had no definite goal to reach, it has sometimes degenerated into a vague, time-wasting procedure that left everyone generally confused. In such instances the parents would much prefer to have the traditional type of report card, from which they can gain something definite, at least. The traditional type of report card may still be used, of course, in addition to the teacher-parent conference.

Used wisely, the teacher-parent conference as outlined in this paper can be the means of carrying out the instructions given us in *Counsels to Parents and Teachers, Fundamentals of Christian Education,* and *Education,* instruction we have failed too often to use understandingly. It can be the means of binding our hearts together as we work on for the ultimate goal of the education of our youth, which is "the joy of service in this world and . . . the higher joy of wider service in the world to come." [5]

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[1] Ellen G. White, *Education*, p. 13.
[2] *Ibid.*, p. 284.
[3] Ellen G. White, *Counsels to Parents and Teachers*, p. 157.
[4] R. D. Willey and D. C. Andrew, *Modern Methods and Techniques in Guidance*, p. 471. Harper & Brothers, New York, 1955.
[5] Ellen G. White, *Education*, p. 13.

► In order to avoid tempting students to violate health principles by eating between meals, the administrative council of Mountain View College (P.I.) recently voted to sell cookies in the store only between eleven and twelve noon, and between five and six in the evening. For the same reason no vendors of any kind of food will be permitted on the campus unless they first obtain permission from the administrative council.

► Lectures, discussions, panels, conferences were included in the Writers' Conference conducted on the Emmanuel Missionary College campus last October by Elder Walter Crandall, editor of *The Youth's Instructor.* Students, staff members, and visiting personnel interested in improving their writing for publication were cued on many of the varied aspects of writing for denominational publications.

► R. G. Bowen, treasurer of Southern Missionary College for almost 13 years, resigned his position, and R. M. Davison, assistant professor of business administration, has succeeded him.

► The new wing on Lenheim Hall, the large, modern men's dormitory at Atlantic Union College, was completed during the past summer. College dormitory men are now housed under one roof.

John W. Read
INSTRUCTOR OF MUSIC
SHENANDOAH VALLEY ACADEMY

A Survey of Music in . . . SDA Secondary Schools

THE value of song as a means of education should never be lost sight of. . . . Let there be singing in the school, and the pupils will be drawn closer to God, to their teachers, and to one another."[1]

This is only one of many statements in the Spirit of Prophecy that reveal the importance of music in our lives and in the school curriculum. Hence, this survey-type study was made to determine the status of the curricular offerings of music in Seventh-day Adventist secondary schools, to ascertain the effectiveness of the over-all music program in the light of stated objectives, and, finally, to formulate conclusions and recommendations from the facts presented that might be a valuable help to academy music teachers and principals.

The Music Educators National Conference was asked by the National Association of Secondary School Principals to make a report on "The Function of Music in the Secondary-School Curriculum."[2] Among the practices recommended as fundamental were the following: (1) Every pupil should have an opportunity to take part in the music program according to his aptitude and interest; (2) a music program should be well planned with a wide range of opportunities and interests; (3) music should be an essential part of the curriculum, its importance being equal to that of other subjects.

The importance of music in the public school curriculum has been established and is constantly gaining greater recognition.

In order to become responsible church leaders and responsive laymen Seventh-day Adventist young people need to have understanding of, and appreciation for, good music. In the ancient schools of the prophets "the chief subjects of study . . . were the law of God, . . . sacred history, sacred music, and poetry."[3] Why then, in our schools that are patterned after those, should music not occupy a more important position? While every administrator realizes that music is indispensable, probably there are as many different concepts of the role of music in the school program as there are administrators.

I hope the information gleaned from this study will picture the condition of music in Seventh-day Adventist academies, its strong points and weaknesses, and that inspiration will be gained to inaugurate a program that will give direction to the work of our music teachers.

There are sixty-two senior, or four-year, Seventh-day Adventist academies in the United States. Questionnaires were sent to each of these, and forty-six schools supplied the necessary data for this study. Only one school reported the complete absence of a music program.

There are 8,114 students enrolled in the 46 schools that returned the questionnaires. Of these students 4,749 are enrolled in either music courses or applied music. This constitutes 54.2 per cent of the total enrollment in the academies. We may conclude then that 45.8 per cent of the students are getting no formal music training.

The returns were distributed by enrollment groups. Eleven, or 23.91 per cent, of the schools reported an enrollment of 0-99 (Group I); 19, or 41.30 per cent, reported an enrollment of 100-199 (Group II); 12, or 26.09 per cent, reported between 200 and 299 students (Group III); and four schools, or 8.70 per cent, reported an enrollment of 300 or more students (Group IV).

Another difference in the academies that is perhaps

just as important as the difference in size is the difference in type: boarding academies, day academies, and college academies. Of the 46 academies that reported, 29 are boarding academies, and this represents 63.04 per cent of the total reporting. Twelve, or 26.09 per cent of the schools, are day academies; and the remaining five, or 10.87 per cent, are college academies.

There are 91 full-time and 31 part-time music teachers in the 46 academies, or an average of 2.63 full- and part-time teachers for each school. A distribution of teachers according to enrollment groups reveals that the teachers are distributed as follows: Group I has 15 teachers, or 1.37 teachers per school; Group II has 54 teachers, or 2.84 per school; Group III has 36 teachers, or 3 per school; and Group IV has 17 teachers, or 4.25 per school.

The same information was computed for the purpose of determining any significant differences among the different types of schools. While the boarding academy averages more full-time teachers than the day academy (2.03 to 1.75), the day academy averages more part-time teachers (.92 to .62). This can partially be explained on the ground that teachers in boarding academies usually live in school housing, and receive their entire salary from the school, while the day academy situation lends itself more easily to the hiring of private instructors on a part-time or contractual basis.

The college academies naturally show a higher average of teachers (four per school), since the college academy music program is absorbed and operated by the college music department.

The survey revealed that teachers are proportionately distributed according to enrollment. However, while the day academies are well staffed with music teachers in some instances, they are poorly staffed in others. This lack of music teachers usually occurs in the smaller day schools where it is felt that the size of the school does not warrant hiring a full-time music teacher; individual needs may be taken care of by private teachers residing in the area.

Ninety-four of the 122 teachers hold college degrees. Fifty-three of these, or 56.38 per cent, have the Bachelor of Arts degree; 15, or 15.96 per cent, have received the Bachelor of Music degree; 11, or 11.70 per cent, have received the Bachelor of Science degree; nine, or 9.57 per cent, have received the Master of Music degree; five or 5.32 per cent, have received the Master of Arts degree; and one has received the Doctor of Philosophy degree. From this information we can see that our music teachers are a well-trained group.

Forty-two of the schools listed persons who qualified as music department heads. Of these, two, or 4.76 per cent, have received no degrees; 31, or 73.81 per cent, have Bachelor's degrees; eight, or 19.05 per cent, have Master's degrees and one has a Doctor's degree. A large number of the teachers are working toward advanced degrees.

It is interesting to note that 33, or 78.57 per cent, received their baccalaureate degrees from Seventh-day Adventist colleges. Sixteen of these indicated that they are now teaching in the geographic areas served by the colleges from which they graduated. Of these 33, nine graduated from Union College; six from Pacific Union College; six from Emmanuel Missionary College; five from Walla Walla College; three from Southern Missionary College; and one each from Atlantic Union College, La Sierra College, Madison College, and Washington Missionary College.

The Seventh-day Adventist academy music teacher is an experienced teacher, with an average of almost six years of teaching experience.

There are almost as many different practices with regard to the teaching load of the music teacher as there are schools reporting. These loads range from 25 private lessons, one organization, and one class, to 52 private lessons. Only two reports gave the relative value of organizations to private lessons. One questionnaire reported that the organization was equal to 10 private lessons, and another that it was equal to five. One answered the question on teacher load, "As much as possible," and another answered, "Teach all who elect music." An analysis of all the answers would indicate that in practice the average load is about 47 private lessons a week, with each organization the equivalent of seven private lessons.

An unwritten rule in the academies, which is generally understood, is that the music departments, unlike other departments in the school, should "pay their way." As a result the teacher must strive to maintain a maximum of private lessons, with a resulting neglect of other activities, some of which might be more effective in meeting the basic objectives of music education.

The choral groups offered include the select-voice group or a cappella choir, the large mixed chorus, the boys' chorus, and the girls' chorus. One Group III boarding academy offers all four of these. Most of the schools offer from one to three choral groups, depending on the size of the school. The college academy does not, however, offer the variety of choral opportunities to be found in the day or boarding academy, and the greatest variety of offerings is to be found, as a general rule, in the boarding academy.

Forty of the 46 schools reporting have bands, while only eight schools reported having orchestras. It is evident that the work with orchestras has been neglected in our schools. Related studies have shown that this same situation exists in public high schools.

Although somewhat deficient in choral offerings the college academies have the most complete band program.

Although 80.5 per cent of the schools sponsor small vocal and instrumental ensembles, only four schools give credit for participation. According to the information given in the reports the work with these smaller ensembles has been on a rather haphazard basis.

Eight different music subject courses are taught in the different schools: music appreciation, general music, music fundamentals, listening to music, music survey, conducting, music theory, and elements of music. The total enrollment for all these is only 251 students, or 3.08 per cent of the students. The courses with the highest enrollment are music appreciation and general music.

The largest enrollment in any section occurred in mixed chorus (choir), with a total of 2,404 students enrolled, or 29.63 per cent of the total enrollment. Band follows with 1,618, or 19.94 per cent; girls' glee club with 330, or 4.07 per cent; male chorus with 151, or 1.86 per cent; and orchestra with the smallest enrollment, 149, or 1.84 per cent.

Ninety-one per cent of the schools teach voice; 89 per cent teach piano; 80 per cent teach band instruments; 76 per cent teach organ; and 35 per cent teach stringed instruments.

Of all instruments pianos are furnished most frequently and in the greatest abundance by the schools. Other instruments frequently listed were organ, percussion, sousaphones, baritones, and phonographs and recorders.

Ninety-three per cent of the schools present their musical organizations in regular concerts; 89 per cent send the organizations on two or more concert trips a year; 76 per cent bring in special music features; and 39 per cent take part in annual music festivals.

Several of the music teachers reported practices which they feel are worthy of adoption by other music departments. Others presented thoughts and questions for consideration.

From San Diego Union Academy, National City, California: "We stress chamber music for strings in the grade schools."

From Auburn Academy, Auburn, Washington: "Serious study should be given to the following: (1) Promotion of vocal and instrumental music in the grade school; (2) more credit toward graduation for those who are especially talented in music; (3) rehearsal schedule during regular class periods."

From Mount Ellis Academy, Bozeman, Montana: "It is very difficult to find a practical time for rehearsal."

From Sunnydale Academy, Centralia, Missouri: "A movement has begun in the Central Union by the music teachers to work toward establishing majors and minors in academies."

From Armona Union Academy, Armona, California: "When will we consider music important enough that we don't push it out of the curriculum (too full already) for other things?"

From Broadview Academy, Chicago, Illinois: "Use band to play about 15 minutes at the beginning of lyceum programs. Also require one memorized piece each semester for an examination. A group of faculty members gather on a certain day to hear all the students perform. Students must have 75 hours practice for an A and 68 for credit. Makes music important—with requirements."

From Forest Lake Academy, Maitland, Florida: "We allow two units credit toward graduation. Music grades are averaged with other grades for grade point average. Next year we will spend another $1,200 for band instruments."

From Glendale Union Academy, Glendale, California: "We also teach voice class as a requirement for all voice students before they can take private lessons. it meets two or three times a week, according to the number in the class, for 45-minute periods. One-fourth credit is given each semester."

From Loma Linda Union Academy, Loma Linda, California: "We feel we have one of the most actively growing music departments to be found in an SDA academy, but we have so far to go before we have a program that reaches everyone."

From San Pasqual Academy, Escondido, California: "We have three functioning groups: a choir, a band, and an orchestra, each of which gives programs outside the school."

From Takoma Academy, Takoma Park, Maryland: "For our music appreciation classes we show films of several Bell Telephone Hour Broadcasts, symphonies, and artists on the concert stage today. The classes went to hear a concert at Constitution Hall."

Recommendations. On the basis of conclusions drawn from this study and related studies the following recommendations are made: (1) Every academy should sponsor at least one musical organization that would be open to any student who desires to become a member. (2) Music, recognized as indispensable, should be placed on an equal basis with other academic subjects. (3) A reasonable load for music teachers, which would give relative value to private lessons, organizations, classes, ensembles, and extracurricular activities, should be determined. (4) Whenever possible, string instruction should be added to the functions of the music department. (5) Every school should offer at least two courses in music—an appreciation course for students with no musical experience, and a theory course for students with experience and talent in music. These

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Aerial View of Rio Lindo Academy showing campus and 358-acre farm

THE steady growth in school enrollment imposes a constant need for additional school facilities. For some years now our secondary schools have had to accept more students than their accommodations can adequately provide for. Since there is a limit to the enrollment beyond which it might be difficult to attain the objectives of Christian education for this age level, an expansion of the school plant is not the solution to the problem.

To permit junior academies to enlarge into senior academies would entail some serious considerations, such as environment, work opportunities, sound financial operation, cost of additional facilities, et cetera. It has been found that a constituency of not less than two thousand members is necessary to operate a successful day academy. All these considerations place the burden of providing secondary schools upon the conference constituency as a whole, and this, in turn, places the responsibility of planning and building upon the conference administrations.

Seventh-day Adventists operate many boarding academies both within and outside the United States.

Planning the Rio Lindo Academy

By PAUL G. WIPPERMAN

Superintendent of Education, Northern California Conference

Many of these institutions came into being through gradual evolvement, and at a time when building restrictions made few demands. They were, for the most part, built for current needs, and successive school administrations have had to wrestle with the problem of expansion or costly replacement of facilities.

The better plan would be to build a school for a student body of sufficient size to ensure not only a sound financial operation but a well-rounded educational and spiritual program for the students. A study of all the factors involved led our committee to plan for an enrollment of about three hundred academy students.

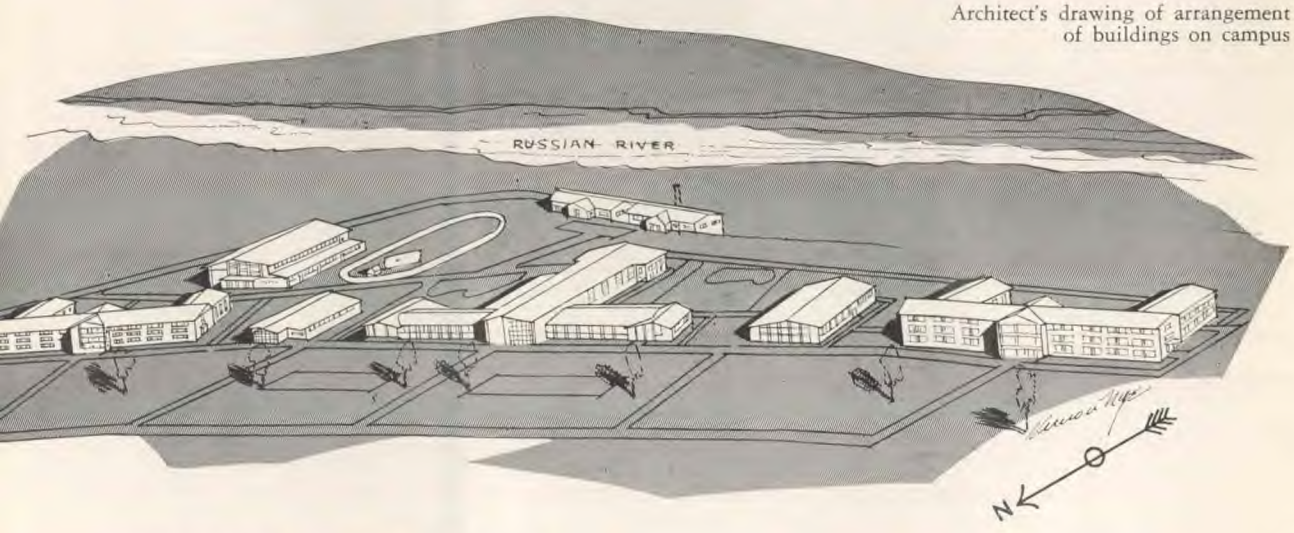
The first step was to form a small study group that would prepare a list of our educational and spiritual objectives and the ideal environment in which to reach them. A locating committee made a study of the educational needs of the constituency to determine the best general location and to prepare a check list of desirable features to guide the committee in their choice. Such items as soil condition, crop utilization, water resources, campus site, natural beauty, utilities available, distance to nearest town, transportation facilities, and market outlet for industries appeared on this list.

A small group made preliminary inspections of all prospective school sites that were brought to their attention; these totaled nearly 120 places. When the conference committee had narrowed the choice to three or four sites, a commission was chosen by the constituency to meet with the conference committee for the purpose of making the final selection.

This accomplished, a planning and building committee was organized to recommend plans for building the school, the use of the land, faculty housing, and to make the many decisions necessary to execute the adopted plans.

It was estimated that in addition to the land the cost of construction might well reach the $2 million mark. Such an expenditure demanded careful plan-

Architect's drawing of arrangement of buildings on campus



ning. Since few public institutions or published plans could serve our purpose, it was decided to make a survey of recent construction among our own institutions within the United States. A group of five was delegated to visit these schools to obtain plans, take pictures, and make notes of outstanding features. We believe that the expense involved was more than justified by the data collected. Some seventeen campuses were visited, and we found the administrators and their staffs most cordial and willing to be of service to us. We were astonished at the vast construction program under way or being planned among our own schools. Wherever we found new units occupied, we asked the personnel in charge what they found to be especially advantageous to their program and also what changes they would recommend if the job were to be done again. One thing seemed almost universally true: very few of them had been consulted at all in the planning of their units. It was our observation that any institution could profit only by submitting its plans to the scrutiny of experienced personnel.

One could easily build the ideal school plant and have a well-arranged campus just by making a selection from our various schools. Perhaps it would be of some value to enumerate some of the outstanding features we found.

Campus. A few miles distant from a small community with a view of natural scenery. Union Springs, Blue Mountain, Newbury Park, and Monterey Bay academies are outstanding in this respect. The ideal campus would have no thoroughfares between its buildings, but would have a service road encircling it. Emmanuel Missionary College is especially attractive because all its new buildings follow the same type of architecture.

Another feature of importance to be considered is the placement of the various units in relation to one another. Having the girl's dormitory in the proximity of the dining hall and other facilities staffed by girls, and a similar arrangement for the boys' dormitory with units where they are employed, can add much to the convenience of students and will save time. Social problems can be held to a minimum if the student traffic pattern does not encourage undue associations.

Buildings. The preparation of a master plan should precede the erection of any unit. This would call for preliminary floor plans for all buildings, selection of construction materials, the style of architecture, showing the elevations of each unit, the campus arrangement, roads, and faculty housing. It also involves adequate utility service, the method of heating, and the disposal system. To do this work justice a competent architect and engineer should be entrusted with this job.

In regard to the selection of building materials for our school the visitation committee had come to the unanimous conclusion that masonry construction would be the most desirable for several reasons. Durability, low maintenance cost, and fire protection were the most compelling reasons for this choice. For the floors over basements or in multistory buildings, several good methods of construction could be recommended, depending upon the materials available and their comparative cost. The committee chose floors made in prefabricated panels of interlocking cement blocks held together by tie rods and metal channels. These channels are spot welded together and to the supporting beams. If desired a two-inch cement floor may be poured over this surface as a base for additional floor covering. Good metal doorjambs and aluminum windows were also chosen.

One of the most difficult areas from the standpoint of maintenance in any school unit is the hallway. Wear and noise must be counteracted. The use of acoustic materials on the floor and ceiling can do much to muffle the noise. For protection against wear the committee was most impressed with glazed tile, which was found in a number of our schools. For our purpose we had a semigloss surface put on each block at the manufacturing plant.

Another feature that should receive careful consideration is the location and accessibility of water, gas, sewer, and heating pipes and the electric conduits. Constructing a tunnel at the perimeter of each building, which will allow sufficient height for a maintenance man to make inspections and neccessary repairs to these services, is a wise investment. Connecting tunnels between buildings could have the top surface serve as needed sidewalks. A gangway access to walls having shower or bathroom-fixture pipes also saves costly repairs later on.

Much variety was observed in the interior arrangement of dormitories and classroom units. The climate and the contour of the campus must be considered in reaching conclusions. Generally speaking, the windows of instructional units should face away from direct sunlight. If that is not possible the use of deflecting glass blocks should be used. Shielded fluorescent fixtures give the best distribution of needed indoor light.

Space does not permit reproducing the written report and the drawings made of our inspection of the various schools visited. However, a summary check list prepared from this report might be of interest.

Dormitories. Room arrangement: 12 feet by 16 feet, wardrobe cabinets and built-in dressers, washbasin on outside wall end, mirror over dressers.

Halls: wide tile walls, terrazzo floors, good entrance lobby, lounging lobbies on each floor.

Worship and recreation rooms: additional outside entrances, toilet facilities adjoining.

Visiting rooms and reception facilities off main lobby, with private dining room and kitchenette.

Infirmary off main lobby for visitors' sake.

Laundry shoot, waste shoot, and dust-mop cleaning arrangement on each floor.

Night lights recessed in hallway wall.

Refrigerator unit to serve all dormitory drinking fountains.

Intercommunication system to each room.

Separate access from hallway to rest-rooms and shower rooms. (Having these facilities between each two-room unit was not recommended for academies.)

Trunk room with numbered spaces and clothes lockers, trunk slide, or storage space on each floor.

Dean's apartment at the end of the building, well insulated. Three bedrooms for the men's dean, two bedrooms for the women's dean. Outside entrance, garage, fenced-off yard.

Administration Building. Principal's, registrar's, and business offices adjoining. Waiting rooms for principal's and business manager's offices. Intercommunication system.

Wide halls. Building should contain all nonlaboratory classes, library, and audio-visual room seating up to 150 people. This room can serve as a multi-purpose room for class organizations, clubs, recitals, small socials, et cetera. The chapel could be connected to this building with access from the front lobby of the administration building.

Music Department. Rehearsal rooms, practice rooms, and teaching studios may well be adjoining the stage of the chapel. Built-in risers in separate instrumental and choir-rehearsal rooms are desirable.

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Tips for Teachers

Paul J. Hoar

INSTRUCTOR IN MATHEMATICS AND SCIENCE
COLLEGEDALE ACADEMY, TENNESSEE

1. Make up your mind that "as much as lieth in you" you will "live peaceably with all men."

2. Cooperate with one another and be in harmony with the rules of the school. For instance: If the rules say that heels shall not be higher than two and one-half inches, see to it that yours are not higher than that.

3. Don't expect your students to live up to a higher standard than you are willing to strive for. Unless you have some very good reason for not doing so, be at the religious services the students are required to attend—chapel, vespers, Sabbath school, church, young people's meetings, et cetera. Your example will count heavily for either good or evil.

4. As a general rule be present at and ready to help with the Saturday night programs.

5. Don't leave all the discipline to the deans and the principal. If you see a student where he doesn't belong, or doing what he shouldn't, speak to him yourself. Don't embarrass him, however, if you can avoid it.

6. Don't try to run an academy along college lines. Remember, you are dealing with much more immature minds. There are certain privileges that are proper for college students that should not be given to academy students.

7. Don't expect your students to be able to handle as long or as difficult assignments as college students do.

8. Be prepared to do somewhat more than your share. You must expect to have some extracurricular duties. If you have to tackle something new to you, remember that that's the way you learn. Make yourself needed at your school.

9. Conversely, don't accept so many duties that you can't do any of them as they should be done.

10. Be sincere, honest, fair. Have no favorites.

11. Be courteous to your students and expect courtesy in return.

12. Know your day's lesson well. Make specific assignments, and be sure your students know what you expect of them.

13. Try by all means to handle your own classroom discipline. Let dismissal from the room and a report to the principal be a last resort.

14. Keep your eye open for trouble spots and separate the offenders.

15. Take an interest in each of your students as an individual.

16. Don't take class disorder as a personal affront.

17. Remember, yours is "the nicest work ever assumed by men and women" and you are working for the Master Teacher. Copy Him.

Summer Music Camp

Mildred Ostich
ASSOCIATE EDUCATIONAL SECRETARY
NORTHERN CALIFORNIA CONFERENCE

Clarinet section practice directed by Professor Dale Rhodes of Mountain View Academy.

ONE hundred and forty talented young people met at Monterey Bay Academy for the first summer music camp of the denomination, August 7 to 20, 1959. It was a musically exhilarating experience for all. At the close of camp the young people asked, "Will there be another music camp next summer?"

The day began at six in the morning. Although this was an earlier than usual rising hour for some of the students, there were only a few empty chairs at the six-thirty breakfast time.

At seven-thirty the group met for worship. Both Elder Malcolm Maxwell and Elder J. D. Marshall used soul-saving music experiences as the basis for their talks; the best in music performance was a part of the regular feature.

Classes, ensembles, large organizations, and private practice began promptly at eight o'clock. Many visitors came to Monterey during the camp, and obviously none of them had to be told that music was the chief feature. From all parts of the campus one could hear music—from the clarinets, the strings, or the madrigal choir. Or when the groups met together it could be the tremendous majesty of the 90-piece band, the glorious echo of the 127-member chorus, or the symphony of the 60-piece orchestra.

The students were inspired by the opportunity to participate in large groups. This feeling of belonging to something "terrific," as some students put it, did much for the morale of the group. The numbers played were not simple ditties, so often heard in small inexperienced groups, but difficult and challenging compositions that were fun to play.

One of the many music organizations on the campus was the beginners' piano class. The only prerequisite to join this class was absolutely no previous piano experience. One wondered what could be accomplished in such a short while, but the answer came on ensemble night when the entire group played together on many pianos, accompanying the audience while they sang rounds and other community songs. "Pitch it a half step higher," directed Mrs. Yvonne Howard, their teacher, and to a man they transposed the number without a break and continued their playing.

Choral group directed by Prof. Moses Chalmers of Monterey Bay Academy.

The advanced piano class performed as a group also. Artistically they executed their arpeggios and chords under the direction of Dr. Perry Beach.

Aside from the regular music organizations there were classes in theory and composition—beginners, intermediate, and advanced. The students were given a test the first evening, and the results determined in which of the theory classes they were to be placed.

Appreciation of music through listening was another feature that attracted students and faculty alike throughout the camp day. No small record player or tape recorder was used for this, but the very best in stereo—owned and operated by Dr. Gaspar of Glendale. All of the programs were recorded for criticism of one's own and other performances, and best of all, an opportunity to hear yourself as others hear you.

in the Pacific Union

From one o'clock to three forty-five in the afternoon there was a daily physical education period. On the first day of the camp students had opportunity to participate in many activities, and at the close of the period signed up for the activity they enjoyed most. With golf, tennis, badminton, archery, shuffleboard, ping-pong, swimming, horseback riding, and tumbling, there was ample to suit all tastes and abilities.

String group directed by Prof. Alfred Walters of La Sierra College.

Recreation did not end with the physical education period, however, for there were beach parties, smorgasbord, corn roast, beach ball, and other affairs planned by Bill Napier, Bob Kalua, and their helpers.

Music organizations and classes were resumed at four o'clock. Every evening music programs were given by either the faculty or the students. These were open to the public, and parents and friends came from far and near to hear their young people play and sing. Events such as ensemble night, honor band night, symphony orchestra night, and the like kept the interest at a high level during the entire time. The madrigal group, under the direction of Moses Chalmers, and in a beautiful setting of candlelight and lace, sang several numbers. The closing evening was the high point of the camp, of course, when all the large organizations performed. The orchestra and chorus together, under the direction of Alfred Walters and Lorne Jones, did a professional job; and should you be so fortunate as to get one of the records made at that time, you, no doubt, will agree.

A workshop was conducted for developing a guide for future music camps. Members of both the music and physical education faculty regularly met and worked on this *Guide for Summer Music Camps,* which will soon be ready, complete with pictures of the various activities that were in progress during camp time.

The faculty, thirty-eight in all, was made up of music and physical education experts from Pacific Union College, La Sierra College, and twelve academies. Four senior music majors from the two colleges assisted the regular faculty. Dr Melvin Hill was the director of the bands, Professor Walters directed the string department and the orchestras, Dr. Perry Beach led out in the piano department, and Bill Napier directed the physical education and recreation activities.

Only the best in music was studied, and talented Seventh-day Adventist young people of academy age had the opportunity to be guided by some of the finest talent in our denomination.

No one can fully estimate the help the students received from this concentrated music program.

The spirit of the camp was excellent. John Knipschild proved to be a master leader, and the faculty and students alike agreed that this was one of the most enjoyable experiences they had ever had.

Because music is a powerful medium for either good or evil, many leaders of the Pacific Union Conference believe that a camp of this nature is not only worth while but should become a regular part of the summer activity program for our young people.

French horn ensemble directed by Professor Melvin Hill of Pacific Union College.

Whence Punishment?

Floyd Greenleaf
PRINCIPAL
MOBILE JUNIOR ACADEMY, MOBILE, ALABAMA

MANY people confuse the words *discipline* and *punishment,* employing them interchangeably as synonomous terms; but they really bear different meanings. "Punishment" suggests the idea of penalty, whereas "discipline" connotes a method or an aspect of learning. Punishment may be a part of discipline; conversely, discipline may encompass punishment. But each is different from the other.

We should define another word here—*retaliation:* In practice, retaliation may be used in place of punishment, but punishment should never be described as such. Punishment beyond the bounds of discipline becomes retaliation.

This definition is simple, but the application is not so simple, because man tends to retaliate instead of to punish. After an offense has been committed, it is much easier for the teacher to tell someone else to "go on and forget about it" than to follow that instruction himself. Arguments and small differences among students may be shrugged off with the "boys will be boys" attitude, but when these traits of personality appear in opposition to the teacher, they become "insubordination," and are treated accordingly.

If learning is an essential part of discipline, then teaching is a logical implication. And because punishment falls within the pale of discipline, it also implies a teaching process. Because retaliation is defined outside of discipline, there is no commendable teaching process attached to it.

A teacher's decision to administer a penalty cannot be confined to a formula, because no one has yet discovered it, and doubtless no one ever will. There are, however, a few distinct guides to enhance one's insight into various problems involving punishment. The following story will illustrate them:

Peter was an offensive student. Frequently he entered into arguments with his classmates about matters that their instructor considered irrelevant, but which Peter judged to be weighty. His brusqueness led to occasional improprieties. But Peter admired his teacher and tried to indicate this, and the teacher reciprocated by giving him personal help.

Several years passed, and there was hardly any appreciable change in Peter, except perhaps that his arguments were more frequent. Sometimes he embarrassed his teacher by his misdemeanors and brought disgrace upon himself as a result of conversations with strangers. Significantly, he also had failed to pass several midterm tests. Because the end of the final term was approaching, the instructor realized that a crisis was mounting which would either "make or break" Peter.

It was after one typical expression of temper that the teacher spoke of his prayers in Peter's behalf and of his desire to see a change in his character. Peter, nevertheless, gave no apparent thought to this remonstrance, and continued in his headstrong way. Shortly thereafter he engaged in a violent argument. He supposed it necessary to lie; this led to vehement repetitions of lies supported with cursing, shouting, and epithets. "And Peter remembered the word of Jesus. . . . And he went out, and wept bitterly."[1]

There are several salient points to Peter's experience.

Despite three years of apparent failure Christ did not alter His approach to Peter's problem. The advancing crisis, which was foreshadowed by a façade of bravado, was accompanied with increasingly tender and forthright expressions of hope.

> If the look that Jesus cast upon him had spoken condemnation instead of pity; if in foretelling the sin He had failed to speak hope, how dense would have been the darkness that encompassed Peter! how reckless the despair of that tortured soul! In that hour of anguish and self-abhorrence what could have held him back from the path trod by Judas?[2]

The occasion of the student's most willful misdemeanor may be the very time when he will be most susceptible to the influence of the Holy Spirit and subsequent spiritual growth. His self-respect depleted, his conscience stricken, tempted to self-abandonment, all these emotions press upon the heart and silently parry between his guilt and the pleading of the Holy Spirit. Is this the time for judgment and penalty? The memory of an encouraging word, a prayer, an expression of love, will be more effective than punishment.

As did Peter, so the student today may cover up signs of behavioral progress. Perhaps not all experiences will fit into the aforementioned illustration, but all episodes are worth studying in the light of scriptural examples.

[1] Matthew 26:75.
[2] Ellen G. White, *Education,* p. 89.

How Effective Is the Present Health Teaching in Our Colleges?

Joyce Wilson Hopp, R.N., M.P.H.

ASSISTANT SECRETARY FOR HEALTH EDUCATION
GENERAL CONFERENCE MEDICAL DEPARTMENT

"I'LL give you a piece of paper for the quiz," volunteered the fellow next to me.

"No, thanks. I'm just visiting," I replied, for that was indeed what I was doing. It was early in the health principles course in one of our colleges, and I was a guest in the classroom.

My seatmate was not satisfied with my explanation of "just visiting," for he took every opportunity during the ensuing lecture to urge me to consider taking the course, not merely to be satisfied with visiting. It was with no little embarrassment that he turned to me following my introduction at the close of the class and commented forcibly, "Why don't you wear a sign, and tell people who you are?"

I would not have missed that conversation for anything, for in his urgings I saw his active interest in that health principles course, engendered by an enthusiastic and skilled teacher of health. His enthusiasm was reflected by every other student in the course. They loved it; they were eager to learn. I cannot say that all students feel the same, though, in other health principles courses taught around the circle of our colleges. Rather, when I ask students why they are taking such a course, they invariably reply, "Because it's required!"

When will someone—and not just one "someone" but many "someones"—arise to change this picture? Until we change the attitude toward the health principles course in college, we will continue to foster the negative attitude toward health so prevalent in the denomination today. Yes, I said *negative,* for it is just that. The "same-old-stuff" routine, the "I-know-all-there-is-to-know" feeling. You hear it; you feel it. Somehow, somewhere, we must begin putting forth herculean efforts to stem the tide, to stanch that flow of attitude, and begin building favorable attitudes toward health knowledge and information—the "I-want-to-know-more" feeling.

A Required Course. By the fall of 1955 the basic personal health course, commonly entitled Health Principles, had become a required course in all the North American Division colleges. This is progress, and we are thankful for it. This is in line with the counsel of the National Education Assocation, through the National Conference on College Health Education, held in Washington, D.C., in January of 1956. They state it thus:

> All institutions of higher education have a challenging and rewarding responsibility for the health and health education of their students. Health education experiences must be provided as a part of the education of every college student in order for this responsibility to be assumed and accomplished. . . . Carefully planned and conducted health education programs, including the basic personal health course, are needed to make such opportunities [for improving and maintaining health] possible and meaningful in the lives of the students.[1]

We would all be quick to recognize, however, that the mere action of placing a course on the "required" side of the ledger does not in itself achieve the goal of developing favorable attitudes toward health and, in turn, affecting the health practices of the students. The way in which a course is taught, the relationship of its content to the everyday life of college students, the motivation for further learning, the carry-over of knowledge into actual practice—all these enter into the effectiveness of a college health course.

The Teacher Is Most Important. Of prime importance is the teacher selected to instruct such a course. "Only skilled teachers can translate the objectives of a health education course into student knowledge, attitudes, and practices. This emphasizes the importance of competent health instructors at the college level."[2] When we survey the college programs, and in turn, the instructors selected to teach these courses, we have the distinct feeling that they frequently ask the teacher with the lightest load to assume the extra burden of these courses! Preparation of that teacher as a health educator apparently assumes little proportion in the eyes of those seeking to find a professor to impart gems of knowledge on health.

Nurses have assumed the role of health teacher in many college programs, and there have been many excellent programs of health education fostered by them. But just being a nurse is not necessarily a passport to being a good health teacher for a college course! Specific courses of study are now available for the purpose of preparing college health teachers. Several nurses have taken advantage of this advance preparation. Others, nurses and teachers alike, would do so if encouraged by the colleges to follow this line of action. If we are to improve the teaching of the health principles course, we must begin by *improving the teachers.* *Turn to page 25*

Keld J. Reynolds
VICE-PRESIDENT FOR ACADEMIC AFFAIRS
THE COLLEGE OF MEDICAL EVANGELISTS

When a College Chooses a SEAL

THE experience of the College of Medical Evangelists in designing a new academic seal and coat of arms may have some value for other Seventh-day Adventist colleges having the same need.

Since the legal corporation seal of the college is strictly limited in the uses to which it may be put, and since it lacks the decorative values desirable in academic seals, we decided to seek a more suitable design and to appoint a committee for that purpose. This committee sought help from an artist with a knowledge of the ancient art of heraldry, and the resulting design was officially approved by the college administration and the board of trustees.

Corporation Seal

The design is a contemporary modification of heraldic symbols portraying the philosophy and aims of the College of Medical Evangelists since its founding in 1905. It is in two forms: as a seal and as a coat of arms.

SEAL

The scope of the interests of the college is shown by four emblems on the shield: the sun, the world, the broken sword, and the torch. The sun, symbol of light, implies God's illuminative power, as expressed by the prophet Malachi: "But unto you that fear my name shall the Sun of righteousness arise with healing in his wings" (Mal. 4:2); the world symbolizes the mission of the college toward every nation, kindred, tongue, and people; the broken sword typifies the compassion characterizing him who serves his fellow man with love; the torch signifies the flame of learning that must be passed from one person to another.

Two emblems superimposed on the field exemplify the context in which the college seeks to nurture and transmit enlightenment for the good of mankind by means of merciful service, of discovery, and of teaching. At the heart of the shield the single-serpent ancient staff of Aesculapius, with the wings of Mercury, long associated with healing, symbolizes in a modern and broad sense the combined services of all the medical arts and sciences. Across the base of the shield an open book represents the Word of God, the source of the Christ-centered commission and of the divine-human relationship, the Guidebook and the inspiration for all endeavor of humanity for humanity in the name of the Saviour.

1905

Coat of Arms

Supporting the shield are, at the left, the civic wreath of oak leaves and acorns, in ancient times

given to him who saved his brother citizen's life, and at the right, the laurel wreath, symbolic of achievement and honor. These emblems imply that he who has the privilege of learning has the concomitant obligation to serve with honor and valor.

On the scroll below the escutcheon is the motto of the College of Medical Evangelists: To Make Man Whole.

The seal is distinguished by the monogram CME at the helm of the escutcheon, and a broad circle encompasses the entire design. Its use is limited to official documents or publications where the name of the college appears in full.

The coat of arms is distinguished by the name College of Medical Evangelists lettered as an incomplete ellipsoid, enclosing the upper three fourths of the escutcheon. It is intended for more general and decorative uses on the publications of the college.

The use of the seal and coat of arms is strictly controlled by the college, as is their reproduction.

It is hoped that this new graphic symbol will call attention to the character of the College of Medical Evangelists, and that periodic reference within the college to the meaning of the several emblems will serve to remind teachers and students of their Christian mission.

How Effective Is the Present Health Teaching in Our Colleges?

(*Concluded from page 23*)

A Teachers' Guide. The Medical Department of the General Conference recently rewrote the syllabus for the health principles course, now in the form of a teachers' guide. (Available to college teachers upon request from the General Conference Medical Department.) Several outstanding teachers of health put their efforts into the production of the guide, and many excellent suggestions were made. Units of study were developed around the paramount needs and interests of college students today. Health knowledge and attitude tests were suggested, both as a means of motivation and evaluation.

No guide can teach the course. It cannot take the place of a prepared, enthusiastic, and skilled teacher. It can serve as a reference, for suggestions, and for just the purpose for which it was written—a guide. In it, methods of teaching are suggested which to some may represent a radical departure from their present teaching methods. Many feel that health teaching is somehow different from other teaching, that one must learn long, weary facts about bones and muscles, enzymes and vitamins—and that then he has truly learned "health." Nothing could be further from the truth.

The study of physiology can be a most fascinating subject, but let's leave it to a course by that title elsewhere in the college curriculum. This study should enter into the college health course *only* as a basis for the understanding and solving of health problems and practices. The old "blood-and-bone" hygiene approach to health teaching is being replaced by the problem-solving technique; at least, we hope it is!

Health teachers should recognize the fact that health teaching is no different from any other teaching, that the newer methods of teaching have just as much place in the health class. For instance, the discussion group, role-playing, problem-solving situations—these take their place alongside the traditional lecture, the film showing, the textbook assignment. Let us not reflect the thinking of the college health teacher who said, "Do anything else but lecture? I can't! Why, if I did, I'd never get through the textbook!"

How Effective Is Our Health Teaching? How effective is the health teaching in our colleges? A hard question to answer! Studies could be done, and they should be. They would, undoubtedly, be very revealing, in terms of actual practice of health principles once college days are past. It might be quite disconcerting to find out just how much students practice what we preach! But it would prove very helpful in planning future health education in the colleges. There is such a wide variety of opportunities of health teaching in existence, even outside the health principles course.

My judgment, then, lacking sufficient statistical data, is almost entirely subjective, based on what I see and hear as I visit colleges, churches, and institutions. It is my personal conviction that we have a long way to go in building health attitudes and practices among our students and adult church members. Somewhere along the line, for instance, we have failed to provide students with a method of evaluating health information. Thus we see adult church members falling into fads and fallacies, grasping at every straw of misinformation floating by. This is only one area in which it is manifest that we are failing to provide a good, sound, basic knowledge of health principles and of our own distinctive health message.

> The laws that govern our physical organism, God has written upon every nerve, muscle, and fiber of the body. Every careless or willful violation of these laws is a sin against our Creator.
>
> How necessary, then, that a thorough knowledge of these laws should be imparted! [3]

Are we heeding our divine instruction?

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[1] "A Forward Look in College Health Education," Report of the National Conference on College Health Education, American Association for Health, Physical Education and Recreation, Washington, D.C., January, 1956, p. 8.

[2] *Ibid.*, p. 14.

[3] Ellen G. White, *Education*, pp. 196, 197.

Reading—
Its History and Present Problems

Irene Walker
TEACHER, SLIGO ELEMENTARY SCHOOL
WASHINGTON MISSIONARY COLLEGE

THE method of teaching children to read has undergone many changes since the beginning of the making of books. Changes in method have also brought great changes in materials used.

In the days of the colonies, and for generations thereafter, reading began with learning the alphabet. The child was not taught to read anything until he knew the letters. Often spelling was learned before reading. Children had hornbooks on which were combinations of letters, which they repeated as a, b, ab; a, d, ad; et cetera. The Bible was usually the textbook. It was a slow process. Eager minds learned, but the mastery of books was beyond the majority.

Then someone decided to make a primer—*The New England Primer.* It seems pitifully uninteresting to us now—no pictures, no stories, as such. But it was a step. It was standard for a long time, but gradually improvements were made and somewhat improved texts written. Still it was a matter of learning the alphabet. Teachers were untrained. Many times if children learned to read, they learned at home. Schools had no grades, but the pupil advanced as he mastered one reader after another.

Eventually, in the late nineteenth century, the idea that words were phonetic was grasped upon, and a whole new philosophy of reading developed. The new idea seemed to be a panacea for the wearisome task of teaching children to memorize words by sight. So the pendulum swung clear over until books were published with every word marked diacritically. Children began to learn to read by learning sounds, and they painfully sounded words day after day. It finally became evident that something was wrong. The reading of most pupils was slow and halting, the reader disinterested. With so much attention to word elements, the content suffered. It was time for the pendulum to swing again.

This time educators turned back to sight reading but with a decided effort to make the content attractive. Primers acquired interesting pictures and at least supposedly interesting stories. Phonetic teaching was taboo. Many teachers rejoiced to be relieved of the phonics, but farseeing teachers hesitated. With no phonetics at all, how would children ever learn all the new words they needed? Some very poor reading was resulting. It was not so bad in the primary grades, though many children could not get started in reading because of poor memory; and once they reached the enlarged vocabulary needs of the middle grades, they were lost and confused, for they simply could not memorize so many word forms.

Then more and more there was heard a demand for phonetic teaching—not as in the earlier days, but phonetic just the same. Teachers who in their childhood had never heard of sounding words found themselves up against teaching phonics. A new way of teaching reading, a combination of the best of all before, began to be the accepted method. Interest in reading was put first, and some went overboard on this, neglecting necessary drill. Children were taught to read by sight—not just words but sentences or at least phrases. But as soon as possible they were urged to be conscious of the sounds of letters and then were taught these sounds and the skill of combining them into words. The teaching of reading came into its most effective phase thus far.

Extensive studies by William S. Gray, Gertrude Hildreth, Marion Monroe, I. H. Gates, Luella Cole, and others led the way into research as to why some children did not learn to read. As a result, remedial reading work was instituted to salvage many hopelessly confused children.

Book companies such as Scott Foresman and Row Peterson spent thousands of dollars on research to produce a series of readers and methods of using them. These books have a high interest level. Infinite pains were expended to make their vocabulary graded, and they were to be used with scientific repetition to ensure mastery.

William S. Gray, Dolch, and others worked out methods of word attack, which when properly taught greatly improved the reading.

Has the ultimate been reached? Not so long as we still have many children who are failing to learn to read. More effective ways must be devolved to solve their special problems. In a democracy everyone should be able to read with understanding. That is a goal still far from realized.

Ellen G. White on Worships in Adventist Homes and Schools

Compiled by *Leif Kr. Tobiassen*
PRESIDENT, WEST INDIAN TRAINING COLLEGE

Techniques in Organizing Worship Periods for Young People: "In arousing and strengthening a love for Bible study, much depends on the use of the hour of worship. The hours of morning and evening worship should be the sweetest and most helpful of the day. Let it be understood that into these hours no troubled, unkind thoughts are to intrude; that parents and children assemble to meet with Jesus, and to invite into the home the presence of holy angels. Let the services be brief and full of life, adapted to the occasion, and varied from time to time. Let all join in the Bible reading and learn and often repeat God's law. It will add to the interest of the children if they are sometimes permitted to select the reading. Question them upon it, and let them ask questions. Mention anything that will serve to illustrate its meaning. When the service is not thus made too lengthy, let the little ones take part in prayer, and let them join in song, if it be but a single verse.

"To make such a service what it should be, thought should be given to preparation. And parents should take time daily for Bible study with their children. No doubt it will require effort and planning and some sacrifice to accomplish this; but the effort will be richly repaid."—*Education,* p. 186.

Spiritual Energy to Be Spent on Organizing Worship Periods: "Then, wherever a school is established, there should be warm hearts to take a lively interest in our youth. Fathers and mothers are needed with warm sympathy, and with kindly admonitions, and all the pleasantness possible should be brought into the religious exercises. If there are those who prolong religious exercises to weariness, they are leaving impressions upon the mind of the youth, that would associate religion with all that is dry, unsocial, and uninteresting. And these youth make their own standard not the highest, but weak principles and a low standard spoil those who if properly taught, would be not only qualified to be a blessing to the cause but to the church and to the world. Ardent, active piety in the teacher is essential. Morning and evening service in the chapel, and the Sabbath meetings, may be, without constant care and unless vitalized by the Spirit of God, the most formal, dry, and bitter mixture, and, to the youth, the most burdensome and the least pleasant and attractive of all the school exercises. The social meetings should be managed with plans and devices to make them not only seasons of pleasantness, but positively attractive." —*Fundamentals of Christian Education,* pp. 115, 116.

Time for Morning Worship in the Adventist Home: "In every family there should be a fixed time for morning and evening worship. How appropriate it is for parents to gather their children about them before the fast is broken."—*Testimonies,* vol. 7, p. 43. See *Great Controversy,* p. 520.

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What the SCHOOLS ARE DOING

Summer Institute in Mathematics

► An institute for secondary school mathematics teachers will be held on the Berrien Springs campus of Potomac University, June 20 to August 12, 1960. The institute is made possible by a grant of $41,400 from the National Science Foundation. The grant will cover not only the cost of operating the institute but will also cover stipends and travel expenses for participating teachers. The stipends are $75 a week, plus $15 a week for each dependent, up to a maximum of four. Travel allowances are at the rate of four cents a mile, but no travel allowance may exceed $80.

Open to anyone now teaching mathematics in a secondary school, the institute is designed for those who are potentially good teachers whose competence has been limited by inadequate training in mathematics, according to H. T. Jones, associate professor of mathematics and director of the institute. It is hoped that a substantial percentage of the 35 participants will be from SDA academies in the United States.

Three courses of lectures will extend through the eight-week period as follows: geometry by E. J. Specht, head of the mathematics department; probability and statistics by Professor Jones; algebra, the lecturer of which will be announced later.

Special lectures will be given from time to time by outstanding mathematicians. Topics to be covered in the special lectures include operations analysis, modern developments in the teaching of mathematics, and electronic digital computers. In connection with the lectures on computers, all participants will make a trip to the Computing Center of the Armour Research Foundation of the Illinois Institute of Technology in Chicago.

Participants may obtain academic credit toward the degree of Master of Science Education from Potomac University. No tuition or fees will be charged participants.

Although the institute staff will accept applications from anyone now teaching mathematics in a secondary school, the National Science Foundation has made the grant with the understanding that a large fraction of the participants will be from Seventh-day Adventist academies. Therefore this institute offers an excellent opportunity for academy mathematics teachers to improve their teaching.

A brochure to be published soon will give further details concerning the institute and the procedure for applying for membership.

► Dr. Daniel M. Salcedo, undersecretary of the Department of Education of the Republic of the Philippines, together with two other officers of the same department, also the superintendent of Mindanao School of Arts and Trades and members of the staff of Mindanao Agricultural College, visited our Mountain View College. After a tour of the campus and industries Dr. Salcedo addressed the student body. He said, "This has topped my experience in viewing private schools. I have seen many things here that I have never seen before and can now be a better salesman in advertising your school. It is giving the Filipino people an education that will help build the economy of the country." In the guest book he wrote, "Mountain View College is one of the very few educational institutions in the Philippines today which is giving the students practical, spiritual, and intellectual education. I admire it very much for this." Another of the visiting officers said, "I shall send my son here for his education a year from now."

To the above we would add a statement from one of the head officers of the Mindanao Institute of Technology: "You seem to have everything here too wonderful for words to describe. This positively reveals God's hand in your four-fold venture in developing a true Christian citizenry." When he and his group of teachers visited MVC they expressed a wish to have a workshop there sometime in April so that they could study the MVC plan of operation.

► The youth leader of a large Methodist church in Chattanooga, Tennessee, invited Dr. Otto H. Christensen of Southern Missionary College to present the beliefs of SDA's to their youth group one Sunday evening last fall. Many questions were asked in connection with the presentation, and the book *Questions on Doctrines* was given to the group.

► W. H. Beaven, academic dean of Washington Missionary College, was special convention committee chairman of the annual convention of the Speech Association of America, December 28-30, Washington, D.C. Charles E. Weniger, dean of the SDA Theological Seminary, was chairman of the special events committee, while Stephen Hiten and Loren Dickinson, of WMC's speech department, assisted in convention publicity.

► Among the new full-time faculty members welcomed at Atlantic Union College this year are Helmut Ajdnik, Margarita Merriman, and Stanley E. Walker in the music department; Louis A. Renzi, instructor in physical education; Mary Lou Peckham, registrar and instructor in history; and Dr. Albert E. Smith, chairman of the division of mathematics and physics.

► Gordon Hoppe, president of the senior class at Atlantic Union College, has been chosen as a delegate to attend the Golden Anniversary White House Conference on Children and Youth to be held in Washington, D.C., March 27 to April 1. President Dwight D. Eisenhower is issuing formal invitations to 300 college students from all over the world. Mr. Hoppe is one of two undergraduate students from American Adventist colleges to be invited.

► Sandia View Academy is in the process of enlarging the girls' dormitory. The new section will provide 12 new rooms that are much needed and should be ready for occupancy early in 1960. Other improvements include a temporary gymnasium, made possible by pouring a concrete floor in a large metal warehouse and installing heat and light. More than 100 evergreen trees, large stretches of new lawn, new sidewalks, and flower beds have changed the appearance of the campus. More changes are planned to beautify the school.

► New courses being offered in the physics department at Southern Missionary College are intermediate astronomy and introduction to physics. The former is a study of stellar structure and the general properties of glowing gases that we see in operation around us; the latter is specifically of an introductory nature and is for students pursuing the elementary education curriculum.

► Horace J. Shaw, associate professor of speech at Emmanuel Missionary College since 1949, recently received his doctorate degree in speech at the College of Communication Arts, Michigan State University. His thesis was entitled "A Rhetorical Analysis of the Speaking of Mrs. Ellen G. White, A Pioneer Leader and Spokeswoman of the Seventh-day Adventist Church."

► Social conduct and courtesy were stressed during the Student Association Culture Week at Southern Missionary College. Professor H. M. Tippett was the speaker, and demonstrations were held to illustrate good manners. Nancy Reid and Willie Reyna were chosen queen and king, respectively, of courtesy, and Elder Tippett was honored at a reception where the students put into practice information they had received during the week.

► Elder Bruce Johnston, assistant professor of homiletics at Emmanuel Missionary College, held evangelistic meetings October 25 to November 1 in Benton Harbor, Michigan's air-auditorium (a nylon-plastic, balloon-like structure supported only by air). He baptized 18 people as a result of the Hour of Prophecy crusade.

► This year at Mountain View College (P.I.), instead of having to spend large sums in cash to purchase food for the cafeteria, the college farm is producing an ample supply of all kinds of vegetables, with an excess for sale outside the campus. There is also an abundance of pineapples both for the dining room and for the faculty homes. With plentiful soybean milk and "tokua" and poultry products, a truly nutritious and varied diet is assured. MVC is hoping to purchase a new rice mill, since surrounding farmers are requesting the college to mill their rice. In doing this, they could provide rice for the cafeteria at the least cost.

Planning the Rio Lindo Academy

(*Concluded from page 19*)

Provide for instrument and music storage in the rehearsal room.

Science, Home Economics, Vocational Arts Departments. Amphitheater-type classrooms for demonstration lectures. Separation of maintenance or industrial shops for teaching units. Provide practice dining area for home arts classes.

Gymnasium. Hardwood floors, showers, and dressing rooms adjoining. Offices for physical education directors and storage space for gym and field equipment should be provided. Chair storage under stage. Recessed or protected light fixtures.

Cafeteria. Preferably in separate building. Attractive dining room with acoustic walls and ceiling. Provision for broadcasting music. Additional rooms for small groups. Serving area closed off from dining room; waiting lines in hallways, unless students are directed by tables. Inasmuch as smaller tables are easier to move about as occasion requires, and since seating students in smaller groups greatly reduces the amount of noise in a dining room, it is thought that tables should be provided to seat only four students, or six at the most.

Faculty Housing. Every school administrator knows that one of the main factors in obtaining a high morale among the teaching staff is the type and kind of housing provided. Poorly built housing units, without private yard or garden, too small, with too little privacy, and too close to the school buildings, are often the reasons for the frequent turnover in personnel. A boarding-school teacher is usually required to live in school-owned housing, and is thus deprived of building up an equity of his own in a home through house allowances granted to workers. The best way to compensate for this loss would be to provide housing that is at least equal to the homes of his colleagues who have their choice of living accommodations.

Conclusion. In most instances financial resources may prevent including many desirable features while the school plant is under construction; however, provision for the ultimate addition of a number of these items can usually be made without too much initial outlay.

As stated before, planning based upon some research and observation of existing school plants and the critical analysis of personnel experienced in the various areas of school activity can do much to achieve the ideal school plant.

"We are to have Christ in us as a wellspring of water, . . . refreshing all who come in contact with us."—*My Life Today*, p. 89.

Suggestions to Those Planning for Graduate Study

(*Concluded from page 3*)

should by all means major in professional education.

Aside from these groups it is far better for teachers embarking on graduate education to major in some subject-matter field. It is true that graduate training in the scholastic disciplines requires the student to know one or several foreign languages; entrance requirements are also generally higher in terms of particular undergraduate courses that must have been completed. Moreover, the competition may be keener. Added together this means that often a longer time is required to earn a graduate degree in a subject-matter discipline, but the student does well not to be lured from his objective into a shorter or easier program.

Yearly there are many excellent teaching openings in our academies and colleges for teachers who have a Master's degree in such subject-matter fields as English, mathematics, natural sciences, history, social sciences, secretarial science, music, and industrial education. When some college wants a new or additional teacher, all too often they cannot invite academy teachers to join their faculties because so many of those who have advanced degrees do not have the degree in a subject-matter field.

Our denomination is annually needing teachers with Doctor's degrees. College faculties are becoming larger, and many with this advanced degree are reaching retirement age. It is a rare occasion when a person who has earned a Doctor's degree in a subject-matter field does not receive invitations from three or four of our colleges to join their staffs.

► The Texas elementary teachers met at Weslaco for their two-day convention; then they took a profitable two-day bus trip into Mexico, where they visited our college and hospital at Montemorelos and other denominational points of interest across the border.

A Survey of Music

(*Concluded from page 15*)

courses might be entitled Music Appreciation and Music Fundamentals, or the former might be called General Music I, and the latter General Music II. In the larger schools both courses should be offered every year, but in the smaller schools they might be taught in alternate years. (6) Rehearsal times should be scheduled in the best interests of the organization as well as that of the music teacher.

[1] Ellen G. White, *Education*, p. 168.
[2] Sadie M. Rafferty and J. J. Weigand, "The Function of Music in the Secondary-School Curriculum," *Bulletin of the National Association of Secondary-School Principals*, XXXVI, November, 1952, p. 7.
[3] Ellen G. White, *Patriarchs and Prophets*, p. 593.

Editorial News and Views

(*Concluded from page 32*)

to visit the Seventh-day Adventist Theological Seminary and to speak to the student body and friends. More than a hundred ministers of other denominations and theological schools came to hear our distinguished guest.

After Professor Cullmann had returned home he wrote a gracious letter of appreciation to the Seminary for the hospitality extended him, in which he said, "I shall not forget your Seminary of which I have an excellent impression. Knowing Dr. ———, I expected of course a high standard of your school. I have not been disappointed." Naturally we are pleased that a noted scholar was impressed by the high quality of one of our educational institutions.

In handling yourself, use your head; in handling others, use your heart.

Research in SDA Colleges

(*Concluded from page 9*)

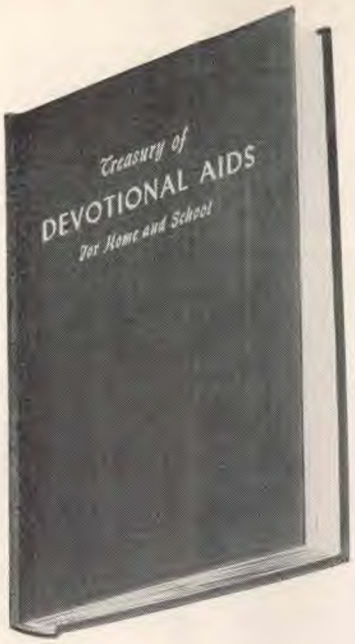
the ideal daily routine. Among these things that cry out for the teacher's time—time that is not absorbed by immediate class preparation and committee meetings—among these things good in themselves, is research. When we devote time to research, are we giving the impression to students, faculty, and believers in the field that we delay the Lord's coming?

If the teacher engages in research during school time, be it ever so successful a project, leaving these other things undone, we might well wonder whether he has lost his vision and whether he has failed to grasp the challenge of individual labor for his students in their struggle up the narrow way. But on the other hand, if the teacher conscientiously employs every spare minute in working with his students, will he then have time left for research?

Often there are times when students are unapproachable in their rooms or daily life, but who can actually be appealed to by the teacher when both are working on something of mutual interest. A given teacher will be able, because of background and experience, to deal with certain students better than others. The line of separation is that of common interests. So, a teacher with interest and capability to do research can share his companionship and spiritual life with some students whose temperament would allow that contact nowhere else.

Several of our college departments have been doing research work of this type for years, but it is good to re-evaluate the effectiveness of this program in the light of giving the gospel to the world.

[1] Ellen G. White, *Fundamentals of Christian Education*, p. 119.
[2] ———, *Christ's Object Lessons*, p. 125.
[3] ———, *Counsels on Health*, p. 290.
[4] ———, *Medical Ministry*, p. 323.
[5] ———, *Words of Encouragement to Workers in the Home Missionary Field*, p. 37.



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Editorial
NEWS AND VIEWS

Fire Regulations The disastrous fire in a Catholic parochial school in Chicago, which snuffed out the lives of 91 children and four teachers in just a few minutes, ought to startle us into a restudy of fire protection problems in our own schools. A perfunctory fire drill now and then is by no means an adequate answer to this ever-present threat.

The first thing that ought to be done is to form in each union conference a set of school fire-protection rules. These should then be adopted by each conference committee for all the elementary schools in the conference, and by the academy and college boards of trustees. The next step would be a thorough, objective inspection of the status of fire prevention in each school, to be conducted by the union conference educational secretary with the local conference superintendent of education, the chairman of the school board, and the pastor of the church. Early in the school year a fire-safety meeting or meetings should be conducted for all those connected with the operation of schools, including the school board chairman, the teachers, maintenance men, cafeteria workers, and others concerned. This meeting should be conducted by the educational superintendent, the principal of the school, or the pastor.

Upon request the editor will send you a sample of school fire-protection rules.

Art Education Art education needs strengthening in our schools. Because our college course offerings in art have been so limited and the instruction often unimaginative or lacking in technical competence, we have not had enough art instruction in our elementary and secondary schools. The result, in turn, has been that few students entering college demanded adequate art instruction, either in quality or quantity.

Thus far, music has been the main channel for creative artistic expression among us. Many young people are not talented in music but desire other avenues for their creative abilities. It is time for us to provide our youth with more and better art instruction, from the first grade right on through secondary school and college. This cannot be achieved unless our colleges, from whom we get our teachers, greatly strengthen (and in some cases, launch) art departments.

Good Books on Education It has been suggested that we publish a column recommending outstanding books and articles on the subject of education. We shall do this from time to time in the future. Our readers can help by nominating titles of good books that can be included in such a column. Reading habits and preferences vary so greatly that what interests one may not appeal at all to another. However, for what it is worth, here are some books that I have read lately that were profitable to me.

Education—The Lost Dimension, by W. R. Niblett, an Englishman, begins with an excellent discussion of group influences and the sociological approach to education (significance and limitations) and the value of inherited traditions. However, the main emphasis of the book is on the development of individuality, the education of the understanding, and inculcating of values. The lost dimension is religion. New York: William Sloane Associates, Inc., 1955, $2.50.

This Is Teaching, by Marie Rasey, veteran teacher (recently deceased) on all levels and many subjects, who began teaching when she finished high school, gained advanced education largely while in service, and ended up as professor of educational psychology at Wayne University. This is educational psychology sugar-coated, in dialog and clinical setting. Although running deep in places, it is a very enjoyable and profitable book. New York: Harpers, 1950, $3.00.

Not Minds Alone (subtitle: Some Frontiers of Christian Education), by former president of Denison University, Kenneth Brown, is a collection of talks, experiences, and meditations. Helpful in that it portrays how a non-Adventist looks at Christian education, this book is stimulating all the way through. New York: Harpers, 1954, $3.00.

Great Issues in Education is a collection of signal comments on education from many centuries. Published by the Great Books Foundation (Chicago, 1956) as readings for discussion clubs, it comes in a set of three attractive paper-bound books in a good-looking cardboard file. Included is the viewpoint on education of Aristotle, Plato, Plutarch, Comenius, George Herbert Palmer, Milton Mayer, Alfred North Whitehead, Henry Adams, John Dewey, Bertrand Russell, Bernard Iddings Bell, Herbert Spencer, Jacques Mauritain, Sir Richard Livingstone. Every professional educator ought to read this set.

A Greater Generation (New York: Macmillan, 1950, $2.50) and *Dimensions of Character* (New York: Macmillan, 1956, $6.50) by Ernest M. Ligon, I am still reading. These are a report of the largest and most serious attempt ever made (already in progress 25 years) to try to find out scientifically how to teach character building. The books are difficult but rewarding reading, particularly the latter. We have much to learn from this experiment. As the years go by we are learning that a great deal of that which we have taken for granted in building character is not as simple or as effective as we had thought. Certainly our methods have achieved excellent results with some, but we are perplexed why so many who go through the same experiences and schools do not develop desirable character. We ought to engage in a scientific study like this ourselves, but since we are not, it behooves us to study carefully what others are doing.

The Theological Seminary It was our privilege this past year to invite one of the world's top-ranking scholars, Dr. Oscar Cullmann, professor of New Testament at the University of Paris (the Sorbonne) and the University of Basel,

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