

The JOURNAL of TRUE
Education

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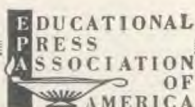
The JOURNAL of TRUE Education

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* By request we are designating the classification of articles listed in our table of contents: (1) Elementary, (2) Secondary, (3) College, (4) General, (5) Home and Parent Education.

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An Ounce of Prevention

An Editorial

Richard Hammill

ARE today's school children different from yesterday's children? Is rebellion against authority becoming more apparent? The elementary schools section of the U.S. Office of Education, while conducting a four-year study of school programs across the country, found reassurance among 1,300 educators who work with some of the nearly 8 million children in grades 4, 5, and 6.

According to this study (which can be obtained from the U.S. Government Printing Office, Washington 25, D.C., for \$1.00) most children from nine to twelve want to be useful, to try out their own powers in making and doing things. They want to think for themselves, but they also want to develop codes of behavior that will meet the approval of adults around them.

How a child responds to adults at this time seems to depend on the relationships that he has experienced in earlier years, the study revealed. Children who have had the opportunity and the habit of talking things over with their parents and teachers will generally continue to do this, and thereby work out satisfactory solutions to their problems. They are willing and able to live comfortably within the regulations that have been agreeably set before them in such exchanges. On the other hand, children who have not had the privilege or who have not been helped to discuss matters freely with parents and teachers, but have, instead, been required to live by regulations made by adults and peremptorily imposed, are likely to rebel against authority and to begin to assert their demands for independence.

Teachers and parents who talk matters out with children, recognizing the desire of the human mind to know what is coming up and to express opinions, have few disciplinary problems. They prevent the development of rebellious independence and of anti-social behavior by tactfully leading children into acceptance of the need of regulation before they reach the stage in which strong desires for independent action are normal. Then, with a pattern of talking things out all set, as natural independence develops, the habit pattern helps growing children to maintain respect for authority.

Children do need—and want—to know what is expected of them, the study points out. It is the not knowing that upsets children, that confuses them,

and that gives rise to rebellious attitudes. This is especially true when parents or teachers are indifferent to them, or make demands upon them that are not consistent.

The results of this study are in complete harmony with the findings of certain sociological studies that discovered that children develop best under discipline that is neither harsh nor lax, but that follows a middle-of-the-road policy of talking matters over with children and then holding them to the agreed program consistently. It is also in agreement with the writings of Ellen G. White, who time and again urged parents and teachers to take children into their confidence, to let them express their ideas, to lead them to agree on school and home policies that are the most desirable, and then to enforce these standards fairly and firmly. There never was a time in Christian education when absolute authoritarianism was the blueprint. On the other hand, "Neither in the home nor in the school should disobedience be tolerated."¹

God's way is a balanced program, as the following indicates: "Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust. On the same principle it is better to request than to command; the one thus addressed has opportunity to prove himself loyal to right principles. His obedience is the result of choice rather than compulsion.

"The rules governing the schoolroom should, so far as possible, represent the voice of the school. Every principle involved in them should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed.

"Rules should be few and well considered; and when once made, they should be enforced."²

There was consensus among the 1,300 teachers interviewed by those making the study referred to above that children in the fourth, fifth, and sixth grades have a driving need for activity. They cannot sit still very long. They need adequate place for play, both indoors and out. If children and youth do not have opportunity to fulfill this need for activity, disobedience and rebelliousness will soon appear.

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An Evaluation of Psychological Theories of Learning

Stanley Bull

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A THEORY is a human thing, but it can influence the mind to know God and follow Him or to know the world and lose the soul.

The human element in a theory is that it is man's attempt to explain facts. In scientific theory this task is approached with selective precision, since only established and generally accepted facts are dealt with. Philosophic theory, on the other hand, accepts universal conditions and the broadest possible frame of reference in attempting to define and explain the nature and purpose of human nature, and of goodness itself.

It is evident that the scientist needs help lest his self-enforced circumscription leads him to omit assumptions vitally necessary in guiding the practice of true education. On the other hand, the philosopher needs some way of establishing confidence in his basic assumptions. It is impossible to avoid the use of assumptions, and therefore it is reasonable that both scientist and philosopher should seek assistance in their use of them. Early Greek philosophers assumed that goodness and happiness were the ultimate meaning of all existence. Some modern philosophers assume that existence has no ultimate reality, that only the present is real and change is basic. Early Greek scientists assumed that the basic reality in matter was the indivisible atom, and there are modern scientists who declare that true matter is evidently not palpable, since it is energy.

The Adventist educator is inclined to equate learning with improvement in personal living, and he looks upon education as the harmonious development of self. He therefore feels the need for a theory of learning comprehensive enough not only to include the experiences of sensation, feeling, and desiring, which are intimately related to the body, but also to include mental activities, such as memorizing, imagining, and reasoning. Such a theory will make both body and mind intimately related in personality development. The need for such close relationship is particularly felt when reference is made to purpose and the power of choice, for in both these aspects of experience the whole of man is involved. Our main interest is in the molding of a Godlike character:

No work ever undertaken by man requires greater care and skill than the proper training and education of youth. . . .

The training of children must be conducted on a different principle from that which governs the training of irrational animals. The brute has only to be accustomed to submit to its master; but the child must be taught to control himself. The will must be trained to obey the dictates of reason and conscience.¹

It is clearly impossible in one article to give a fair appraisal of the learning theories proposed by the various schools of psychology, but there seem to be two main approaches. One approach emphasizes the physiological factors involved, while the other dwells upon the mind with its powers to know and respond. There are extreme positions; one is held by the Watsonian School of Behaviorism, which places supreme importance upon stimulus and response. Proponents of this system of thought feel that a description of self can be given in terms of stimuli, responses, habit formations, and behavior patterns.² This complete dependence upon physical terms is brought into focus by another writer in the following words: "The concept of purpose is a lazy substitute for careful and detailed analysis. . . . The duty of a behaviorist is to describe behavior in exactly the same way as a physicist describes the movement of a machine."³

It seems equally unrealistic to overemphasize the mind as the idealists do when they state that reality is only mental in character. To say that nothing exists unless it is perceived has little meaning to teachers who must conduct their classes on the basis that the students' minds exist as well as their own. Both the teacher's mind and the student's mind are finite, and, as learning takes place, change occurs in both mind and body and the two are inextricably interwoven in the experience. It is interesting to note that Thomas Aquinas, the great medieval churchman and scholar, expressed his belief that after death the spirit, or soul, when alienated from the body is so incomplete as to be unable to learn new truths.⁴

Thorndike was a careful exponent of the stimulus-response learning theory, which gives prominence to physical factors. He taught that the connections formed between stimulation and response are represented by connections between neurones

and neurones, and that the strength or weakness of the connection is a condition of the synapse.⁵

Later, he was very much more guarded in his statements on this, but even so, Hilgard's objective analysis of Thorndike's theory includes these words: "The flavor of Thorndike's theory was all along that of the automatic strengthening of specific connections, directly, without intervening ideas or conscious influences."⁶

It is not surprising that Thorndike regarded his laws of learning as applicable to animals as well as men. His emphasis is on drill, albeit on useful material, which serves the purpose of adjustment for the learner. This is why animals and men are discussed together in very much the same way. The higher mental processes are merely refinements of trial-and-error learning, making it difficult to think of man's highest endowment as the ability to reason and hold converse with his Maker. Personality development can be described only in simple utilitarian terms, while reason, understanding, altruism, and love cannot be adequately accounted for.

The cognitive theories are perhaps best examined in the framework of classical Gestalt thought. Perhaps earlier proponents of the two major schools of thought saw more clearly that their differences were real and fundamental; therefore their opposition to one another was more explicit. The Gestaltist not only postulates a mind but a mind that is innately equipped with power to grasp the meanings of patterns in the world around. These patterns are sometimes referred to as Gestalten. The senses receive separate stimuli, and then there is an inborn mental power that puts them together into figures standing out in relief against some background.

If the pattern or figure is at first unclear, the mind works toward a greater degree of *goodness*, a term used to indicate clearness, regularity, or symmetry. In this Gestalt setting learning is described in terms of an original or inherent endowment enabling man to structure a situation. It is quite evident that this is very different from Thorndike's association of neurones, or physiological correlates. The Gestaltists have made a definite contribution in calling attention to the complexity of the learning experience. This is further seen in their reference to the nature of a whole or completed event, which they describe as more than the sum of its parts. Just like a tune is more than the sum of its notes, and a wheel is something more than spokes, hub, and rim. The parts have their true meaning only when brought together in a meaningful pattern.

It is helpful to point out once more that there is basic difference in thinking of all learning as trial and error with emphasis on physiology, or in considering it to be a matter of insight with stress placed on mental activity. The Gestaltists' conten-

tion is a very interesting one since it states that the objective world has patterns which can be grasped by the learner's mind and thus facilitate development. Certainly the Christian believes that there is design in all things, but he will agree with many other critical thinkers that Gestalt thought is still very incomplete.

Hilgard sums up the position on learning theories in general by saying, "The construction of a fully satisfactory theory of learning is likely to remain for a long time an uncompleted task."⁷ Thorpe and Schuller seek to justify their discussion of contemporary theories of learning by stating, "Thus one of the goals of the present volume is to seek 'areas of agreement' which possibly may exist among the different theories of learning . . ."⁸

Samuel A. Kramer in an article entitled "Are Theories of Learning Helpful?" is frankly skeptical about the usefulness of learning theories, since they are in fundamental disagreement with one another and in the main unrelated to the actual classroom situations. The learning process is important, but it can be best understood when the place, time, and conditions are considered, so that the learner's learning experience is studied in a social context designed especially to facilitate learning.⁹

Gestalt psychologists claim that stimulus-response theories are inadequate to encompass the phenomena of learning resulting in integrated personality, and this criticism is generally accepted. In the judgment of many writers Gestalt thought is likewise incomplete even though it has made valuable contributions to learning theory. The eclectic approach is therefore advocated, since it seeks help from the theories of all psychological schools.

In the beginning of this article it was suggested that theories are helpful in proportion to their degree of completeness in explaining facts. The facts of learning are very complex, and the question arises whether any one theory can cover them. Man is more than an animal, and even more than a rational and social creature, since his manner of life is characterized by moral purpose. Will more help come from philosophic theory, which has its assumption based upon divine revelation? The Christian definitely believes this is true.

Kramer's suggestion that consideration should be given to a man as a social creature seems plausible enough, but it brings the problem of the theorist more into focus. People must adjust to one another, and habits are formed that appear to be self-regulating, but this is not so, since conscious choice must have been made at some time. Many of the social norms do represent community ideals, and choice has been necessary at one time or another to form these social habits. All this means that man has free will. Whether we think of self in society, or self

alone, we know that development takes place only when inconsistencies with the "ideal me" are ruled out. Stagner makes a clear statement regarding choice: "By deliberate choice you can expose yourself to stimulus conditions which will result in changing your personality."¹⁰

The stimulus-response theory of learning sponsored by Thorndike and others has been fruitful in bringing about changes in classroom practices. Trial-and-error learning and habit formation has indicated the need of patience on the teacher's part, and has called attention to the wonderful wisdom of the body with its homeostatic mechanisms, its plasticity, and rich repertoire of responses. The emphasis upon action and learning activity calls to mind earlier advocacy of such a principle. Thomas Aquinas in the Middle Ages drew an analogy between doctor and teacher by saying that getting well is something the patient has to do himself. In this Aquinas was drawing from Aristotle's philosophy. However, the Christian educator rejects, emphatically the claim that all human activity is reactivity, and that purpose is just as mechanical as anything else. Whenever we read such words we are reminded of these guiding statements:

The true object of education is to fit men and women for service by developing and bringing into active exercise all their faculties.¹¹

We can trace the line of the world's teachers as far back as human records extend; but the Light was before them. As the moon and the stars of our solar system shine by the reflected light of the sun, so, as far as their teaching is true, the world's great thinkers reflect the rays of the Sun of Righteousness.¹²

The cognitive theories, referred to in the framework of Gestalt thought, refer to the mind's power to recognize and to react to design in the world around. The things which are seen do indeed reveal the unseen things of God's nature and His eternal purpose because there is definitely a correspondence between man and all creation. "Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do."¹³

The classical Gestalt theory, however, fails to mark out these deeper implications, and though it speaks of design, it does not indicate the significance of social patterns that require from the learner moral choices.

It becomes, therefore, necessary to add to Gestalt thought the Christian postulates of a mind endowed with God-given powers to learn truth, and to respond to truth wisely. Concerning the time of the Babylonian captivity we read, "God gave them knowledge and skill in all learning and wisdom."¹⁴ Paul tells us that the man of God can search out the deep things that belong to his Maker and eternity because he has the mind of Christ. Such a man is truly wise, whereas wisdom which is partial and which leads away from a dependence upon God is

really foolishness. Partial truth can be very helpful if it is recognized as incomplete and if it leads to the source of true understanding.¹⁵

"The true principles of psychology are found in the Holy Scriptures. Man knows not his own value. He acts according to his unconverted temperament of character, because he does not look unto Jesus, the Author and Finisher of his faith."¹⁶

While true wisdom leads to righteousness, meaning right living, rejection of truth means death or loss of eternal life. No man has been able to explain how the mind, which is immaterial, can influence the material body, but the Christian teacher believes that God reveals truth and goodness to man through the medium of his mind, and that man chooses that which is good and becomes fitted to commune with his Creator. It is this high destiny that constitutes the goal of true education.

"Beloved, now are we the sons of God, and it doth not yet appear what we shall be: but we know that, when he shall appear, we shall be like him; for we shall see him as he is."¹⁷

¹¹ Ellen G. White, *Fundamentals of Christian Education*, p. 57.
¹² J. B. Watson, *Behaviorism*, New York: W. W. Norton & Co., 1925.

¹³ Z. Y. Kuo, *Psychological Review*, Vol XXV (1928), pp. 414-433.

¹⁴ J. S. Brubacher, *Modern Philosophies of Education*, p. 45. McGraw-Hill, 1950.

¹⁵ Louis P. Thorpe and Allen M. Schuller, *Contemporary Theories of Learning—With Applications to Education and Psychology*. Copyright 1954 The Ronald Press Company, New York; p. 51.

¹⁶ E. R. Hilgard, *Theories of Learning*, p. 43. New York: Appleton-Century-Crofts, Inc., 1956.

¹⁷ *Ibid.*, p. 14.

¹⁸ Thorpe and Schuller, *op. cit.*, p. 16.

¹⁹ William A. Fullagar, Hally Lewis, Carroll F. Cumbee, *Readings for Educational Psychology*, p. 57. New York: Thomas Y. Crowell Company, 1956.

²⁰ R. Stagner, *Psychology of Personality*, New York: McGraw-Hill, 1948.

²¹ Ellen G. White, *Counsel to Parents and Teachers*, p. 493.

²² *Ibid.*, Education, pp. 13, 14.

²³ *Ibid.*, p. 17.

²⁴ Daniel 1:17.

²⁵ 1 Corinthians 2.

²⁶ Ellen G. White, *My Life Today*, p. 176.

²⁷ 1 John 3:2.

ATTENTION TEACHERS!

Would you like to share with an author of a book to be printed on American children some of your humorous teaching experiences with children? If so, jot them down and send them to:

Constantine Georgion
3636 16th Street NW.
Washington 10, D.C.

Be sure to include your name and name of your school if you wish them to appear in the book.

LIVING FULL LIVES

H. E. Douglass

ASSOCIATE PROFESSOR OF RELIGION
PACIFIC UNION COLLEGE

I SUSPECT that I am addressing one section of the most significant group of our denominational structure of workers. For several reasons, which I will explain later, this had better be true. The Seventh-day Adventist Church is one generation away from oblivion. It takes only one generation for any organization to lose its mission and hearth fires. The only link between the generations is the Adventist teacher—not the local minister, or the General Conference President, for they themselves are only products of the Adventist teacher.

Christian education, as Adventists understand it, demands the right person to transmit its message and secrets. One generation can lose it all.

This places an inescapable responsibility not only upon the teacher but upon those who appoint the teachers. Those who appoint the teacher must share in the influence that teacher exerts.¹ The teachers we appoint will mold the denomination; they train the minister, they give concepts to laymen, they determine the set of things to come.

Instead of mere personal observation (which never counts too much) I think the Scriptures can give us a picture of the kind of person the church needs as we link one generation with another through teaching. Barnabas was an example of the right kind of Christian teacher.

In Acts 11 we are given a snapshot of this man on whom rested heavy responsibilities. "He [Barnabas] was a *good man, full of the Holy Spirit and of faith*. And a large company was added to the Lord.² Barnabas is a man seen all too infrequently in the Bible story, and his type is a scarce commodity today.

Acts 11 records the difficult mission on which Barnabas was sent. A critical moment had come for the young church at Antioch and the situation demanded a steady hand. Old prejudices among those who had taught only Jews could easily thwart the mounting success of the new teachers who were baptizing Gentiles. The church leadership at Jerusalem had just passed through the identical problem with Peter and Cornelius and they knew how explosive, how inflammable, the situation was.

Consequently, they sent the best man they had to Antioch to conciliate raw nerves and cool heated heads.

Why did they send Barnabas? Because he was a "good man." Jerusalem had its debaters, its efficiency experts, its budget balancers, its talent, but Antioch needed something more than talent. Talent by all means, but something more. Every school, every classroom, has the elements of Antioch in it. As a man's duties spread over more people we soon learn that an increasingly higher premium is placed on character, upon the man himself.

Now, what was there about Barnabas that caused Luke to describe him as a "good man?" I wish we knew more about him, but there are several angle shots here and there in the book of Acts. We discover that the apostles changed his name when he became a co-worker.³ And what a name they gave him—"Son of Encouragement," or Barnabas. He was the kind of a man who quickly won the esteem of those with whom he worked. He was positive, not negative; he was not part of the problem but part of the solution. Barnabas won the confidence of co-workers and students because he was manly and magnanimous.

In the 9th chapter of Acts we learn that it was Barnabas who was first to appreciate the sincerity and potential strength of Paul, the converted persecuter. He was too much of a "good man" to allow the past to warp the future. He was quick to let bygones be bygones, and he convinced the others that they should too. One little incident shows that Barnabas had a discerning mind and a persuasive tongue. When everyone thought Paul to be a proto-Jesuit, Barnabas alone took him in and proved that his trust was well placed. Many young people have been saved for usefulness by teachers who were manly enough to forget the irascible past and to give confidence in the future.

Perhaps his greatest weakness was that he often made excuses for those who failed. The Acts story suggests that Paul in this regard had something to learn from Barnabas, especially in the crisis over John Mark. The years that passed demonstrated

the correctness of Barnabas' judgment and the dimensions of his goodness.

The above are illustrations of how a "good man" acts; but now, what makes a "good man"? Are some men guaranteed goodness by birth? No! Far from it. Can men be made good by the right environment? No! The Garden of Eden story disproved that a long time ago.

Barnabas became a "good man," a worthy teacher, because he was "full of the Holy Spirit and of faith." This is *living the full life*, life certainly at its best.

The Christian teacher today must duplicate the example of Barnabas. He must first be a "good man." This is where so many potentially successful teachers fail in their trust. Novel techniques, short-cut programs, budget balancing—all this, yes; but eventually they are canceled out in favor of the "good man," and more would be canceled out if there wasn't such a shortage of teachers. The very word *teach* is derived from the early Anglo-Saxon word *teacan*, "to show how to do." No teaching is done until students are satisfied with the basic integrity of the teacher, that he first practices what he wishes to transmit. He must be a "good man." The late Professor Whitehead of Harvard once said, "Moral progress is impossible apart from the habitual vision of greatness."

If the "good man" is not seen in the classroom, if the habitual vision of greatness is not before the student, then any Bible teaching has only the import of a Shakespearean sonnet. Education as Adventists view it is more than imparting knowledge; it is the restoration of a lost character once created in the image of God. It is the reclaiming of this lost vision of greatness.

If an educational program does not challenge people to behave as they have not behaved before, then we have teachers who are not living full lives; they are not visions of greatness before their students; they are not good men.

A good teacher cannot be adequately crystallized in a formula; no matter how much we write, it never seems to tell the full story. But when we point to a man such as Charles Weniger or Lewis Hartin we have done more than all our words could ever do. Their classes keep minds on tiptoe as students stretch for fresher glimpses of truth. They build men because they are good men, "full of the Holy Spirit and of faith." They have lived full lives in the classroom and their students have tapped these lives in the informal association outside the classroom, both being part of the teaching process.

Besides being a "good man" the Christian teacher must be a man "of faith." This kind of teacher leads his students on a continual tour of discovery. He submits not to the easier method of the class lecture; he guides emerging ministers and teachers and

doctors and all the rest of our future leaders over the threshold of sight into a world of ideals and objectives that soon brace their will for life's greatest thrusts. This experience is difficult to motivate but absolutely essential to the restoration of the image of God in this generation. The teacher full of faith teaches the student, not the subject. He is more interested in the growth of the student than in his own professional research. After all, of what value is a teacher who is snuggled away in an inaccessible corner of the library or laboratory when a student needs the personal touch of that teacher's interest? Professional growth, yes; but at whose expense?

The man of faith sees life steady and sees it whole, and he concentrates upon the student; for instance, the man of faith is obsessed with the fact that when he teaches business one eye is on revealing God and the other on preparing a mission treasurer or institutional accountant.

The man of faith exudes faith in his fellow men, in the possibilities latent within every questioning boy and girl, in administrative policy, in the denominational program as a whole. His students see and hear nothing except a man of faith, a man hopeful, positive, dynamic. Problems there will always be; solutions not always apparent. But a man of faith knows that no problem can baffle God, no situation is too frustrating for the Holy Spirit, and the teacher full of faith remains serene, poised, and manly. How much our young people need a vision of a teacher today—a day when criticism and unrestraint seem to be sophisticated correctness.

To complete the full life the Christian teacher must be "full of the Holy Spirit." The teacher becomes an instrument of inspiration. The work of the Holy Spirit and the Christian teacher are identical. Theirs is the nice work of interpreting the truth in Christ to youth. The student in the biology class as well as the Bible class is then taught to act within the context of the greater good, that truth never fears examination, that God longs to make us more discriminating, more aspiring.

Too often classroom technique is so rigid that we overlook the thrust that God wants to lay on the mind that day. No novel pedagogical method can compensate for this divine freshness. I suspect that the teacher leaves as much room for the Holy Spirit in the classroom as he leaves for the Spirit in his private life.

A full life impresses the student that he is not being trained merely in the technical skill. He sees the teacher trying to help the warmth and tingle of the spiritual world to break through. That is why the Christian teacher himself must live on the edge of the eternal; its light should break through frequently. The light is seen on the face that never

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Is Safety Education a Fad?

Harry M. Lodge

SUPERINTENDENT OF EDUCATION
ILLINOIS CONFERENCE

THE story of tragic accidents in our country is an appalling revelation of something lacking. The daily news is filled with reports that terrify Americans and amaze our friends abroad. Blood is flowing too freely and maiming is too frequent. The losses in relatives, friends, valuable personnel, and the children and youth of our communities are beyond reason. It is difficult to fathom the implications involved in such careless slaughter on our highways, in our industry, in and around our homes, and during respected recreational periods.

This is no time for panicky realization, but for rational evaluation. So common and frequent are these horrible news reports that people react only casually. Altogether too little thought is given to causes. The growing tendency is to classify accidental deaths and crippling injuries as routine. "It happened. That is too bad." "I'm sorry. Enter it into the records!" What is lacking? Do we need more evidence?

Perhaps you are not aware of the frequency and seriousness of the accident toll in the United States. It may be that you did not realize that we are a killing nation in times of peace as well as during war engagements. Could it be that you were not aware of the killing effects of industrial and transportation



Mr. Lodge, as chairman of the program committee, conducts the closing session in a discussion from the floor. Speaking is Miss Vaughn, a representative of safety education from Australia.

machinery as compared with war machinery. During World War II between 1939 and 1946 the United States lost in battle 293,986 lives. This casualty figure for the seven years averages 42,075 per year. The National Safety Council reported 91,000 killed in 1958 by accidents in homes, at work, on the highways, and during recreational pursuits. That is more than twice the deaths reported for war activities.

Undoubtedly we have not published enough statistics to give the full picture and to develop in people's minds a conscious reality. Look at these figures for 1958. We are not listing quantities of commodities or output of production, but the death rate by accident and the crippling injuries to our fellow men.

EDITOR'S NOTE: Harry M. Lodge was chairman of the program committee for the Elementary School Section of the School and College Division of the National Safety Council. He and his committee originated and supervised the program for the Elementary School Section, which was given at the annual meeting of the NSC congress held in Chicago, October 19-22, 1959.

Falls _____	18,500
Home accidents causing death _____	27,000
Highway accidents causing death _____	37,000
Water accidents causing death _____	6,400
Industrial accidents causing death _____	13,300
Farm accidents causing death _____	11,300
School accidents causing death _____	4,000
Deaths caused by fires _____	6,700
Total number of deaths caused by accidents _____	124,200
Injured from all causes _____	9,100,000

Let us pick out a specific group at the teen-age level. The figures given by the National Safety Council for our fourteen- and fifteen-year-olds who have met death as estimated for the most recent year for which figures are available are as follows:

Work _____	200
Home accidents _____	1,300
Motor vehicle accidents _____	2,600
Public accidents _____	2,100
Drownings _____	1,327
Fire burns _____	667
Firearms _____	429
Falls _____	188
Railroad _____	148
Poison _____	33
Miscellaneous _____	852

We might submit more tabulations. Each would portray the same tragic story—death and injury, loss and misery. In all too many cases the causes for the accidents that took these lives and maimed these people are evident. The contributors are people, your neighbors and mine, ourselves. There may be a tendency to blame the machinery used, but largely the causes are oversight, carelessness, unpreparedness, neglect, ambition, and just plain irresponsibility on the part of people.

There is a stunning disregard of the value of physical fitness and mental alertness. People permit abuses that dull their senses. There is naturally the plain human element of incompetence under certain definable conditions. Because man is naturally fallible in accuracy and judgment, it is highly important here to point out one of the greatest causes of accident: It is the lack of, or inefficiency in, preparation for the emergency that every person must constantly face. We must put forth a greater effort to make every person safety conscious no matter what he may be doing.

Accidents, fatal or otherwise, are not unknown in

Seventh-day Adventist homes, institutions, and business endeavors. God is good to His people. We have had many examples where God has intervened to save life and even ward off or prevent accident from befalling an individual. But God does not condone carelessness or incompetence. We are constrained to exercise all the care and prudence needed to prevent accident. We are admonished to be alert under all circumstances. God does not want His followers to take chances or handle equipment without precaution. Heaven blesses economy and efficiency in output. "Order is heaven's first law," and God desires the training of His people, the operation of His machinery, the transportation of His servants to be so ordered.

The bringing up of a child "in the way he should go" implies more than a preparation for eternal life. That is part of the responsibility of education. We know that "the greatest want of the world is the want of men . . . men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole," * men who will practice carefulness in all things for the gospel's sake. All this calls for diligence in training. Safety education is a part of that training. It is an important function of our educational plan. He who dedicates his life to God must seek to save or preserve that life for all that it is worth to God. A life to be lived is a life to be saved for that purpose.

Here is one day's fire harvest. On February 23, 1959, thirty-one children burned to death by home fires across the nation. Why should innocent children be the victims? Children and youth do not know how to take precautions unless they are taught by parents, teachers, and ministers. The place for such training is in the home, the school, and the church. Who sets the example for our children? Who is the hero in the lives of our youth? The meekest and most effective teaching method is example. One boy said, "Daddy does not drive like that; he is cautious." Another boy after listening to a traffic officer give a lecture on safety in driving, which emphasized that the speed limits are set for our benefit and should never be exceeded, spoke out boldly: "I ride with my daddy and he drives his Chrysler more than eighty miles an hour! He's a safe driver!" As workers we are too often embarrassingly guilty of giving the wrong impression to our children. We come before our constituency too often in question because of ill-advised procedures in the matter of driving.

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Were you ever quoted as saying, "I don't need to slow down; I've been around this curve sixty times"?

WHAT IS ON THEIR MINDS?

Carl D. Anderson

INSTRUCTOR IN ENGLISH AND HISTORY
CANADIAN UNION COLLEGE

WHAT are we to do with the young boy or girl, twelve to sixteen, who has intelligence and talent, but who just goes 'blah' on us?"

Predicating his remarks on negativism in adolescents, Dr. Guy Maier in an issue of the *Etude* magazine cogently asserts that there are those who resist all treatment, with whom to work is but to labor for vanity. The question further presents itself to us when the educators of the land are confronted with such poignant issues that they maintain the result of all their treatment is but nil.

Is there a solution to this problem? In the solving thereof, are there evident criteria by which all cases may be evaluated, or must education, like Aristotle, make a blanket statement, and presuppose that the heretofore gullible public will swallow it hook, line, and sinker? It must be understood that the general public no longer reason by the deductive method, but are religiously applying the inductive method. In effect they are saying, "Is this my Johnny or my Mary you are talking about? If it is not, I am no longer interested."

Hence, it is apparent that to approach any such vital problem as confronts youth and their parents today from other than the angle of induction is but to promote folly. If it can be determined what is on the minds of the youth of today, what they are thinking about, and Gileadite balm be applied from this quarter, then, and then only, will educators have begun to arrive at a mapping out of somewhat more than a mere hypothesis.

Are the teen-aged progeny of parents today alone interested in the type of life that is characterized as juke-box jive? Perhaps the most difficult phase of life is that irksome stretch located somewhere between twelve and sixteen. The once-tender plant is no longer wistfully smiling at an adoring sun. It has now begun to take on budding propensities that are calculated to take that plant, under proper nurture, and fashion it into a worth-while thing, or else, by the neglect or inability on the part of the older to understand it, to let it wither and die on the stem.

Prior to this age of blossoming out, most children for all practical purposes have led a sheltered life. But now changes begin to take place. Contacts with

the outside world are formed. Any youngster who is normal will soon adjust himself to the unconscious routine of beginning and continuing to make contrasts. As he or she makes personal decisions they will be mostly based on judgment passed either through an observation of what to the adolescent mind is best, or else through a consensus of opinion by his fellows as to what constitutes the acme of perfection.

Relatively few in the age group mentioned are able for themselves to ascertain or estimate rightly the intrinsic value of life principles. Judgment comes through experience. What a burden lies upon those who have to deal with the education of youthful minds, to place before the senses of the youth only that which will appeal to the highest moral values! If, as some believe, the rock 'n' roll age is but a phase in the teen-ager's life and will soon pass away, none needs concern himself over these things. Granted that this is but a temporary facet of life upon which the sun of circumstances glints for a moment, still lifelong effects and regrettable acts may result, which no passing of time shall ever efface.

It cannot be assumed that teen-age youth are thinking the thoughts we think they ought to think, but it is quite possible that they are thinking thoughts we know they should not think. Among many others, doubtless one of the primary thoughts of any adolescent will be regarding the standards of his home. As Bertha M. Luckey says in the May, 1941, issue of *Hygeia*: "He wonders and is often critical of the controls set up by the family and the neighborhood. He contrasts these rules with those reported by boys and girls from different neighborhoods and other cultural groups. He is learning that in this democracy of ours there are many social, religious and cultural groups, all with their separate contributions. He must fit his pattern of behavior into the larger pattern, understand and respect other ideas while still making his own contributions. He is learning to face some of life's realities."

Is it too much to ask, then, that parents and teachers go all-out for the ideal home environment? It is not too much to ask. It is not asking enough. Cer-

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Playground Crisis

Peter L. Parker

PRINCIPAL, CHURCH SCHOOL
NEW LONDON, CONNECTICUT

A little voice that knew how to pray so sweetly was now harsh as unkind emotion stirred it.



MAX THARVE

CRISIS on the playground—a quarrel in progress! And in church school too!

I braced myself to assume a role of coolness and collectedness, and remembering my office as Christian teacher, I approached the scene to investigate the cause.

Why had such innocent playground fun been shattered?

It seemed that my heart beat slower and sadder as I beheld the angry little contestants. A little voice that knew how to sing a gospel hymn so joyfully, and offer a prayer so sweetly, suddenly became harsh and coarse, and it grated as the unkind emotion stirred it.

Lips that knew well how to curl into a heart-winning smile were distorted to an ugly twist. I saw a pair of eyes that had previously taught me a lesson in childlike trust now temporarily blazing with unbecoming temper. A little boy's pair of chubby fists were there—not too long before this they were fondled in his loving mother's hands—but the fingers now clenched and twitched, itching to settle his side's argument with the arbitrary authority of stinging blows.

And there was little David. Poor little David! We had worked so hard to develop and improve his social attitude toward others, and one look at him made me fear that three months' labor for him had been lost.

Many mixed emotions may battle in a teacher's mind in such situations as this. I believe it is right to suppress the feeling—if such you may have—of wanting to collar the contending ones and march them back into the school, point a warning, angry finger at them, and lecture sternly on the necessity of acting circumspectly in a Christian school.

However, I doubt that the little fists would easily unclench under any such railing. The soft, trusting light would not reappear in those angry eyes, the twisted lips would not curl up in a smile, nor would the tightened throat muscles release the gentle voice once more. Stern discipline would seem only to halt the acts and seal them just as they had been observed on the playground.

There is only one great weapon of discipline to link with firmness and decision, and that is repeated, patient, persistent, untiring love.

Do not think that a child cannot discern that love behind your voice when you make your explanation for good conduct. He will. And as quickly will the child discern the lack of love in a teacher who does not love his children. Not only will the vacuum of love be detected, but it may be reciprocated.

Steadfast love in the disciplinary program will eventually win ground. Love will be appreciated and returned with trust and admiration.

F. A. Meier

Vice-President, Emmanuel Missionary College

discusses

PREPARING STUDENTS FOR COLLEGE*

AN ORGANIZATION whose principal objective is world evangelism must conduct its educational system in a manner that will (1) guarantee an adequate supply of competent, well-educated men and women who will execute its program, and (2) provide its constituents with a level of Christian education commensurate with individual capacity so that defection from its ranks will be minimized. Herein lie the greatest challenge and the gravest responsibilities of Seventh-day Adventist educators.

If the objective of world evangelism is to be speedily attained, the church must be composed of an aggressive, militant, and enthusiastic constituency whose behavior and activities are motivated by the ideal of selfless service to the cause of God. Thus our schools must play a decisive role in molding the lives of youth.

Catherine Marshall in an address entitled "The Gordian Knot of Education," said, "If our educational institutions fail in helping students to find themselves, to discover why they are here, where they are going and why, then they have failed in the most important thing of all. For what shall it profit a man if he shall gain the whole world of knowledge and yet lose his own soul?"¹

* A condensation of an address given at the North American Academy Principals' Council, Monterey Bay Academy, California, June, 1957, when the author was dean of Walla Walla College.

To this end we must dedicate our efforts. No other goals should divert our interest. We must evaluate all our educational activities, asking ourselves whether these activities will provide an inspired, enlightened corps of workers and a loyal, faithful constituency. That is our task, our main purpose. Thus the preparation of students for higher education assumes a new significance.

Admittedly, such goals are idealistic and their realization at times is but a shadow on the distant horizon. Nevertheless, without the highest ideals we are lost in a wilderness of fruitless activity. Without a constant striving for our goals, our ideals, the work of the church will falter and languish.

You who administer the secondary schools are charged with the heaviest responsibilities of our entire system of education. Few would question that you deal with our youth during their most crucial years—years when decisions are made, when basic attitudes and habits are formed and developed. For the vast majority of human beings, this period of growth and development sets the pattern of life. Yours is the molding time, the time to influence and change lives. True, at other levels in our educational system the personality and character may undergo radical change, but this is not typical. What an awesomely sacred trust yours is, for your work affects the lifeblood of the church—its youth. Execute your work

in an unimaginative, routine manner and you perpetuate lethargy and mediocrity. This is not to say that other levels in our system of education or other agencies of the church do not also bear responsibility or concern for our youth, but rather, that yours is the most weighty. Without the firm foundation that you must lay, later educational structure is precarious indeed. This requires a relationship between the secondary school and the college that emphasizes a partnership concept.

In discussing the preparation of students for college, we should bear in mind certain basic assumptions, which should enable us to keep the importance of this facet in proper perspective.

First, we are not producing the quantity and quality of workers needed to carry on the work of the church as God intends we should.

Second, the structure of our church organization, as well as society at large, requires a progressively increasing proportion of college-educated men and women. Hence, conservation of our human resources must take on a new meaning.

Third, the solution of our personnel problems requires the joint cooperation of our secondary schools and colleges. Lest there be misunderstanding regarding the meanings intended or the validity of these assumptions, let us examine them.

Regarding the quantity and quality of workers needed, could there possibly be any doubt as to the shortages that exist? Have any of you not been involved in extensive search of staff members for your schools? At least 25 per cent of you requested the assistance of the placement bureau of the college I serve! Are we pleased with the preparation level of many of our elementary teachers? Do we hear of conferences or other organizations with an oversupply of high-quality business and secretarial workers? Have we been able to staff our medical institutions adequately with our own people?

If our schools are unable to supply the personnel needed for our worldwide program, who will supply them? How important it is that students be well prepared for higher education and that more of them complete it!

An increasingly higher level of education is needed among our workers and our constituency. This fact, coupled with an already short supply of workers, makes our problem even more complex! We have not yet learned how to conserve our most valuable asset—human resources.

Much talent is wasted, and many of our able youth discontinue their education prematurely. The people of our church have demonstrated their confidence in education by generously supporting our church schools. A provocative question that we may well ponder is, Will the faith in our educational system remain unshaken if, over a long period, we are

unable to meet the needs of the church? I fear some of the inferences that may be drawn when prospective employers are repeatedly told that no one is available for service.

Is it not time to make a new appraisal of our mutual responsibility to influence a greater number of our youth to prepare themselves fully for a life of service to the cause?

The various kinds of services that our denomination needs largely require a college education. Just how well are we now utilizing the talents of our youth? How well are we conserving our human resources for the work to be done? All of us know that many Adventist youth do not attend our secondary schools. Further, a number do not complete secondary school after having entered. Probably no more than 65 to 70 per cent of those graduating from our secondary schools go on to college. This, then, represents a significant loss to the church. True, a certain percentage of these persons would not profit from college, but we rationalize this loss too easily. I fear that we lose many able youth by default.

Here, you who are administrators have a most promising role. By recruiting more of our youth, by increasing your holding power, and by inspiring more to educate themselves in harmony with their capacity, you can immeasurably strengthen the program of the church.

Just how well we are conserving our human resources is revealed through a study of college holding power. Follow-up studies of college freshmen provide such data. Following is the story of what happened to the 278 new freshmen who entered Walla Walla College for the school year 1952-53. By pursuing a normal course, these students should have completed college by June, 1956, or at the latest by August, 1956.

Of these 278 new freshmen of 1952-53, 53, or 19 per cent, have been graduated. Thirty-one of the 278 were still in school last year [1956-57] and have not graduated because of five-year programs, military service, withdrawal for a year or more, et cetera. Another 46 of the 278 students had transcripts sent to other colleges. That all or even a majority attended these other schools is doubtful. However, for the sake of being conservative, let us assume they did. These three groups—those who have been graduated, those still in college, and those who may have transferred—account for 47 per cent of the original group. What of the others? How long did they remain in college?

By the beginning of the sophomore year, the class had been depleted by 90 students, 33 per cent of the original group. These students, as far as we know, discontinued their formal education.

By the beginning of the junior year, the class had been depleted by a total of 114, or 41 per cent of the

original group. During the junior and senior years an additional 12 per cent had withdrawn. We believe that similar studies in our other colleges would not yield significantly different results.

These data do not compare favorably with statistics for the nation as a whole. Robert Earl Iffert of the Office of Education, Department of Health, Education, and Welfare, has conducted an extensive study of dropouts in institutions of higher learning. The following is a summary of his findings:

Twenty-seven and five-tenths per cent of the students entering the freshman class in four-year institutions in the fall of 1950 as full-time students did not return for the second year—31 per cent in publicly controlled institutions and 23 per cent in privately controlled. . . . Of the students who entered publicly controlled four-year institutions as full-time freshmen in the fall of 1950, 32.5 per cent graduated in 1954. The percentage graduating from privately controlled institutions was 46.6.²

Thus for the nation the freshman mortality rate is somewhat lower and the percentage graduating is significantly higher! Part of this difference is probably explained by the fact that a greater percentage of Adventist youth enter college than of the general population. However, these data emphasize that we should intensify our efforts to retain students.

Of what relevance, you may ask, are these data to the work of the secondary school? To what extent can the secondary school assist in preparing students for college?

That which is to follow is not to be construed as an indictment of the current contributions of our secondary schools in preparing students for college. Nor should anyone infer that the colleges are seeking to shift responsibility, or that their own houses are fully in order. There is much that colleges can and must yet do to reduce the rather abrupt transition from secondary school to college. The orientation and adjustment of students to the college environment remains an inescapable college responsibility.

The problem is best kept in proper perspective by recognizing our mutual interest in students and our partnership concept. By cooperative, concerted action much can be done.

I believe that to retain students in college after the freshman year is largely a college problem. However, the secondary school can make a significant contribution to the student so that the first year of college does not take such a high toll.

The following observations are based upon a student-problem survey, comments of students in counseling interviews, and an analysis of reasons for discontinuing college.

The stated reasons are often not the real reasons. Probably they are socially acceptable reasons. Many times the reason or reasons are vague, undefined. Students themselves will often be unable to state their reasons, or will admit that probably they are

making a mistake, but, nevertheless, wish to discontinue. Hence, the observations I shall make represent only the most frequent reasons.

The most common problem of entering college freshmen is improper study habits. The science of how to study is not understood by the vast majority of students. Many whose scholarship is satisfactory or even above average do not attain peak performance because they lack effective, systematic study habits. Those who are average in ability and who have poor study habits fall behind and become discouraged. Frequently students say, "I can't settle down to study. I didn't have to study in high school and I just can't concentrate." Whether or not such statements are true is irrelevant. The point is that the student believes they are, and acts accordingly. That statement is satisfying, for it provides an acceptable reason for present performance and also assures the student that he is, after all, not lacking in intelligence.

Closely related to this problem is the lack of ability to budget time carefully. It is not hard to realize what happens to the student who attempts a normal college load with a fifteen-hour-per-week labor program, and whose ability to study and budget time is marginal.

More guidance or instruction in how to study is highly desirable. Further, requiring as much work as possible in the various secondary subjects might tend to reduce the development of undesirable habits and attitudes.

A second problem is that of inadequate background in certain academic disciplines. This is particularly true of science and mathematics. Somehow we must overcome the tendency among students to avoid subjects regarded as the more difficult. In our present age of science and technology, what could be more important than a rigorous training in these basic disciplines? A student wishing to take medicine, dentistry, engineering, or allied vocations is inviting academic disaster without a strong background in these disciplines. Currently there is increased emphasis on the liberal arts disciplines. The eight-year study had the fortunate effect of liberalizing college entrance requirements, but it also had the unfortunate side effect of de-emphasizing certain academic disciplines. I am not casting reflection upon so-called practical subjects; I am pleading that there be retained a wholesome balance in the high school curriculum.

Coupled with the problem of inadequate background in certain subjects is a decided tendency to underestimate the level of difficulty of college subjects. Students, all counsel to the contrary, expect to receive grades no lower, and many times higher, than those earned in secondary school. Perhaps stu-

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LET'S LOOK AT T

A PROBLEM has weighed on my heart with increasing severity during the past few years. I want to present it to our educators everywhere. It is the apparent abandonment in many of our schools of some of the standards that once made Seventh-day Adventist schools different from other Christian schools. These comments I am about to make arise out of a deep conviction that the blessing of God cannot be received in its fullness unless we return to the old paths God has clearly revealed to us through His Word and the inspired pen of Ellen G. White.

One important area where I suggest we have departed from Heaven's ideal for our schools is that of entertainment and recreation. The words of counsel given many years ago we need to heed today:

Those who are engaged in study should have relaxation. The mind must not be constantly confined to close thought, for the delicate mental machinery becomes worn. The body as well as the mind must have exercise. But there is great need of temperance in amusements, as in every other pursuit. And the character of these amusements should be carefully and thoroughly considered.*

Are there not many occasions when the character of the amusements provided for the youth in our academies and colleges is not *carefully* and *thoroughly* considered? As an example of our laxity, let us apply this test to the moving pictures that we use to entertain our youth.

A recent student editorial in one of our college papers expressed the concern of many spiritually-minded students, who view with alarm the increasing tendency to bring Hollywood into our recreational programs. The student editorial opened thus:

"Recent showings of moving picture productions for benefit programs, club functions, et cetera, have created a problem. Some students, teachers, and others are having to avoid certain school entertainments because they feel the films shown are not consistent with our standards. Recent showings of war and bloodshed have made parents wonder whether or not they can safely bring their children to view them or whether certain films should be advertised as adult entertainment only."

It is a sad commentary on our leadership as Chris-

tian educators when our students have to draw to our attention the fact that the school (that includes the club sponsors, the teachers) is not fulfilling its responsibility and giving the consecrated and sanctified leadership that our youth have the right to expect from a Christian faculty. What excuses can we offer for having allowed to be shown by any organization on our school campuses films that have no place in institutions professing to be preparing youth to be citizens of the heavenly Canaan? Dare we run the risk of compromising with evil in the name of Christian entertainment? Is it expedient to lose the respect of our more spiritually-minded students and teachers for the sake of catering to the worldly lusts and passions of those students who possess unsanctified tastes in recreation? While we have slept, an enemy hath sown many tares, and it is high time that we awoke to the danger confronting us.

Who is to blame for this sad state of affairs? The student editorial continues: "Blame for this trend in pictures is not easily pinpointed. Television programs do much to destroy standards of good viewing. Excellent true-life nature pictures have opened the way for other Hollywood feature productions. Small previewing committees are left to judge the suitability of the films, and consequently films are slipping through that belong solely to the motion picture theater."

It is undoubtedly true that television has swept away for far too many the last barriers of discrimination. The once legitimate claim that Seventh-day Adventists do not believe in the Hollywood-type movie is now obsolete in too many homes and schools where professed Seventh-day Adventists kneel unashamedly at the feet of the goddess of Hollywood. For a sacrifice they bring their own children, or the

P. G. Miller

President, Southeast Asia Union College

THE FILM PROBLEM

students who have been entrusted to their care and supervision by the parents, and the parents will possibly live to rue the day that introduced their sons and daughters to the spellbinding magic of this goddess of Hollywood. What right do we have to bring into the hallowed halls of our "cities of refuge" films that feature wanton men and women who in their private lives violate the sacred precepts of God's holy law?

If Miss X can star in the film chosen for Saturday evening's benefit program at the school, why can't the students go down Monday afternoon and see her run the gamut of human lust and passion in her latest picture? As educators, as those entrusted with the cream of our denomination, the future workers of God's cause, we must pause in our insidious drift toward the standard of the worldly and clean house before any more harm is done.

Benefit programs need not depend on Hollywood feature films. As administrators we must give more positive leadership in the move toward a higher plane of Christian living. School clubs should not be left to choose films without the counsel of a consecrated sponsor. In all cases those responsible for censoring films should be persons who are fully enlightened as to the nature of a film that is suitable for Christians to view.

A further word with regard to the harmful effect of television on Christian standards: The May, 1959, issue of *The Ministry* contains this comment in an account of an interview with Dr. Billy Graham: "I think that television, for example, is having a detrimental effect on Christians. I think that they are no longer sensitive to sin. I think that television has brought the night club into the home, along with violence and sex—things that Christians looked upon ten years ago with abhorrence. They have gradually become desensitized, and I can cite case after case in which Christians now watch television without feeling any twinge of conscience."

Does this analysis by Dr. Graham diagnose the real secret of the problem? Have we as Adventist educators become "desensitized" by our television viewing habits? Have we betrayed our sacred trust as

shepherds of our youth? If we as leaders see no harm in the Hollywood-type film, what wonder that God has to turn to students to find someone to call us back to "the old paths." We have drifted a long way from the middle of the channel, and it is going to require an effort to come back to the blueprint.

It is all too common a thing to see comic strips, cartoons, lives of great men (good in themselves but not reproduced in honest detail) used as regular fare in our institutions. Isn't it time to clean house and as a united body of educators lead our youth to a higher plane of Christian living? The solemn times in which we live demand sanctified judgment. Why then should we lean on the sin capital of the world for our entertainment? Can we not draw from a purer spring?

During the past few months I have written to a number of my fellow educators with regard to the film problem. I have been cheered by the similar concern they have expressed in this matter. Perhaps the general consensus of opinion is best summed up by Pastor E. L. Minchin: "We want you to know that the Missionary Volunteer Department of the General Conference does not approve the showing to our youth of the type of feature film that you mention in your letter (*Lassie Come Home, My Friend Flicka, Swiss Family Robinson*, et cetera). How true it is that our supreme need today is a revelation of the saving power of the Lord Jesus in the lives of our young people and of our church members. Multitudes are in peril and have but an elementary knowledge of Christ and His saving power. We need a leadership today that will lead God's people into an experience with Him that will expel the desire for the cheap and unsatisfying things of this world and that will charm them with the pleasures that are forevermore."

May God help us to be faithful to the trust that has been committed to us. May we lead the youth who come under our care to a way of life that will prepare them for the hereafter. May we accustom them to pleasures that merit the approval of Heaven.

* Ellen G. White, *Messages to Young People*, p. 379.

Professional P.A.

O. J. Ritz

CHURCH PASTOR, GREEN BAY, WISCONSIN

TEACHING is a noble profession. It is a superb adventure, a tremendous privilege, and an opportunity to glean from life its most satisfying lessons. The teacher who writes no books, pens no articles, receives none of life's gaudy adulations, but molds generation after generation into consecrated, noble, and scholarly men and women has made a significant contribution to the world. His labors are not unheralded in the courts of heaven, nor unsung among the intellectual peers of today.

Successful teaching embodies many things, not the least of which is to recognize some basic factors pertinent to all whose duties take them into the limelight of the public eye. One of the most essential principles a teacher does well to bear in mind is that he must be more than scholastically prepared; he must possess a personality qualification, better known as professional personal appeal. This professional P.A. is to the teacher what perfume is to the flower.

The nation is alive with professional men and women who are brilliant, sophisticated, learned, but skirting dangerously the borderline of failure for want of professional P.A. In every community there are sincere men and women with enough scholastic know-how to achieve great things, but who lack personal appeal; thus they obstruct their own pathway to professional progress.

A merchant closes his doors of business simply because the public cannot bring themselves to patronize his establishment, for he lacks so many of the simple qualities that make up appealing relationships. A doctor finds his practice dwindling, not for lack of medical knowledge but for want of personal appeal. Likewise a teacher finds himself year after year looking for new employment, not because he is not competent but because he lacks personal appeal. Today too many men and women in every profession are unpopular, staggering amid the confines of the mediocre because they lack professional P.A.

This brings us to the important question. What is this professional personal appeal we are talking about? What is it that makes one person sought after in public life, while another with equal professional qualities barely gets by? What is it that

makes one class shower their teacher with love and tokens of affection, while another class stand back and whisper in the corners? The answer is largely personal appeal, with the emphasis on the word *personal*.

Let us briefly examine some of the qualities present in successful professional men and women. No attempt has been made to arrange them in the order of their importance.

Personality. Influence is contagious. Every human being radiates a personality—either attractive, wholesome, pleasing, and drawing in its effect or antagonistic, neutral, or derogatory. Personality is a difficult thing to define. Webster says it is "the totality of an individual's characteristics." It is that distinctive quality and manner of life that distinguishes one person from another. Some people inherit attractive personalities, just as some inherit attractive faces and physical features. But even the most unfortunate personalities may be changed so as to become an asset rather than a liability. Who has not seen men and women in every walk in life most unattractive from the standpoint of good looks but who are so charming, warm, friendly, that they dominate hearts and captivate audiences?

A pleasant personality is a combination of a sweet disposition, honesty, humility, sympathy, a spirit of appreciation, self-assurance, and the ability to be at ease when all seems tense. A pleasing personality exudes a pleasant atmosphere into which men and women are drawn consciously and react favorably unconsciously.

A Well-disciplined Mind. A well-disciplined mind produces an orderly life and controls every action. It is the key to wise judgment, human compassion, and progressive thinking. A well-disciplined mind directs the horizon of intellectual top-heaviness, as well as goads the conscience of mental shallowness. The teaching profession affords little accommodations for the disorganized, the fussy, the overbearing person. Teachers with these and other odd mental patterns become revolting to pupils who see such traits displayed from a ringside seat day after day. Undesirable mental habits might go unnoticed in men and women in general, but they be-

come glaring in one who daily exposes his soul to students. Unfortunate personality clashes have come about over them. It is therefore time well spent for one in public work to examine himself to ascertain what kind of mental patterns he is forming.

Moods. Possibly nothing can so enhance human personality and beautify the human soul as a firm control of the moods. Everybody has moods. Day by day, circumstances, conditions, surroundings, and experiences cross the human pathway, causing a variety of reactions. Reactions nourished, propagated, and multiplied become moods. Moods come in all types, shapes, and sizes—happy, indifferent, morose, fighting, sullen—each the extended reaction of some event in life. Thus a series of unhappy events, disappointments, exasperations, produces a continuous current of unhappy moods.

Few people take kindly to moody people or tolerate moodiness in public life. The public lean upon men and women in professional life who are calm and composed, stalwart and dependable. Incidentally, the shift from emotional instability to emotional stability is basic in developing a pleasing personality, but it can be a most exhilarating and refreshing experience.

Moods can be controlled. Conscious thought control, ability to conquer nasty little situations, an earnest uplook to God, can bring about enough power to restore a calm and appealing personality. One of America's great authorities on moods and dispositions, the late John A. Schindler, M.D., states that nationwide surveys indicate that 80 per cent of all unpleasant stress and strain in daily living arises from lack of self-control over minor daily irritations.

Health. Good health is vital in personal appeal. Unavoidable ill-health is unfortunate, but ill-health resulting from carelessness or indifference is most reprehensible.

A person who reflects sound health is refreshing and attractive. Sparkling eyes, lustrous hair, a wholesome outlook, a radiant smile, contribute much to personal appeal. Likewise, good mental health combined with the above cannot but produce a charming personality. No amount of Chanel No. 5 can produce the personal appeal that obedience to the simple laws of health and hygiene does. Rest, sunshine, proper exercise, relaxation, good food at properly spaced intervals, are basic in building good health, and in turn aid in developing desirable qualities in one's personality. A crackers-and-peanut-butter diet, night after night of midnight oil, along with other habits contrary to the laws of health, are planks that go into the making of a teacher's coffin. Energy and vitality depleted regularly soon leave the body worn and exhausted. Haggard face, puffy eyes, and shaking hands are danger signals that unheeded can cause the human house to crash.

Dress. In no area of behavior does professional P.A. show up more than in a person's dress. Nothing will so quickly brand a man or woman as unattractive as will his disregard for sound principles of dress. To be neat and careful in dress is Christian. God's people should be attractively dressed, neatly tailored, and excellently groomed. God's teachers should be among the best-dressed men and women in the community. Good dress does not always imply fashionable apparel. A fifteen-dollar sack dress, in style for only one season, proved to be far more expensive than a garment costing twice as much but in good taste for five seasons.

No generation before ever has had such a vast selection of quality clothing from which to choose. With even a reasonable interest in color and style, design and fabric, men and women today may dress in excess of anything ever dreamed of by the Queen of Sheba or the Caesars of Rome. Yet how often does one encounter people in public life whose clothing tastes are untrained and reflect a rather crude knowledge of proper grooming.

Ungroomed hair, halitosis, B.O., unpolished shoes, soiled ties, and battered cuffs are inexcusable. These may seem like elementary thoughts, but even in our enlightened age people are still losing jobs because they fail to meet the exacting standards of proper dress.

The Three C's. Western civilization is circumscribed by the three C's of social refinement—convention, courtesy, and culture. Those in professional life must recognize these three principles of refined behavior. Although the world is declining in standards and morals, professional men and women must adhere rigidly to these codes.

Convention is that which is sanctioned by or growing out of custom. Our American way of life is made up of many unwritten laws. Convention's unwritten laws prescribe for us the types of associations in which we may safely indulge. Convention enters into our everyday activity. Whether we eat or drink, play or work, lounge or travel, convention dictates. It dictates in matters of dress, modesty of apparel, and selection of personal pursuits. Convention raps loudly at the door of conscience in such matters as liberties, privileges, and honor. In short, convention demands a prominent place in the life of men and women in every civilized country, but especially demands prominence in the lives of career people.

The second C of refinement is courtesy. Unfortunately, courtesy has all but disappeared from the American scene. Here and there feeble attempts are made to maintain it, but many American families seem never to have heard of the term. Nevertheless, he who would grace his career with success would do well to get out an authentic book on courtesy and memorize its pages. The average man or woman

on the street, sometimes totally lacking in even the common courtesies, is quick to criticize any violations of courtesy in professional people. For want of courtesy, office secretaries, businessmen, clerks, and teachers are fired, and both social and economic disaster follow. Circumstances force many to work in close confines where only the oil of courtesy can keep things running smoothly. Don't forget, there is no substitute for courtesy.

The third C in social refinement is culture. What is culture? It is the refinement that distinguishes civilization from barbarism. Culture is that whole catalog of refined behavior that sets apart the noble man from one who is base.

Culture is character. "The spine of all nice people is character," said a little old lady. An old proverb says, "A hat raised halfheartedly is culture without charm." Convention, courtesy, and culture are the foundation of good breeding. The seeker after professional personal appeal must build his life and work, his interests and aspirations, within the walls of these established fortifications.

Religion. This is first in importance, of course. Christian refinement is a work of grace upon the human heart. Only the Holy Spirit can bring about this magnificent adornment. Man makes an ornamental apple from the outside in. God makes a Christian from the inside out. Herein lies the great secret of spiritual adornment, spiritual appeal. No amount of Emily Post's rules can so touch the life and make it appealing as can the Holy Spirit working directly upon the human will and mind. Everyone loves a sincere, honest believer. Few tolerate a hypocrite. The most attractive, appealing, refreshing person is one that is a sincere Christian.

Christian adornment is much desired. It is looked for in men and women in every walk of life. It is expected in the life of God's teachers. A gap between profession and living must not exist. Quicker than most realize are the sharp eyes of critical students in discerning the sincerity of their teachers' Christianity. Certainly the teacher in a Seventh-day Adventist school will place Christian character at the top of the list of character qualities and this P.A. that we are talking about.

Pointers in Establishing Professional P.A. Keep life simple but moving progressively in right directions. Learn to like work and to assist others in liking it. Be satisfied with inherited talents, but develop them to the fullest. Learn to like people; be genuinely interested and concerned. Overshadow your professional work with an attitude of cheerfulness. Meet daily problems with decision; avoid the insipid ways of dallying. Consider the present day or hour of extreme importance. Weed out minor daily irritations and let them die.

Law on Excise Taxes for Nonprofit Schools*

L. M. Stump

PRESIDENT, ATLANTIC UNION COLLEGE

BEGINNING January 1, 1959, schools and colleges became exempt from the Federal excise taxes on a wide range of goods and services. The exemption is based upon two statuses: (1) that of a nonprofit educational organization and (2) that of a school operated as an activity of a church, parish, or other religious body. In either case, a properly executed exemption certificate is required to establish such a status.

The nonprofit educational organization is described as one whose "primary function is the presentation of formal instruction and which normally maintains a regular faculty and curriculum and normally has a regularly enrolled body of students in attendance at the place where its educational activities are regularly carried on."

The church-operated school is, of course, an educational activity of an organization that is already in some sense possessed of special tax privileges. Here again what must be shown is that a regular faculty and curriculum and a regularly enrolled body of students are in attendance at the place where educational activities are carried.

Just how often such certificates should be obtained is a vexing question, to which the law gives the following answer. If the sales or purchases are infrequent, then a separate exemption certificate is necessary for each such transaction. If sales are more frequent, then a single certificate covering a period not in excess of four quarters may be presented to the seller.

Sales of communication services—telephone, telegraph, and the like—are covered by special provisions of the law. To the extent that amounts for communication services are paid for by the educational institution, and that such services are for the exclusive benefit of the school or college, to that extent such services are tax free. One exemption certificate

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* Condensation of topic presented at the Administrative Council held at La Sierra College, July, 1959.

REMEDIAL READING . . .

as Related to the Classroom Teacher

ONE of the tragedies of this age is that in spite of the scientific research and carefully worked out methods of modern education, there are still in most of the classrooms of the land a number of children who read so poorly that remedial work is indicated. This condition is bound to limit their academic achievement, heavily dependent as it is upon the perusal of books. The problems in the classroom and the pressure of family concern frequently cause deeply rooted emotional disturbance. A means of using leisure in a satisfying way is denied the poor reader. Economic advancement is likely to be hindered by the inability of the person to read pertinent materials.

No one particular cause seems to be responsible for this, but rather many. William S. Gray, a veteran authority on the teaching of reading, lists the following causes: Low intelligence, poor auditory memory, defective vision, congenital word blindness, small span of recognition, faulty eye movements, lack of emphasis on content, small speaking vocabulary, small meaning vocabulary, lack of interest, timidity, guessing without testing guesses.

Edward William Dolch lists one of the causes as "promotion to failure"—in other words, sending children on to the next grade when they are unable to read at the level where they are.

Margaret Grace McKim advises that the problem should be attacked like a case study, giving attention to the health of the pupil, his family background, and the attitude of the family toward him and his schoolwork, any evidences of cause for emotional disturbance, and the record of his school attendance.

McKim feels that one of the chief factors of the problem with many children is the irregularity of school attendance owing to illness or moving. The regular course of instruction is interrupted and the child becomes confused. But above all else, McKim feels that trying to teach children to read before they have reached a sufficient mental age is the chief cause.

Donald D. Durrell, in *The Improvement of Basic Reading Abilities*, says that remedial reading should begin with the children whose mental ages are far-

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thest removed from their achievement. In beginning with these children he advised the use of the Durrell Analysis of Reading Difficulties Test as a means of finding the trouble. Gray lists three steps in attacking the problem: (1) Review the child's history; (2) give appropriate standardized tests; (3) give informal tests—material prepared for specific testing by teacher, information gained from parents and teacher, talking with the child.

All authorities agree that the child needing help will show definite signs of this in his behavior. He may be indifferent to all schoolwork, appearing lazy.

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Why Teach Science?

A LITTLE more than a century and a half ago—a scant second as the universe counts time—a French judge decreed, "The world has no use for scientists." With this statement Lavoisier, a prominent Parisian chemist, was condemned to die on the guillotine. Notwithstanding heavy intellectual persecution, small rivulets of discoveries have come from Lavoisier, Galileo, Pasteur, and countless others to broaden into wide rivers of modern research.

The vast amount of scientific work done since the first atomic bomb was dropped demonstrates the rapid snowballing of information gained in science. Newspapers, magazines, and television are full of such terms as atomic fission, radiation, fall-out, and others. We now speak a new language.

Do we have similar advancement in other fields of science? Certainly. Compare what we now know about better farming methods, natural science, and medicine with what was known fifty or even twenty years ago.

Our knowledge of physiology, for example, helps us understand why many young people are lazy in their early teens, why they have pimples, and why they can be expected to behave in foreseeable ways. These bits of scientific information aid in helping youngsters adjust to a strange new life as preadults.

But how can we help youngsters enrich their lives by learning to think scientifically? Strangely enough, most young people are already keenly aware of science. They collect frogs, flowers, and fish. They try experiments with kitchen chemicals. They want to know how an automobile works. They want to know *why* concerning many matters. Wise teachers take advantage of this natural bent toward learning about natural, chemical, and physical things.

Most schools recognized the value of a strong science background many years before this era of Sputniks and many moons came upon us. Many teachers are zealous in their efforts to keep abreast of current developments in science. This means much work for them and, let's not forget, more work for the students as well.

"When dad was in school he had a little science worked in with his other courses," we hear a student say now and then. "In music he had something on sound; in English he wrote about wildlife and

other scientific things. Why can't we work our science in with other classes and cut down on the amount of time spent on just plain science?"

This idea of working science into other subjects is an old and a good one. It is still being followed by most elementary teachers and teachers of shop, home-making, arithmetic, and many other subjects. But as we've already seen, science is a growing thing, requiring more and more of our attention. We are forced to give it more recognition as a separate subject in the modern curriculum than we did some years ago.

Most science teachers, by the way, do a turnabout by working mathematics, history, English, speech, and other subjects into science studies. They want students to be able to communicate well by writing and speaking about science in good English. Teachers want them to be prepared to compute scientific, mathematical problems involved in work done on everyday jobs after graduation. Even in the fine arts Tom and Mary will probably enjoy art more because they understand something about the physics of light and color. (At this point we should chant the term Horizontal Integration, to be sure of giving this article the luster of modern education!)

In many general science classes or in the more specialized classes in academy, the average student will learn about many things. He will have a chance to study astronomy, hygiene and body systems, plants, animals, sound, introductory chemistry, simple machines, et cetera.

The reason young people get a taste of so many different things in precollege classes is that youngsters need a chance to explore and find out what they want in later life. For some, this will be the only formal training they will have in science. For the science-prone youngsters, the future scientists

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of the world, these experiences in a wide variety of fields tend to whet their appetites for more. Later many young people will continue their enjoyment of natural sciences in the form of hobbies like camping, rock collecting, photography, and others.

Wilbur L. Beachamp¹ and his co-workers have discussed in a guidebook for teachers a number of good reasons for studying science.

By taking science, youngsters develop an interest and an appreciation for the things about them in the world. To enable us to get the most out of science we should have a rich background of experiences. Let us take our students to the zoo, to factories, planetariums, et cetera. This is schoolwork at its best.

Science helps young people have an understanding of general principles. It helps them to explain things that happen, to predict what might occur under certain sets of conditions, and to plan things so that the desired effects will be produced. For example, they will learn something of the conditions needed for crops to do their best. They will find out the why behind a well-baked loaf of bread. They will see the intricate exactness and the magnificent grandeur of a well-planned, created universe.

Attitudes will be shaped and molded by proper training in science. Teachers hope that students will develop inquiring minds, will make conclusions only after all the evidence is at hand, and will learn to make accurate, unprejudiced judgments. By studying science they will be free from superstitions that many may still be holding. Young people will be tolerant of new ideas and suggestions, and will plan before acting.

With proper training, science-trained youth will be able to distinguish between facts and opinions and will respect the sound judgments of experts. All of these commendable qualities are needed in a world of advancing scientific development.

If courses are properly taught, young people will learn how to think through logically a problem whether it is a scientific problem or an everyday personal problem.

The study of science will help develop skills in the basic three R's—reading, 'riting, and 'rithmetic. And we will return to the sound pedagogy required to produce well-rounded scholars.

The most important reason for our studying science is that we will be better able to appreciate and rightly interpret the Book of God with commentary helps from the book of nature. The converse is also true: we will learn more of natural science by studying God's Holy Word. The pen of inspiration has written, "The book of nature and the written word shed light upon each other. Both make him [the student] better acquainted with God by teaching him of His character and of the laws through which He works."²

These lofty ambitions are not just idle visions to the consecrated science teacher; these are hard-as-rock goals that he hopes to see reached in every young person. Nobody expects everyone in school to be an Einstein or a Von Braun; but everyone should get something worth while from the study of science that will help him to be more fully rounded spiritually and intellectually and better able to make intelligent decisions in later life.

It has been a long time since the decree of the French judge. Contrary to what he stated, the world does need scientists, especially God-fearing, consecrated scientists. As teachers we need to prepare youngsters to meet this need.

¹Wilbur L. Beachamp, John C. Mayfield, Joe Young West, *Teacher's Guidebook for Science Problems I* (Chicago: Scott, Foresman and Co., 1957), 175 pages.

²Ellen G. White, *The Ministry of Healing*, p. 462.

► A children's neurology diagnostic center has been established on the College of Medical Evangelist's Los Angeles campus with support from the State of California Department of Public Health. The purpose of the center is to diagnose nervous disorders. The center functions as a team including neurologists, neurosurgeons, orthopedists, psychologists, a psychiatrist, an ophthalmologist, a speech pathologist, and a social worker. Coordinator of the program is Dr. Willard Centerwall, assistant professor of pediatrics at CME.

► Victor C. Hilbert, Jr., sophomore student at Atlantic Union College, has been selected by the Faith for Today quartet as their new bass singer.

► Washington Missionary College was recently re-evaluated when a team of educators from the eastern part of the United States spent four days on the campus reviewing the curriculum, faculty, cocurricular activities, and objectives of the school. Their findings will be the basis for continued accreditation with the Middle States Association of Colleges and Secondary Schools. Re-evaluation takes place every ten years under the auspices of the accrediting body.

► Dr. Charles J. Stokes, professor of economics, Atlantic Union College, has been awarded a grant under the Fulbright Act to lecture on economic development at the University of the Littoral in Rosario, Argentina. He will be leaving the campus around April 15, to return October 1. Dr. Stokes taught in Ecuador last year under a similar grant.

Field for Student Leadership: "Let every student realize that he is in the school to help his fellow students to co-operate with God. . . . Every day the student may exert a silent, prayerful influence, and thus co-operate with Christ, the Missionary in chief."
—*Counsels to Parents and Teachers*, p. 553.

Remedial Reading As Related to the Classroom Teacher

(Concluded from page 21)

He may be nervous and high strung and easily upset. Or he may put on bravado, causing general disturbance. He declares he does not like to read.

Four main avenues of treatment are suggested by different authorities. Durrell says that much easy reading is of first importance. He says that if a sixth-grade pupil must be given primer-level material to read he will be more nearly ready to take part in seventh-grade activities than he would if he struggled all year through sixth-grade materials. Gates in *The Improvement of Reading* agrees with this. The problem is to find easy reading of the proper interest level, but Gates says that this problem is being more and more solved by writers working toward that end. He insists that the reading material must be interesting (and it will not be if the pupil has to stop every third word to try to figure out the word). He feels that the reading should be of a type popular with children. He thinks the instructor should strive earnestly to help the pupil to feel a need for reading. Words read again in easy reading will be much more successfully reviewed and established than by any amount of other drill.

The second avenue of approach is through phonetic skill. Dolch performed an experiment that brought him to the conclusion that children do not learn to use phonics before they have a mental age of seven years. A pupil may not have attained this mental age until he is in third or fourth grade; consequently the instruction in phonics has had little effect upon him. He needs to be retaught, and sometimes the improvement this makes in him is most gratifying. However, not only a knowledge of phonic sounds is needed but also the acquiring of skill in sounding out words is necessary. For some children this skill comes slowly, but unless the child develops it, the accumulation of words descending upon him in the middle grades will swamp him if he must depend on memorization of words alone.

The third avenue is the acquiring of more sight words. Many slow readers have very few words they know perfectly. Most of the words they stumble over are not phonetic. Also most of them are abstract. If the pupils have trouble remembering abstractions, as most children needing remedial help in reading do, comprehension of reading is almost sure to be greatly reduced as they struggle with elusive sight words. Dr. Dolch experimented until he found the 220 words that give the most trouble to children as they learn to read. If these can be retaught until they are instantaneously and automatically recognized, the

reading of many children having difficulty will make a decided spurt in improvement. This list with word cards and simple games to use with them may be obtained from Garrard Press, Champaign, Illinois.

The fourth avenue is the acquiring of the skills of word attack. Dr. Gray has done much research on this. This has to do with seeing known parts in a word, learning to recognize roots of words in spite of suffixes or prefixes, et cetera.

Luella Cole in *Improvement of Reading* believes that the teacher should make use of every available chance to use silent reading. She thinks that the teacher should strive to emphasize content in his assignment.

Arthur I. Gates urges the teacher to take an optimistic attitude, being careful not to make the pupil overanxious or make him use extreme effort. He thinks successes should be emphasized and progress should be recorded in a way that the child can see.

The best remedial work, we would conclude, is prevention. The child must not be forced to read before he is ready. He must be given much easy reading on his interest level. He must have thorough drill on sight words and sufficient instruction to give him skill in attacking new words. He must be made to feel a need to read widely. Then he will not be likely to become a problem needing remedial reading. But when he needs it, the sooner it is administered the better.

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► The chemistry department of Southern Missionary College has been allotted another \$2,400 grant beginning June, 1960, from the Petroleum Research Fund. This grant is a renewal of a grant for the same amount received last spring. Money in this fund comes from the income from the Universal Oil Company, which was given to the American Chemical Society some years ago and has been administered by them.

► Every student, before graduating from La Sierra College, will have registered for a course in physical education at some time. What is known as the service course is required of all freshmen and sophomores, while students majoring in physical education take the professional course. William Napier is the department head. He holds the M.S. degree from the University of Colorado and is working toward a doctorate at the University of Oregon.



What the SCHOOLS ARE DOING

- At La Sierra College, senior theology major Jerry Davis is currently spending four hours a week as a chaplain intern at the California Institution for Men at Chino. This penal institution is one of the largest and most famous anywhere and specializes in the rehabilitation of the men within its confines. Mr. Davis is one of six such interns who work without pay in the fields of prisoner guidance and personal counseling. The program was inaugurated just this year as an experiment and will undoubtedly continue if successful. Another La Sierra student will fill Mr. Davis' place upon the latter's graduation.
- Dr. James W. Riggs, head of the physics department at La Sierra College, has received a Frederick Gardner Cottrell grant in the amount of \$3,400 from the Research Corporation to be used for what Dr. Riggs titles "a high resolution study of the vibrational and rotational structure of the 2,000 to 2,400-A." The term "2,000 to 2,400-A" refers to the light wave length to be studied. In addition to this grant, the physics department received a complete \$30,000 radar unit from the Government. This is completely equipped and there are enough spare parts to build a second unit. The department plans to use it in electronics classes and to demonstrate the principles of radar waves.
- Students and faculty of Southern Missionary College combined their efforts and talents to give a benefit program on February 6 for a former teacher, Mrs. Mary Holder Dietel, who has been in denominational work for 40 years and at Southern Missionary College 22 years. A victim of arthritis, she has been in a wheel chair for many years. Recently she broke her leg, and the proceeds from the benefit will go to pay for an electric wheel chair. Having retired last year, Mrs. Dietel is an associate professor emeritus, now living at South Lancaster, Massachusetts.
- Two faculty members of Washington Missionary College were granted the Doctor of Philosophy degree January 16 from the University of Michigan. Edith Stone, chairman of the department of English, and Stephen S. Hiten, chairman of the department of speech, received the degree in their respective fields.
- Twenty-three elementary, secondary, and college teachers of Pacific Union College have been granted summer leave for graduate study, two of them—D. E. Fredrich and Ervil D. Clark—to begin work on doctorates.
- Laurelwood Academy (Oregon) assumed a responsible position in civil defense, February 3, when supplies for a 200-bed CD hospital arrived on campus. Located outside the Portland critical target area, Laurelwood Academy is ideally situated away from fall-out sections. Periodic tests of air flow over the campus have shown that fall-out in the campus valley would be negligible in case of disastrous attack.
- When Ruth Ingram, on the staff at Union College Academy, was presented recently with a pin for having exceeded 25 years of teaching, she was surprised to receive also 25 silver dollars. We think the use she made of the money is worth telling; she ordered three subscriptions to *The Youth's Instructor* for the girls' dormitory at our school in Jamaica.
- Among the faculty members added recently at West Indies College (Jamaica) are Leif Kr. Tobiassen, president, Kenneth G. Vaz, A. Frederick Vaz, Rubin R. Widmer, Glenn and Beverly Wheeler, Marjorie Douce, and H. E. Richards. Four former teachers are returning from advanced study leave to join the West Indies College staff: Walter O. and Dorothy Cumm, Joe and Mavis Fletcher. Seven staff members are currently studying for advanced degrees overseas.
- Leif Kr. Tobiassen completed his doctoral studies in political science and history at New York University in November, 1959, and received his degree formally in February, 1960. His fields of specialization were international law and administration, and his dissertation dealt with the constitutional and legal problems in admitting into the United States aliens with business with the United Nations in New York, who were inadmissible under regular immigration laws.
- Dr. H. W. Miller of the International Nutrition Research Foundation has recently made another trip to Mountain View College (P. I.) to donate and install a can sealer and help start a food product canning factory for the college.
- The charter meeting of the Dean's Seminar of Atlantic Union College was held last fall. The purpose of the seminar is to encourage students to discuss ideas, concepts, and philosophies with their fellow students on a level not possible in the classroom. The group meets once a month, with two faculty members as guests. At the December and January meetings, topics discussed were "What Is Democracy?" and "Secularism" respectively. At a recent chapel program certificates were presented to the 21 charter members.
- Dr. Wilbert M. Schneider, treasurer of Loma Linda Foods, has accepted a call to be academic dean at Southern Missionary College. He is a graduate of Union College, has taught at Campion Academy, been head of the business administration department at Emmanuel Missionary College, and before going to Loma Linda Foods was academic dean at Emmanuel Missionary College.
- Alice Smith, chairman of the department of nursing at Washington Missionary College, received Presidential citation last month from the National Civil Defense Council for her work in the field of Civil Defense and disaster preparedness. This was presented at a special breakfast session by Senator Carl T. Curtis of Nebraska.

Preparing Students for College

(Concluded from page 15)

dent awareness of the normal curve concept in grading fosters this notion. I tell you, it is disconcerting to find that the chemistry teacher hasn't heard of the curve concept!

In our guidance services the idea should be stressed that the level of difficulty, the competition, increases as one moves along the educational ladder.

A third problem is the lack of an unbiased appraisal of personal capability, an understanding of self. Generally students overestimate what they can accomplish, and hence unwise decisions are made during the early part of the college career. For example, it is difficult to persuade students that a normal load is 15 to 16 credits per quarter. We deliberately charge a significantly higher rate per credit beyond 16, but still students wish to take the limit. Would not a carefully planned series of counseling interviews designed to provide the student with an inventory of strengths and weaknesses, a survey of interests, and the relationship of these data be highly appropriate?

A fourth problem area is that of adequate vocational guidance. Here I refer to detailed knowledge of the requirements and conditions for success in various vocations and professions. I believe that we haven't even scratched the surface of this problem in most of our secondary schools and colleges. It is not important to secure a vocational commitment during the secondary school experience, but it is important that students learn about those vocations appropriate for Seventh-day Adventists. Lack of information and ignorance breed unrealistic vocational choices and what can be called vocational tunnel vision among our students. If one half of those freshmen who list themselves as premedical or pre dental students would choose teaching, our teacher shortage would soon vanish! Is it not time that we deliberately plan to recruit for those kinds of services desperately needed by the church? An extensive program of information regarding many vocations and professions should be initiated at the earliest possible time.

Fifth, a considerable number of students have indicated that they lack skill in speech and in expressing themselves in writing. When we conducted a rather extensive student-problem survey, we were surprised that a significant percentage believed they were weak in spelling or grammar, had trouble in outlining or note taking, were unable to express themselves well, that their vocabulary was too limited, and most surprising, afraid to speak up in class discussions. Thus it would appear that courses in speech and English might be considered.

Finally, and most important of all, there is need of a more intensive interpretation of the mission of the church and the role that each must be prepared to play. This calls for a program of youth evangelism in our schools that inspires youth to spend their lives for a noble cause—that of selfless service in finishing His work. May we ever remember that all is in vain if lives are not transformed for Christ. God grant that we may be equal to our tasks.

¹ Catherine Marshall, "The Gordian Knot of Education," *Association of American Colleges Bulletin*, March, 1955, p. 21.

² Robert Earl Iffert, "Dropouts: Nature and Causes; Effects on Student, Family, and Society," *Current Issues in Higher Education*, 1956, National Education Association, Washington, D.C., pp. 94, 95.

What Is on Their Minds?

(Concluded from page 11)

tain it is that the very essence of our democratic life is the integral part the home should play in the foundation of all true government. Is it a travesty to suggest the reinstatement of the family altar in the home? Is it not high time that God be introduced to the children in the home rather than through the medium of the church or the school? The decadent societies of the ages may trace their overthrow to the undermining of the home. Let us help control this age of mental upheaval by the early training of a firm reliance on God.

But this is not the only question troubling the minds of the young. Paramount among many absorbing queries is the one that revolves around social ease, the maintenance of confidence. He best gains confidence who has most confidence placed in him. More endeavors must be made by the church and school to better the social environment of the youth. Offer him the best, and he will more readily accept it than not. He only learns what is the best by living with it. How can the church and the school be lax in their attention to this matter? Have churchmen, parents, and educators grown lethargic over the prospect of work? Invitations of merit will not be shunned, if only they are proffered in time.

Another thought that all adolescents ponder is the sense of security and recognition. "Security comes from a happy, well-adjusted home," the aforementioned writer in *Hygeia* maintains. And she is right. People are of a common denominator when it comes to fastening themselves on that which offers the most security. The reason for so much drifting revolves itself around the fact that young people are searching for something solid that they may moor themselves to it. Woe be to the shepherd who consciously allows his sheep to stand in a sinking bog under the delusion that it is firm ground. It were better that a millstone be strapped to him, and he be dropped in the sea.

The corollary of security, as has been suggested,

is recognition. The teen-ager believes he will be recognized if he is in a secure position. Do not let him down. Never give him a social jolt. Is it too much to demand of parents and educators to provide adequate security for the youth about to step out into a relentless world? Recognition is a pertinent point of psychology. The youngster in the teens is an individual. Do not merely assume it; grant it.

Many adolescents have had their thinking seriously challenged by the conditions prevalent in the world today. History holds no thesis on the day and age in which we live. This age *is* different. Many boys, suggests Dr. Maier, have assumed the fatalistic attitude of "What's the use? In a year or two I'll be cannon fodder, so why learn anything, why be serious, why concentrate?" Shall these questions continue to go unanswered? May not educators prove, through sympathy and understanding, that no matter how long one lives in this life, what *he* does is the most important thing there is? Single him out. Deal with him as an individual. Be confident in him; words to that effect are not sufficient.

How shall all these things be achieved? Some suggestions have been made. Perhaps it would not be amiss to suggest a review of some of the totalitarian methods used by dictator countries in the education of their youth, as a valuable aid in these problems. Not that these methods can be endorsed, but the everlasting principle of concentrating on the ultimate, in a series of guidance programs, needs to be stressed over and over again. Fix on an objective. Make it worth while. Stick by it.

It is not necessary to coerce the mind to guide it along correct paths. But it is necessary to have a path that youth will follow. Teen-agers can think right if they are given the chance. And certainly it will be proved, for it has been proved in those who are older now, that they will come out on top.

"Teacher, weed from your talks all that is not of the highest and best quality."—*Counsels to Parents and Teachers*, p. 403.

► Enrollment for the second semester at Washington Missionary College swelled to 900. The first semester ended with 823.

► Mrs. Rochelle P. Kilgore, professor of English at Atlantic Union College, left in March for Berchtesgaden, Germany, to attend the servicemen's retreat held there each year. This will be the third year that she has met with our servicemen at this retreat.

► Members of the band of the Bristol Bay Mission School, Aleknagik, Alaska, accepted an invitation to give a band concert at Nanokotak, an outpost village in southwestern Alaska. After returning from this trip, made by plane, they gave a concert in the mission gymnasium, and the following day owners of jeep station wagons took them to Dillingham to give a concert in the public high school.

► The science department of Union College presented an entertainment-educational program called "The Mere Elements of Things" at Maplewood Academy (Minnesota) recently. The purpose was to interest students in chemistry and physics and to promote Union College. Dr. Douglas Brown, sponsor of the tour, plans to take the group to several academies in the Central Union also.

► The enrollment including all levels at Antillian College (Cuba) is growing. At present it is 255, of which 92 are college students. The college is giving three degrees in Bachelor of Arts—one in ministerial, two in education—secondary and elementary.

► The Associated Student Body of Glendale Union Academy (California) recently invited Lynwood Academy's ASB for a joint council. Students from the two schools met to discuss problems common to both groups and a means of solving them.

► Following the theme "It is more blessed to give," students of Hawaiian Mission Academy "adopted" a widow and her six children. At Christmas time they used the money usually spent to provide candy, nuts, and fruit for the annual student association program to share the Christmas spirit with a local family. They invited the widow and her children to their program and gave them gifts and a food basket.

► Luther Talley, foreman at Union College Press, has accepted a call to be superintendent of the press at Southwestern Junior College.

► Every third Saturday night each month a group of students from Glendale Union Academy (California) go to the Los Angeles Wayside Honor Farm to present a program. The seminar group alternates with the Temperance Club. Approximately 100 inmates regularly attend the meetings.

► Pacific Union College Board recently voted to erect a new laboratory building at the Albion field station.

► A. L. Watt, graduate of Union College and recently returned from Helderberg College in South Africa where he taught science, joined Union College's physics department the second semester as temporary instructor. He replaced Richard Leffler who is on leave to do research.

► Leslie Hardinge, Washington Missionary College religion department head, will go to Newbold Missionary College, Berkshire, England, next year. He is the fourth faculty member to serve on that faculty from WMC. According to present plans he will serve on a two-year term and then return to this country.

► Dr. T. W. Walters, dean of students at Walla Walla College, has arranged for the grade prediction test (now required for entrance to all colleges in the State of Washington) to be given this spring to all academy seniors in that State.

Is Safety Education a Fad?

(Concluded from page 10)

Not only is the question placed upon us in respect to safe driving but in many other phases of life as well. By example our influence either leads to shattering experiences and tragic results or it is established for the good and encouragement of others in this matter of safety in operation.

The terrible flash fire at Our Lady of the Angels school in Chicago, December 1, 1958, alerted the whole nation to the dangers of a careless attitude toward the causes of such tragedies. Seventh-day Adventist schools are no exception. They are built of just as combustible material as was this school where ninety-one children and four teachers perished in a matter of seconds. It is a woeful commentary that it takes a horrible incident of this nature to awaken us to take greater safety measures. The challenge to SDA school authorities is definite. We must take advantage of this period of alertness to put our house in order. When the fire marshals visit our school plants and make recommendations for remedial improvements and precautions we must act immediately. This is our opportunity to show that we are willing to cooperate. Thus the civil authorities will have more respect for our educational system. These community leaders will appreciate this civic interest. It will be good for God's cause as well as for the good of our children. Many commendations have already been received. In several cases special citations for civic cooperation in safety interest have been given to our leaders in local church schools. However, too many of our schools are no safer than was the Chicago school referred to above.

Here is a partial set of regulations that will safeguard lives and save property and help to supply that "something lacking":

1. Install sprinkler system in schools of two stories or more.
2. Install fire doors to close off all stairwells.
3. Connect the school fire alarm system with the local fire department.
4. Have regular fire drills at least once a month with complete organization of all pupil and teacher personnel.
5. Keep all doors free from obstruction at all times.
6. Install panic hardware on exit doors.
7. Fireproof all furnace rooms in harmony with local regulations.
8. Keep all trash, paper, and combustible materials in suitable containers and free from sources of excessive heat.
9. Keep all stairwells clean and free from combustible materials at all times.

10. Secure and maintain the recommended fire extinguishers in harmony with the underwriter's regulations, and where local regulations are inadequate use as a guide the national fire code for schools and public buildings.

The above set of regulations applies in the protectoral objective against fire. Our schools, homes, and churches should be made safe in respect to all types of accidents within the limits of human effort. In addition to the physical aspects of the buildings and their premises, there should be maintained a constant safety educational program of counsel and instruction for the benefit of children as well as others. Use precautions. Do not take chances. Make sure of your hold. Treat boiling water, electric current, unprotected gears, and icy steps with respect and approach with care. Eliminate all danger spots. Guard all working parts in running machinery. Keep poisons out of reach of children and have them well identified. Be alert to the possibilities arising from childish inexperience. All these approaches to safe living should be incorporated into the daily curriculum. Never mistake the value of good judgment and do not underestimate the importance of using managerial and organizational ability to eliminate the causes for accidents. Safety education is more than a fad. It is a part of salvation. It is an activity that God can and will bless. Those who participate will be the beneficiaries.

* Ellen G. White, *Education*, p. 57.

Law on Excise Taxes for Nonprofit Schools

(Concluded from page 20)

is all that is presently required. However, in the case of individuals seeking such services, it is apparent that an exemption certificate must be presented on each occasion (e.g., telegraph).

Likewise, services provided by transportation companies that are usually taxed by the Federal Government are now exempt from such taxes where they are provided to nonprofit educational institutions. This applies to officers, employees, and students traveling on a mileage or other reimbursement basis. This right to exemption shall be proved in each case by the presentation of an exemption certificate.

Except as regards transportation and communication services, the usual case in which the matter of tax exemption arises is the purchasing of goods now taxed. Here the issue is fairly clear, except when the matter of purchasing gasoline is presented. It will prove to be difficult to have an exemption certificate available every time gasoline is bought for the use of the school or college by its officers, employees, or students.

► R. L. Reynolds, Pacific Union College's former director of public relations (currently on leave studying for a doctorate at Boston University), has been invited to serve as dean of students beginning next September. The office of public relations will be assumed by A. W. Millard, current director of student counseling, and he will take up his new duties July 1.

► Mrs. Margaretta Merriman, associate professor of music at Atlantic Union College, recently completed requirements for her Doctor's degree at the Eastman School of Music, Rochester, New York. In a letter received by President L. M. Stump from the chairman of the department of theory at Eastman, Dr. Merriman was commended on her final oral examination as well as on her analysis of her symphony, which, it was stated, would be referred to as a model example of this type of analytical research.

► The 1960 term at West Indies College opened on January 11 with 119 enrolled in the primary school, 305 in the secondary school, and 134 in the college. These 558 students are under the care of 58 instructors.

► The members of the first senior class in the collegiate nursing program at Southern Missionary College have arrived on the Collegedale campus from the Orlando campus where they had been continuing their studies at the Florida Sanitarium and Hospital. The graduation of this class will be the first for senior nurses in the collegiate program at SMC.

► Inauguration ceremonies for the ninth president of Washington Missionary College, Dr. Charles B. Hirsch, were held on March 23 in the Sligo church, when he was installed by the college board. The principal speaker was Dr. Lawrence Derthick, U.S. Commissioner of Education of the Department of Health, Education, and Welfare.

► Dr. A. V. Winn, associate professor of chemistry at Pacific Union College, has been invited to serve as chairman of the department, replacing M. E. Mathisen who will continue his duties as academic dean. Wayne Tillay, now teaching at Sacramento City College, has accepted an invitation to join the chemistry department as an instructor.

► West Indies College (Jamaica) is developing a senior college ministerial curriculum. It is expected that ten seniors from the Caribbean and West Indies unions will graduate with a Bachelor's degree in the summer of 1960. The two unions have joined in supporting the senior college ministerial training program at WIC.

Notice

We are interested in learning of all vegetarian or lacto-vegetarian food services that serve more than 1,500 meals a day. If anyone has information of such a food service anywhere in the world, please write:

Clinton A. Wall
Walla Walla College
College Place, Washington, U.S.A.

Living Full Lives

(Concluded from page 8)

grows cold in professional sterility; the light is seen as a new illustration bursts and the point is more quickly grasped. Only a full life dares to live on the edge of the eternal; it is a dangerous edge because insincerity cannot be hid.

This kind of teaching can never be passive; it is contagious fire. Students will never forget the high privilege of sitting at the feet of one who set his spirit on fire.

It is the Holy Spirit who will keep a teacher fresh. It is the teacher full of the Holy Spirit who keeps his classes fresh and provocative. Freshness makes things beautiful and attractive. You can take an old shirt or dress and have it freshly laundered and it is a joy to wear. There is an aroma about freshly baked bread that creates hunger. When the teacher can present the bread of life, the great essentials, with freshness, it will have an aroma that will stimulate the soul to hunger and thirst after righteousness.

Freshness compels attention and concentrated attention leads to application. The student learns because he has been infected. The man "full of the Holy Spirit" has not only supplied information, he has created a thirst that can be satisfied only at the feet of Him who said "the water that I shall give him shall be in him a well of water springing up into everlasting life."¹

To say all this in one sentence—the teacher living a full life is concerned primarily with leading his flocks into the next world, not to train efficient workers for Lucifer to take over and use in this world. No nicer work has been given man, but what men they must be—good men, "full of faith and the Holy Spirit."

¹ Ellen G. White, *Counsels to Parents and Teachers*, p. 174.

² Acts 11:24, R.S.V.

³ Acts 4:36, 37, R.S.V.

⁴ John 4:14.

► Two new faculty members to connect with Atlantic Union College for the 1960-61 school year are Dr. David Kissinger and Dr. J. Byron Patrick. Dr. Kissinger is a graduate of Washington Missionary College and the University of Maryland, and has been teaching the past two years at Oakwood College. He will be chairman of the biology department. Dr. Patrick comes from a State college in Louisiana to serve as chairman of the history department. He is a graduate of Union College and the University of Wisconsin.

► The Federal Communications Commission has approved Southern Missionary College's application for an educational FM radio station. The station, whose call letters are WSMC-FM, will be operated by the Student Association under the direction of the communications department. Construction got under way on February 9.

An Ounce of Prevention

(Concluded from page 3)

Then children will be disciplined for actions that could have been easily avoided were their needs understood and provisions made for the legitimate expression of them.

The lessons to be learned from this study are important to every teacher. They may be summed up as follows: first, help youth form good habits before there is need of them; and, second, in the words of the old adage, an ounce of prevention is worth a pound of cure. Parents or teachers who cannot discern the needs of youth and who do not establish a program to satisfy them must share the blame when children become problems.

¹ Ellen G. White, *Education*, p. 290.
² *Ibid.*

► A dental welfare service for persons of limited financial means needing dental care is being initiated by the College of Medical Evangelists' School of Dentistry in cooperation with the San Bernardino, California, County Welfare Department. General plans call for patient screening by the County Welfare Department and then service by the School of Dentistry one Sunday a month.

Warning

Plastic cement known as airplane glue contains poisons that when inhaled can cause intoxication and impairment of health, according to Dr. John S. Anderson, a Colorado city-county health director; Dr. John W. Neff, clinical psychologist and administrator of a public health guidance center; and others. Prolonged inhalation of the fumes brings on drunkenness as surely as drinking liquor, and glue sniffing has become a fad among teenagers. After spreading the glue on their hands or handkerchiefs, the teen-agers inhale it until they become lightheaded and finally lose control of body and mind. The practice followed by one fourteen-year-old boy has resulted in severe brain damage. The poisonous fumes can also lead to serious diseases of the liver and blood.

This glue is useful to boys and girls in many of their hobbies, but the containers do not always carry a warning other than that the substance is flammable. It is well, therefore, to warn pupils and their parents of the dangers and that this glue should be used only in a well-ventilated place.

Editorial News and Views

(Concluded from page 32)

national average; however, enrollment gains in our colleges are much lower than gains in Roman Catholic colleges. Elementary and secondary school enrollments are also up, and according to all indications next year will see a larger gain yet. In one of our large union conferences 288 young people were graduated from our academies in the spring of 1959, whereas 394 are scheduled to be graduated in 1960. This will mean nearly a hundred more of our youth should be in the college of that union conference next autumn. If we offer our youth a first-class education, adequate enrollment will be assured.

Comparison of enrollment in the United States at large and in our schools may be of interest:

	Adventist Schools Per Cent of Total Enrollment	All Other Schools Per Cent of Total Enrollment
Elementary	63.2%	72%
Secondary	22.9%	19.9%
Colleges and Universities	13.9%	8.1%

Summer Activities This summer the Department of Education launches a new activity in the form of a geological and paleontological field tour. In response to recommendations made by our college science teachers at their quadrennial meeting in the summer of 1956, the General Conference Committee approved a plan to initiate for the denomination a program of research and teaching in the area of geology.

A special committee was set up to direct the program, and Dr. Frank Marsh was invited to give full time to the project. P. Edgar Hare was also called to this work, and currently he is nearing the end of his doctoral studies in the area of geology and geochemistry. Recently the committee invited Dr. Richard Ritland, a staff member of the College of Medical Evangelists who has a Doctor's degree in paleontology and comparative anatomy, to join in the project. This research group is just in the process of formation. Eventually we look forward to their conducting workshops and classes in geology in various parts of the world field.

This summer, from August 3 to 23, these three men will conduct a geological tour, beginning with a study of the successive layers of petrified forests in Yellowstone Park, and with other investigations at the Kemmerer Fossil Beds, Dinosaur National Monument, Monument Valley, Grand Canyon, and Barstow Fossil beds. Included in the tour will be certain of our college science teachers. There is room for a very few academy science teachers. Those interested may write to the editor for further details.

Quadrennial Council of Science Teachers and Nurse Educators From August 24 to 30, at Loma Linda, California, the department will conduct a council composed of the heads of college science departments, together with directors of schools of nursing and directors of nursing service.



What! Earn a Camera?

YES You can earn a real movie or still camera the easy LIFE AND HEALTH way. Here's all you have to do: Sell the required amount of magazines or subscriptions and turn in the full profit, plus cost of magazines, to your local Conference Publishing Department Secretary, and the camera of your choice will be shipped to the address you supply.

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Easy to use—only one simple setting of dial; economical too—uses low-cost 8 mm. roll film; no focusing required, color-coded optical finder, accepts Kodak telephoto and wide-angle converters. Retail \$32.50. Requirement: Sell 10 subscriptions at \$5.00 per year or 100 single copies at 50 cents each.

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The handsome, capable "big brother" of the famous Brownie Starflash Camera . . . for day and night, sun or shade, snaps or slides. Includes Brownie Flash 20 Camera, 4 M2 flashbulbs, 2 pen-lite batteries, 1 roll of Kodak Verichrome Pan 620 film, neck strap, instruction booklet. Retail \$15.35. Requirement: Sell 5 subscriptions at \$5.00 per year or 50 single copies at 50 cents each.

It will surprise you how, by using just an hour or two each day, through this plan you may own one or both of these excellent cameras. Do it now. Don't miss this opportunity.



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Editorial NEWS AND VIEWS

White House Conference on Children and Youth

From March 27 to April 2, 7,000 persons concerned with child-related problems met in Washington at the invitation of President Eisenhower to develop recommendations for citizen action programs to help meet the needs of America's youth in the next decade. Participating in the conference were Richard Hammill, G. M. Mathews, T. S. Geraty, and A. O. Dart from the General Conference Department of Education. Representatives from the General Conference Home Missionary, Missionary Volunteer, Temperance, and Medical departments were also invited. Dr. Raymond Moore and Mrs. Ruth Murdoch represented Potomac University; President Garland Millet and Dr. Natelkka Burrell came from Oakwood College. Elder W. A. Howe and L. R. Rasmussen came from our union conferences. Representing our colleges were two American students from each of the following colleges: Atlantic Union College, Pacific Union College, Southern Missionary College, and Washington Missionary College. Besides these there were 41 Adventists from other countries who were in the United States furthering their education. Dean W. H. Beaven and Dr. Andrew C. Ivy represented the National Commission for the Prevention of Alcoholism.

When President Theodore Roosevelt, on Christmas Day in 1908, sat at his desk in the White House and in longhand wrote out invitations to a new kind of meeting—a White House Conference on Children—he was unknowingly setting in motion a new tradition: the use of the Office of the President of the United States to focus national attention on a matter of concern affecting every American home. Since that time other White House Conferences have been called to consider many phases of education and of national concern. Every ten years the President has called a White House Conference on Children, so that the nation may re-examine what it is doing to prepare children for their tomorrows.

The conference was organized into eighteen forums. One entire forum, comprising more than 500 people and devoted to the problems of youth in conflict, covered all phases of juvenile misbehavior: causes, diagnosis, prevention, and rehabilitation. Another forum studied the impact of the mass media on children and youth. Workshop discussions within this group dealt with comic books and comic strips as well as radio, TV, and motion pictures. One special forum focused on religious and secular beliefs, and personal codes of conduct that affect the development of the young; however, throughout the entire conference there was a central concern for ideals and values running parallel to the current national search for a redefinition of these same issues.

That so many Adventist youth and youth leaders received an invitation from President Eisenhower to attend the conference and participate in this endeavor to find better ways of rearing the nation's youth, is gratifying.

More About Fire Safety

Since the heavy loss of life in the Our Lady of the Angels elementary school fire in Chicago, there has been considerable discussion concerning the most effective methods of fire prevention. Differences of opinion among experts in this field led to a series of scientifically controlled experiments to try to find out what actually is the best method of fire prevention. These tests, set by fire engineers, architects, and municipal authorities in Los Angeles, California, were generously financed by a grant of \$25,000 from the Ford Foundation. Sprinkler and fire-alarm manufacturers provided men and equipment. More than seventy full-scale fires were started in abandoned schools in an effort to measure accurately the quantities of heat, smoke, and speed of fire dissemination. The buildings were completely instrumented with automatic and manual recording devices. Conclusions reached were as follows:

Smoke was found to be the principal life hazard. Vents in stairwell roofs did not keep corridors tenable for exit, nor did forced draft vents produce satisfactory venting action. Partial sprinklers did not prevent smoke spread, even when combined with vents. Enclosed stairways did not give adequate protection unless all doors were closed when the fire started. Heat detection devices fell short in that they did not begin to operate until untenable smoke prevailed. Smoke detection devices worked faster than heat detection devices, but still not fast enough to ensure escape of all pupils. Acoustical ceiling tile (combustible) spread flame very rapidly. The best device was total sprinkler protection, which prevented undue smoke and heat build-up.

As a result of these controlled experiments all evidence indicates that the best solution to the school fire protection problem is 100 per cent coverage of a school building with an engineered automatic sprinkler system; this results in *both* life and property preservation. Sprinkler-flow alarms can be arranged to actuate automatically all fire alarms in the school building, and also to transmit automatically an alarm to the fire department.

The General Conference Department of Education and Insurance Service Department are sending to all our elementary and secondary schools in the North American Division a little pamphlet entitled "Ring the Alarm!—a Memo to the Schools on Fire and Human Beings." We request that all read it carefully.

School Enrollments

Although our world report for Adventist schools for the year 1958-59 is not yet complete, owing to the fact that in some countries the school year closes near the end of 1959, yet those reports that have arrived indicate that enrollment in our schools continues to mount. In the United States enrollment in our colleges this fall rose 5.9 per cent, as against a gain of 4.4 per cent in all the colleges of the land. Thus our net growth is higher than the

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