

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 on contents: (1) Elementary, (2) Secondary, (3) College, (4) General, (5) Home and Parent Education.

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# The Young as Learners and Thinkers

## An Editorial

ONE of the daily forums at the recent White House Conference on Children and Youth was entitled "The Young as Learners and Thinkers" and had as its subtitle, "Educating Each Child to His Full Potential." We chose to attend that particular forum because for a long time we have been convinced that—despite the explicit direction of Ellen G. White that our educational methods must concentrate on developing the unique trait of individuality and the power to think—in our schools we do not look upon the youth as thinkers. Often they are regarded almost as checkers that are to be moved around at will by the teachers, or as ciphers that are to act as they are told. How should we operate our schools in such a way as to help each young person enrolled therein to reach his full potential as a learner and thinker, is indeed a timely, all-important matter for study and discussion.

The viewpoint that a teacher holds concerning the aims and method of education has more to do with success in this matter than most of them realize. Teaching mood and outlook are determined by concepts of education. For instance, there are still plenty of teachers who look upon education as a sort of intellectual taxidermy: stuffing young people with facts, theories, and ideas. Others conceive of the process as something like a dentist's filling a tooth: wrong ideas and facts are scooped or drilled out and better ones put in. Then there are those with the plastic-clay theory of education. The pupil is considered to be a shapeless mass of molding clay; and the teacher, parents, and church are to mold his character, thinking, and learning into the desired shape or pattern. On the surface this last theory of education has much to commend it. Its weakness consists in that the teacher is assigned the active role, and the child the passive role, whereas actually learning takes place only when the child is an active agent in the learning process.

These concepts of the educational process have led to a condition in our society in which the school is divided into two distinct and somewhat competitive groups: those who teach, on the one hand, and those who are taught, on the other. Untold harm has resulted from this concept, for many schools consist of two hostile camps, one group believing that they are to shape the other; and the latter offering resistance usually in the form of inattention,

passiveness, and lack of cooperation, but often in the guise of vandalism or other antisocial behavior. It is this folly that causes many youth, without realizing the cause of their attitude, to come to class, sit there passively, and say in effect, "Well, here I am! Teach me something if you can."

Our young people are effectively learning many, many things from dozens of people who are not certified to teach, either by the State or by the denomination. From brothers, sisters, playmates, work mates, radio announcers, TV actors and personalities, they learn quickly and well. Much that they learn they ought not to. Why do they learn so easily in such situations? Because they have not built up resistance to this learning by a system that places these "teachers" over them as those who would make them learn whether they want to do so or not. They learn from these "uncertified teachers" because rapport exists between them, because they are on more of an equal footing with them.

True education does not build up a dichotomy or a partition wall between the teacher and the taught. It puts the emphasis on the learning rather than on the teaching. It recognizes that children and youth, unless their natural freshness and inquisitiveness has been stultified by an erroneous method of education, do not resemble plastic clay: rather, it perceives that a child's personality is an energy system more like a speeding express train that needs to be guided into useful directions; or like the boundless power of atomic energy which, if properly controlled and guided, can result in usefulness and happiness for himself and others. In this energy concept of education it is apparent that the major role in learning is played by the child, and the role of the teacher is likened to that of opening up a spring, of creating the right intellectual climate in which the child will desire to learn, of calling forth or creating in the child a determination to learn. We think that the word *guide* sets forth our task much better than does the word *teacher* or *instructor*.

We wish that those who hold the responsibility for teacher training would place greater stress on methods of learning, for it is this that determines what should be the proper methods of teaching. Good teaching methods are simply those which lead to a presentation that follows the way in which the mind

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LITTLE shivers of excitement raced up and down my spine as I stood looking around in the nearly empty classroom I had visited that afternoon. I had been thrilled and caught an inspiration from teachers and pupils. In a few months I too would be a teacher, mistress of my small domain—I, who had stanchly declared that I would never be a teacher! But the Lord moves in mysterious ways.

Myriads of questions tumbled through my brain. Where would I be teaching? How many pupils would I have? Would I be able to maintain good discipline? Could I present the lessons in an interesting manner? In short, would I be a successful teacher?

Some of the questions were soon answered, for on a bright September morning about three months later, I stood looking into the expectant faces of the fifteen children who were to be part of my life for the next four years. They were years filled with learning (especially on my part), achievement, growth, yes, problems, but above all, the joy of being a teacher.

I like teaching. To be more exact, let me say church school teaching. For it is here that I feel I can really teach the whole child. Not only can I help him in the moral, mental, and physical aspects of education but, most important, I can help him in his spiritual needs and direct him to the Source of all truth. It is in a church school that I can set before him the highest ideal that God has for His children:

"Godliness—godlikeness—is the goal to be reached."\* Only in church school can I bring to the children the wonderful character-building stories from the Bible. We learn lessons of steadfastness from Daniel and his companions, courage from Queen Esther, purity from the perfect life of Christ. When the sting of death has come into our midst, there is comfort in the doctrine of the resurrection and Christ's second coming. Has the child erred or done wrong? I can point him to a loving Father who forgives all our iniquities. I can pray with the child.

Some of the most precious moments are the mornings when we have prayer band. Our hearts are united in a common interest. How rewarding when the children receive answers to their prayers!

Steven and David, grades 2 and 3, had previously attended the local public school. Last year

we invited them to attend church school. Both were impressed with the Bible stories and the religious activities of the new school. When the time came for special requests during prayer band, theirs was, "Pray that mommy and daddy will give their hearts to Jesus." Not only did the boys pray but they told their mother about the wonderful things they were learning from the Bible. One day Steven said, "Mother, God wants us to keep His commandments. You should be baptized." What happiness was theirs and ours when later the mother took that step!

Our Weeks of Prayer, prayer band, and daily worship bring us close to the Master Teacher. We feel His presence as we sing, "Into My Heart" and then, "Into Our School," or "Take My Heart, Dear Jesus." With such a consecration we are off to a good day filled with interesting activities.

Teaching presents a real challenge. There are problems to meet, individual differences of background and maturity with which to cope. Then I learn to depend on Jesus.

As a teacher I must be alert, ever studying to help the bright and gifted child make the most of his talents and faculties, and encouraging and holding the interest of those children who find mental tasks difficult. Each child must know that he is good for something, that he is needed, that he is achieving and being taught to fill his place in life.

I enjoy working in a happy environment. School should be a cheerful place. It may be the only happiness some children receive. With an abundance of love (even for the unlovely), patience, kindness, sympathetic understanding, a smile, and a good sense of humor, I can help create that happy atmosphere so necessary to learning.

There's room for my creative and artistic spirit in teaching. Together the children and I can plan for an attractive school-room, plan for our programs, or make new learning devices. Experiments are valuable too. Some of the children need to learn the value of a balanced diet, especially having sufficient protein. The two little white rats that came to live at school helped solve that problem. We saw the difference in the fur, the size, and the weight of the rat that received the protein-free diet. The result of our experiment was convincing to the children.

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# Joys of a Church School Teacher

RUTH KAISER  
CHURCH SCHOOL TEACHER  
BERRIEN SPRINGS, MICHIGAN

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Monotony? Dull moments? No, none of these for the teacher. Each day is a new untried adventure and a new challenge.

Teaching keeps me on my toes. I must keep growing, planning, and organizing, learning to do my work better. But most of all I need to keep in touch with the Master so that my example will inspire and help lead these little ones to Him. Children are hero worshipers. My influence rubs off on them. What better way than by example can I teach the character traits of patience, kindness, love, cheerfulness, courtesy, cooperation, orderliness, and thrift?

Church school teaching gives me the opportunity of becoming personally acquainted with the children, their parents, their homes. How happy the children are when I come to visit. These visits are mutually helpful, for they bring about an understanding and a sharing of the common goal—the salvation of the boys and girls.

Although a church school teacher's wages are not large when compared with the salaries of the world, my Lord has supplied my needs, and I am rich. I cannot describe my happiness in seeing "my" children achieve and become worth-while citizens, my wealth because of a child's handclasp and "I love you." I am rich in friendship of young hearts that are consecrated and dedicated to God.

Are you looking for a challenging work, adventure, new horizons? Why not try church school teaching?

\* Ellen G. White, *Education*, p. 18.

► Since its founding in 1904, Washington Missionary College has granted approximately 2,200 Bachelor's degrees. Of those having received the degrees, more than 300 have gone to the mission field.

## A Challenge to True Education\*

(Patterned after the Prologue of Henry Wadsworth Longfellow's *Evangeline*)

STANLEY RUSSELL, *Member*  
*Des Moines, Iowa, SDA Church*

This is a conference of teachers. The formers of men and of women,  
Guided by God, and in strength serene in the midst of the faithful,  
Stand like prophets of old, their counsel guiding His children;  
Stand like leaders great with words that rest on their laurels.  
Loud from its recent classrooms the Spirit of True Education  
Speaks, and invites us, the present, answer the call of the future.

This is the challenge of teaching; but where are the strong who, to meet it  
Stood for the right when, in fancy, the whole congregation strove to do evil?  
Where is the Spirit-led schoolroom, the source of leaders triumphant,  
Men whose lives, guided on by its influence, shepherd God's people?  
Darkened by shadows of earth, but reflecting the message of heaven,  
The schoolroom still is our hope, the encouragement of our children.  
Scattered though they may be when the subtle attacks of the tempter  
Seize them with strongest temptation, and threaten their souls in perdition,  
Naught but the Master can save them, and the Spirit of True Education.

Ye who believe in our children with hope that endures and is patient  
Ye who believe in salvation of the young and the tender among us  
List to the call of the schoolroom and the challenge of True Education;  
List to the call of God to a place in the home of the happy.

\* Written for the Iowa church school teachers' convention of 1956.

# TRUTH IS ONE

F. E. J. Harder

ASSOCIATE PROFESSOR OF EDUCATION  
ANDREWS UNIVERSITY

**B**ASIC to an understanding of Christian epistemology as held by Ellen G. White is a recognition of her belief that all truth, all worthwhile knowledge, regardless of the means by which it was learned, has its source in God. This is not to be taken merely as a vague generality to conform to the principle that God is the Ultimate Cause of all things. Rather, God is quite directly the Source of all knowledge. "From God, the fountain of wisdom, proceeds all the knowledge that is of value to man, all that the intellect can grasp or retain."<sup>1</sup> "He is the originator of every ray of light that has pierced the darkness of the world. All that is of value comes from God, and belongs to Him."<sup>2</sup>

Corollary to this principle is the tenet that all knowledge, all truth, is a revelation of God.

Whatever line of investigation we pursue, with a sincere purpose to arrive at truth, we are brought in touch with the unseen, mighty Intelligence that is working in and through all. The mind of man is brought into communion with the mind of God, the finite with the Infinite.<sup>3</sup>

This concept includes all disciplines of learning. It implies that things in this world are more intimately related to heaven and that they are more directly under divine control than is ordinarily recognized. "All right inventions and improvements have their source in Him who is wonderful in counsel and excellent in working."<sup>4</sup> The skill of the physician and his knowledge of the human mechanism, the ability of the carpenter, the strength of the blacksmith—these are all conferred by divine wisdom.

Whenever, wherever, however man learns, to the extent that he finds truth or attains helpful skills, to that extent God is revealed to him. Obviously, such a concept has basic implications for educational procedures and objectives. Nothing could be more fundamental to the construction of a Christian epistemology than the assumption that God is the source of all knowledge, and that all truth is a revelation of Him. This principle has disturbed Seventh-day Adventist educators ever since the founding of the denomination's educational system. There has been no challenge to its validity. There has been no deny-

ing of its importance. However, there has been, and still is, much perplexity in regard to its implementation in practice.

Serious attempts to translate this principle into educational action have usually centered about efforts to make all the disciplines of learning Biblio centered. G. H. Bell attempted to incorporate this principle into his English textbooks by including exercises in grammatical analysis, such as the following:

#### APPOSITIONAL WORDS AND PHRASES

50. He did not frown, the Galilean mild.<sup>5</sup>

#### SOME THINGS ABOUT VERBS

26. A bloody key was found in the grass. We heard a rumble in the vaults of the castle. Joseph was sold into Egypt.<sup>6</sup>

#### MODEL FOR ANALYSIS

*Ex.—O Lord, thou art very great!*

1. *Thou* is the subject.
2. *Art great* is the predicate.
3. *Very* tells how great.
4. *Lord* invokes the attention of God.
5. *O* is used to denote an emotion of reverence and awe.<sup>7</sup>

For professional educators to comment on such usage of scriptural material would be superfluous. However, it is to the honor of Professor Bell that he at least tried! Few of his successors have had the imagination and courage to do so.

The inevitable failure of past endeavors to make all teaching Biblio centered has resulted in a general lip service to the principle under discussion but an ignoring of it in practice. Could it be possible that past failures in this regard may be attributed, at least in part, to a failure to recognize the full implications of the principle? If *all* truth, regardless of how, when, where, or by whom it is discovered, is a revelation of God, and if *all* revelations of God may contribute to the salvation of man, then *all* truth is potentially saving. This means,

for example, that all that is true in mathematics reveals God and may become contributory to a person's union with God. It means that the mathematics teacher should be as conscious of his role as a mediator of divine truth as is the teacher of religion. However, it does not require that the truths discovered in the department of religion must be superimposed upon a course in mathematics. Neither does it mean that the revelatory facts discovered in mathematics are identical with those learned in a Bible class. It does mean that all the truths encompassed by these disciplines reveal different aspects of the same God in different concepts and by different symbols.

A serious acceptance of this concept in practice would have some very broad consequences in denominational education. It would certainly lead to a much greater emphasis on pure research in all areas of knowledge than is now common. Whenever Seventh-day Adventist educators fully share Ellen G. White's regard for the revelation of God in Creation, a much larger place will be accorded to the sciences both in research and in teaching. Furthermore, the facts of science (and of all other disciplines) will be more directly related to individual salvation, the ultimate aim of education, than is now the practice.

This concept offers an integrating principle for all the disciplines. If God is the source of all knowledge, then in God all barriers between humanly organized areas of knowledge disappear. If all truth reveals God, then in God all studies find both their source and their ultimate fulfillment. This principle calls for a closer cooperation between the specialists in various fields. There has been a reasonable rapport between the denominational historians and theologians. The same cannot be said for specialists in some of the other disciplines. It would seem that there is a particular need for an intensive and continuing collaboration between Biblical and science scholars. There are some very basic problems they share but which they have not seriously attempted to solve cooperatively. Indeed, the need is not only for *solutions* but also for a *recognition of the issues*.

Denominational educational leaders have always recognized God as the source of the prophetic revelation of past ages. The Bible has been consistently accepted as a transcript of the divine character, an expression of the divine will for humanity and a revelation of the principles of the divine government. Perhaps this has made it natural to interpret the call for a God-centered education as a demand for a Biblio-centered education.

However, if all truth reveals God, and if all truth has not been discovered in past ages, then the revelation of God is not all in the past. Mankind is not dependent solely upon the records of past revelation

for his knowledge of God. If God is the source of all knowledge, then the potential for divine revelation is just as great today as it ever was. "God can communicate with His people to-day, and give them wisdom to do His will, just as He communicated with His people of old."<sup>8</sup> This communication is a free and open process by which bright rays of the knowledge of God may shine directly from the throne of Deity into the soul of man. Not only is this possible, but the fact that the human race still lives is evidence that this is actually happening, for communion with God is a necessity for human survival.<sup>9</sup>

That God is the source of knowledge divinely imparted to man was to Ellen G. White not an idea theoretically conceived, but a reality experientially known. For those who accept prophetic guidance as given in her writings and in Scripture, there is danger of developing a dichotomous epistemology in which "divine truth" and "human truth" often appear in conflict. But truth is one—one in source, one in nature, one in purpose. Differences exist only in procedures of discovery.

Nature testifies that One infinite in power, great in goodness, mercy, and love, created the earth, and filled it with life and gladness. Even in their blighted state, all things reveal the handiwork of the great Master Artist. Wherever we turn, we may hear the voice of God, and see evidences of His goodness.<sup>10</sup>

All the brightness and beauty that adorn the earth and light up the heavens, speak of God.<sup>11</sup>

Throughout His creation God is working daily miracles before men. He is speaking to man's senses and impressing his soul through His created works. To the human heart that receives these impressions, the universe becomes an open book teaching divine truth through its forms and processes. The cosmos is God at work, and it speaks of Him who works. In all of nature's forms resides truth, which will spring forth at the honest request of the inquiring mind and at the bidding of the Creator.

The mountains, the rivers, the stones, are full of truth. They are our teachers. The instant the Lord bids nature speak, she utters her voice in lessons of heavenly wisdom and eternal truth.<sup>12</sup>

Would not a full recognition of this concept of knowledge materially modify present practice in methods both of inquiry and of teaching? In spite of the impediments in both the mind of man and in the imperfections of nature, "the susceptible mind, brought in contact with the miracle and mystery of the universe, cannot but recognize the working of infinite power."<sup>13</sup> The same power that furnishes energy to the sun, guides the unnumbered worlds in the immensity of space, lives in the insect floating on the breeze, feeds the young ravens, brings to fruition the bloom of the tree—the same power that upholds all of nature works also in teachers and in students.

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# Missions for the Future\*

Lawrence G. Derthick

U.S. COMMISSIONER OF EDUCATION  
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

IT IS an unusual privilege to participate in the installation of a college president, because it is an occasion for stocktaking, for planning, for exploring new ideas. Today is a particularly momentous event in your history, for I understand that this is the first ceremony of its kind to be held at an Adventist college in North America.

We assemble today to greet and welcome Charles Branislaw Hirsch and to give him evidence of our friendship and cooperation as he assumes the great responsibilities which his new position demands in a world which we earnestly pray will find a new era of understanding. But more particularly, we gather here to salute and encourage this new president as he undertakes a program with faculty, trustees, and friends which will usher in a new period of progress in the life of a distinguished institution.

The position of college president is one of high honor and satisfaction but, in some ways, it is an unenviable one. There may be college presidents who have little to worry about if they have a winning football team, if the alumni are satisfied, and if the student body is behaving itself. But that happy combination is a rare one.

Today the college president is expected to be a scholar, a teacher, a diplomat, a disciplinarian, an optimist, a pessimist, an idealist, a pragmatist, a humanitarian, an ambassador of good will, a financier, and a businessman. At times he must also display the skill, agility, and judgment of a tightrope walker, a juggler, a quarterback, a wrestler, a contortionist, and a puppeteer. He must be fearless enough to be shot from a cannon, daring enough to lead an alumni parade, and talented enough to be able to sing either bass or tenor in the college choir, because all of these things will probably happen to him. In addition to these varied skills, he must be a poet, a philosopher, and a man of deep serenity. If he has these qualifications in full measure he may gradually adjust himself to the hazardous occupation which he has chosen, provided he can live on his salary and is an extroverted introvert.

I am convinced that your new president has the more important of these qualifications. He has been

chosen on the basis of character, training, personality, and performance. The qualities which have endeared him to fellow members of the faculty and to students are many and varied. Not the least of them is the sense of humor and modesty he displays in speaking of his own earliest college days. He paid from a third to a half of his college expenses, he will tell you with pride tinged with humor, from his salary as "Head Custodial Engineer"—or in less pretentious language—as head janitor at Atlantic Union College. This part of his career was interrupted by his war service in Germany, in the course of which he won a bronze star for gallantry. When his war service for Uncle Sam was over, he was able to carry on his academic career and concentrate on his studies, something he has done to the satisfaction of a learned faculty.

He is taking over the college administration at a moment when it has reached its peak in enrollment, a total of more than 900 students, with about 60 of them from foreign countries. Already, however, he is planning to increase enrollment, and under the college expansion program to increase the facilities with a building program which, I understand, will cost at least two million dollars over the next decade. It is obvious, therefore, that the president's office is in good hands. The virtues and values on which our country has grown great can be counted on to flow from President Hirsch through the faculty, the student body, the alumni, and the citizens with whom he deals. This is indeed a joyous occasion and one of great encouragement and promise for the college in the years ahead—a time when all concerned can feel confident to tackle with vigor and high hope the tremendous challenge of the times.

And it is the times in which we find ourselves, and the relationships of institutions such as Washington Missionary College to society, that I think we should examine thoughtfully at this important juncture.

Private colleges and universities played a significant role in the early history of higher education in America. For many years they were the only form of collegiate training in the nation. Today about 65 per cent of the colleges and universities are privately controlled and these schools enroll about 41 per cent of the nation's college students. When the numerous private institutions are added to the public colleges

\* Delivered at the inauguration of Dr. Charles B. Hirsch, ninth president of Washington Missionary College, Takoma Park, Maryland, March 23, 1960.

and universities, they combine to give America a well-balanced educational program. It is, therefore, in the interest of all citizens to see that both private and public colleges have every opportunity to fulfill their educational mission. Only as each institution realizes its highest potential will the nation be able to meet the higher educational needs during this decade.

The key to the successful fulfillment of our educational mission is the individual institution. Each worthy institution has its unique contribution to make. Each must pursue its own individual objectives with vigor. Each must strive diligently for academic excellence. Each must be responsive to the peculiar needs of the people it serves. And in all that it does, each institution of higher learning must be committed resolutely to the task of transmitting faithfully the accumulated knowledge of the ages, and at the same time be ever vigilant in the pursuit of truth and the exploration of new and uncharted areas of knowledge. In such an atmosphere of freedom and inquiry the institution of higher learning creates for itself a favorable environment wherein it can fulfill its mission.

If our system of higher education in America is to meet the challenge of today and to play its rightful role in helping to shape the world's leadership in the soaring '60's, each must examine critically its own program and blueprint for itself a plan of action. Such a course of action obviously would need to include provisions for building the human resources of the institution, strengthening its material resources, improving the sphere of understanding, undergirding its own organizational structure, and finally, stretching the imagination to encompass yet uncharted educational frontiers.

Since missionary zeal has always played a significant role in American higher education and since the rewards are very great, let us think together for a few moments the mission of higher education in the decade ahead.

1. *Building the Human Resources.* If higher education is to accomplish its mission in the next ten years, it will do so by successfully mobilizing and skillfully directing the largest and best-trained college faculty we have ever known. The Office of Education estimates that the combined size of college and university faculties will increase about 70 per cent in the next ten years. In order to achieve this objective, some 45,000 new teachers must be trained, recruited, and placed in the classrooms and laboratories each year. How tremendous is this task is dramatically revealed by the fact that presently we have available only about 4,500 fully trained *new* college teachers.

The National Defense Education Act, under Title IV, constitutes *one* major approach in coping with

this urgent problem. Since the Act was passed in 1958, 2,500 fellowships have either been granted or are in the process of being awarded to expand our resources in fully trained college teachers. But the solution to the shortage can never come without determined efforts on many fronts by all who realize that solving the college teacher shortage is basic to national security and the well-being of America, and that only qualified and dedicated teaching will bring mankind closer to the fundamental truths of his life, his world, and his Creator.

Faculty is only one aspect of the problem in human resources urgently confronting higher education. You are all familiar with the well-publicized prediction that college enrollments will double by 1970. What are the implications inherent in these projections?

At the moment, the administrative problems seem rather overwhelming, but let us think positively about this problem. Instead of 355,000 of our youth enrolled in college as was the case fifty years ago, today we have 3,365,000; tomorrow (1965) we shall have 4,677,000, and we can foresee the day when a college education will be within the reach of every qualified student.

What does this increase in college attendance mean to America's manpower situation? A short time ago I heard one of our most discerning thinkers as he identified historically three basic economic factors. First, he said, "land" was the basic economic factor. Second, "capital." In the space age of today the third is "trained manpower." At the top level we can only rely on our colleges and universities to provide that trained manpower which will make the difference—more and better mathematicians to interpret the complexities of an ordered universe, more scientists to discover the laws which govern the flux of the ocean and the flow of the stars, more physicians to drive disease from suffering millions, more agriculturists to unlock the bounty of the earth, more artists, more teachers, more technicians, better-trained artisans, more skilled workers.

Let me take one example. On a recent jet flight from Australia, there in the cockpit of the ship my eyes were dazzled; I was absolutely amazed by the multiplicity of instruments, all at finger-tip control and calling for instant attention and split-second decision. I marveled that mere mortals were in command and could bring us safely home, almost at the speed of sound, so that the vast reaches of the Pacific became only a relaxing day's journey. One marvels at the kind and quality of training and skill demanded by this new age of accelerating wonders.

But tomorrow our young men and women will enter the cockpit of an even faster whirling world, a shooting star, an unknown space. On their know-how, their character and ideals, their skill and under-

standing, rest the future of America and the fate of mankind. Is there any doubt that what we do in the next ten years in fulfilling our mission as institutions of higher education will turn or overturn the course of world history?

Opportunities impose responsibilities. Ours is the responsibility of identifying all youth for the many kinds of training required and of guiding and surrounding them with the most able teachers and scholars, of creating for them the most fruitful learning environment, and of recognizing and rewarding outstanding attainments in all fields of human endeavor.

2. *Strengthening the Material Resources.* While primary consideration must be given to the human element in the higher education equation, the material factor cannot be minimized. If we are to take full advantage of the nation's intellectual resources, we must provide the necessary facilities and educational equipment to sustain quality instruction at all levels and in all types of institutions. Economy and common sense both dictate that the first step in strengthening these material resources is to begin with what we have. This task breaks itself down into three major undertakings: (1) Better utilization of existing resources; (2) the renovation of obsolete facilities; and (3) the construction of new buildings. America has been more than 325 years acquiring the plants which presently accommodate our college enrollment. Within the next ten years our nation must find ways to stretch these facilities to take care of twice our present enrollment. How can we get the job done?

Many educators are seeking ways to improve the utilization of existing plants. All of these must be evaluated with caution and wisdom and adapted to the individual situation. Some of the possibilities include: the maximum use of the plant during the summer months; a reduction in the number of small classes; some increase in the student-teacher ratio; a sharpening of the curriculum; the perfection and utilization of improved instructional media; and the expanded use of such programs as independent study, early admission, and credit by examination.

The combined effect of all efforts to improve utilization of plant will make it possible to increase present enrollments only slightly. Even under the most favored conditions, instruction would still be handicapped with outmoded equipment and obsolete buildings. While it is imperative that these facilities be renovated for maximum use, it is not anticipated that they will add significantly to the available space. The nation must face up to major expansion if it is to provide the essential classrooms and laboratories needed by our colleges and universities to do the job.

The only ultimate answer to the facilities question is new construction. It is estimated that our colleges

and universities will need to spend \$20 billion on new construction by 1970 if the necessary facilities are to be provided. While this is a staggering sum, it represents little more than \$100 per capita. Surely each American can afford \$10 more per year for adequate college facilities when the stakes are so urgent.

3. *Improving the Sphere of Understanding.* Our colleges and universities play key roles as creators of attitudes, molders of thought patterns, and searchers after truth. They are the leaven in cultural understanding. They are the catalyst in the exchange of ideas and concepts on an international scale. As America's horizons have broadened to encompass our most distant neighbors and circumstances have combined to open new channels of communication and understanding with the emerging nations of the world, our institutions of higher learning have been invaluable assets in improved world understanding. As we become better acquainted with our friends as well as with those who differ with our way of life, it is only natural to expect many significant changes in curriculum and methods of instruction on our campuses. Science and mathematics were the first subject-matter areas to feel the effect of international tensions. Foreign language also has experienced a rebirth. This kind of action is necessary all across the curriculum board.

If there is to be world understanding, it will follow in the wake of improved communication. Our college curriculums must be structured in such a manner that they will contribute to this end. Here the church-related college can plan a significant role. As a private institution it enjoys a unique freedom and independence to experiment widely with curricular innovations and new methods of instruction. In the very nature of their organization, church-related colleges are dedicated to the improvement of world understanding.

4. *Undergirding the Structure.* The American system of higher education has a dual nature—public and private. Public institutions derive their support either from the States or subdivisions thereof, such as municipalities or junior college districts. Most of the private institutions are church related and derive their support from the denomination sponsoring the institution.

This dual nature gives strength to the American educational system. Each institution has a particular mission to perform. Each institution should not only be free to fulfill its mission but society and government should combine to respect, preserve, and strengthen the democratic environment which has given our nation its unique program of higher education.

The complex structure of our educational system has developed in response to the needs of the nation.

Education beyond the high school may begin in any one of various institutions, such as the technical institute or the junior college, both of which offer less than Bachelor's degree programs. High school students may elect parallel programs in liberal arts colleges, universities, or professional schools. The capstone of our educational system is the graduate school with its associated research laboratories.

Since the founding of our first college, major emphasis has been placed upon the last two years of the four-year undergraduate program. Without lessening this emphasis, there is need to stress the two extremes of our educational ladder.

In recent years two thirds to three fourths of the enrollment in colleges and universities are to be found in programs accommodating the first two years beyond the high school. As enrollment pressures mount it is not unlikely that these percentages will decline. But, if our nation is to conserve its intellectual resources, there is need for improved instructional programs at the freshman and sophomore level. Many of the nation's more able teachers can make their maximum contribution by working with these younger students and by laying a sound foundation for later specialization and graduate study.

The nation must also find ways to strengthen its program of graduate education and research. If our manpower needs are met, graduate schools must double their output by 1970. With the rapid expansion of graduate education brought about by such programs of the Federal Government as Title IV of the National Defense Education Act and the National Science Foundation, there is need for much research into the nature of graduate education and continued evaluation of its product. Graduate education is in a state of transition and adjustment. Three factors will complicate the further improvement of graduate education during the next ten years—an unprecedented increase in the number of graduate students, the emergence of many new graduate schools in all parts of the nation, and a vastly expanded program of basic research. Careful planning will be required to keep the structure of higher education in balance.

5. *Stretching the Imagination.* I am mindful that there are yet many uncharted frontiers, the greatest of which is the human mind. If we are to continue to unlock the secrets of our universe, the initial probe must be the continued mastery of man by man himself. After generations of inquiry into the educational process we still know relatively little about how people learn. We need to delve deeper into the theory of learning and the corresponding implications for teaching practices. Research scholars must continue their quest for new teaching devices and improved instructional techniques. We must continue to inquire: What are the qualities of the

truly educated person? How can we measure critical thinking? What is the secret of creativity, and how can it be motivated? Only as we gain insight to these and similar questions will we be able to advance the educational frontier.

Learning does not take place in a vacuum. It is the result of an association between the inquiring student and the enthusiastic and understanding teacher. The rate of learning is advanced by appropriate teaching media and a conducive learning environment. Genuine scholarship is the by-product of truly great teaching. Let us never forget that our world of tomorrow is in the hands of our teachers of today.

Mr. President, you are truly an especially privileged person, for you can make your influence felt upon many lives. In a college like this, where objectives stem from the religious principles which give it individuality, you are a person of unique influence. Higher education, as exemplified by Washington Missionary College, is intended as a means to the full development of life, and, in turn, to some form of sacrificial service. Character, idealism, culture in its best sense, good citizenship, regard for the dignity of labor and training for some form of it, understanding and appreciation of human achievement, and faith in a personal God—these are your goals. A mind that knows and a heart that cares—these are ideals of Washington Missionary College with which you are entrusted and which, from this day forth, you carry forward. May God bless you as you accept these responsibilities.

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► White Memorial union school (California) is a center of buzzing activity each Monday evening. The Southern California Conference has enlisted Else Nelson, assistant secretary of the Pacific Union Department of Education, to teach an extension out of Pacific Union College, in audio-visual for teachers; and Louise Amb, supervisor of the Southern California Conference, is offering a course in reading research for teachers.

► Bernard C. Anderson, assistant professor of agriculture at Emmanuel Missionary College, received a plaque from the DeKalb Company for being first in the county in corn yield with 128.99 bushels per acre. He was awarded this plaque the previous year with a yield of 146.13 bushels per acre. The department has captured this award five times in 11 years.

► Two groups of faculty and students of the College of Medical Evangelists conducted medical and dental clinics among the Indians and Mexicans in different parts of Mexico during July and August. One of the purposes for the summer field trips for CME students is to acquaint them with actual health and living conditions in other countries. Other students, mostly on an individual basis, spent the summer in Puerto Rico, Jamaica, Guatemala, Nicaragua, and Laos.

# Nor for the Past Alone\*

Charles B. Hirsch

PRESIDENT, WASHINGTON MISSIONARY COLLEGE

MEMBERS of the Board of Trustees, distinguished guests, colleagues, members of the student body, and ladies and gentlemen.

On behalf of Washington Missionary College, its trustees, faculty, and students, I wish to extend thanks to the representatives of sister institutions and learned societies for their participation in this installation service. Your presence is a tribute to this college and to the objectives for which it has been organized.

When this institution was established in 1904 there were approximately 72,000 communicants of the Seventh-day Adventist Church throughout the entire world. By that time, some six other schools had already been founded, but early believers, people with a vision, felt strongly that there was need of a school in the shadow of the nation's Capitol. For the past fifty-six years this college has grown, until just a few weeks ago it reached a record enrollment of more than 900 students, whereas the world church membership today exceeds one million. While thousands of students and teachers have found their way through these halls and classrooms, the objectives have been constant—aiming to stimulate the whole being through the "development of the physical, the mental, and the spiritual powers."<sup>1</sup>

The college administrator, on assuming office, soon realizes that his roles are many. He finds himself a colleague of the teaching force, and a member of the board of trustees. He serves as the connecting link between these two bodies. He also discovers himself a middleman, but not necessarily the one who absorbs most of the profits. He must stand between the constituents and their college, between the college and the board members, between the board members and the faculty, between the faculty and the students, and between the students and their parents. He must function for all of these publics while being aware, too, of the alumni, professional groups, and other vested interests. He finds himself in league with the departed, the living, and those yet to be born. . . .

If I have appeared to dwell too long on the past, it is only because my training as a historian has always taken me into that period which precedes the

present. Whether the transition from the academic to the administrative role can be considered a sin of commission, omission, or submission is a moot question. My only defense lies in the fact that two of my mentors, one of whom is present today, who have inspired me at the feet of Clio and indoctrinated me into the profession of Thucydides, have themselves within the past few years moved into the administrative ranks.

One of the most stimulating theses in history was Frederick Jackson Turner's "Significance of the American Frontier." His application of the "safety valve" theory is not unfamiliar to students of history. Today, however, the frontiers on this earth have rapidly vanished. Few are the geographical areas where man has not made his presence known. The disappearance of our physical frontiers has not left man without a challenge. He is already eyeing the fringes of space. Intellectual frontiers will never disappear; they remain ever to challenge sincere seekers of truth. Persistent emphasis in this area constantly stimulates higher learning on the academic plane. Thrusts through this curtain must be made continuously and consciously in a never-ceasing endeavor to keep up with man's increasing potentialities for intellectual growth.

And so, it is neither for the present "nor for the past alone" (to quote Walt Whitman) but "for meanings to the future" that this institution and its new administration must address itself.

To disseminate knowledge is one thing, but more indicative of true education is the ability of the college to impart the spirit of learning. There must be a constant striving for truth, for there is no safety elsewhere. The search for truth must take us through the realm of the physical and spiritual as well as the mental processes. It is impossible to dissect man into segments and to educate him as parts of a whole, and to finally attempt a soldering job to mold the entirety. The result could prove deleterious. Man's existence must either be enriched or deteriorate, and it takes a continual application of the proper stimuli to steer him through the academic periphery. He is already aware of generating powers for good and evil. Of the disciplines, it is science which, more than any other, contributes material solutions to man's dilemmas, but concurrently it leaves as a residue un-

\* A portion of the inaugural address of Charles B. Hirsch, president of Washington Missionary College, delivered March 23, 1960.

solved problems that overwhelm the social scientist.

The present population boom, whether or not anticipated by the demographers a quarter of a century ago, certainly was not heralded with trumpet as is the potential of man's fecundity for the rest of this century.

Education has already been alerted to the hurdles it must face, but it must accelerate at a faster pace if it is going to narrow the gap often referred to as the "cultural lag." It must also be ready to assume more responsibility for the creative use of man's increasing leisure time.

More and more, our community of educators, and educationists, must plan for a total educational endeavor. Washington Missionary College cannot divorce itself from such an effort. As a Christian institution, sponsored by an active Christian people, it must have an intense consciousness of its particular mission. This dedication to the charge expounded in the twenty-eighth chapter of Matthew is vital to its very existence. It must be understood that this college does not have a Christian program; it is a Christian program.

Religion does not cease on the threshold of the department of theology but permeates every aspect of campus life. It is an obligation and responsibility that must be assumed by every member of the faculty and staff. The constituents of this college believe that "there can be no more important work than the proper education of our youth,"<sup>2</sup> and the religious aspect is vital to such a program.

As this college plans for the future it cannot be content only to follow. Although it acknowledges, as did the apostle Paul, that it is "debtor both to the Greeks, and to the Barbarians; both to the wise, and to the unwise,"<sup>3</sup> it needs also to direct and lead. It must seek for what is most wanted in our educational institutions today: quality, and not quantity.

It can succeed in this direction, but only through the combined efforts of faculty, students, and trustees. It is the administrator's task to take firm hold on the reins of leadership necessary for producing a dynamic climate to learning, one that will encompass the totality necessary for proper institutional growth. As president of this liberal arts college, I would like to take to myself the admonition of Paul to the Ephesians—"I . . . beseech you that ye walk worthy of the vocation wherewith ye are called."<sup>4</sup>

<sup>1</sup> Ellen G. White, *Education*, p. 13.

<sup>2</sup> ———, *Fundamentals of Christian Education*, p. 89.

<sup>3</sup> Romans 1:14.

<sup>4</sup> Ephesians 4:1.

## Wisdom

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"For the wisdom of this world is foolishness with God" (1 Cor. 3:19).

In my own mind I sought one truth,  
Clean winnowed, pure,  
So, with long thought and greatest circumspect,  
I penned a line I fancied would endure.

Then came one wiser, more profound,  
With mind more keen,  
And, probing to the depths of my own thought,  
Drew forth an error that I had not seen.

From his reflections then there grew  
A purer thought,  
Dissected by the blade of sharp debate,  
In texture of the finest language wrought.

But, ere a period to his thought  
Was firmly laid,  
A sage, gray-haired, with wide and lofty brow,  
Disclosed a fault that none could then evade.

Words heavy with the weight of years  
Announced his rule.  
Then God, from out His great omniscience  
Spoke forth in low and pitying tones, "Thou fool."

Thus let us learn—we who are men  
Born of the sod—  
Look not within for wisdom, or to men,  
But upward to the Wisdom that is God.

THOMAS A DAVIS, *Editor in Chief*  
*Philippine Publishing House*

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► At a recent convention of the Music Educators' National Conference held in Atlantic City, ten SDA music educators in attendance gathered for a luncheon to interchange ideas on important issues common to the profession. Those present were John Haffner, director of instrumental music, Walla Walla College; John T. Hamilton, choral director and public relations coordinator, La Sierra College; Melvin Hill, director of bands, Pacific Union College; Paul Hamel, instrumental director and music department chairman, Emmanuel Missionary College; Norman Krogstad, director of bands and chairman of the music department, Washington Missionary College; Lyle Jewell, vocal instructor and choral director, Coxsackie-Athens Central High School, New York State; and from Atlantic Union College: Ellsworth Judy, director of bands and chairman of the fine arts division; Norman Roy, choral director; Julian Lobsien, orchestral director; and John Thurber, academy vocal instructor and choral director.

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► Prof. George T. Gott has been appointed to teach in the business administration department of Southern Missionary College. He was formerly assistant business manager of SMC and is now returning from foreign mission service at Middle East College.

# the right book

IMPORTANT among the elementary teacher's tasks is that of teaching skills needed in reading, and teaching them consistently every day. We must know what the reading skills are, how to teach them, how to improve our methods, and then expect good results in our basic reading program.

Teachers, what is in your hands? The readers! Our own fine new second- and third-grade readers, the teacher's manuals, and the workbooks. Follow closely the teacher's manuals. Be sure you have them.

Remember, it is your enthusiasm, your example, your love of reading, your confidence built and inspired in each child, your recognition of each person and his needs, your use of the children's interests to develop good self-concepts, and your ability to provide wide reading to meet the child's needs that will bring success in the reading program.

Children face many problems. Everything and everyone, it seems, is competing for the children's time. They have little time to be "happy and free as lambs." Childhood is not especially happy because it is child-

hood. A few years ago Science Research Association questioned 6,000 children about their problems. Many were revealed: They had no friends, were not good looking, said the wrong thing at the wrong time, were insecure in their family relations, et cetera. One fourth grader with surprising wisdom said, "I have no troubles now. But I'll have some later."

In every classroom there are children with hurts and griefs and worries. Tommy may be having trouble in arithmetic, not because the arithmetic is stumping him but because there is trouble in the home. Judy finds reading difficult because she keeps wondering why the girls avoid her. We must be aware of the problems in order to become understanding teachers. Then when we are aware, in many cases, the right book at the right time for the child may be the answer.

# for the right child

It is important that a child acquire ideals to live up to, to base his self-respect upon, and to become known by. As the child reacts to his ideals they form his personal code of life.

We can help children discover these ideals by providing stories of these ideals, and then follow the reading of the stories with discussions about them. Evaluate the content; help the children to become interested in traits and ideals that develop character.

The right story will set these traits apart and help our boys and girls to look at them aright. You need not point out the moral by saying, "Boys and girls, this shows us . . ." or "This teaches us . . ." Let the story do the work.

A group of children had been discourteous to a substitute teacher while their own teacher was sick. The principal decided the children needed to be taught a lesson. She taught the room the next day. For worship she read two stories on courtesy. One child raised his hand and said, "I think we should do something about yesterday." The rest of the children agreed. The principal asked, "What do you want to do?" They decided to ask the substitute teacher to return so they could make things right with him, and when that was done everyone was happy. The principal read other stories—stories for fun. One of the boys remarked, "These stories are interesting and for fun; the first ones were interesting but they had a point to them."

As children learn to share the experiences of their story-book friends, they live more and more vividly in the stories. They chuckle with amusement at the antics of the characters and sigh with relief when a predicament is solved. The stories become a part of their own experiences, too, as the children identify themselves with a character and feel that



## at the right time

what happens to that character also happens to themselves. It is time, when children have reached this level of interpretation, to ask evaluative questions that will provoke thoughtful reactions to the storybook characters and their activities.

"What would you have done if you had been \_\_\_\_\_? Can you think of a better way for \_\_\_\_\_ to have acted when \_\_\_\_\_? Do you think this story is a true story . . . ?"

A child must be able to step out of the character and relate the story to himself and his needs. The boy who says, "I like that story because I'd like to be a cowboy like the ranger," recognizes the differences between fantasy and fact, and also recognizes his wish to model his behavior after that of his hero. On the other hand, he may not wish to be exactly like the hero. He might prefer to have had the story turn out differently; he may think a certain part of it is not plausible; or he may criticize the actions of one of the characters.<sup>1</sup>

Help children to react to pictures and stories with reference to themselves and real life situations. If they see a picture of a child picking out a toy, help them to guess which one the child in the picture will pick and also which one they would select. Ask, Did the picture boy choose wisely? What would you do with the toy if you had it?

By relating the picture story to life situations, evaluating the action in terms of whether it is the right or wrong thing for the character to do in the situation, and what they themselves would do in such a case, the children learn not to accept all ideas, spongelike, but to accept only those that have merit, those that they need—those that are personally worth while.

The outcome of evaluative interpretation is the integration of new ideas with the total personality. Some ideas are simply organized with others to increase knowledge; but one idea sometimes may modify an individual's organization of other concepts. Thus a child who has had an unpleasant experience with a cat so that he fears cats will interpret a picture containing a cat quite differently from a child who likes cats. However, a happy experience with a cat or a story about a cunning, fluffy, baby kitten may be integrated with the former unpleasant experiences and modify the child's future interpretation of cats. "Not all cats are fearsome creatures; baby kittens don't hurt you." Gradually the child may reorganize his ideas sufficiently to gain insight into the reasons for his fear and develop more tolerant and less emotional patterns of reactions to cats.<sup>2</sup>

Old patterns of thinking are modified and serve as a basis for future action. Again we find some very real help from Marion Monroe.

A teacher may help a child greatly in this process of integration, if she will study individual reactions and will allow a child who makes irrelevant, destructive, or fearful interpretations to talk over with her individually his feelings and past experiences. A friendly, permissive relationship with the child will set him at ease and he may find release of emotional tensions and a real clarification of thinking in the opportunity to talk things out with someone who does not moralize but who will listen and understand. In the process of interpreting the many wholesome stories available for young children and integrating the new experiences with past ones, a child will obtain one of the finest types of mental hygiene.<sup>3</sup>

Remember, teachers, there is one thing that will not wait for us to do at some later time: the development of the child—mentally, socially, or emotionally. Each day of a child's life, habits are formed that set patterns for life. Each succeeding day brings new phases in the mental, emotional, spiritual, and personal unfolding of the children's natures. Today we must guide and stimulate these lives into wholesome, constructive channels, but the growing we cannot stop! We as Seventh-day Adventist teachers want to build good, sound, permanent habits of character and mind, to instill high ideals, develop logical thinking, and give each child the power to express himself clearly and easily. We want their reading to count for eternity. So let us provide the right reading for our children and the right book for the right child at the right time.

Dr. Paul Witty says that we should make sure each child has many happy, satisfying associations with various kinds of reading materials:

And the way to guarantee satisfaction in reading is to bring him into contact with the "right book at the right time." For any child, the right book is one of appropriate difficulty in which the subject matter satisfies a strong interest. The right time is the moment when the child's experiences have been such that he can enter into the mood of a selection or story, the time when he can readily appreciate the fact that the printed material really answers his questions and extends his experience.<sup>4</sup>

Teachers must know many books to suggest and be on the lookout for new ones. Here are a few suggestions, and I hope you will keep adding to the list:

### Area I. Understanding in relation to the inner worries.

- A. Worries about what we look like: too fat, too tall, too small, et cetera.

*The Smallest Boy in the Class*, Jerrold Beim. New York: William Morrow and Company, 1949.

*Tall-Enough Tommy*, Becky (R. Falconer). Chicago: Children's Press, 1946.

*Turn to page 26*

IS THAT all you get? Why don't you teach public school? Don't you know you'd get twice as much money?"

Well, why don't I? Is that pay check all I get?

Annette brought a book for me to read to the children. I said to myself, "I must read Annette's book this year. I didn't read the one she brought last year because—well, it just didn't fit—but this *is* different: *Angel Stories of the Bible*, by Madge Haines Morrill."

"Annette," I said, "I'll plan to read it just as soon as I finish the one I'm reading," and I slipped it into the top right-hand drawer of my desk.

Then the new Primary Book Club came, and of course we couldn't wait to hear the new books, so Annette's book waited until we had read about Willie, the Bible animals, and some pet stories. We were thrilled with such stories as Joan of Arc, Vincent de Paul, and John Huss.

When I finally began to read *Angel Stories* Lynda's hand went up. "We have that book at home," she said.

Others volunteered the same information. I thought to myself, "Will they like to hear it again?" But I had promised and I must not let Annette down.

The children listened with rapt attention. As I looked into their eager faces, looking to me for truth, I knew why I teach church school.

"Oh, teacher, don't forget it's prayer-band day," reminded Gwenyth and Connie.

We began by singing "Whisper a Prayer in the Morning." Then as we walked to our groups we sang, "A Little Talk With Jesus." We knelt in our little circles and sang "Turn Your Eyes Upon Jesus." And then they prayed:

"Dear Jesus, help us to be good in school today and to get a hundred in spelling."

"Dear Jesus, bless our teachers and help them to teach us what is right."

"Dear Jesus, help us to raise our hands and not to fight on the playground."

"Dear Jesus, help my daddy not to smoke or drink beer."

And, "Dear Jesus, bless Dr. Cornell and the little girl who is in the hospital with him, and bless my cousin that he may get well."

Of course we prayed for Phillip. We miss him so much. As it was said of Joseph, so must we say, "And one is not."

Today I helped Donald say a prayer. I wonder whether anyone helps him at home.

Joan cried during prayer because she is moving away tomorrow and will have to go to public school.

As we arose we sang "Let the Beauty of Jesus Be Seen in Me" and as we returned to our desks we sang "Sing and Smile and Pray."

I knew this was one of the precious moments for which I teach church school.



Yesterday morning while we were reading the "Angel" book the children began to ask questions. I had other plans in my notebook, but we got out our Bibles, *Early Writings*, a concordance, and *The Great Controversy*.

One question was, "Do angels eat?" We went on and on, one question leading to another.

"How did Satan get food during the Flood?"

# Payday

Mrs. Dewey Payne

EVERETT SDA SCHOOL  
EVERETT, WASHINGTON



S. E. BOHLMANN, ARTIST

children were old enough to ask, they were old enough to find answers. We had a thrilling Bible and Spirit of Prophecy study. I said to myself, "This is why I teach church school."

Suddenly we noticed it was time for morning recess. Little Dickie said, "This is more important than our lessons."

Susan asked to read a text, and read with power and conviction in her voice. "'And the Lord shall deliver me from every evil work, and will preserve me unto his heavenly kingdom: to whom be glory for ever and ever. Amen.' 2 Timothy 4:18. I like that," she added.

I made a notation to bring *The Story of Redemption* the next morning and to look up a reference.

Yesterday afternoon tiny six-year-old Susie went home at the usual early hour, but she soon returned with a much-folded note.

"Susie's dress was ruined with water colors. Set her in a corner and make her read and write. Stop this color-painting, cradle-roll business."

And I said to myself, "Is this all I get?"

I sat down and wrote a note while Susie stood beside me. "Grandma says you'll have to wash this dress tomorrow." Then I was ready to tell Susie good-bye. She clung to me and began to cry. I took her on my lap and pretty soon I wrote a better note. I talked with her a while, but she continued sobbing. Soon I took the note and wrote a third and still better one. Susie didn't want to go home.

By this time the other children had induced her to smile and both dimples were showing.

All this time a visiting mother was enjoying teaching a third-grade class in which her daughter sat. A tenderhearted fourth grader had risen to the occasion and was supervising a second-grade workbook session.

Susie was still on my lap and somehow the tears kept slipping out. It was five minutes until time to go. I began to sing "I'm on My Way Home, My Heavenly Home." The children joined in and then we sang "Somewhere Beyond the Blue" and "Oh, Beautiful City." Then we bowed our heads and sang "Now the Time Has Come to Part."

Reluctantly little Susie left me to walk home with the sheltering arm of big sister around her. And I realized that the love of a little child is part of the teacher's pay.

As I look upon my little flock I see eight children whose fathers are not Seventh-day Adventists and three children who have been transplanted, so to speak, into the home of a grandparent. Only four come from homes where both parents are Adventists and where family worship is regularly held.

Do these children need my help or shall I go where I can get twice as much salary?

Is that pay check all I get? Shall I not be satisfied with the extra paydays that God gives me?

"Was Adam among those who were raised at Jesus' resurrection?"

"What if a little baby dies and its parents aren't Christians? Will it be saved?"

"Aren't we working our way to heaven by the things we do?"

"Can the people of other planets come here?"

There were many others, and I knew that if the



# "They Isolatheth Not"

*A Parable*

*Herbert Ford*

PUBLIC RELATIONS SECRETARY  
SOUTHERN CALIFORNIA CONFERENCE

IT CAME to pass that once there was a group of planners within a conference of the Seventh-day Adventist Church. And these planners did go about planning mightily first upon this project, then upon that. In due course, these selfsame planners did one day plan for a new school in the conference. It was, they said, to be a first-class, second-to-none, goodly school—a veritable "beacon of hope" in the community.

And it did come to pass that about that time some builders came and began to build what the planners had planned—a school. They labored diligently for threescore and twelve and one days, and at the end thereof a school, lovely to behold, did show itself to those who looked that way.

Then said the planners, "We will go now and call some teachers—upright men—together, and we will charge them that they teach the young ones of the flock in the ways they should go." And it was done. And great was the teaching in that place.

About this time there came a young one into the school who knew not the ways of the teachers. He knew not, most of all, how he should hit the ball upon the ball field. And it came to pass that the young one hit the ball mightily so that it carried far away even unto the window of a man of quietude who lived beyond the school grounds. The ball came in through the window and smote the man upon the head, and he became angry, for it was the first association the school did have with him.

In his wrath the man counseled with his neighbor about the ball. And he did write to the government of that city, and he did tell one and all, even unto his editor of news, that the school of the conference was a bad and frightful place. And throughout the land there arose a cry, albeit misinformed, against that school. And great was the cry thereof.

Then did the school principal hie himself to the city fathers and even unto the editor of the newspaper and manager of the place of radio broadcasting

and he did say, "Our school is not so: it is good. We train youth uprightly and that right goodly." But the elders of the city said unto him, "Go thy way, for we know thee not. Thou hast not before told us ought of good or bad concerning the school. Come unto us again in a more convenient season."

With sorrowful heart the principal returned to his school and told the goodly teachers, "They listened not, yea, they rebuked me and said they knew us not."

Then spoke one from among them saying, "It is true what they say: we have not spoken ought of our school to them in any manner heretofore. The wrath we have brought upon ourselves. Now, however, let us look not back. Let us begin at once to tell the elders of the city, yea, and even all those who dwell within its limits, that goodness and virtue and justice and mercy reigneth within our walls."

And every man among them set his hand to the task to work diligently in the telling. One spoke before community leaders in civic meeting. And yet another carried reports of activities to the paper of news even unto the places of broadcasting. Still others trained youth to participate often in civic functions at which one and all came together to hear of the goodliness of that school.

And after many days came the city fathers together in council. And one, wise in the ways of wisdom, spoke to them. "A school," said he, "a goodly school, is this very week marking its tenth year of education of youth in the best ways. Each here among us knows about this school; we read good about it and see its students and staff on every hand going about among us doing nought but good. Now, therefore, let us make decree or recognition and commendation this day to this goodly school that it prosper greatly and continue everlastingly among us."

And at the vote no man dissented, but all gave pen to the decree.

# What Kind of Business Education Should We Offer?\*

Virginia M. Barclay

SECRETARIAL INSTRUCTOR  
BROADVIEW ACADEMY

**B**USINESS education departments of the Seventh-day Adventist schools are aware that many of their graduates take positions in the various branches of the denomination—publishing, medical, radio and television, and local and union offices.

Many men and women have written regarding the need for studies to be made of the activities performed in the institutions where graduates of the schools are likely to find employment. One is Faborn Etier, who states:

The stenographic curriculum should be consistent with the needs and the interests of the local community. In order to fulfill its responsibility, the secondary school has to be aware of the needs and the interests of employers in the local community. Business education teachers should know the duties performed by stenographers in the locality where their pupils are employed, and also the level of achievement necessary for performing each job. This knowledge is necessary if the graduates of the high school are to find satisfaction in their work and to contribute to the welfare of society.<sup>†</sup>

With this in mind, a study was made of the job activities performed by 110 stenographic and clerical employees of our denomination. Employees were selected from the various branches of the denominational work in four unions: the Lake, Atlantic, Columbia, and Pacific Union conferences.

In order to make the major purpose of the study more meaningful, a number of other items of information were requested on a separate data sheet. Some of these findings follow.

Eight different job titles were held by those responding to the questionnaire. The title named most was that of secretary, indicated by 91 respondents. Other titles were stenographer, clerk, receptionist, associate manager of Book and Bible House, instructor in Bible school, cashier, and cashier-accountant.

The mean number of years of employment, in their present position, for all respondents was 3.8. However, 57 respondents had held other positions with the denomination previously.

Grade school diplomas were held by 102 of the respondents, high school diplomas by 106, business school diplomas by 10, two-year college degrees by 31, and four-year college degrees by 24. Others have taken some work in college or in other schools, such

as nursing, music, et cetera. In all, 87 of the respondents had furthered their education beyond high school, even though, in some cases their education was limited.

A check list containing 76 different activities was constructed so that the employee could check if she performed the activity, and indicate approximately how much time she spent on that activity. She could also indicate if she felt more instruction should be provided in school on any particular activity. From the tabulation of these results, we were able to determine which activities were major, regular, or only occasional activities. By applying a simple formula, a time-frequency rating in per cent was obtained; and by comparing this with the number of responses to each item, and the number who felt more instruction should be given in school on a particular activity, the following recommendations have been made for either re-evaluating or improving the educational program:

First of all, it is evident that the activities performed by the stenographic and secretarial employees of our denomination are of a wide variety. This should be considered when training prospective employees. In general, they should receive a broad, all-around secretarial training.

Of the stenographic and secretarial activities, major emphasis should be placed in the curriculum on the following items:

1. Handling incoming and outgoing telephone calls.
2. Receiving callers.
3. Transcribing from recording machines.
4. Composing letters at the typewriter.
5. Taking routine dictation in shorthand and transcribing.

The following typing activities should receive special attention in the educational program:

1. Addressing envelopes.
2. Preparing stencils.
3. Typing multiple carbons.
4. Typing reports, articles, and manuscripts from rough drafts.

Filing activities that should receive major emphasis are:

1. Filing material.

\* EDITOR'S NOTE.—This is an abstract of a Master's thesis submitted to Boston University entitled "Job Activities Performed by Office Employees in Seventh-day Adventist Schools." Miss Barclay is secretarial instructor at Broadview Academy, LaFox, Illinois.

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# Social Backgrounds of Seventh-day Adventist Elementary and Secondary Teachers\*

F. W. Bieber

EDUCATIONAL SECRETARY  
NORTHERN UNION CONFERENCE

MY PURPOSE in this study was to determine the social backgrounds of Seventh-day Adventist elementary and secondary teachers in the United States. I was eager to learn whether the Seventh-day Adventist elementary and secondary teachers fit into the same general pattern as set by the public school teachers in the United States.

Elementary and secondary teachers have been drawn from the same social classes in all countries. These teachers seem to have come from serious, hard-working, middle-class parents. The occupational groups that supplied the greatest number of teachers in the past were industrial and farming. At present no one particular occupation predominates. Today teachers come from a wide variety of occupational and social backgrounds. Teachers are presently drawn from all social classes except from the upper extreme and the lower extreme of the socio-economic scale. There is little doubt that a teacher's social background will influence his teaching for either good or bad—to a degree, at least. Thus it becomes important to know from what group or groups teachers spring, and what predominant social group they are expected to teach.

Since the social background of a teacher may definitely affect the source of teacher supply and teacher effectiveness in the community, I hope this study can be of value to Seventh-day Adventist educators, especially for teacher recruitment and placement.

There has been no research done within the Seventh-day Adventist educational circles on this subject; therefore, it was necessary to go directly to the teachers for the desired information. Thus the investigation was undertaken by means of a questionnaire.

The questionnaire dealt with the following phases of the teacher's social background: Parents' church affiliations, home conditions, parents' interest in community affairs, parents' occupation, parents' education, parents' nationality, parents' social standing in the community where they resided, section of the United States where the teacher was reared, the teacher's education, and the teacher's social status in brief.

Five hundred questionnaires were sent to teachers picked at random from lists furnished by conference elementary supervisors and academy principals. An attempt was made to get a good distribution to all sections of the United States. Self-addressed, stamped envelopes were enclosed with the questionnaires. Since the teacher did not need to identify himself, it was impossible to send follow-up letters or questionnaires. However, without follow-up correspondence, 346 questionnaires were returned. Most of these were filled out rather carefully.

The 46 answers from each questionnaire were then tabulated on a master sheet. This meant that for the 346 questionnaires that were evaluated there were a total of 15,916 separate answers to be considered. A wealth of information, which cannot possibly be thoroughly considered in this paper, was tabulated and will be helpful in the future.

## Parents' Church Affiliations

Since this study involves parochial school teachers, it was felt necessary to determine the church affiliations of the parents. See Table 1.

Table 1—Fathers' Church Affiliations

Name of church	No. of fathers	Per cent of 346
Seventh-day Adventist	242	69.9
Nonchurch Members	72	20.8
Baptist	7	
Lutheran	4	
Catholic	3	
Christian Church	2	
Evangelical	2	
Methodist	2	
Presbyterian	2	
Greek Orthodox	2	
Congregational	1	
Did not indicate	7	

Table 2—Size of Churches to Which Fathers Belonged

Church membership	No.	Per cent of the 230 who indicated size
Very small (1 to 50)	46	20.0
Small (51 to 100)	66	28.6
Medium (101 to 500)	80	34.7
Large (501 and up)	38	16.5

\* A condensation of a term paper presented to the faculty of the University of Wisconsin for a course in education.

Of the 242 fathers who were members of the Seventh-day Adventist Church, 212 held one or more church offices for one or more years. Thirty did not indicate holding an office of any kind. Table 3 evaluates the office held and shows how many held offices in these categories.

Of the 314 mothers who were members of the Seventh-day Adventist Church, 251 held one or more church offices for one or more years. Sixty-three did not indicate holding an office of any kind. Table 6 evaluates the offices held and how many held offices in these categories.

From these tables we may conclude that the highest church offices were not held by parents of teachers; however, they do show a faithfulness to duty and responsibility in being willing to do the work in the church that they were asked to do.

#### Home Conditions and Community Interests

Of the 346 fathers and 346 mothers under consideration, 302 had never separated, but 44 had separated and 27 of these separations ended in divorce—one divorce for every 12.4 marriages.

There seemed to be no pattern established suggesting that divorces were more frequent in any one level of education, or in any one occupation, nor was there any apparent relation to city or rural living. Fourteen of the 27 divorces took place in homes where both parents were Seventh-day Adventists, and 13 in homes where one was a member and the other not.

Out of the 346 reports, 259 (74.8 per cent) reported that their homes were happy. Forty-one (11.8 per cent) reported fairly happy homes, and 46 (13.2 per cent) reported unhappy homes.

There were 244 (70.5 per cent) who reported that they never lacked food or proper clothes. Forty-one (11.8 per cent) reported difficult times, but not necessarily a lack of food or clothes. Sixty-one (17.6 per cent) reported a definite shortage of food and clothes, especially during the depression years. Since this study included many older homes that experienced the depression years of 1929 to 1935, it would appear that these percentages are not too severe.

Of the 346 fathers studied, 204 (58.9 per cent) were not active in community affairs. There were 138 (39.8 per cent) who were active and four who did not indicate. Thirty-seven fathers (10.6 per cent) held low community offices, such as tax assessor, village sheriff, et cetera. Nineteen (5.4 per cent) held middle-class offices, such as member of local school board, chairman of small-town board, or city clerk. Only one held such higher offices as chairman of school board, member of bank board of controls, et cetera.

There were 234 (67.6 per cent) mothers who were not active in community affairs, but 105 (30.3

Table 3—Church Offices Held by Seventh-day Adventist Fathers

Evaluation of office	No. holding office	Per cent of 212 who held office
Low office (S. S. teachers, deacons, treasurers, of very small churches)	98	46.2
Medium office (1-2 offices, such as elders, deacons, S. S. superintendent, of medium-sized churches)	79	37.2
High office (elders, head deacons, etc., of large churches)	35	16.5

Table 4—Mothers' Church Affiliations

Name of church	No. of mothers	Per cent of 346
Seventh-day Adventist	314	90.7
Not members of any church	10	
Methodist	7	
Baptist	4	
Catholic	4	
Lutheran	3	
Evangelical	1	
Episcopalian	1	
United Brethren	1	
Did not indicate church affiliations	1	

Table 5—The Size of Churches to Which Mothers Belonged

Church membership	No.	Per cent of the 278 who indicated size
Very small (1 to 50)	57	20.5
Small (51 to 100)	80	28.7
Medium (101 to 500)	94	33.8
Large (501 and up)	47	16.9

Table 6—Church Offices Held by Seventh-day Adventist Mothers

Evaluation of office	No. holding office	Per cent of 251 who held office
Low office (S. S. teacher, deaconess, S. S. superintendent, etc., of very small churches)	131	61.7
Medium office (1-2 offices such as deaconess, S. S. superintendent, treasurer, clerk, etc., of medium-sized churches)	98	46.2
High office (deaconess, S. S. superintendent, of large churches)	22	10.3

per cent) mothers were. Seven reports did not indicate. Twenty mothers (5.7 per cent) were active enough in community affairs to hold some low office in community organizations. Nineteen (5.4 per cent) held what could be classed as middle-class offices for women.

Perhaps this low percentage of community interests and activities would be offset by a very active

interest Seventh-day Adventists usually have in church affairs, which consumes much of their time.

*Home Location.* There were 166 (47.9 per cent) who lived in rural homes; 21 (6.0 per cent) lived in both rural and city homes, and 159 (45.9 per cent) lived in cities or small towns. Forty-eight (30.1 per cent) of the 159 city dwellers lived in cities under 10,000 population; 47 (29.5 per cent) lived in cities of 10,000 to 50,000 population; 28 (17.6 per cent) in cities of 50,000 to 200,000; and 15 (9.4 per cent) in cities of 200,000 or more. Twenty-one (13.2 per cent) did not indicate the size of the city.

*Home Value.* Forty-eight (30.1 per cent) of the city folk did not own their own homes. Twenty-nine (18.2 per cent) owned homes under \$10,000 in value; 59 (37.1 per cent) owned homes between \$10,000 and \$20,000 in value. Twenty-seven (16.9 per cent) owned homes valued at \$20,000 or more.

*Family Size.* There were 869 boys in the 346 homes, or an average of 2.51 boys per family. There were 733 girls, or an average of 2.11 girls per family. The average family size was 4.6 children per home.

#### Parents' Occupation

The 346 fathers studied had 63 different kinds of occupations and professions. The list shows that 356 fathers held various occupations and professions, whereas only 346 fathers are represented. This is explained by the fact that several had a number of occupations, and several held two different jobs at one time. The following is a list of the fathers' occupations and professions as represented by the 346 reports:

Occupations	No. of Fathers	Occupations	No. of Fathers
Accountant	3	Lawyer	1
Artist	1	Lumber dealer	1
Baker	2	Machinist	3
Bank auditor	1	Maintenance	1
Barber	1	Mason	1
Business administrator	5	Masseur	1
Butcher	2	Master mechanic	1
Carpenter	21	Mechanic	3
Civil service	4	Milk plant proprietor	1
Common laborer	8	Mill worker	7
Construction laborer	8	Minister	15
Credit manager	1	Mink farmer	2
Doctor	3	Motel owner	1
Electrical draftsman	1	Night watch (bank)	1
Electrician	1	Nurse	1
Engineer	4	Painter	5
Factory foreman	3	Physical therapist	1
Factory laborer	12	Plumber	3
Farmer	157	Policeman	2
Fisherman	2	Printer (foreman)	1
Florist	1	Printer	1
Flour miller	1	Railroad conductor	2
Gas station operator	1	Railroad engineer	1
Grocer	1	Railroad (general)	7
Hatchery	1	Railroad mechanic	1
Highway superintendent	1	Salesman (lower class)	6
Hospital worker	1	Salesman (middle class)	7
Interior decorator	1	Store operator	1
Laboratory technician	2	Tailor	1

Occupations	No. of Fathers	Occupations	No. of Fathers
Tanner	1	Toolmaker	1
Tavern owner	1	Truck driver	2
Taxi owner and operator	1	Truck gardener	3
Teacher	15	Veterinarian	1
Telephone office owner	1	Welder	1

Seven of the fathers operated small farms, 12 operated medium-sized farms, and four operated large ones. Forty-six owned small farms, 85 owned medium-sized, and 23 owned large ones. The size of the farms was determined by the reporters as judged by the standards of the locality where the farm was situated. These figures on farm operation and ownership add up to 177, which is 20 more than the total number of farmers listed; this discrepancy can undoubtedly be explained by the fact that some fathers left the farm and moved to the city, but still owned the farm though not actually farming themselves.

Eighty-four mothers had regular jobs at one time; 11 did not indicate, and the remaining 251 apparently spent most of their time at housekeeping. Twenty-one reported that the mothers worked, but did not indicate the positions held. The following list shows where 63 of the mothers worked:

Occupations	No. of Mothers	Occupations	No. of Mothers
Cook	4	Nurse aid	3
Florist	1	Practical nurse	2
Hospital	2	Registered nurse	13
Laundry	3	Secretary	6
Librarian	1	Teacher	23
Matron	1	Telephone operator	4

#### Parents' Education, Forms of Recreation, Nationality, and Social Standing

See Table 7 for the achievements of the fathers in the field of formal education, and Table 8 for that of the mothers.

*Magazines.* In considering the matter of magazine reading, I should say that the 25 or more Seventh-day Adventist periodicals were not included, although many Seventh-day Adventist members subscribe to and read a number of our denominational periodicals. Thus, those who listed no magazines outside of church magazines were considered in a "low"-rating reading class. In this group there were 150 (43.3 per cent) parents. There were 171 (49.4 per cent) in the middle group. This group received and read such magazines as the *Reader's Digest*, *National Geographic*, *Better Homes and Gardens*, *Life*, *Saturday Evening Post*, et cetera. Many authorities would not list these in the middle-class group but in the low class. There were only three homes that might be considered in the upper-reading class. This group received and read several specialized and professional magazines. It is true that farm-

ers who were mostly classed in the low-reading class do receive many farm journals, which for them might be considered as specialized, but these certainly could not be classed with the high-class magazines.

*Recreation.* There were 276 (79.7 per cent) who indicated that they engaged in little or no planned recreation. This group claims some traveling, hiking, and time with the family. There were 42 (12.1 per cent) who participated in middle-class type of recreation. These took part in water sports, winter sports, hunting, fishing, hobbies, crafts, and some music. Only two indicated a higher type of planned recreation, such as concerts and playing instruments in symphonies. Twenty-two did not report on this question.

*Nationality.* It was disappointing that so many indicated "American" on the questionnaire. This does not indicate the true racial background. There were 144 fathers and 144 mothers reported as being "American." Thus little or no information was gained from these 144. The predominant nationality, outside of those listed as American, was the German with 67 fathers and 77 mothers; next in number was the English with 47 fathers and 58 mothers. Then followed the Scandinavian with 45 fathers and 23 mothers. After these come a long list of European backgrounds with one or two parents from each.

*Social Standing.* I asked the teachers to rate their parents according to the social class in which they found themselves in their community. It is understandable, however, that a family that would be considered in the upper brackets in one community might be rated much lower in another. For example, the man who was elected church elder in a very small church might not even be elected to any church office in a large church. Table 9 shows how the teachers rated the parents and how I would rate them after having studied these 346 questionnaires. I dropped all by one step. Indications are clear that the teachers have rated their parents high because in their small churches and communities they would be considered in this way. But without regard to the community in which they lived, and according to the general information received on the questionnaires, I feel justified in dropping each a step lower. But who can tell with a degree of accuracy just where a family should be placed? To do this with accuracy at all, much more would have to be known about the family than what a questionnaire of this kind could possibly reveal.

There is no limit to the good a man can do if he doesn't care who gets the credit.

Table 7—Fathers' Educational Achievements

Grades	No. fathers	Per cent of 346 fathers	Average grades completed
8 grades or less	185	53.4	6.6
Between grades 8 and 12	69	19.9	11.4
Some college but degree not received	28	8.0	
B.A. degree	23	6.6	
M.A. degree	11	3.1	
M.D. course finished	3		
Law course finished	1		
Miscellaneous educational achievements or did not indicate	26		

Table 8—Mothers' Educational Achievements

Grades	No. mothers	Per cent of 346 mothers	Average grades completed
8 grades or less	136	39.3	6.5
Between grades 8 and 12	107	30.9	10.6
Some college but degree not received	69	19.6	
B.A. degree	15	4.3	
M.A. degree	2		
Miscellaneous educational achievements or did not indicate	18		

Table 9—Social Class of Parents

Social class	No. homes as rated by teachers	Per cent of 346	No. rated by writer	Per cent
Upper upper	9	2.6	0	0
Middle upper	24	6.9	9	2.6
Lower upper	23	6.6	24	6.9
Upper middle	72	20.8	23	6.6
Middle middle	149	43.0	72	20.8
Lower middle	49	14.1	149	43.0
Upper lower	13	3.7	49	14.1
Middle lower	7	2.0	13	3.7
Lower lower	0	0	7	2.0

(To be concluded in next issue)

► In their Ingathering field day the school family of Teh Sin School in Kuala Lumpur under the blessing of God collected \$1,400 (Malayan currency), and they rejoiced especially for such a wonderful response during a poor business season.

► The modern foreign languages department of Atlantic Union College is now offering a minor in the Russian language. Classes in beginning, intermediate, and advanced Russian are available to those who desire to obtain a knowledge of this language, which plays such an important role in our present-day world. Practical conversational exercises are included in the instruction conducted by Dr. Edward W. Ney, chairman of the division of languages and literature.



## What the SCHOOLS ARE DOING

► A stimulating health program is being implemented at Loma Linda (California) SDA elementary school. One phase of the program is postural education, consisting of exercises that include ten manipulations, each lasting about a minute. These are planned to correct physical deficiencies found in about 50 per cent of the children. Each child is tested regularly for muscle strength, posture, and other physical aspects to determine his rate of improvement. Mary Ellquist, elementary supervisor of the Southeastern California Conference, is directing the program along with Robert Gale, principal, and Kay Koelker, school nurse. Mrs. Esther Svendsen, instructor of the school of physical therapy at the College of Medical Evangelists, is the supervisor of the program. Elmer Digneo, principal of the secondary school, says there are many side benefits noticed, one being greater obedience and discipline as a result of the pupils' response to the quick commands of the instructor in order to follow the rhythm of the exercises.

► V. H. Campbell, head of the department of agriculture at Emmanuel Missionary College, reports that last year their department showed an operating gain of \$2,463. That was the twenty-first consecutive year without a loss for the department as a whole. The past three years each section (farm, garden, dairy) has operated without a loss. The \$2,463 is the smallest operating gain for many years.

Thirteen four-year graduates in agriculture received degrees at EMC in 1959. All were satisfactorily placed or had plans for future work. A map showing the location of agricultural graduates dating from 1947 has been erected in the agricultural building. Three agricultural graduates for 1960 are numbered 98, 99, 100. About ten are or have been in mission fields, about 40 in academy work, 7 in college agriculture departments, and most of the others are in some type of denominational work.

► Washington Missionary College has joined in a combined degree program with the Washington College of Law of the American University of Washington, D.C. Under the new program a student completes 96 hours of necessary undergraduate work before admission to the law college. A Bachelor's degree may then be conferred on the student after his successful completion of the first year of law school.

► An industrial education major is now being offered at Emmanuel Missionary College, according to Joseph G. Galusha, assistant professor of applied arts at EMC. Six upper division students have switched their majors to industrial education and will be the first to graduate receiving the B.S. degree in that field.



► The photograph shows the 25 elementary pupils who were recently baptized at Philippine Union College. They stand with Nellie Ferree, who has been principal of the elementary school for 14 years. Miss Ferree has recently been elected as associate educational secretary of the Far Eastern Division for elementary schools.

► Teacher education students from La Sierra College and Pacific Union College cooperated with superintendents, supervisors, and members of the college education department faculties in a series of teacher recruitment programs. Some 75 college students shared in visits to 18 academies in the union-conference-sponsored program last February to May. Besides presenting the film "Mike Makes His Mark," the college students contributed to panel discussions with question-and-answer periods on teaching as a career. This resulted in a list of approximately 450 names of academy students, some of whom are interested in learning more about the teaching profession, while a number of the academy seniors since their graduation have now enrolled in teacher-education either at LSC or PUC.

► More than 60 per cent of the 1959 senior class of Garden State Academy (New Jersey) was enrolled at Washington Missionary College in 1959-1960. In recognition of the attainment the school was awarded an engraved plaque during annual college days ceremonies held on the WMC campus.

► The Heliopolis Adventist School (United Arab Republic) after a long history of service opened its doors for the 1959-1960 school year to its first year as an Arabic language medium school. Within two years it is expected that the transition from English to Arabic will be completed.

► The General Conference Department of Education is pleased to announce that Miss Ethel Young, who for the past two years has been elementary supervisor of the Far Eastern Division, has returned to the department as editor in chief of the SDA basic reading series for our elementary schools. Before going to the Far East, Miss Young spent several years with the department developing the basic readers for grades two and three. The present plan is to continue this series through grades four, five, and six.

► Glendale Union and Lynwood academies in the Southern California Conference have for four years participated in the cadet teaching program, which is offered to senior students with high scholastic, spiritual, and social standing. The students are coordinated by one of the teachers: Mrs. Vivian Smith at Lynwood and Richard Williams at Glendale. Students spend one hour each day in assigned work with a teacher in one of the elementary classrooms, and one day a week they spend an hour with the coordinating teacher to study plans and discuss the program of teacher education.

► The changes in staff for Mount Ellis Academy are: Andrew Leonie, who recently completed his M.S. degree in physiology at the University of Oregon, principal; Mrs. Andrew Leonie, teacher of homemaking; Mrs. Lowell Nelson (Arladelle Bond) previously of Walla Walla College, teacher of voice, piano, and organ; Raymond Greve in charge of the band, instruments, and MCC. Elder Larry Lewis of the Montana Conference has joined the academy as Bible teacher and director of the counseling program.

► Library science is being offered by Washington Missionary College as a 16-hour minor, according to Academic Dean W. H. Beaven. The program is being led by T. G. Weis, professor of library science, assisted by Audrey Stockton and Mrs. Leila Crawford.

► During the past summer a number of workshops in education were conducted by groups of elementary teachers in the Pacific Union. Nellie Odell, teacher of grade five at Modesto elementary school, was chairman of a committee whose goal was to prepare materials for temperance education in grades five to eight. The workshop, sponsored jointly by the temperance department and department of education, is an experimental study seeking to find ways in which children may gain information and develop attitudes that will lead them to commit themselves to the principles of temperance in their daily living.

The Book Selection Committee surveyed a variety of recent publications for elementary children and selected some 300 titles to be listed in an annotated library catalog. Books in this catalog will be made available to elementary schools at a substantial saving. James Kaatz, principal of the Bellflower elementary school, was chairman of this committee.

► During the current school year the Iran Training School just outside Teheran (Iran) is constructing a new boiler room, a lounge, and further dormitory accommodations.

► The graduate program leading to a Master of Science degree with a major in nursing at the College of Medical Evangelists has been awarded full accreditation by the National League of Nursing. At present this is the only graduate program in nursing sponsored by a Seventh-day Adventist institution. Nurses in this program prepare for teaching or administration in clinical areas of medical, surgical, maternity, or pediatric nursing; or for health leadership in a conference, school, or college. A limited number of professional nurse traineeship grants are available for eligible students studying in these programs. To date, 37 nurses have completed this program. Ten of these are serving as missionaries overseas, and others are employed in 14 SDA institutions in North America. CME also has a National League of Nursing accredited program for registered nurses, who received their training in a hospital school of nursing and wish to complete the requirements for the Bachelor of Science degree with a major in nursing.

► Mazie Herin, former director of the school of nursing at Southern Missionary College, joined the General Conference the past summer as associate secretary in the Medical Department. Dr. Harriet O. Smith, who has been serving the College of Medical Evangelists as the assistant dean of the school of nursing, has taken up her new duties as chairman of the division of nursing at Southern Missionary College.

► The General Conference Committee on July 6 voted to recognize West Indies College as a senior college entitled to grant Bachelor's degrees in education, in addition to the Bachelor's degree in theology. On October 17 the secondary teacher training program will be under way. A number of teaching fields will be offered in 1960-1961, and additional ones added as soon as possible. Graduates from WIC will receive a General Conference certificate for secondary teachers. There is every reason to expect that universities and graduate colleges will recognize WIC's Bachelor's degree. Its B.Th. is already accepted by Andrews University.

► La Sierra College and Pacific Union College each have a curriculum laboratory which is a popular feature of the department of education. Each laboratory is equipped with a library of textbooks and professional publications and also contains a wealth of other curriculum materials such as pictures, pupil-made visual materials, bulletin boards, maps, and audio-visual equipment. Because the laboratory is extensively used by elementary teachers during the summer school session, an elementary teacher is employed each summer to act as librarian for the laboratory and to prepare additional materials.

► Mrs. Lydia Bowen, a resident of La Sierra College community for many years, included in her will a proviso that certain funds from her estate be used to aid worthy students in obtaining a Christian education at La Sierra College. The amount of \$5,961.04 will be given to the college for students in need of financial aid who are preparing for the ministry, teaching, or Bible instructor work.

## The Right Book for the Right Child at the Right Time

(Continued from page 15)

*The Smallest Puppy*, Margaret S. Johnson and Helen Lossing Johnson. New York: Harcourt, Brace and Company, 1940.

*Just Like David*, Marguerite de Angeli. New York: Doubleday and Company, 1951.

- B. Worries about being afraid, what is to happen, et cetera.

*Eddie and the Fire Engine*, Carolyn Haywood. New York: William Morrow and Company, 1949.

*Boo, Who Used to Be Scared of the Dark*, Munroe Leaf. New York: Random House, Inc., 1948.

*Country School*, Jerrold Beim. New York: William Morrow and Company, 1955.

- C. Worries about what handicaps we have: crippled, speech difficulties, et cetera.

*Jane Addams, Little Lame Girl*, Jean Brown Wagoner. New York: The Bobbs-Merrill Company, 1944.

*The Door in the Wall*, Marguerite de Angeli. New York: Doubleday and Company, 1949.

*Thin Ice*, Jerrold Beim. New York: William Morrow and Company, 1956.

*Helen Keller: Sketch for a Portrait*, Van Wyck. New York: E. P. Dutton and Company, 1956.

*The Secret Garden*, Frances Hodgson Burnett. Philadelphia: J. P. Lippincott, 1911.

### Area II. Understanding in relation to his family.

*Family Sabbatical*, Carol R. Brink. New York: The Viking Press, 1956.

*The Beech Tree*, Pearl Buck. New York: The John Day Company, 1955.

*Betsy's Busy Summer*, Carolyn Haywood. New York: William Morrow and Company, 1956.

*Little Eddie*, Carolyn Haywood. New York: William Morrow and Company, 1947.

*Here's a Penny*, Carolyn Haywood. New York: Harcourt, Brace and Company, 1944.

*Molly in the Middle*, Eleanor Frances Lattimore. New York: William Morrow and Company, 1956.

*Jason and Timmy*, Sally Scott. New York: Harcourt, Brace and Company, 1955.

*Ob Susannah*, Ruth and Richard Holberg. New York: Doubleday and Company, 1939.

*Tim and the Tool Chest*, Jerrold Beim. New York: William Morrow and Company, 1951.

*The New Pet*, Marjorie Flack. New York: Doubleday and Company, 1943.

*The Childhood of Famous Americans Series*, New York: Bobbs-Merrill Company.

### Area III. Understanding in relation to his peers.

*Betsy and the Boys*, Carolyn Haywood. New York: Harcourt, Brace and Company, 1945.

*Eddie's Pay Dirt*, Carolyn Haywood. New York: William Morrow and Company, 1953.

*Betsy's Winterhouse*, Carolyn Haywood. New York: William Morrow and Company, 1958.

*The Childhood of Famous Americans Series*. New York: Bobbs-Merrill Company.

### Area IV. Understanding in relation to his social group.

This area is also very important, for many do not understand themselves in relation to their social group. In every social group there are those who are isolated and those who are forced to remain on the fringe of things. Through certain books sympathetic understandings can be brought about.

- A. Concerning acceptance or rejection.

*A Tree for Peter*, Kate Seredy. (Life in a shanty town.) New York: The Viking Press, 1941.

*Blue Willow*, Doris Gates. (Life of migrant workers.) New York: The Viking Press, 1940.

*Digby, the Only Dog*, Ruth and Latrobe Carroll. New York: Oxford University Press, 1955.

*The Hundred Dresses*, Eleanor Estes. New York: Harcourt, Brace and Company, 1944.

Books such as these give help to those living on each side of the tracks. Understanding what people are like in different parts of America is tremendously important. The problem of housing today demands understanding: of children who live in trailers, in old houses, in houseboats; of children of mill workers, miners, sharecroppers; and those children who live on the other side of the tracks who bring the emotional problems.

Arizona: *Eric on the Desert*, Jerrold Beim. New York: William Morrow and Company, 1951.

Texas: *Eddie and Gardemia*, Carolyn Haywood. New York: William Morrow and Company, 1951.

- B. Concerning different places where people live.

You hear children say, "He lives on a farm; he is different." "He's a foreigner; he can't play with us." "She's a Catholic."

*Shoeshine Boy*, Jerrold Beim. New York: William Morrow and Company, 1954.

*The Little House*, Virginia L. Burton. Boston: Houghton Mifflin Company, 1942.

*Country School*, Jerrold Beim. New York: William Morrow and Company, 1955.

*Holly in the Snow*, Eleanor F. Lattimore. New York: William Morrow and Company, 1954.

<sup>1</sup>, <sup>2</sup>, <sup>3</sup> Marion Monroe, *Growing Into Reading*, pp. 197-199, *passim*. Copyright 1951, by Scott, Foresman and Company, Chicago. Used with permission.

<sup>4</sup> Paul Witty, *Reading in Modern Education*. Boston: D. C. Heath and Company, 1949, p. 132. Used with permission.

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## What Kind of Business Education Should We Offer?

(Concluded from page 19)

2. Finding material.
3. Sorting and coding material.
4. Transferring files.

The alphabetic system of filing should receive major emphasis, but with some instruction given in the other systems.

Bookkeeping and accounting activities that stenographic workers performed and which should be stressed in training are:

1. Making entries in general journal.
2. Operating petty cash fund.
3. Posting entries.
4. Figuring and checking invoices and statements.

Office machines that should receive emphasis are:

1. Checkwriter.
2. Ten-key adding machine.
3. Mimeograph.

An acquaintanceship knowledge should be given on the remaining machines.

Owing to the fact that much of the denominational work is with bulletins and mimeograph work, a thorough knowledge should be provided the student in preparing stencils, using the mimeoscope, and operating the mimeograph.

Three general office activities that should receive emphasis in instruction are:

1. Handling incoming and outgoing mail.
2. Preparing packages for mailing.
3. Distributing interoffice communications.

The general office activity of doing office house-keeping also appears high in the ratings. This activity can, and should be, included as a part of the instruction of every business course.

Inasmuch as 57 per cent of those responding use electric typewriters, instruction should be given all prospective stenographic and secretarial employees on the electric typewriter, as well as the manual typewriter.

Attention should be given to grammar and spelling, personality and character development, use of the denominational *Yearbook*, and the organization of the Association of Seventh-day Adventists.

It would be of benefit to the student to be able to gain actual work experience while still in school.

Finally, special attention should be given to providing an adequate secretarial training program on the secondary school level.

It is my hope that this study will enable the schools to know how much emphasis to place on various aspects of instruction in order to prepare the students adequately to meet the general clerical and stenographic requirements expected of the workers employed by the denomination. We need to continue teaching all the many things that are now being taught, but these are recommendations for points of emphasis based on the findings of the survey.

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† Faborn Etier, "The Stenographic Curriculum Pattern," *The American Business Education Yearbook*, Vol. XIII, The Eastern Business Teachers Association and the National Business Teachers Association (Somerville, New Jersey: Somerset Press, 1956), p. 190. Used with permission.

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► The San Pasqual Academy (California) choir, directed by J. D. Bledsoe, presented a 30-minute television program on a recent Sunday morning over Channel 10, KFS-TV, San Diego, under the auspices of the San Diego County Council of Churches program entitled "Words and Music." During the telecast Principal W. T. Weaver was interviewed regarding the various courses offered and the industries connected with the school. And Mr. Bledsoe was interviewed concerning the music department. Officials at the studio were very complimentary of the choir and expressed a desire for another performance in the future.

► Of the 32 new grants for study of methods to make more effective use of the new educational media, under the National Defense Education Act, one has been presented to Dr. Leslie W. Sargent, professor of journalism, Pacific Union College, in the amount of \$2,291 for comparison of short-term effects of some television programs.

► Laurelwood Academy (Oregon) held its first open house last spring during which 435 guests toured the campus, ate supper in the cafeteria, and met in a parent-teacher conference. This ended in election of officers for an official parent-teacher organization. The concert band climaxed the day with an hour's program.

► During the holiday season last year every room in the Pacific Union College elementary school participated in a project in keeping with the true spirit of Christmas. Instead of the gift exchange so common in schools, each room took responsibility in some phase of providing a happy Christmas for a needy family.

► The occupational therapy curriculum at the College of Medical Evangelists has received "initial provisional approval" from the Council in Medical Education and Hospitals of the American Medical Association. First classes in this program were started in September, 1959, on the Loma Linda campus. Instruction is offered to third-year students. The occupational therapy curriculum is planned to meet requirements for the Bachelor of Science degree and to prepare the student to take the examination for national registration required for practice in the United States and foreign countries.

► A portion of the MV offering received weekly in the Pacific Union College elementary school is set aside for a special fund. Each spring several children are baptized, and at the church service preceding the baptism these children with their parents and teachers sit in a special reserved section of the church. When received into church membership each child is presented with a copy of an appropriate book, such as *Messages to Young People*, with a special message on the flyleaf from his school family honoring this most important occasion in the child's life.

► The recent Philippine Union College graduation of 96 students included its first group to get the Bachelor of Science in Nursing degree, having finished the five-year course in nursing. Two of these years are spent on the college campus and three at the Manila Sanitarium. It is interesting to note that these 33 young people have already chosen the specialties they want to follow. These specialties are: psychiatric nursing, operating room, nutrition and dietetics, teaching, obstetrical nursing, private duty nursing, medical nursing, surgical nursing, pediatric nursing, public health or rural health nursing, mission field nursing, either local or foreign.

► Dr. B. B. Beach, former chairman of the Washington Missionary College history department, has taken up his new work as education and Sabbath school secretary of the Northern European Division.

► Roy Battle, former dean of men at Shenandoah Valley Academy, has joined Southwestern Junior College to replace as dean of men Elder Harry J. Bennett, who has accepted an appointment as instructor in the department of religion. Mr. Battle is a graduate of Southern Missionary College and has served as dean of men in Mount Vernon Academy and as instructor in physical education at Washington Missionary College.

► Morris Lowry has been appointed instructor in religion and history at Southwestern Junior College, coming from Greater Boston Academy. He holds a Master's degree in American history from the Texas Christian University and a Master's degree in church history from the SDA Theological Seminary of Andrews University.

## The Young as Learners and Thinkers

(Concluded from page 3)

learns. In other words, a proper understanding of the psychology of learning is the basis of all good teaching methods. Perhaps one might object that this is but the other side of the same coin. Granted. But let us have the emphasis in our schools placed on the learner and on learning, rather than on the teaching. And above all, let us always view those in our classes as learners and thinkers, for such they will be if we guide them rightly.

R. H.

## Truth Is One

(Concluded from page 7)

The same laws that control star and atom also control teachers and students. One mighty Intelligence exercises jurisdiction over all, and from Him all life, existence, and knowledge proceeds. For all objects of creation, including teachers and students, the condition of existence is the same—harmony with the Creator's will.<sup>14</sup>

The serious acceptance of this concept of knowledge by Christian educators and an effective translation of it into practice would have an incalculable impact on the quality of learning. To the lack of its implementation in the past may be attributed many of the failures and none of the successes of Christian education.

<sup>1</sup> Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 560.

<sup>2</sup> "Books in Our Schools," *The Review and Herald*, vol. 68, No. 44, p. 689. (Nov. 10, 1891.)

<sup>3</sup> *Education*, p. 14.

<sup>4</sup> "The Dignity of Labor," *The Review and Herald*, vol. 89, No. 40, p. 4. (Oct. 3, 1912.)

<sup>5</sup> G. H. Bell, *Elementary Grammar*, Book 2, Review and Herald Publishing Association, 1896, p. 74.

<sup>6</sup> *Ibid.*, p. 88.

<sup>7</sup> G. H. Bell, *Natural Method in English*, Fireside Teacher Company, 1893, p. 177.

<sup>8</sup> Ellen G. White, "Work in Christ's Lines," *The Review and Herald*, vol. 79, No. 25, p. 8. (June 24, 1902.)

<sup>9</sup> "Come Out From Among Them, and Be Ye Separate," *The Review and Herald*, vol. 77, No. 2, p. 17. (Jan. 9, 1900.)

<sup>10</sup> *Ibid.*, p. 412.

<sup>11</sup> Ellen G. White, "The Treasure of God's Word," *The Review and Herald*, vol. 77, No. 27, p. 417. (July 3, 1900.)

<sup>12</sup> *Education*, p. 99.

<sup>13</sup> *Loc. cit.*

► For the first time the U.S. Office of Education is making an effort to get a national sampling of youth on the high school level to ascertain their general aptitudes, interests, and present levels of scholastic attainment. Operation Talent was held the first week in April and involved one half million high school students across the United States. All test results were tabulated on a national scale to establish educational norms and assist educational leaders in strengthening education on the high school level. Upper Columbia Academy (Washington) was privileged to serve as one of the schools in this national survey.

## Editorial News and Views

(Concluded from page 32)

teacher of grade five in the Helen Hyatt Elementary School at Union College; Lorraine Mickelson, elementary supervisor of the Oregon Conference; Bernice Pittman, teacher of grade six, John Nevins Andrews School, Takoma Park; Lucille Mathewson, teacher of the multiple grade room, Sligo Elementary School of Washington Missionary College; and Carolyn Shobe, teacher of grades three and four, Richmond, Virginia, elementary school. Most of the time was spent doing research in the Library of Congress, as the committee had almost completed their work last summer with *The Youth's Instructor*, *Junior Guide*, *Our Little Friend*, and other Seventh-day Adventist sources. The committee examined about 350 stories each day from 20 different magazine files of which about 2.5 per cent were accepted by them, typed by two stenographers working with the committee, and filed for the use of the editors who will soon start work on our basic readers for grades four, five, and six.

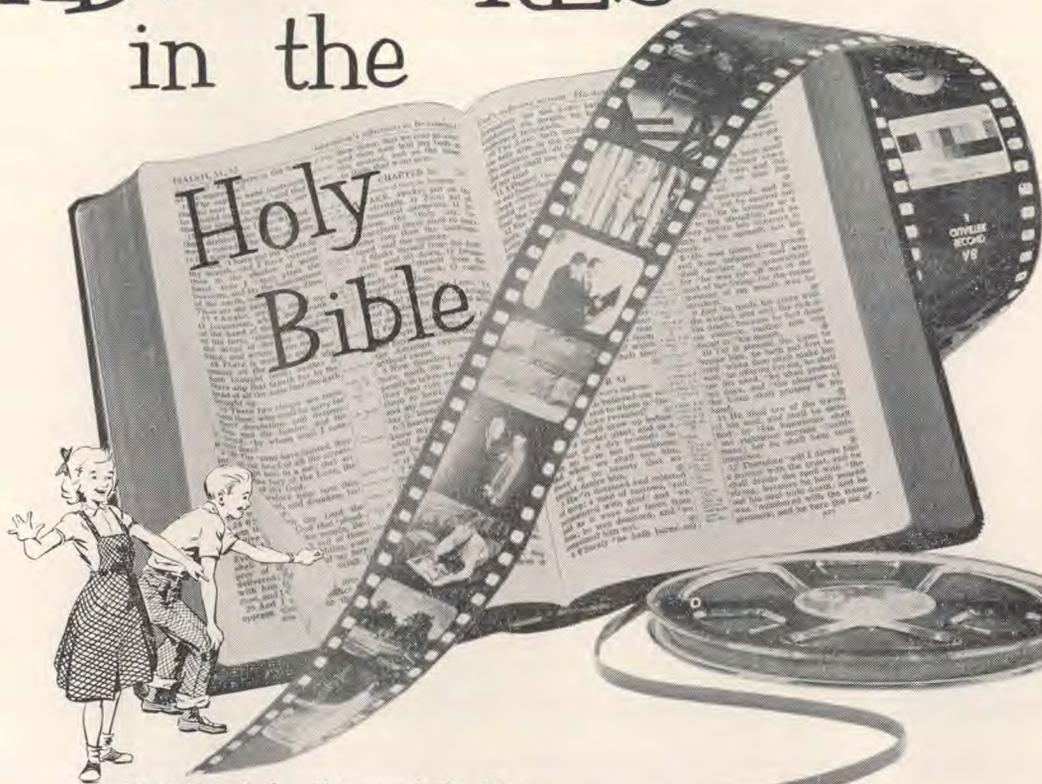
The committee worked so long at the Library of Congress that the project became one of the interest points of the guides taking groups through the Library.



**Health-Safety Reading Series for Philippines** The photograph shows Mrs. Priscilla Jimenez-Moreno (left) and Miss Rizalina Tigno at work editing the three books of the Health and Safety Reading Series, which they prepared for the North and South Philippine Union Conference schools. These are scientifically prepared health readers for grades four, five, and six and are replete with artists' drawings and photographs, making them outstanding in interest, as well as content. Both of the editors are successful elementary teachers and both soon will have their M.A. degrees. They spent from April 1959 to June 1960 doing this work with Miss Ethel Young, elementary supervisor of the Far Eastern Division, as consultant.

A good teacher is someone who can understand those not very good at explaining, and explain it to those not very good at understanding.

# ADVENTURES in the



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# Editorial

## NEWS AND VIEWS

**New Senior Academies** On May 12, 1960, the General Conference Committee, subsequent to investigation by a special inspection committee, voted approval for the Miami Junior Academy (intermediate day school) to begin offering the full four-year secondary school curriculum. It has enrolled 208 pupils in grades one to eight and 45 in the secondary grades. Forest Lake Academy, the Florida Conference boarding school, is overcrowded, making it desirable to upgrade the day school in Miami to accommodate the large congregation of Adventist youth in that area. Then on September 1 the General Conference Committee voted the same approval for the Orangewood Junior Academy in the Southeastern California Conference. This school, which has experienced an annual rate of growth of more than 8 per cent, will offer the eleventh year in 1960-1961, and the twelfth year will be added in the 1961-1962 term. The secondary grades of the school will serve seven churches and three elementary schools.

It is hoped that in the near future San Fernando Valley Junior Academy in southern California will also be voted authorization to offer a full secondary school curriculum. Last year it had 359 pupils enrolled in grades one through 11. Its enrollment has increased 10 per cent annually for the past five years, and there are indications that the rate of growth is to be greater in the future. Last year two intermediate schools in the Pacific Union Conference were upgraded to offer the full secondary school curriculum. We are pleased to note the growing enrollments in our educational institutions.

**Adventist Teacher Wins Freedoms Foundation Award** The Freedoms Foundation at Valley Forge, a national institution with President Eisenhower as honorary chairman, awarded its "Valley Forge Callroom Teachers' Medal" to Harvey N. Miller, a teacher in our Calexico Mission School in southern California. The award was for Mr. Miller's "exceptional work in teaching responsible citizenship and a better understanding of the American way of life."

The mission school itself also received a Freedoms Foundation Award for its over-all outstanding work in teaching children. In addition to serving the young people in Calexico, the mission school also enrolls a number of youth, mostly from Catholic homes, who cross the border from Mexico every day. In addition to his classes in constitutional government, Mr. Miller teaches music, first aid, and English for the Mexican pupils.

**Study Conferences for North Pacific** Some 22 residence hall deans and 14 food directors met simultaneously, June 5-10, in the North Pacific Union Conference-sponsored study conferences at Walla Walla College. Dr. T. W. Walters, dean of

students, and Clinton A. Wall, director of food service, both of WWC, directed the two separate study conferences, and Elder J. T. Porter, educational secretary of the North Pacific Union Conference, helped to plan and coordinate them. The food directors studied menu planning, food costing, school lunch planning and analysis, dining ethics, special events, and other areas.

Dean-student relationships, maintaining standards and discipline, and creating wholesome and spiritual home environments on the campus were some of the many phases considered by the residence hall deans. Discussion of case studies and papers helped to bring understanding on how various dormitory problems may be solved and how deans may work for the salvation of adolescent youth. Personal dedication of the deans and students was stressed, and the importance of the worship hour was emphasized as the heart of the program.

**Workshop Develops Instrument of Evaluation** Having worked on a project of evaluation for two years, the Pacific Union Conference arranged with Pacific Union College's education department to sponsor a school evaluation workshop August 8-19 under the chairmanship of Prof. Lee Taylor of PUC.

A representative group of 13 administrators, teachers, and field personnel convened and developed a self-study instrument of evaluation. Outside the Pacific Union were Victor Fullerton, principal of Laurelwood Academy, and T. S. Geraty from the General Conference. Experimentally, Golden Gate, Lodi, Lynwood, Monterey Bay academies, and PUC Preparatory School used the basic instrument during the 1959-1960 year to appraise the instrument and to improve the educational programs of the respective schools. The group this summer studied the merits of various techniques in appraisal, discussed thoroughly needed content for measurement, and then developed and refined a self-study type of instrument to be used with a visiting committee for the evaluation of academies in the Pacific Union Conference. Areas included for administration-faculty study and visiting committee counsel are philosophy and objectives; religious program; administration, organization, and finance; school plant; instruction; library; and student personnel services and activities. The Board of Regents has encouraged unions to develop such techniques and instruments for school evaluation.

**Research Workshop for Basic Readers** For the second summer a group of five experienced elementary teachers joined in a reading research workshop in the General Conference building under the direction of G. M. Mathews. The past summer the workshop personnel consisted of Iris Donaly,

*Turn to page 30*