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# THE JOURNAL OF True Education

The JOURNAL of TRUE

# Education

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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*Editorial*

# TEACHING METHODS

OCCASIONALLY we like to share with our readers some of the interesting correspondence received by the editor. The following was written by a recent graduate of an Adventist college:

"Shortly after starting graduate study I began to notice that the method of instruction in the university was different from what I had become used to at ——— College. I expected my graduate-level classes to be different, of course. But there were several undergraduate courses I had to take, and this difference was strongly evident there too. What the difference was finally became apparent to me: these teachers were forcing their students to become self-sufficient. They were doing this by assigning work to the students that forced them to develop such traits as persistence, orderly thought processes, and personal confidence. I am sure you know how this was done: research papers, oral presentation in class with questions from classmates, and examinations consisting entirely of two or three questions requiring long essays for answers.

"Classes at ——— were not, on the whole, like that. The emphasis there was on memorization, at least in the classes I took. Research papers were few —I wrote four papers during four years at ———. At the university I wrote seven in two semesters, three of these seven being in undergraduate courses. The give and take between a student and his classmates, as he tries to defend his ideas in front of them, was totally absent in my classes at ——— except in two courses—speech and public debate. Multiple-choice questions in examinations was the rule for all but one or two of my ——— College teachers."

Perhaps this young man did not realize that his own greater maturity made him more conscious of the fact that the responsibility for learning rested upon him rather than upon the teacher. As we develop we begin to see more in certain classroom experiences than we did in our younger days. Nevertheless, there is much in this letter to cause every Adventist teacher to reflect seriously. It is vital on all educational levels that certain facts, skills, and ideas be learned, and many of them can be learned only by memorization. But from the earliest years in school there must be experiences in which the youth are forced toward self-sufficiency in learning. We do not believe in any more spoon feeding than is absolutely necessary.

It is a sad state when youth from the very earliest grades are not required to express themselves in some way regularly. From the "show and tell" experiences of the second-graders, right on up through college, every grade should include more numerous and more difficult experiences in oral expression. In the secondary school and college this should involve defense under questioning by the classmates and the teacher. We have seen graduate students get panicky and their mind lose its ability to function when questioned orally before a group. There is no excuse for this. It has been estimated that 98 per cent of the communication most of us carry on is oral. It is poor educational method that does not take cognizance of this, and place stress in every class on strengthening this form of learning.

Youth coming from most schools these days are deficient in the skill of critical analysis and organization of ideas and of the materials of learning. Writing is the exercise that develops these skills. There is need for better instruction in our secondary schools on how to write a good paragraph, and how to organize paragraphs into a logical presentation of a topic. It is folly to think that these skills can be taught in a single course in secondary school or college. Such skill comes from prolonged experience at it, starting in the elementary grades, with much practice in just about every class in the secondary and college curriculum.

No adequate substitute can be found for the term paper as a means of learning. Teachers must know how to guide pupils in the preparation of such papers, so that the maximum benefit is achieved. In college, papers should be broadened in scope to include more research skills, and teachers should assign or expect much more difficult subject matter.

We also think there is no substitute for essay-type examinations, if they are used wisely. Objective-type tests are valuable instruments to ascertain in a short time the extent of a student's knowledge. In a given period one can sample a wider area of learning and can make manifest the different degrees of individual attainment through objective tests than through essay tests. Moreover, grading on this basis is more accurate. Therefore they have their place. A wise teacher, however, is never content to evaluate on that basis alone, but will also use, either in the same examination or in a second testing, the essay questions, for they indicate how well a student can organize and explain his knowledge. They are

valuable in helping youth learn how to express themselves clearly and concisely, and should not be abandoned or relegated to infrequent use.

Someone has defined a boy as an animal that takes exercise at every possible occasion. This proclivity is caused by growing muscles that need stretching in order to strengthen. Likewise, the fibers of the mind cannot possibly grow and toughen unless they are constantly being stretched by concentration on difficult subject matter or ideas. Children are restless because growing muscles need activity. Their minds are also restless, and wise teachers may help them grow intellectually strong by insisting that their mental faculties are regularly distended by difficult and challenging assignments. As Oliver Wendell Holmes once said, "A man's mind stretched by a new idea can never go back to the original shape." We must be on the alert lest our class instruction and assignments are too easy. We must heed the counsel given to the teachers of our first denominational school: "No movement should be made to lower the standard of education in our school at Battle Creek. The students should tax the mental powers; every faculty should reach the highest possible development."[1]

In these days when the scope of knowledge that youth are expected to encompass is so extensive, the tendency is to multiply survey courses. Teachers feel that they must "cover the material," and the only way to do so is to skim lightly along the surface, using summaries or outlines of vast subject matter, which the student is supposed to learn. This approach to teaching embraces grave danger. The purpose of course work is not to cover ground but to plunge the student into a world of fresh, interesting ideas and facts about nature, society, and himself. If this is done adequately, the student will become interested and will be far more likely to "cover the ground" by his own reading. Especially in the upper secondary grades and in college the youth in classes should be put to work on primary source material of outstanding significance. In this way they will be put face to face with worthy thinkers and consequently undergo the adventure of struggling with salient issues as seen through the eyes of a great man, instead of listening to secondhand opinions or to brief summaries that fail to stir and excite the mind.

Chief among the significant documents which students must be made to read diligently is the Word of God. We are distressed that in our own schools so many of the Bible classes are taught from textbooks about the Bible, rather than from the Bible itself. Hundreds of youth go through Bible classes without ever having a portion of the Bible assigned to them to study for themselves, to analyze the development of the thought, to read over and over again until the message of the Bible writer is tasted and digested. "Such a study will not only refine and ennoble the character, but it cannot fail to expand and invigorate the mental powers."[2] Such exciting of the mind rarely comes from reading a textbook, even a Bible textbook. We can avoid impoverishment of the student mind by forcing them to read significant authors. As one has said, "The hardest way of learning is by easy reading. But a great book that comes from a great thinker—it is a ship of thoughts deep-freighted with truth and beauty."[3] R. H.

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[1] Ellen G. White, *Fundamentals of Christian Education*, p. 373
[2] ———, *Patriarchs and Prophets*, pp. 596, 599.
[3] George Parker in *School and Society*, Feb. 1, 1958, p. 59.

# Exit: "Gentleman's C"

SATISFACTION with the once-fashionable "gentleman's C" appears to be giving way to serious thoughts about the "under-achiever." The pressure of numbers and costs in the nation's colleges and universities will leave less and less room for the capable but unmotivated student who deprives a more eager learner of his college opportunity.

A new policy is currently in operation at Amherst College which seeks to solve the problem of the "under-achiever." In his 1959 report to the board of trustees, President Charles W. Cole explains that the college has decided to grant these students a year's leave of absence "in the hope that some months in another environment would give them enough added maturity and perspective so that they might return here and perform at a higher level."

Fifty-one sophomores and juniors were suggested as possible under-achievers in the middle of the last academic year. These students were informed of the college's new policy, conferences were held with the faculty, administration, and parents, and the students' performance was carefully watched throughout the spring semester. Of these, twelve were granted leaves, fourteen began to work up to capacity, twelve were found to be not laggards but students with limited intellectual ability, nine will have their records studied further, and three withdrew voluntarily for one year.

Although seniors are not included in the mandatory leave program since the college feels it is too late to take action for them, it was noticed that about two thirds of the seniors who had been coasting had definitely better records after the new policy was announced.

—New York *Times*, December 20, 1959.
Used with permission.

# THE CHALLENGE OF THE SIXTIES

*G. M. Mathews*

ASSOCIATE SECRETARY
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

### Are Our Days Numbered for Operating Our Own Schools?

Research teams gathering materials for the 1960 White House Conference found strong convictions from an increasing number of Americans that the public school should provide a common background to be shared by *all* Americans of every social, ethnic, and religious variety.[1] In this common public school education for all, merit and achievement are alone recognized—social and economic privilege and majority and minority status have no place.[2]

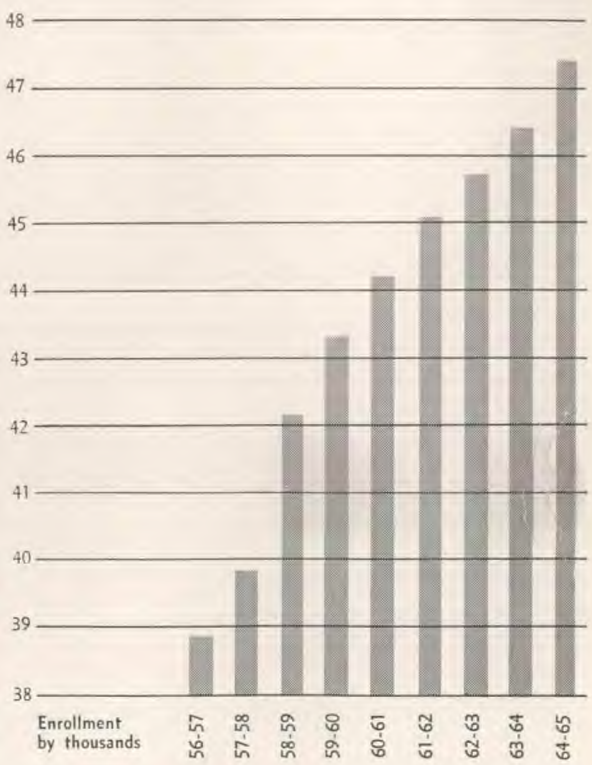
At the moment, the right of parents to place their children in private schools and still meet legal requirements is clearly recognized. One out of every eight students are in private or parochial schools (87 per cent of these are in Roman Catholic schools). But laws have been passed or are under consideration that place numbers of restrictions on nonpublic schools. Sometimes when State legislatures are considering some of these regulations, the public hearings are held with as little publicity as legally possible!

Seventh-day Adventists believe just as strongly that Christian education is absolutely necessary to save our boys and girls and to educate them for service in the church. If our schools are to survive in such a critical atmosphere, they will have to meet the needs of our children and youth who live in a rapidly changing world. Tomorrow's world will demand new and highly specialized skills of many varieties; it will demand a greater technical proficiency than any previous generation; it will require new levels and qualities in citizenship as nations and people move closer together in a world grown small through speed and power—and large in complex human relations; most important of all, it will demand stalwart Christian character based upon the great doctrines that characterize the Seventh-day Adventist denomination.

### The Challenge of Increasing Enrollments

Not only do we have more church members each succeeding year, but there is an increase in the "child dependency ratio"; that is, the number of children under 18 years of age per 100 adults (18-64 years of age). The average is 64.4 for all the States, but in one State (New Mexico) it reaches 90.7. The highest ratio is the Mountain region with 75; next, Eastern region with 72; third, South Central region with 71; and lowest, Middle Atlantic region with 53.

Of course, the increasing Adventist child population will result in increasing school enrollments. The graph below is a very conservative prediction, based upon the annual increases during the past six years.




These additional 4,384 pupils over the next five years will require at least 145 new fully equipped classrooms as well as the additional money to operate them. For the past five years our average increase of teachers has been 64. In the five-year period this will amount to 320. Since we are not producing enough new teachers now to simply replace those who drop out of our present program each year, it will require

A brief digest of Elder Mathews' introductory remarks presented at the North American Educational Council held at Miami Beach, Florida, October 9-13, 1960.

new approaches to the problem as well as much larger efforts to meet this very real challenge!

To retain as many of our present staff as possible and to recruit new teachers, we should give consideration to the following suggestions made by the research group for the 1960 White House Conference:

1. It has been proved that higher standards of certification will not only attract more teachers but *more capable recruits*. While a college degree does not ensure a good teacher, the absence of equivalent education is a severe handicap. In 1950, 46 per cent of elementary teachers held A.B. degrees; in 1960, 73 per cent. [Of Seventh-day Adventists in 1960 about 40 per cent had A.B. or higher degrees.] Several States have now adopted a five-year preservice program.

2. The teacher education program in the colleges should be improved with a balance between liberal arts and professional courses and with more attention to practical, meaningful courses.

3. A continuing supply of teachers requires a strong guidance program in the high school with well-operated future teacher organizations.

4. A program of scholarships for promising candidates is essential.

5. A program of encouraging former teachers to return to the profession after a special refresher course is in progress in several areas.

6. Better supervision and evaluation of teachers in all fields through the provision of nonteaching supervisors (one for every twenty teachers is the generally recommended goal).

7. In determining proper teacher load, administrators should take into consideration the number of pupils to whom the teacher can give individual guidance. It is desirable that the teacher know each child individually, be familiar with his home, his problems, his aspirations, and his potentialities.

8. Higher salaries for teachers and administrators; better retirement plans; better working conditions.

### The Challenge of Deteriorating Environments

Not only are we faced with more children but with *more needy children*. We shall have to *do more* for them than we have ever done for our pupils in the past. Why is this true? Deteriorating environments. Many parents are not setting a consistent example of Christian living before their children. The children are disillusioned by this double standard of moral and spiritual values held by the adults, and cast off the whole concept of righteous living as "phony." It is no mean task to rehabilitate spiritually such youngsters!

These same parents place fewer and fewer restrictions on their children, failing to exert parental authority before their children are sufficiently mature to make sound judgments themselves. In many cases the children actually dominate the parent-child relationship! Nowhere is this abrogation of parental responsibility more disastrous than in the area of moral and spiritual values. And these are the children we face today—what a tremendous challenge!

Then, too, the influence of our children's associates both in and out of school is often detrimental. More and more youth are abandoning the idea of "absolutes," of a fixed moral standard, and are replacing it with a sort of "group morality"—morality is what the group thinks is moral. It is not difficult to predict that this vicious philosophy together with the abrogation of their God-given responsibilities on the part of many parents can lead only downward morally—and that rapidly! Certainly this sad situation intensifies the challenge!

### Meeting the Challenges

It is axiomatic that the first and most important item in an adequate program for such children is a complete rededication of the teacher "in depth." This will need to be constantly renewed as the task before us is quite beyond the supreme efforts of our most capable teachers. In the face of greater demands upon our time, our abilities, and our efforts, we simply must spend more time in earnest Bible and Spirit of Prophecy study and in prayer if we are to be successful.

Our task not only requires a more efficient person, but a more efficient program of schooling. One of the items of such a program is a revitalized curriculum. And high on the list of curriculum revitalization is religion and character development. Youth are criticizing the church for not making religion fit the practical problems of today's society. One teenager said, "How little our local church really touches on the matters of spiritual value to teens." Teachers must, then, teach all subjects and arrange all school activities with character development in mind, using all the ingenuity they possess to see that many opportunities are presented to the children for discovering the traits that make up desirable characters and for making personal choices concerning them.

Whoever acquires knowledge but does not practice it, is like one who plows a field but does not sow it.

We can revitalize the curriculum by:

1. Making it realistic and meaningful by connecting it with present living.

2. Giving the major time and effort to the basic tasks of the school and scheduling all activities in harmony with their relative importance in fitting the pupils for Christian living in a highly competitive society.

3. Utilizing as many helpers as the teacher can manage, such as audio-visual machines and materials, electronic tapes, and adults and older students as teacher aides.

4. Using a variety of effective teaching methods in presenting curriculum materials.

Indeed, the challenges of the sixties are tremendous. They would be overwhelming were it not for our complete trust in One so wise, so strong, and

so understanding—Jesus, the Master Teacher. Let us increase our dependence upon Him and undertake these challenging tasks with courage and optimism!

[1] *Focus on Children and Youth,* A Report of the Council of National Organizations on Children and Youth for the 1960 White House Conference on Children and Youth, p. 79. Copyright, 1960, by Golden Anniversary White House Conference on Children and Youth, Inc.
[2] *Ibid.*, pp. 79, 80.

► At Indiana Academy the English IV class is designed to develop writing and the communications talents of the senior students. It is not an easy class, but the students realize real satisfaction as they see their abilities in composition develop through the year. The instructor, Bruce Ronk, reports that he has 20 novices, and many are showing real promise.

► An impressive chapel program at Atlantic Union College designated as faculty recognition day was presented on November 18. Faculty members honered were: Mabel R. Bartlett, associate professor of art, Margarita Merriman, associate professor of music, and Ottilie F. Stafford, associate professor of English, all of whom recently received their doctoral degrees. Also LaVeta M. Payne was honored for academic promotion from rank of associate professor to professor of education. Guest speaker for the occasion was N. F. Pease, chairman of the department of applied theology, Andrews University.

► Rae Campbell, managing editor of the *College Criterion* at La Sierra College, recently passed an extensive journalism examination qualifying her for a journalism internship with the San Bernardino, California, *Daily Sun.*

# The Watchman

*J. W. Peeke*

MANAGER
GENERAL CONFERENCE INSURANCE SERVICE

IN OUR institutions the watchman is better known perhaps as the night watchman. Whatever he is called, however, he is an important and valuable member of the institutional personnel. He constitutes the eyes of the administrator or business manager, and as such he should be a man of ability who has keen powers of observation. He should be loyal, courageous, reliable, and interested in his work.

The watchman is not just a clock puncher; he is the sole custodian of the property much of the time, and is responsible for any occurrence within his control. Only through careful planning and diligent study of his duties can he become efficient and able to exercise good judgment in emergencies that require quick decisions. His watchman duties should always be his primary work.

Two very important parts of good property protection are: Carefully laid out routes, and reliable watchman's recording systems. The recording system used should be approved. On portable clocks the watchman should never be allowed to change the time record charts. This should always be done by another responsible person, and the chart and report should be reviewed thoroughly each day by the management. The watchman's route should be carefully laid out for the entire institution so that he must pass through all parts of the property on each round but not retrace his steps more than is necessary. The route should not permit shortcuts by way of stairways or elevators. The entire route should not require more than forty minutes. If the whole institution cannot be serviced in this time, then more than one watchman is required. On days when the institution, or parts of it, are not in service, the watchman should be on duty, making his rounds in those sections that are not operating.

On his rounds the watchman should have access to all buildings on the premises, other than private dwellings, and should go through them from basement to attic. There are numerous things he should look for, but a few are as follows:

1. Outside doors should be closed and locked; windows, skylights, fire doors, and fire shutters should be closed.

2. All oily waste rags, paint residue, rubbish, et cetera, should be removed from buildings or placed in approved containers.

3. All fire apparatus should be in place and not obstructed.

4. Motors or machines carelessly left running should be turned off.

5. All heating devices should be checked.

Remember, your watchman service will be only as efficient as the man you select for the job. This man is responsible for the protection of denominational property valued at hundreds of thousands of dollars, plus lives, on which no value can be set. The watchman either performs a valuable service for the management or creates a false sense of security. Which one you get depends on your selection and training. Pick the best!

NOTE: The National Fire Protection Association Pamphlet No. 601 entitled *The Watchman* is available free to anyone who writes to the General Conference Insurance Service requesting it.

## What RESEARCH Finds

# Dropout Rate in Our Colleges

*F. A. Meier*

VICE-PRESIDENT
EMMANUEL MISSIONARY COLLEGE

*Orpha Osborne*

ASSOCIATE REGISTRAR
WALLA WALLA COLLEGE

AS A CHURCH we are proud that a greater percentage of Seventh-day Adventist youth attend college than do the youth of the general population. On the whole, however, we have been silent concerning our student mortality rate. This is the story of what happened to 1,959 *new* freshmen who entered college for the school year 1954-55 in our ten four-year colleges in the United States. By following normal programs these students would have completed degree requirements at the end of the school year 1957-58. At the end of that time 205, or 10.4 per cent, received a baccalaureate degree. By August, 1959, an additional 177, or 9.03 per cent of the original group, completed degree requirements. Thus, five years after these 1,959 students entered, 382, or 19.49 per cent, received a degree. Some 78, or 4.039 per cent, were still in college last year (1958-59) but did not complete degree requirements.

Taken alone, these statistics do not have great meaning. However, if we compare our student mortality rate with that of other colleges and universities the statistics are somewhat startling!

Robert E. Iffert conducted a monumental study entitled, "Retention and Withdrawal of College Students." The study utilized modern sampling techniques, and included 147 publicly and privately controlled institutions and approximately 13,000 (12,667) students. The types of institutions included were universities, technological institutions, liberal arts colleges, and teachers' colleges. Iffert's study was based on full-time freshmen who entered in the fall of 1950 and excluded "part-time students, foreign students, students who were married at the time of first registration, and students in attendance under the provision of legislation for veterans' education." The study was conducted during the Korean War, and the withdrawal rate for men was thereby markedly influenced. The comparisons made in our report are, therefore, between Iffert's 13,000 freshmen who entered in the autumn of 1950, and 1,959 new freshmen in our own colleges who entered in the autumn of 1954. The comparison is not flattering and should provoke reflection concerning how well we serve the needs of our own youth.

At the outset we must concede that *part* of the unhappy comparisons we shall presently see are due to the rather firmly established tradition among Seventh-day Adventists that most youth should have some college experience, or, to put it another way, the liberal admissions policies of our institutions. College bulletins notwithstanding, selective admission as commonly defined is rare among our institutions. This latter statement should not be construed as a plea for a stringent program of selective admissions. The church needs the developed talents of all! Whether the talents of the less gifted are developed in our colleges as now organized or in other types of church-sponsored institutions not now in existence is, in our opinion, irrelevant to this discussion. Presently, our colleges are the only institutions serving the post-secondary-education needs of our youth. Until this condition changes, if indeed it ever does, our colleges must expect to have students with wide ranges of ability seek admission, and should, if they are admitted, provide curricular offerings designed for their differing talents.

Now for the comparisons:

1. For every 1,000 freshmen who entered pub-

Condensation of a talk given by Dr. Meier at the meeting of administrative officers of Seventh-day Adventist colleges in North America, July, 1959, held at La Sierra College. At the time the research was done, Dr. Meier was academic dean of Walla Walla College.

licly controlled institutions in 1950, 330 were graduated four years later.

2. For every 1,000 freshmen who entered private nonchurch-related institutions in 1950, 496 were graduated four years later.

3. For every 1,000 freshmen who entered private, church-related institutions in 1950, 437 were graduated four years later.

4. For every 1,000 freshmen who entered Seventh-day Adventist institutions in 1954, 104 were graduated four years later.

Thus, Iffert's study indicates that the rate of graduation in regular progression from the institution of first registration was 39.5 per cent compared to 10.4 per cent in our own colleges. At the end of five years the comparison is 56.8 per cent compared to 19.4 per cent in our colleges.

A total of 591 students who withdrew from the institutions of first registration subsequently had transcripts sent to other institutions. It would be unwarranted to assume that more than 20 per cent of these graduated elsewhere.

Notice the graphs on page 10. By sex there are less differences than one would expect.

1. Of the original 1,959, 984 were men and 975 women.

2. Of the 382 individuals who have received a baccalaureate degree, 237 were men and 145 women.

3. Of the 78 in school during the past year but who did not complete degree requirements, 44 were men and 34 women.

4. Of the 591 who withdrew from the institution of first registration and who had transcripts sent elsewhere, 269 were men and 322 women.

5. Of the 908 who withdrew and, as far as we can determine, discontinued formal education, 434 were men and 474 women.

When do the greatest number of students withdraw from the institution of first registration? The data clearly indicate that this occurs during or at the end of the freshman year. Indeed, 42.7 per cent of the group withdrew from the institution of first registration during this period. I must interpolate here that the percentages given are based upon reports from eight institutions enrolling 1,760 freshmen. The data received from two of the smaller colleges enrolling a total of 199 freshmen did not lend itself to analysis insofar as time of withdrawal of students was concerned. By the beginning of the junior year 57.7 per cent withdrew from the institution of first registration. While some of these may have continued their education elsewhere, we *know* that 908, or 46.3 per cent, of the 1,959 discontinued their formal education. It seems logical to conclude that 70 per cent of the original group discontinued their education before receiving a degree.

Why do students withdraw? What reasons can be identified? No attempt was made to have all participating institutions include reasons for withdrawals. However, the withdrawals at Walla Walla College which occurred *during* the past two school years (1957-58, 1958-59) have been studied. During this period 421 students withdrew.

Wherever possible we obtained the reasons for withdrawal. In most instances we did this by interview at the time of withdrawal or got it from teachers, residence hall deans, counselors, et cetera. The reasons for withdrawals expressed in percentages are as follows:

| | |
|---|---|
| Inadequate financial resources | 27% |
| Advised to withdraw | 10% |
| Illness, poor health, accident | 7% |
| Planning for marriage | 7% |
| Employment | 3% |
| Transfers, requests for transcripts | 6% |
| Unmotivated, objective not clear | 3% |
| Dismissed | 2% |
| Miscellaneous: military service, homesickness, immaturity, illness in family, pregnancy, unhappy with college, tour of Europe | 11% |
| No reason determined | 24% |

The scholarship of 48 per cent of this last category was satisfactory. Thus, 12 per cent of the withdrawals were marginal students and withdrew on their own initiative.

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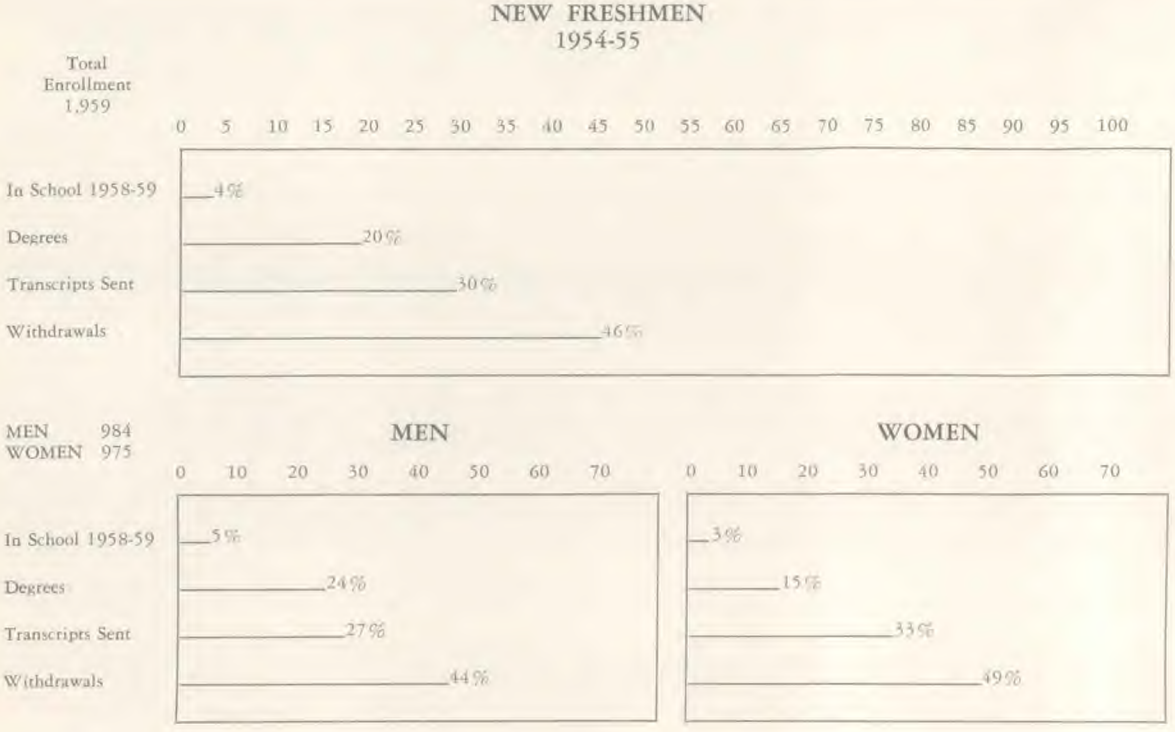
► Robert E. Firth, chairman of the business administration and economics department at Union College, received his Doctor's degree from the University of Nebraska on July 29. His research paper was on the business history and operation of Nebraska's public power system. This makes a valuable contribution to the economic history of the State, because Nebraska is the only State in the Union that is entirely served by public power agencies. The University of Nebraska Press and public power agencies have expressed considerable interest in Dr. Firth's study.

► Lorraine Mickelson, former elementary supervisor of the Minnesota Conference department of education, is now filling the same office in the Oregon Conference. She succeeds Audrey Ashby who is now Mrs. Perry Rudd. Mrs. Rudd resigned from her position and is now principal of the Salem, Oregon, church school and teacher of grades seven and eight.

► Minneapolis Junior Academy had a record enrollment this fall of 136 students. The school has greatly improved in recent years. This year it has added individual steel lockers, and black-top on the playground. In the dining room accoustical tile has been placed on the ceiling, unsightly steam pipes have been removed, and fluorescent lights installed. At present the school has six teachers and five home rooms. Last year the students raised more than $3,000 in Ingathering.

## STUDENT "MORTALITY" REPORT

A survey based on the new freshmen who entered the ten four-year Seventh-day Adventist colleges in the United States in the fall of 1954.




# A NEW TEACHING TECHNIQUE

*Millie Urbish*

SUPERVISOR OF ELEMENTARY EDUCATION
SOUTHERN NEW ENGLAND CONFERENCE

WOULD you enjoy a change in teaching technique—one that stimulates you and your pupils, and one that is approved in the Spirit of Prophecy writings? We say we believe in social growth in education, but then we make the children work alone, neither giving nor receiving any help from others, and thus each lesson becomes a final examination.

Why not diverge from the old teaching method and try cooperative team learning in which students help one another to learn and in which they progress at their own speed, advancing as fast and as far as possible, as we have been instructed to do in *Ministry of Healing*, page 402. Also, we are instructed in the book *Education*, page 286, that the older ones are to assist the younger, and the strong the weak. The sharing of knowledge often helps the student better to understand and to retain that knowledge.

Many of the public schools in the New England States and some of our church schools, including Browning Memorial Demonstration School at Atlantic Union College, have experimented with team learning and have found it to be very satisfactory.

The gifted children are challenged in this program, and their time is used more wisely. The nicest

NOTE: For further information write to the author.

part about team learning is that the children enjoy this program and progress more rapidly than when all the children are kept on the same page in the same book. Briefly, team learning is nothing more than children working in teams of two or more students who are on the same ability level and progressing as fast as they are able.

At first, some teachers feel that team learning causes too much confusion in the classroom, but after the program begins they soon become accustomed to the hum of busy noise in the room where learning is taking place.

Another question that some teachers have regarding team learning is, Should a child be allowed to share and accept knowledge from a classmate? and is this not cheating? The teacher cannot divide himself to answer all of the children's questions, but often a team member will be able to help the group without the aid of the teacher. Also, if children check with other team members, to see if their work is correct, they will quickly find where they have made mistakes and can correct them immediately. Thus learning takes place. The alert teacher can soon tell by observation and by qualifying examination if a child is depending too much on other team members for help.

Team learning can be used in all grades, but seems to fit into the program best when begun in grade four. It can be used for teaching all subjects, but spelling and arithmetic seem to be the most adaptable. Start by choosing one subject, and then add other subjects later. Divide the group into teams of two or three. However, in some social studies activities you may wish to have more in the team. You should give instruction in standards, such as permitting only whispering, and requiring neatness and good penmanship, et cetera.

Following are ways showing how team learning may be incorporated into your curriculum:

For team learning in arithmetic, job sheets are prepared by the teacher, including assignments for as long as two weeks, or an entire chapter. It has columns for date, partner's name, assignment, number of problems, number of problems correct, et cetera. These are given to the children with each team's assignment, coded for problems as RDA (read, discuss, and answer); for processes, WA (work alone); for new work, WT (with teacher); et cetera. Problems are done on one sheet with each pupil alternately reading the problem and working it. Processes are worked alone and results compared. Errors are found and corrected. Immediately the pupils are given the answer book to make sure the problems are correct, while the interest in correcting is high. The children's job sheets and work are kept in individual file folders for the teacher to check. Maintenance tests should be given frequently to see if they are maintaining the standard level. When work on the jobsheet is completed, a qualifying examination is given individually before the child proceeds. Teams may need rearranging if ability levels differ. A 90 per cent mastery on the qualifying test is suggested before advancing. Some above-average children will complete the job sheets in a short time, and they may either continue to the next job sheet or spend their extra time on social studies specialties and become experts in some field. Slow children should be in teacher-directed groups.

In spelling, the team members study the words, dictate them to one another, and correct papers, checking with the book to ensure proper spelling. If one or all members get more than one word wrong, they take a retest on the whole lesson after studying the misspelled words. Each child will have a folder with a progress chart, and will proceed as rapidly as he can. A forty-word review test is given by the teacher after every six units, and the misspelled words are written on a personal word list. The slow learners will take more of the teacher's time, but the above-average ones often can finish their spelling books in three or four months. Then each week the students make a list of twenty words that they do not know how to spell but encounter in their other classes, and they use these for their personal spelling lists.

In reading, much individualized reading is done and this enables the rapid learners to finish their basal reader rapidly and then spend more time on library books and specialized subject matter. The children can be grouped for skills weaknesses. Workbooks are very suitable for team learning, and only one is necessary for a team. The children will alternate being secretary and will be able to consult on the answers.

Team learning is excellent for language arts. The students may be divided into groups especially for outlining, creative writing, usage, and mechanics in writing. Often the groups will do their own proofreading before they hand their work to the teacher. Many children dislike writing compositions alone, but if they can discuss the subject first and form their story orally, then it is much easier for them to write it.

The content subjects, such as social studies, science, literature, and Bible, are subjects that the children can study more broadly and in which they can do a great deal of research, with heterogeneous teams of three to six pupils. Topics can be assigned by the teacher, and pupils may work two to four weeks gathering information by research and interviews, and then give an oral report not lasting more than ten minutes.

In many schools where team learning is used, four days of school are set aside for really hard work, and the fifth day is used as a departmental day when the only subjects taught are those such as creative writ-

ing, MV meetings, progressive classwork, music, arts and crafts, physical education, science, health, and safety. Teachers who specialize in these subjects may divide the work and teach only one or two of the subjects to the children in all the grades.

Each teacher will find ways to adapt team learning to fit his program. It is important to have the cooperation of your superintendent and principal. Try team learning and you will find that the children will enjoy working with others. Daydreamers seem to return to earth, and children learn through active learning and teaching.

## Dangers of Panic

*J. W. Peeke*
MANAGER
GENERAL CONFERENCE INSURANCE SERVICE

ONE day in May, 1883, just a week after the Brooklyn Bridge opened, a woman screamed as she fell down a flight of steps to the Manhattan approach. The sight-seeing crowd became panic stricken. People believed the bridge—one of the seven wonders of the Western world—was about to collapse. Twelve persons lost their lives; scores were injured.

Often fire is a cause of panic. The cry of "fire" alone may not cause a stampede; but should there be a glare of flame and a rush of smoke and heated gases, the stage is set for a panic.

As a safety measure, adequate exits, well placed, suitably marked and usable, give a sense of security that will lessen the panic hazard.

But exits alone are not the answer to this safety problem, the International Association of Fire Chiefs points out. Fires also produce toxic gases, so that even if people sit still and do not join in a mad scramble to leave the burning building, they may die.

This combined fire and panic hazard exists, the fire chiefs declare, not only in schools, but also in manufacturing plants, stores, churches, hotels, subways, and other places where people congregate in large numbers. Because of this, local fire departments conduct periodic inspection of such places, including homes, to make them reasonably fire-safe to protect life and property.

Why not call your local fire department for an inspection of your school plant?

► The academic year for the faculty of Washington Missionary College began September 6 with a faculty colloquium. About 80 teachers and administrators attended the special pre-term session, which featured The College and Public Relations. Participants included denominational leaders and civic officials. The final meeting of the three-day colloquium was capped by a brainstorming session that produced more than 170 ideas in 30 minutes. C. B. Hirsch, president, directed the annual faculty colloquium.

► Maybel Jensen, professor of elementary teacher education at La Sierra College, was awarded a token of outstanding achievement in chapel October 25 for serving LSC more than 35 years.

# Are We as

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

RETRIEVING information from uncanny electronic computers, photographing the dark side of the moon, and orbiting four-and-a-half-ton spaceships and Echo II balloons around the earth, have climaxed a decade unparalleled in the number and scope of scientific and technological discoveries.

What greater human achievements can we expect?

When today's teachers look into the eyes of their students, the future is reflected at them.

This can be a terrifying experience. One of those sport-shirted, adolescent youngsters, who still spells *lunar* with an "e," one of these days may take a trip toward the moon in an X-16 or a spaceship.

The other students, even if they do not venture beyond their home towns or counties, also face an unprecedented future—a shrinking planet, an exploding population, and a frontier that stretches to the stars.

Seventh-day Adventist education is confronted today with some of its greatest challenges. Somehow these youth, our youth in Seventh-day Adventist schools, must be equipped, enlarged, trained, and educated—and fitted out with road maps for the spectacular stellar journey. This is of far greater importance than the specialized orientation and grooming being given to the seven astronauts by the United States Government.

When Jesus Christ returns to this earth in the near future—a day much nearer, I believe, than we teachers realize—all our youth, our students, must be ready to take that long, long journey to the city of God, escorted by Jesus and all the heavenly angels.

Those who leave this earth, not from a launching pad from Cape Canaveral in Florida but from the homes, schools, churches, and fields of the north, south, east, and west, from all countries on the earth, will know the meaning of perfection and excellence.

The Master Teacher Himself admonished, as recorded in Matthew 5:48, "Be ye therefore perfect, even as your Father which is in heaven is perfect."

A full-page newspaper advertisement was extolling its merits where accuracy makes a difference. A hunter was pictured aiming toward a bull's-eye, and the description continued: "Championship marksmen are never satisfied with anything less than a

# Educators Asking Too Little?

bull's-eye. They want to be accurate every time. . . . We want accuracy too. . . . Accuracy is but one bench mark that makes the respected organization what it is."

Forthrightly stated is the bench mark for the Christian learner:

> Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached.[1]

Sounds rather high, doesn't it?

Quoting the critics of democracy, William James said in part: "Mediocrity enthroned and institutionalized, elbowing everything superior from the highway, this, they tell us, is our irremediable destiny."

James did not believe that mediocrity was our destiny, and I do not think that we believe it, that most people believe it, although our lives many times teach to the contrary. How often, far too often, we hear expressions from students in our schools:

"My grades are passing. All I want is to get by."

"What's the lowest passing grade in this class?"

"Why talk to me? I'm as good as others in the dormitory."

"Stick to the majority; there's safety in numbers."

"Our school offers just what the other school offers, including band and choir."

The common practice of comparing ourselves among ourselves is demoralizing. Conformity which makes for commonness, not excellence, glorifies the average, or mediocrity. When reviewing some minimum essentials of a text-dominated class, one teacher announced, "This is all you students need to know to pass my examination. You won't have to study the last six chapters of the textbook. I won't hold you responsible for their problems, concepts, or thought questions." In so doing he was unwittingly limiting student growth and was virtually trying to place over the heads of the students his little mold.

Despite their sometime shallowness and superficiality, perceptive students are capable of analyzing well the experiences through which they pass. One student observed, and I believe that he was attempting to be honest: "Let me put it this way: Where I found weakness, I took advantage of it; but where I found strength, I respected it. If I'm allowed ever to slip by, I'll do it every time. But if I'm really expected to perform, I'll come through or go down fighting."

Another student nearing graduation admitted: "Oh, sure, I've received good marks and all that, but I've never really had to work very hard. Now that it's almost over I feel as though I've been cheating myself—or maybe I've been cheated. I've never really been pushed."

We can hardly conceive of an Adventist teacher as being a superficial instructor, an intellectual dilettante, or a dabbler in learning; however, that is what the teacher really is (uncomplimentary, isn't it?) if he is not inspirational and is not challenging the students.

If students are to value learning, they must not receive it easily. Or should they? Students should more or less experience exacting and even exhausting work. Or should they? Should we as teachers make learning easy or make it difficult?

Most students quickly discover the *minima* necessary "to get by" in algebra class, in world history class, or in French class. They quickly are aware what work is needed both for an A and for a C grade. If the minimum is ridiculously low, the maximum has no appeal. The student who is not challenged soon learns that he can fritter away much of his time in the study hour reading recreational literature, because he is safe and secure in the conviction that ten minutes of honest labor will satisfy the English language teacher. She has accepted his grammar drills and hurriedly penned themes, even though they were written in pencil. The bookkeeping teacher, too, is not concerned whether the practice set is done with pencil, ballpoint pen, or ink. Any form and size of sheet will do. Those are only little things, after all. Even though Class Admittance Slips are required in the school when students return to class after an absence (that's the school rule), yet in the vocational education classes the teacher doesn't call for those signed slips from the office. Even the dean of boys forgets to check on worship attendance, and when he does, the absentees are lucky, aren't they? Or are they? The geometry teacher announced on Thursday that a test was scheduled for Monday, but when Monday came, he had forgotten it. And after being reminded, the teacher scheduled it for Tuesday because he had forgotten to prepare the test materials. Some of the students in the class held this against their teacher; they thought he was not fair to them. They were not quite sure after that incident whether the mathematics teacher would call for what he had announced. Were the students justified in their frustrated evaluation of their teacher?

*Turn to page 19*

# Is Reading

READING disability is not a new problem. It is, however, a problem of vital concern to a wide range of people and institutions. It touches everyone, from the retarded reader to the company that hires him at the completion of his schooling. The study of problems caused by, or causing, reading disability is vital to the guidance program because of the psychological reactions that inability to read often brings forth.

As used here the term "reading disability" is interpreted to mean a deficient ability in the fundamental processes of reading. Generally, a pupil is classified as a retarded reader if his reading skills do not compare favorably with his mental age. That is, an average child with a mental and chronological age of twelve years should also have a reading age of at least twelve. Studies have revealed that it is possible for an intelligent pupil to have a high mental age with a correspondingly high IQ potential and still be a retarded reader.

The research and investigation that has been and is being done in reading disability is voluminous. The results, while not always the same in detail, point out many common causes, reactions, and trends. The results of these studies reveal that the problems resulting from reading retardation often become manifest in the actions of pupils who are problems to the classroom teacher and society. Ridenour[1] states that a large proportion of juvenile delinquents are children who have not become good readers. The inability to read often causes a hatred of school, and this hatred may tend to encourage delinquency; it also tends to create a sense of inferiority within the pupil and he loses motivation in his schoolwork.

The relationship of guidance and reading deficiency is not as widely accepted as it should be. Strang[2] states that "guidance in learning" is a familiar idea, and that "guidance in reading" is a familiar aspect of guidance in learning; but the fact that there is a reciprocal relation between reading and guidance is not too readily recognized. McCullough[3] emphasizes this point by stating that failure to regard individual differences will frequently result in initial failure to read. This initial failure, she says, has guidance implications in that it may lead the child to think of himself as one who cannot ever learn to read. This attitude may continue into his high school and college study.

Many teachers fail to get at the cause of behavioristic and study problems. They may ask concerning a pupil, "What makes him do this?" but unless the analysis goes further than the experiences the pupil has at school, the teachers fail to see little else than symptoms. According to Lindquist[4] a child or youth brings with him into the classroom his fears, sorrows, worries, weariness, tensions, joys, and triumphs. Unless the teacher has access to information that describes the total pupil situation, she may actually be wasting the pupil's time and her own time by treating only the symptoms of a problem rather than the causes. That this is true needs no argument.

It might be asked at this point why there is such a seeming increase in reading retardation and its resulting problems. The reasons are varied. There was a time when those who were in high school and college could meet the demands of the school program. They were able because they were a select group. Those who were poor readers or poor pupils had dropped out of school before reaching high school.[5] The closing of job opportunities for young people, along with child-labor legislation and compulsory school attendance, has made it necessary for those who are retarded to remain in school until they are somewhere in the secondary curriculum. Espy[6] reminds those who would criticize the schools' apparent failure, that today the schools are teaching all the children of all the people. That fact, he says, cannot be overlooked in a sound analysis of the efficiency in instruction.

Another cause of the seeming rise in reading disability can be found in the home environment of the retarded pupil. The war years of this generation have caused a breakdown in the emotional fiber of American home life. The resulting attitudes of parents toward children, and of children toward parents,

# Readiness Enough?

*Clarence Dunbebin*
PRINCIPAL, GREATER BALTIMORE ACADEMY
BALTIMORE, MARYLAND

should be studied in relation to the attitudes of these same people to school life and the success or failure they find there.

Studies have been made to determine the relationship of family attitudes and environment to reading success or failure. Traxler and Townsend[7] caution that reading disability is not an isolated factor, but that it should be considered in the perspective of the entire background of the student.[8] According to Gates[9] 75 per cent of those who show reading disability are emotionally maladjusted. Others have said that *all* who have reading problems are not adjusted emotionally.

Milner[10] conducted a study in a large southern city to ascertain the relationship of reading success or failure to home background. She conducted the study with a group of 108 first-grade children who were selected from three elementary schools. The hypothesis of the investigation was threefold:

> (1) That the extent of reading ability among Grade One school children is related to definable patterns of parent-child interaction in family setting, and (2) that the patterns of interaction found to be associated with high reading ability among such children are further related to "higher" family social status, while the patterns of interaction found to be associated with low reading ability are related to "lower" family social status, and (3) that high reading ability in Grade One children is related to "higher" family social status, and low reading ability to "lower" family status.[11]

The results of the study when examined on a group basis corroborated the hypothesis, but there were individual variations. It was not unusual for individual "high score" and "low score" responses to be similar. Evaluation of the results showed the following data: The high-scoring children, as a group, had a goal in life; they expressed appreciation for the time spent by their mothers in taking them places and in reading to them; they generally possessed many storybooks; they were habitually read to by their parents; they felt they were a part of the home life; they were shown affection and security by some adult member of the family during the course of a typical day. On the other hand, the low-scoring children indicated no goals; they could not recall any happy times with the family; they possessed only "funny books" and/or schoolbooks; they did not feel secure and they received no visible signs of affection during a typical day. This comparison points up the findings of other similar studies.

Osburn,[12] Larkin,[13] McCullough,[14] and Ridenour[15] all point to the emotional block caused within a child by a strained home life as a causative factor in reading disability. A child cannot be exposed to the exhausting influence of strained home life and be expected to have sufficient emotional reserve to attack the problems of school, and more specifically, the problems of reading. McCarthy[16] points out that both behavior and language disorders have their basis in emotional insecurity.

It would be fallacious to assume that all reading problems are emotionally caused. Wilking[17] points out that all attempts to limit reading difficulty to only one cause have failed.

Investigations have been conducted which have shown that, while reading disability is caused in some cases by emotional tensions in the home and total environment, failure in reading can also be the cause of reactions that will be emotional in nature. Sherman states that these emotional disturbances, which result from a failure situation, should be evaluated from two standpoints:

> First, the failures involve frustrations accompanied by emotional disorganization and conflict formation. The result may be aggressive, defensive reactions, not only toward the learning situation itself, but also all situations associated with school work and especially reading problems. Second, the constant failures of a child decreases the intensity of his motivation to learn in a given situation.[18]

Studies in this area of frequent failures owing to poor reading ability have been conducted by Blanchad, Challun, Gates and Bond, Hosey, Kirk, and Ladd. And the general conclusion of these studies is that removal of the reading handicap does relieve emotional tensions and help retarded readers to become more normally adjusted to normal social-personal living. Strang[19] points out that improved reading may have therapeutic value in that the acquisition of needed skills will release emotional pressures and open up new horizons of social-personal relationships. Particularly could this be true in the family sphere, where reading disability often causes the pupil to be labeled as stupid, lazy, or unable to concentrate.

While the above-mentioned are prevalent reasons for reading delay, they are by no means the only reasons. Reading problems may be created by a cur-

*Turn to page 21*

HERBERT BRENDEL, *Principal*
*Brookside Seventh-day Adventist S*
*East Taunton, Massachusetts*

# DUCATION

IT IS a pleasure and a privilege to present the report of the North American Division Educational Council held in Miami Beach, Florida, October 9-13, 1960. It was the first time that elementary and intermediate school principals were included as delegates; and the fifteen of us, together with the 165 other delegates—made up of union educational secretaries; conference educational superintendents; elementary supervisors; representatives from college education departments, from Andrews University, the Home Study Institute, the Far Eastern and Inter-American divisions, the Medical, Missionary Volunteer, Temperance, and Education departments of the General Conference; and Elders M. V. Campbell, W. P. Bradley, and C. W. Bozarth —were quickly formed into an efficient working unit.

Having carried a number of convictions with reference to our educational work and not knowing just how deeply others felt about these matters, I soon breathed a sigh of relief as I observed how burdened many others were, and what a tremendous interest they had in all phases of Christian education. I was greatly heartened to see men and women stand up and voice their interest in Christian education and the work of the educator. Another most encouraging feature was the warmth of the fellowship and the complete lack of caste among the delegates. Never again will I as a teacher-administrator of a small school feel ashamed or insignificant. It was made crystal clear that each one of us is a member of a great profession, and that we are dependent upon one another to carry out God's plan of education in the Seventh-day Adventist denomination.

The council was organized so that each delegate had plenty of opportunity to influence every resolution that was adopted. Each delegate was assigned to one of the ten work committees or study groups, each one under the direction of a union educational secretary. These committees met for four and a half hours each day studying the working papers and suggesting resolutions concerning them. These resolutions were then carried to an editorial committee composed of the secretary-editor of each work committee and Richard Hammill, Else Nelson, and Ethel Young. Here they were fused into a single set of resolutions and brought before the council for final action during the general sessions. Prior to this treatment the topics under discussion had been the object of careful research for a year by union conference study groups. With such careful previous work, and with so much of the council's time devoted to the careful study of these materials by committees representing every phase and level of our educational work, there can be no criticism that the resolutions finally adopted are "unscientific," "superficial," or are unsupported by fact. The working papers presented by the study groups amounted to a total weight of eleven pounds for each delegate!

Council topics ranged from the remuneration of teachers to ways and means of making our schools more spiritual. We spent much time with problems concerning the ele-

mentary teacher—his selection and pre-service training, his in-service training, ethics and public relations, and ways and means of providing the conditions necessary to retain him in the profession. A second topic to come before the council was the elementary curriculum—its general improvement, content, proper division of time for various subjects, specific subjects and their development, its adaptation for multiple-grade schools, for ungraded multilevel rooms, for gifted and slow learners, and its use in character building.

Other topics discussed were: the pre-first-grade program, standards and plans for evaluating our schools, health, safety and emergency education, a proposed manual for the elementary school principal, a manual for the school board, minimum age for school entrance, the promotion of Christian education, summer schools for Adventist elementary pupils, outdoor education, and a number of other interesting and vital topics. The minutes covering the actions of the council alone required 52 pages of notebook-size paper.

Along with many others who expressed themselves, I believe that this council accomplished very, very much. When these important actions are implemented—and that will take time—I think we shall have gone a long way toward meeting "The Challenge of the Sixties" as presented at the opening of the council by G. M. Mathews.



# OUNCIL


1. Richard Hammill, E. E. Cossentine, G. M. Mathews, and T. S. Geraty of the General Conference Department of Education check up on the program just before one of the general sessions.
2. One of the ten work committees about ready to record a series of resolutions.
3. Another committee hard at work studying the working papers.
4. A subcommittee of one of the work committees framing a resolution.
5. Veteran Superintendent of Education E. F. Heim, of the Central California Conference, gives some pointers to Gerald Bras, new superintendent of education of the Minnesota Conference.
6. A postsession huddle. Where do we go from here?

# Planning an Academy Food Service

*Clinton A. Wall*

DIRECTOR OF FOOD SERVICE
WALLA WALLA COLLEGE

AT NO age is good nutrition and feeding more important than the years young people attend academy, for greatest body growth occurs between the ages of thirteen and sixteen. To supply these bodies efficiently and economically with proper food, in a proper social setting, a good physical plant is highly essential.

Too often the food service has been established in basements and other areas not desirable for other school activities.

The food service building should be independent of all other campus activities, for the noise, odor, long periods of operation, and special events make it undesirable that it be connected with classrooms and sleeping quarters.

Because meals must be served three times a day, and students, faculty, and visitors often judge a school by the food service, much thought and attention must be given to planning food service facilities.

No matter how limited the budget may be, the floor layout need not reduce efficiency of the food service.

The plan on page 20 is a suggested layout adaptable to most plots of ground. The basic core has adequate capacity for occasional overload resulting from banquets, camp meetings, or conventions.

Storage facilities should be provided according to the purchase requirement. Schools located many miles from the source of food supplies have need of large cold storage and canned goods space.

The type of building materials used determine first costs. Walls of solid block with permanent finish used in the entire kitchen area may cost 10 to 15 per cent more than plaster walls, but the savings in painting and maintenance costs will offset this in the first few years of operation.

Stainless steel is the only metal for table and counter fabrications permitted by Public Health Service. This material is expensive and long lasting; therefore, it is of utmost importance to develop good design in fabricating all custom-built equipment. Much study must be given to location, size and depth of sinks, drawers, spice shelvings, et cetera. Disposals must be located near the source of waste, yet convenient and not in the way of food preparation personnel.

Experience has shown time and time again that employing trained and experienced designers can make the building dollar go further and the kitchen more beautiful. The trial and error approach too often used in planning a kitchen is out of date. With the new products and materials available today, it is time we take a fresh look at our building responsibilities.

My experience has caused me to believe without reservation that a beautiful and efficient cafeteria need cost little more if well planned. Such a place of working and dining will encourage all young people to take pride in their assignment and enjoy the fruits of their labors during the most important years of their life.

I hope the accompanying sketch will be of benefit to you who are planning new food service facilities.

### 300 Seating Capacity

| Kitchen Rooms or Areas | Approximate Size | Square Feet |
|---|---|---|
| Bakery | 16 x 25 | 400 |
| Dairy, Fruit, and Vegetable Storage | 9 x 14 | 126 |
| Zero Storage | 9 x 12 | 108 |
| Dry Storage | 10 x 22 | 220 |
| Lobby, Men's | 15 x 8 | 120 |
| Lobby, Women's | 15 x 8 | 120 |
| Rest-rooms, Men's | 11 x 8 | 88 |
| Rest-rooms, Women's | 11 x 8 | 88 |
| Office | 8 x 10 | 80 |
| Serving | 68 x 13 | 884 |
| Dishwashing | 18 x 13 | 234 |
| Kitchen | 34 x 36 | 1,224 |
| Unloading Area | 10 x 16 | 160 |
| Trash | 5 x 5 | 25 |
| Dining Room<br>50 tables, 3′ x 6′<br>300 chairs<br>1 water cooler | 68 x 68 | 4,624 |
| | Total | 8,501 |

### Some Desirable Features

Adequate glass for natural light
Air change in kitchen every five minutes
Good visibility for supervision
45 foot-candles of light in all work areas without shadows
Steamers and steam kettles provided with convenient floor drain
All dish tables and work tables, height 34 inches from floor
Use of standard-size pans (18 x 26, 14 x 8, 12 x 20) for cooking, serving, and storage
Vinyl plastic floor covering—high initial cost, but low upkeep—excellent for dining room. Terrazzo highly desirable
Terrazzo or quarry for kitchen floors.
Adequate drains in all floors of kitchen, including refrigerator

Use of ramps outside of building whenever inclines are present
All rooms, including refrigerator, on same level
Long-term cold storage, 800 square feet (This is recommended procedure for schools not having convenient access to cold-storage food markets)
Long-term case goods storage, 1,200 square feet

## Are We as Educators Asking Too Little?

(*Concluded from page 13*)

I personally do not hold a brief for any particular class; I am not discriminating when I cite or omit for illustration any special discipline. But I do believe that in far too many of our schools we are not challenging our students in the spiritual philosophy of life, the full acceptance of Jesus Christ as a personal Saviour, critical thinking from cause to effect, stimulating instructional activities, intellectual challenge, group-oriented association, peer-group soul-winning arrangements—to mention only a few areas in the school program.

Many students admit that they lack challenge, inspiration, and stimulus. In a 1959 survey among representative Christian students across the United States 1,500 teen-agers returned the questionnaires. Among the many questions asked was, Are you doing your best as a student? Here slightly more than half of the respondents said No. Breaking it down by sex, however, it was found that 61 per cent of the girls felt that they were doing their best in school compared with only 42 per cent of the boys.

Even a teacher recognized her need of teaching more adequately when she confessed: "In the past I didn't go as far as I might. I was afraid of going over their heads—and my own! Now, I think the sky is the limit. I shall not let lack of knowledge on my part interfere with my attempts to challenge these students, to enrich their studies, and to investigate research. I'll learn with them, and tell them so."

That is the spirit and attitude that the Christian teacher should have, sitting first himself at the feet of the Master Teacher to learn successfully the lessons in the school of Christ, then emulating Him and His methodology, to teach conscientiously in life and practice the lessons he has learned. The teacher will learn under God along with his students.

How may we do otherwise than our best as teachers in raising the quality of teaching in Seventh-day Adventist schools, helping each student, each a candidate for immortal honors, to sharpen his aptitudes and increase his abilities to the optimum for him, when we are stimulated by the following inspired counsel?

### For the school:

The schoolroom is no place for surface work. No teacher who is satisfied with superficial knowledge will attain a high degree of efficiency.[2]

The standard set before them [our young people] should be high.[3]

Holy angels are to supervise the work through human agencies, and every department is to bear the mark of divine excellence.[4]

### For the principal:

Secure a strong man to stand as principal of your school, a man whose physical strength will support him in doing thorough work as a disciplinarian; a man who is qualified to train the students in habits of order, neatness, and industry. Do thorough work in whatever you undertake.[5]

### For the teacher:

If you are called to be a teacher, you are called to be a learner also. If you take upon yourself the sacred responsibility of teaching others, you take upon yourself the duty of becoming master of every subject you seek to teach.[6]

He will spare no pains to reach the highest standard of excellence. All that he desires his pupils to become, he will himself strive to be.[7]

He who realizes his own deficiencies will spare no pains to reach the highest possible standard of physical, mental, and moral excellence. No one should have a part in the training of youth who is satisfied with a lower standard.[8]

### For the student:

[Students,] make the school a success. . . . Under . . . discipline you will secure the fullest development of your faculties.[9]

Students are to offer to God nothing less than their best. . . . Each should decide that he will not be a second-rate student.[10]

Students, make your school life as perfect as possible. You will pass over the way but once, and precious are the opportunities granted you.[11]

Let us not accept this instruction as being merely something externally imposed on us. Our danger lies in speaking of these principles and then thinking we have achieved them.

We must raise these questions as we consider both competency and conscience: If God expects excellence and perfection, we should have them—in what? for whom? how? where? why? Let us individualize what we should do, what we can do, what we shall plan to do under God in our respective schools. Further, let us personalize it as to *my* part in *my* school's program with *my* students.

With a pursuit of excellence predicated on a vision of excellence, we as administrators and teachers will recognize levels of expectancy; we shall expect more of ourselves and from the students. Our premise will be that quality education depends upon quality teaching, and with quality teaching there will be quality learning.

Should we be content longer with too little?

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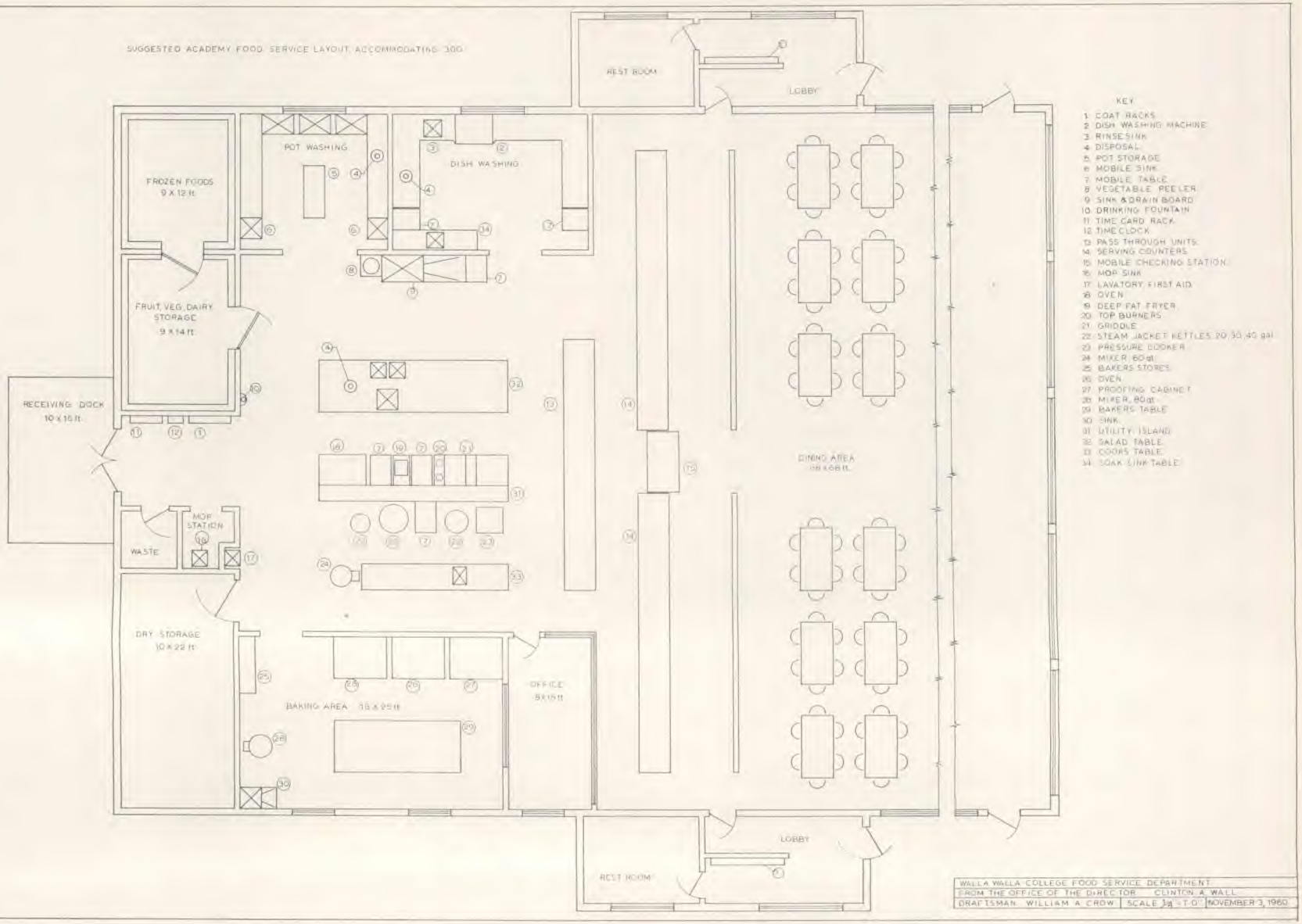
[1] Ellen G. White, *Education*, p. 18.
[2] ———, *Counsels to Parents, Teachers, and Students*, p. 229.
[3] *Ibid.*, p. 354.
[4] *Ibid.*, p. 57.
[5] *Ibid.*, pp. 213, 214.
[6] *Ibid.*, p. 199.
[7] *Education*, p. 281.
[8] *Counsels to Parents, Teachers, and Students*, p. 67.
[9] *Ibid.*, p. 103.
[10] *Ibid.*, p. 499.
[11] *Ibid.*, p. 554.

SUGGESTED ACADEMY FOOD SERVICE LAYOUT ACCOMMODATING 300




KEY

1. COAT RACKS
2. DISH WASHING MACHINE
3. RINSE SINK
4. DISPOSAL
5. POT STORAGE
6. MOBILE SINK
7. MOBILE TABLE
8. VEGETABLE PEELER
9. SINK & DRAIN BOARD
10. DRINKING FOUNTAIN
11. TIME CARD RACK
12. TIME CLOCK
13. PASS THROUGH UNITS
14. SERVING COUNTERS
15. MOBILE CHECKING STATION
16. MOP SINK
17. LAVATORY, FIRST AID
18. OVEN
19. DEEP FAT FRYER
20. TOP BURNERS
21. GRIDDLE
22. STEAM JACKET KETTLES 20, 30, 40 gal.
23. PRESSURE COOKER
24. MIXER 60 qt.
25. BAKERS STORES
26. OVEN
27. PROOFING CABINET
28. MIXER, 80 qt.
29. BAKERS TABLE
30. SINK
31. UTILITY ISLAND
32. SALAD TABLE
33. COOKS TABLE
34. SOAK SINK TABLE

WALLA WALLA COLLEGE FOOD SERVICE DEPARTMENT
FROM THE OFFICE OF THE DIRECTOR CLINTON A. WALL
DRAFTSMAN WILLIAM A. CROW | SCALE 1/8" = 1'-0" | NOVEMBER 3, 1960

## Is Reading Readiness Enough?

(*Concluded from page 15*)

riculum that does not meet the needs of the student. They may be caused by poor books, poor methods of instruction, by failing to provide for individual differences, by beginning the reading process before the child is ready physically, emotionally, and mentally. It may be that the child is simply not able mentally to accomplish anything above a certain area of achievement.

Larkin[20] lists the functional causes of reading problems in four general areas. They are (1) a troubled personality, (2) limited intelligence, (3) cultural handicaps, i.e., bilingualism, educational outlook, et cetera, (4) reading disability itself as a cause of emotional reactions.

McCullough[21] presents a similar list but goes into detail in explaining the influence of environmental conditions. She states that the child should have ready access to suitable books and magazines. She also points out that the parents' relationship to the child and his attitude toward reading are also factors vital to his proper reading outlook.

By analyzing the causes of reading retardation the guidance worker can help prevent reading problems at their source. Several investigators have given suggestive procedures for alleviating this problem. A suggestive program that has been arrived at by synthesizing these suggestions would provide for the following procedure:

(1) Examine pupils for physical defects or abnormalities. Visual defects, glandular disturbances, malnutrition, and disease may affect their initial attempt at reading. (2) Know the reading potential of the student and work with him in view of his capabilities. This may be accomplished by means of a sound testing program. (3) Delay the formal reading program for those who are immature physically and mentally. (4) Do not wait until the student has experienced failing tendencies before referring him to a counselor. This would imply that the teacher must have a background knowledge and be sensitive to the causes of reading problems. (5) Provide success experiences for those who have reading problems, to assure them that they can be successful. They need a sense of self-worth. (6) Through a program of parental education encourage parents to have available a good selection of reading material. Also encourage parents to read to pre-school children and carry on intelligent two-way conversations with them. The latter suggestion, if followed, will provide language readiness for the child when he enters school.

The problem of reading disability and guidance are inseparable. Reading skill has become so important to our way of life that failure to develop an adequate reading skill is bound to create feelings of emotional insecurity and doubt as to the student's ability to be successful. Recognizing these facts is the first step in alleviating the causes. It must be realized by all—parents, students, and teachers alike—that certain basic items are causative factors in reading disability. The resolving of certain of the less complex factors in reading problems can be accomplished by classroom teachers or guidance counselors; however, as Humphreys and Traxler[22] point out, remedial reading calls for expert knowledge, and those who have specialized training should be sought to resolve deep-seated problems. However, this concept does not reduce the need of guidance service. The counselor has an important duty in helping to identify cases of reading disability.

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[1] Nina Ridenour, "The Troubled Reader," *Grade Teacher*, LXXII (April, 1955), p. 8.
[2] Ruth Strang, "Interrelations of Guidance and Reading Problems," *Education*, Vol. 75 (March, 1955), pp. 456-461.
[3] Constance M. McCullough and others, *Problems in the Improvement of Reading*, New York: McGraw-Hill Book Company, Inc., 1946.
[4] Franklin R. Lindquist, "We Need to Learn From and About Children," *The Reading Teacher*, Vol. 7 (October, 1953), pp. 10-21.
[5] Ruth M. Strang, *Improvement of Reading in High School and College*, Lancaster, Pennsylvania: The Science Press Printing Co., 1940.
[6] Herbert G. Espy, "What Specialists Tell Us About Improving the Teaching of the Three R's," *The Nation's Schools*, Vol. 54 (November, 1954), pp. 52-55.
[7] Arthur E. Traxler and Agatha Townsend, *Another Five Years of Research in Reading* (Educational Records Bulletin, No. 46), New York: Educational Records Bureau, 1946, p. 61.
[8] *Ibid.*
[9] Arthur I. Gates, "The Role of Personality Maladjustment in Reading Disability," *Journal of Genetic Psychology*, LIX (September, 1951), pp. 77-85.
[10] Esther Milner, "Is It Only Readiness for Reading That Is Involved?" *The Reading Teacher*, Vol. 6 (November, 1952), pp. 9-17. Used with permission.
[11] *Ibid.* Used by permission.
[12] W. J. Osburn, "Emotional Blocks in Reading," *The Elementary School Journal*, Vol. 52 (September, 1951), pp. 23-30.
[13] Alice Larkin, "From the Files of a School Psychologist," *The National Elementary Principal*, XXXIV (September, 1954), pp. 121-128.
[14] McCullough, *op. cit.*, pp. 163-230.
[15] Ridenour, *op. cit.*, p. 8.
[16] Dorothea McCarthy, "Language and Personality Development," *The Reading Teacher*, Vol. 6 (November, 1952), p. 34.
[17] Vincent S. Wilking, "Personality Maladjustment as a Causative Factor in Reading Disability," *The Elementary School Journal*, XLII (December, 1941), pp. 268-279.
[18] Mendel Sherman, "Emotional Disturbances and Reading Disabilities," *Recent Trends in Reading*, No. 49 (November, 1949), p. 132, University of Chicago Press. Copyright 1949 by the University of Chicago. Used with permission.
[19] Ruth Strang, "Interrelations of Guidance and Reading Problems," *Education*, Vol. 75 (March, 1955), pp. 456-461.
[20] Larkin, *op. cit.*, pp. 121-128.
[21] McCullough, *op. cit.*, pp. 230-232.
[22] J. Anthony Humphreys and Arthur E. Traxler, *Guidance Services*, Chicago: Science Research Associates, Inc., 1954, p. 169.

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► Southern Missionary College officials have announced that during the fiscal year 1959-60, the college paid out $301,028.54 in student labor. Two affiliated industries, Collegedale Cabinets, Inc., and Kings Baking Company, paid $24,768.52 and $45,981.67, respectively. This makes a total of $371,778.73 worth of student labor.

► The high school principals of the State of Virginia were addressed by Winton H. Beaven recently when he spoke at their annual meeting held in Richmond. His topic was "Narcotics in the United States."

# Color Dynamics

*Blossom Church Engen*

TAKE an inventory of increases in the use of color in the past two decades and you will recognize that the world today is more color-minded than it was twenty years ago.

Drive through a recently constructed subdivision. Instead of the formerly popular white house with green trim, traditional twenty years ago, there will be a multiplicity of pastels—pinks, aquas, greens, yellows.

Pick up a magazine and peruse the advertising, which incidentally is effective because it is full of color. Aside from the traditional colored objects, such as textiles, color is now mass merchandised in colored appliances, colored plumbing fixtures, colored soap, colored telephones.

Technicolor movies are musts. Color television is in demand. Colored cars, in spite of predictions regularly to the contrary, are more popular than black and neutrals.

How from this maze of color usage can effective colors be sorted to complement the classrooms of today?

Someone has adroitly stated that now that we have found our pots of gold, we would like the rainbow to go along with them.

**Psychology of Color.** Correct color surroundings can have measurable effects on humanity. Poorly used color may produce adverse effects. Several years ago when chartreuse was a featured color in decorating, one of the nation's airlines painted the interiors of its planes in pastels of this color. Immediately they were deluged with airsickness complaints. Research workers in checking the problem laid the blame to two factors: the close proximity of the walls producing reflections that caused glare and subsequent headaches, and the reflection of the yellow-green on the human complexion gave the impression that fellow passengers were ill. Needless to say, the decor was soon changed.

Correctly used, colors may have measurable effects in setting the stage for activities. Changes in the colors of walls can change the lives and outlook of people. Moods may be brightened, conversation may be subdued, accidents reduced, production stimulated, by effective uses of color. Color is a dynamic force in setting the stage for an activity which is to transpire.

Color specialist Faber Birren, in the September, 1956, issue of *House and Garden* states:

> Color, like music, exerts a vital external fascination. It represents in the psychological sense a strong pull away from a person's inner self. Inasmuch as many human troubles are composed of inner tensions, moods, anxieties, and worries, the fact that color can divert the eye, the heart, and the mind perhaps accounts for the love the world today holds for it.*

**Color Vocabulary.** Before a person can intelligently discuss color he must be acquainted with the basic vocabulary of color. There are many color theories. One proponent believes that the color one sees is only that color which is not absorbed by an object—a blue book is really all the colors except blue! Another school of thought is that the pigment added to an object becomes the color that is seen. There are some who wonder whether red, for example, appears as the same color to all who see it.

Color wheels may have three, four, five, or six standard colors, depending on whether one uses the physicist's, the psychologist's, the Munsell, or the Prang theory.

Agreement is general that color is present only in light, and that color in general has three dimensions —hue, value, and intensity.

*Hue* is the name of a color. Hue may be divided into warm colors and cool colors. The warm hues contain predominances of reds and oranges. Cool colors have predominances of blues and greens. Purples and yellows may be either warm or cool, depending on the media with which they are produced.

*Value* refers to the lightness or darkness of a color. Light and whited values are tints, or pastels. Darker colors are correctly called shades. Values may be changed by adding white or dispersing the color, as in half tones in printing, or by adding black or by concentrating color.

*Intensity* has reference to the brightness or dullness of a color. Generally, dulled intensity is easier to live with than bright colors; and in decorating, the full-chroma colors should be saved for small accents. Intensity may be changed by adding gray or a complement to a color. Reduced intensities are often referred to as grayed colors.

**Color in Decorating.** To use color successfully in a building, one must have a cultivated memory bank of tools of interior decorating.

There is no such thing as a color that cannot be used in a classroom. Whether the color is a success depends on the amount of space it covers, the relationship with its surroundings, the light in the room,

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Mrs. Engen is serving her eighth year on the home economics staff of Emmanuel Missionary College. Her Master's degree from Michigan State University is in textiles, clothing, and related art.

the age of the students, and the balance of hues, values, and intensities. Such colors as green have been overworked in many institutions. Although they are excellent in many locations, pastels of blues and blue-greens will arouse no more emotional response. Pinks, browns, and grays may be equally satisfactory. Accent colors that are unexpected are used today in a most refreshing manner.

If extensive decorating is to be done in a school, an over-all plan is necessary so that colors throughout the building may be successfully correlated. The services of an architect include color schedules; and the services of an experienced decorator are available free of charge from most reputable paint stores and department stores. Such consultants are not only trained in the area of color psychology but also are capable of seeing masses of color the inexperienced eye has difficulty in comprehending. To follow a

# in the School

plan set up by such people is highly advisable. It may be well at least to have his suggestions and ideas available as a guide in choices that will be made.

Following are some generalities to consider in making color choices.

School plant interiors should be light. White ceilings are the best reflectors of artificial light and give the most light for the electricity consumed. Rooms will appear lighter and larger in pastels. Floors that have light "earthy" tones will not show playground soil as quickly as will darker shades. Window treatments should be light colored.

Colors in a school should be keyed to one another, but they may be varied from one large room to the next. Harmonizing colors such as aqua, cedar, rose, brown, and yellow (or green, yellow, brown, and persimmon) might be chosen for basics throughout, and then exploited in different hues, values, and intensities for variety in walls, floors, and accents.

Small rooms, such as rest-rooms and coatrooms adjacent to large rooms, are usually best treated like the larger room.

When redecorating, begin with the areas in a room that cannot be changed, such as a chalkboard, and build a pleasing color scheme around this permanent color.

Do not discount the possibility of painting one wall in a room a different color from the other three. Generally it is more pleasing to use this ratio of 3:1 rather than to paint two walls one color and two another. If colors on a wall are to be graded by having a light color at the top and a darker color at the bottom, care should be used that the two divisions not be equal.

Warm colors optically advance. Cool colors optically recede. Warm colors, particularly in strong values, make objects appear larger. The appearance of poorly proportioned rooms may be optically altered by using warm colors or darker values on one of the narrow walls.

When choosing color, consider the solar orientation of a room. North and south rooms have more constant light during the day than east and west rooms, which may be considered an advantage for specialized rooms where close work is being done. Where it is convenient the old principle of painting warm colors in north rooms is still sound.

Don't be hasty in a decision as to the satisfaction of a specific color. The practice of painting a swatch of color on the wall, and allowing it to dry before confirming it, may save grief. Rarely is actual paint the same color as paint brochures show. The type of surface it is applied on, the amount of light, et cetera, alter appearance. Paints change color in the drying process and sometimes create unexpected effects. If two coats are to be used, this check may be made before the second coat is applied. Reflections from four walls sometimes overintensify color. Colors that are too bright may be successfully grayed by adding a complementary color in small amounts. Colors that are too strong in value may be reduced by adding white. In mixing tube tints with white paint, err on the side of insufficient color rather than too much. It is easy to add color, but it sometimes takes gallons of white paint to reduce an overtinted paint to the correct color.

Wallpaper patterns are frequently difficult to live with. Unless judiciously handled, paint in institutions is far more pleasing than wallpaper.

If a school plant operates a cafeteria or dormitories, color dynamics take on new proportions, as food and variety in furnishings complicate the use of color.

**Colors for Dining Rooms.** Color in the environment where food is chosen and eaten should enhance rather than detract from the enjoyment of eating. Certain color surroundings are appetizing. Red-orange, clear yellows, and clear greens, in pastels and with small pure accents, rate as best. Peach is good. In commercial restaurants it has been proved that salmon pink surroundings not only attract customers but increase these customers' spending for food. Intermediate blues in themselves hold no appetite appeal but can be used, as food appearance is glorified in combination with them. Deep shades of mellow tans and browns in sparse quantities are good.

Distasteful dining color surroundings include yel-

low green, olive green, dark gray, grayish brown, maroon, purple, violet, and lavender. Faded tans and browns are poor.

The use of green plates for salads in place of white plates has been known to increase salad sales as much as 25 per cent. For youngsters who may not have a highly developed liking for vegetables, such a serving dish may help to improve over-all nutrition.

Lighting in a dining room needs to be adequate. Eating with a shadow on one's plate is most annoying. Daylight is first preference for food appeal. Incandescent lights are more acceptable than fluorescent. Where fluorescent lights are used, the warm-white bulbs are better than blue-white bulbs.

Remember in choosing drapery fabrics for a dining room that "busy" designs will encourage noise. If designs in fabrics must be used, avoid patterns with a great deal of diagonal movement. If buying a print, strive to purchase those that have smart decorative character. Naturalistic prints are forever poor investments. Scenes portrayed on drapes are usually equally bad for school plants because they are incongruous with the period of furniture used in most school dining rooms. Use "appetizing" colors in drapes as well as in walls.

**Colors in School Homes.** Color becomes a background for living. People take objective views of exteriors but subjective views of interiors.

Guard against overuse of "institutional" colors in school homes. Warmth and keyed variety are essential for maintaining even dispositions among the occupants.

Generally, colors of dormitory rooms should be simple and muted, and student furnishings should add accent colors. These background colors imperatively must be of medium intensities.

For worship rooms, again use pleasant, inconspicuous colors and accent the point of emphasis—usually the platform.

In recreation rooms noisy colors may be used.

When considering furnishings for lounge areas, et cetera, remember to keep floor coverings and large pieces of furniture basic in color. Color accents in accessories and gay transitional pieces are good, but these colors must be repeated, or the subconscious color eye restlessly searches for an object to which it can move—a disturbing, distracting, frustrating wandering.

Every well-furnished room has a primary center of interest, and such a spot may be color focused. Several less-dominant centers of interest are good. Avoid the trite. False fireplaces with gas logs, besides showing marked unoriginality, are exceedingly poor taste.

In contrast with the traditional belief that walls are planes upon which furniture must be fixed, the modern decorator believes that rooms need to be arranged from a point of view in motion. Young people in our schools rarely are given to standing still and looking. Color balance in a room becomes dynamic. Colors need to be interspersed in a living area.

Following this same thought of a kinetic society, modernists feel that pictures are not often viewed from a spot directly in front of the works of art. Therefore a pleasing arrangement of color on a canvas may be more satisfying to the person in motion than is a picture that has fine detail and beauty from one spot, but which is a hopeless blur at all other angles. When choosing pictures for a room, consider this point of view.

How concerned should one be with the color trends that are ever present in decorating?

When making large investments in more or less permanent furnishings, such as flooring, carpets, draperies, avoid extremely popular colors unless they are very neutral. Touches of "today's" colors should be saved for small, less permanent objects that will soon need replacing.

The use of color in a classroom has only begun when the walls, floors, drapes, and furniture are in place. The creative, imaginative teachers will now give the room personality with colors in chalk, bulletin boards, mounts, mobiles, borders, typewriter ribbon, duplicated materials, paper, et cetera.

Ellen G. White makes repeated reference to the lovely colors in heaven and to the gloom that envelops this world. In *Early Writings*, page 20, after having a vision of heaven, she said, "Then an angel bore me gently down to this dark world. Sometimes I think I can stay here no longer; all things of earth look so dreary."

Only in the new earth will we know the joys of perfect surroundings. Until then, should not the teacher make an effort to translate to the classroom the color lessons portrayed in nature? The Christian teacher may thus lift some of the gloom of this world and bring a foretaste of the beautiful land to come by effective use of color.

* Faber Birren, "Who Turns the Wheel of Color Taste," *House and Garden*, CX (September, 1956), p. 104. Copyright 1956 by The Condé Nast Publications, Inc. Used by permission.

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► In September a new elementary school building was opened for classes at Oakwood College, with 75 pupils enrolled. The $70,000 structure includes four classrooms, office, library, and a multi-purpose room. Dr. Natelkka E. Burrell is the principal, and the following are teachers in the laboratory school: Violet G. Wiles, Madge B. Douglas, Katrina V. Nesbitt.

► W. H. Beaven, academic dean of Washington Missionary College, gave one of two keynote addresses last summer at the five-day quadrennial International Congress on Alcoholism held at Stockholm, Sweden.

# Student "Failures" in SDA Academies

*J. V. Peters*

ASSISTANT PROFESSOR OF EDUCATION
WALLA WALLA COLLEGE

AN EMPTY chair in chapel, a vacant place at the dinner table, a "dropped from school" notation in a teacher's record book, and a young person often almost irretrievably beyond the influence of spiritual things, having gone out in the bleakness of discouragement, confused in his mind as to right and wrong to the point that he, like a wounded animal, turns on the very ones that seek to do him good—this is one of the saddest events on any school campus. Such a student has been "lost" while still present; friendless, while in the very presence of the boundless supply of youthful, effusive affection and regard so prevalent in our academies.

Why do students quit school? How can we reduce the number who annually leave our campuses seldom to return? Records supplied by the General Conference Department of Education indicate that in 1956 enough students (1,689) left our boarding academies to empty eight such schools with enrollments of 200 or more. Are the youth who drop school really the misfits we so complacently label them? Are we correct in thinking that inevitably a certain percentage will drop, and do we have a right to feel that if our losses do not exceed the national norms we are experiencing a good school year?

Regrettably, some of the problems of dropouts cannot be resolved by anyone: serious illness strikes, or a family has financial reverses, et cetera. But besides these far too many dropouts occur that we record as "unable to adjust," "unready for boarding school," "dissatisfied." These are the cases we can alter.

Following are the causes in order for student dropouts in SDA boarding academies presented in 1956-57 by officials of twenty-five major academies: Finances, homesickness, discipline, dissatisfaction and discouragement, maladjustment, standards too high (unconverted), moves and transfers, poor scholarship (does not like to study), lack of interest, health, teacher-student problems, home problems. At the top of the list is lack of adequate finances. Whose fault? Admittedly, private schooling costs have increased greatly in recent years, but not at a rate in excess of the capacity to earn and the general family-income levels. It is extremely important that the financial arrangements are understood fully by the parents and the prospective student. This is the work of the field representative and/or the school manager. The "extras" that so often swamp parents should be listed fully. Labor budgets should be approached realistically.

We often make spectacular opening enrollment reports, but the large number of students are sometimes admitted on rather vague financial arrangements. The school operational picture soon shows the weakness in such lax arrangements when early and excessive student dropouts occur. Student class loads should always be cut to the cloth of actual available finances for the full school term. Young students should not be accepted on heavy labor budgets (more than two hours a day). Parents should be encouraged to plan finances for their children's secondary schooling well in advance of registration time. Some schools are having marked success with the twelve-month or year-round payment plan. One school is toying with the idea of experimenting with group finance, similar to that which operates on the church school level. For example, an entire church helps support secondary students at the boarding school. Parents pay a nominal portion into the general fund, and those without children also make a set contribution monthly.

Frequent and, if necessary, regular counseling periods with the students about their financial budgets and work schedules help to bolster up student morale and make the students feel their responsibility concerning finances. The work superintendent should participate in this. The individual student will then decide more correctly whether he can afford an extra leave home, an afternoon baseball game, or the special committee meeting that has been called in conflict with his labor schedule.

The search for suitable school industries continues. Each school should endeavor to find one or more industries adapted to the territory in which it is situated, and provide thereby for some of the student body, at least, the maximum degree of financial security found in industrial work.

Successful student financing is a cooperative affair, with a role for the parents, the school, and the student. If all three do their part, usually a solution this side of dropping can be reached. There still remains a time when it is wise to permit a student

Talk presented at the 1957 academy principals' council, Monterey Bay Academy, California. At that time Mr. Peters was principal of Upper Columbia Academy, Spangle, Washington.

to leave school because of a sizable account and no foreseeable funds to help defray it. A large account accruing during a school year often prevents a student from ever returning. But even in dropping a student, we can plan with him and his parents for the early liquidation of the account and a speedy return of the student to the campus.

Understandably, homesickness ranked second in the list of causes for leaving school. The strange disease strikes with fearsome results. Sometimes contagious in nature, it more often reaches its peak with a rapidity that prevents detection or time for cure. Unfortunately, it strikes when the entire staff is unusually busy and least acquainted with the youngsters who might be in difficulty. A student is too timid to find his way to the dinner line. He goes hungry. A group of older students clique off and shun the beginner. His parents miscalculated his book costs, and he is without enough funds for all his texts. He goes to class minus an important textbook, and the teacher makes a general announcement that no student is to attend further class sessions without the proper textbooks. Consequently, he packs up early one morning, with or without first notifying his parents that he is "all through with the place," and leaves. Unless the dean is especially alert to such goings on, he may not be missed until room-check time that night—or dad or mom reports his having arrived safely at home (we hope).

We need a stronger program of rapport for the new or returning student. Can the upper-division student be made to feel responsible for his neophyte dormitory brother or sister? We must build up confidence within the beginning student. Parents can plan ahead to obtain this important success factor; they should attempt to find out what the chances for homesickness might be by providing shorter periods for their boy or girl to be on their own at youth camps.

In handling homesickness the school officials are doubly blessed if the youth in question has understanding parents. One of the finest boys we have on campus today ran away three times last year. Except for his mother's insight and persistence in bringing him back each time this lad "took off," he might have been irrevocably turned against going to school away from home. And since there was no Seventh-day Adventist school in his community, he would thereby be in a public school today. Parents need to be firm with the first "I want to come home" telephone call, yet be Christian in all their dealings with their children. There possibly is no specific cure for homesickness. It takes love, kindness, sympathy, firmness, understanding, a schedule of activity, and much of God's blessing; and even then it sometimes becomes a superhuman task to keep even one homesick student on campus.

A well-organized program of freshman orientation at the beginning of the year is important. The first week should be planned so there is sufficient time for individual problems. Are room assignments definite? Is roommate choice allowed so each person has the opportunity to tie to an acquaintance? Do teachers go out of their way to perform courtesies that mean so much to a youth out on his own for the first time? Does the student association foster genuine fellowship? Schools can assign a big brother or a big sister to each freshman for the first few weeks of school.

A steady, well-balanced preventive approach is better than one of overflow friendliness that is frequently used after the news is out that someone is ready to leave, and then for a few minutes teachers and students alike attempt to change a balky child's thinking.

"Dismissed for disciplinary reasons" has an ominous sound. There are some who believe that a school should never expel. Others may dismiss too rapidly. As in anything, there is a middle-of-the-road policy that is right. The Spirit of Prophecy writings have outlined fully what steps we should take in the difficult decision to dismiss or retain a student in serious difficulty.

Actually, dismissal is often a double defeat. We should make every effort possible to hold a student without jeopardizing the welfare of the student family. Notice this counsel:

> Treat some characters, as you think they richly deserve, and you will cut off from them the last thread of hope, spoil your influence and ruin the soul.[1]
>
> When there is a proper course taken, in cases where students seem so easily led astray, there will be found no necessity for suspension or expulsion.[2]

When using the above statements I like to quote the following additional paragraphs to balance our thinking:

> No student should think because he has been allowed to rule in the home, he can rule in the school. . . . Those who refuse to obey the regulations should return to their homes.[3]
>
> I told them that no frivolity would be tolerated, and that if they were determined to have their own will and their own way, it would be better for them to return to their homes, that they might be under the guardianship of their parents. . . . We did not design to have a few leading spirits demoralizing the other students.[4]

In admitting students, screen them carefully. If a school is accepting a known risk, it is only fair that the school be fully aware of the problem, and that at least one teacher be assigned to the student as counselor to whom he will look for guidance and who will make frequent, though unobtrusive, checks on his progress.

Correct minor problems promptly. Do not allow a build-up of petty offenses to militate against a student's success by having a floodgate of retribution suddenly pour forth on the basis of a sum total of these petty offenses. Keep parents informed of prog-

ress or lack of it. This is not to "tell" on the student. Parents usually appreciate knowing, and it prepares the way for understanding in the event a student is asked to drop school.

If misbehavior is repeated, seek counsel and aid from the entire staff.

Administer corrective rather than punitive discipline whenever possible.

Help students to understand the seriousness of all school rule infractions, and be sure to caution fully the entire student body concerning specific regulations. Be sure they understand the rules. The most common excuses are "We didn't think it was wrong" and "We didn't understand."

Suspend a student from classes on campus, giving him specific duties and written school assignments, rather than suspend off campus or expel.

Although a student's misdemeanor should not be paraded before the student body, it is wise to permit the consequences of the transgression to be seen, so there will be no attempts by others to imitate. If you decide it is wise to ask a student to leave the school, apply the maximum penalty with great kindness, permitting him to see true Christianity in action.

Most perplexing to us are the students who leave for reasons hard to define. We use vague terms such as maladjustment, dissatisfaction, discouragement, to describe their problems. Now that our academies are growing rapidly, we must make much greater efforts to identify the individual in the mass, and to care for special needs with solicitous care. Arrange for the student to have opportunity for some public recognition, if possible, early in his school career. Permit him to sense the satisfactions of achievement, and to grow in leadership according to his ability.

Once again the question of wise selection enters the picture. Was the student really ready to enter a boarding school? Could he possibly be susceptible to the influences of a Christian institution? Sometimes the parent in sending his child is actually making a last-ditch stand against his own inability to discipline, and the parent himself has brought about the causes for the child's later dropping out of school. A parent actually threatened his son as follows: "If you don't behave, John, I'll send you to ——— Academy!" Admittedly, on rare occasions, we are mistaken by some to be schools of correction.

Much student dissatisfaction stems from causes that could be alleviated if personal attention from a teacher or administrator could be provided. Again we are faced with the need for personal counseling when there is a peak demand. The deans are much too busy finding an extra curtain rod, calling the maintenance shop to care for a stopped-up sink, et cetera. When sufficient time finally becomes available, irreparable damage has been done; the student's feeling that he does not care to stay has crystalized. A spiritual appeal by some of the genuinely converted students or a teacher who has the gift of reaching a student appears to be the best solution for the ills of the person who is unhappy with the general setup of boarding school, for unless he is willing to be reasonable and try it out for a given time, only a real change of heart can get him to attempt to like something he has already publicly denounced.

A well-planned counseling service should function within the school. Many of our academies have made excellent headway in providing for all students a well-integrated system of counseling. Christian teachers have been alerted to detect many potential dropout problems; they also serve as counselors to whom a discouraged student can be referred. The plan used at Monterey Bay Academy can be commended. A student selects (within limits) his advisor or counselor. He sees him at least once each six weeks for a thorough review of not only his grades (he does get his report from his advisor) but also his general adjustment to school life and work schedule.

Strangely enough, the survey indicates that discouragement over scholarship—a major dropout factor in college—figured very little in the academy. It is true, however, that occasionally we find a student who has not been fully prepared for secondary schoolwork. He may lack good reading habits or his comprehension rate may be slow. It then falls to the individual teacher to sense such potential failure and endeavor by personal assistance to get this student on his feet scholastically, or recommend him to the proper personnel for expert help. A teacher's program should be planned to permit a daily period for student consultation. The students should be able to find the teacher in at the time announced for office hours.

It is imperative that the students of limited ability or poor educational background should not be allowed to load up with too many extracurricular activities. Usually an intelligent, cooperative approach to this problem leads to satisfactory scholarship. A studious roommate will be of invaluable assistance, both by example and inspiration.

It is not safe to assume that because a student appears to be making satisfactory progress he is in no need of adult counseling. One day while walking across campus I caught up with one of our best-adjusted students. He was a leader in student affairs, he maintained an A-grade average, and apparently he was enjoying a good spiritual experience. This day he seemed troubled, and as I sought by tactful questioning to ascertain the source of his temporary depression, I found to my amazement that he was contemplating quitting school and appeared to doubt the value of continuing a spiritual program. All

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# Creating a Spiritual Atmosphere in the Classroom

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WE SEVENTH-DAY ADVENTIST educators, whether our activities are performed in the primary grades, secondary school, or college, should always remember that the main purpose of the existence of our educational institutions is to lead our students to the highest possible spiritual experience. We must always keep in mind the eternal salvation of those who are under our care.

It is true that the many details of our daily routine will keep us so busy that often we shall be in danger of forgetting the main objective of our work, that is, the spiritual guidance of our students. The Spirit of Prophecy has given us the following counsel: "We must be in earnest to secure our own soul's salvation, and to save others. All importance should be attached to this, and everything besides should come in secondary."[1]

God is the eternal source of grace, but He expects that we Christian teachers be His instruments to impart the divine grace to the boys, girls, young men, and young women under our supervision. "All who are consecrated to God will be channels of light. God makes them His agents to communicate to others the riches of His grace."[2] If "all" are called to this service, we teachers cannot avoid our responsibility.

When we take a personal interest in the salvation of others, creating the Christian atmosphere that should be present in Seventh-day Adventist classrooms, we are simply fulfilling a part of our own salvation.

> God could have reached His object in saving sinners without our aid; but in order for us to develop a character like Christ's, we must share in His work. In order to enter into His joy,—the joy of seeing souls redeemed by His sacrifice,—we must participate in His labors for their redemption.[3]

The most important of the many blessings from God's bountiful hand is the grace He bestows upon us. We all could say with the apostle Paul, "I am debtor both to the Greeks, and to the Barbarians; both to the wise, and to the unwise."[4] This fact must keep us alert to the truth contained in these words:

> To save souls should be the lifework of everyone who professes Christ. We are debtors to the world for the grace given us of God, for the light which has shone upon us, and for the discovered beauty and power of the truth.[5]

### The Highest Science

When an Adventist teacher endeavors in all his activities to create a sound Christian atmosphere, having the ultimate goal in mind to save his students for eternity, he is answering the highest call made to all Christian educators. No matter in what field we specialize, whether Bible, mathematics, biology, literature, or history, it will always be true that "the highest of all sciences is the science of soul saving. The greatest work to which human beings can aspire is the work of winning men from sin to holiness. For the accomplishment of this work, a broad foundation must be laid. A comprehensive education is needed—an education that will demand from parents and teachers such thought and effort as mere instruction in the sciences does not require."[6]

That broad foundation cannot be established in our educational institutions unless our teachers believe that the science of salvation is the most important of all sciences; that we are living in a special time when "the ends of the world are come" (1 Cor. 10:11), and that such a time as this must move us to save souls; that vital to our own salvation is the work of cooperating with God in soul winning; and that the many and varied situations we meet in our classes are opportunities to direct the minds of the students to Christ. "In the morning sow thy seed, and in the evening withhold not thine hand: for thou knowest not whether shall prosper, either this or that, or whether they both *shall be* alike good."[7]

We as teachers should plan carefully to take advantage of special dates, of favorable situations that exist within the programs of the subjects we teach, of specific occasions that we know in advance will come, and of any other opportunity we may foresee as propitious for spiritual purposes.

### Each Individual an Entity in Himself

It is impossible to establish fixed rules to be applied in the case of every student who is under our care. Some students come from real Christian homes, and the influence of their parents is strong toward Christ and salvation. Others come from only nominally Christian homes. Some have had opportunities to develop the best traits of character, while others have been handicapped by their environment.

The tactful and wise teacher will use a personal approach for each student, to each according to his circumstances. But no matter what the approach is

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# *What the* SCHOOLS ARE DOING

► In harmony with an action of the board of trustees, the libraries belonging to Emmanuel Missionary College, the Seventh-day Adventist Theological Seminary, and the School of Graduate Studies will be merged into a central Andrews University Library, beginning with the autumn term, 1962. To house this collection, which now totals 110,000 volumes, a new structure will be erected, construction to begin in the spring of 1961. The new library will be a three-story structure adequate to house more than 200,000 volumes, as well as reading rooms and auxiliary facilities. This new library will serve all divisions of the Andrews University—the seminary, graduate school, and undergraduate school—on an equal basis.

► Donald Belknap, physics major of the class of 1948 at Pacific Union College, was selected as one of the top five scientists of 1960 by the Department of Defense. He developed a microminiature electric lamp so tiny that it can be threaded through the eye of a needle. This powerful little light can hardly be seen without a magnifying glass. Every year the Pentagon selects five scientists for their "meritorious contribution to the advancement of science and technology." Each scientist is awarded $5,000. At present Mr. Belknap is employed as a civilian physicist by the Department of Defense in Washington, D.C. Mr. Belknap's father, a resident of Paradise, California, heard the announcement on the radio and telephoned his son, who had not yet heard the news.

► The Union College furniture factory has marked 20 years of growth. During the years 1940 to 1950 the maximum yearly sales amounted to $169,000. Sales per year are now in the $600,000 bracket, reports R. J. DeVice, the manager. About 75 items of hardwood are manufactured, and permanent show rooms and major markets for the furniture are located in Dallas, Atlantic City, New York, Denver, San Francisco, Kansas City, Omaha, Minneapolis, and Miami.

► Recently completed at La Sierra College is the audiometry room in the communications arts building. It is a two-unit soundproof room with double plate glass windows. A $750 professional Maico audiometer has been purchased for testing hearing, and will be used for clinical and training purposes. Another improvement is a new office for Jerry Lien, who has recently joined the speech department.

► Elder and Mrs. Earl G. Meyer, who for many years served as principal and teacher at the Calexico Mission School (Southeastern California) have gone to Lima, Peru, where Elder Meyer has been appointed principal of the SDA Inca Union School.

► Pearl L. Hall, associate professor of Romance languages at Union College, has just completed a third-year high school Spanish course for the extension division of the University of Nebraska. Several years ago the academic dean of Mountain View College, P.I., realized the lack of advanced courses in Spanish. Knowing that Miss Hall had written, taught, and traveled widely, he informed the education department at the University of Nebraska of the need of the course and of Miss Hall's qualifications. The two texts she has prepared have been copyrighted. Her work on the course has inspired her to plan a visit to South America next summer, where she would like to visit our hospitals, schools, and UC alumni.

► Earl Ashbaugh, a senior physics major at Walla Walla College, under the instruction of Claude C. Barnett, assistant professor of physics, accumulated photographs and data of the planet Mercury's recent transit across the face of the sun. Ashbaugh photographed the transit, which began November 7 at 6:34 A.M. on the southeastern edge of the sun, between 25 and 30 times before the planet disappeared on the western edge at 11:12 A.M. Timing for the photographic record was received from WWV, a Bureau of Standards station that sends out time signals. The photographs were timed to the nearest second. A template was made of the planet's different positions with respect to the face of the sun at consecutive times during the transit. This template and other data will be sent to Harvard University Observatory, where it will be used in scientific computations.

► The fifth annual Southern Missionary College alumni homecoming, held October 14 and 15, honored the classes of 1935 and 1950. Speaking during the occasion were Kenneth E. Mensing, class of 1950, and Robert H. Pierson, student at SMC 25 years ago. During the Friday evening consecration service the names of 17 graduates and former students who have either returned to the mission field or have gone overseas for the first time during the past year, were inscribed in a golden Book of Missions. The weekend program was under the direction of H. B. Lundquist, executive secretary of the association.

► Members of the prayer bands in Rees Hall, Union College, have raised more than $240 to buy an oxygen tent and other equipment for the Monument Valley Mission Hospital nursery in Utah. Individual goals for prayer bands ranged from $3 to $13. The women of Rees Hall learned of the needs of the hospital from Mrs. Donald Stowe, a former member of the Union College staff now employed at the Monument Valley Mission.

## Student "Failures" in SDA Academies

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along this boy had appeared to be one who least needed special help. How easily they slip from us!

In a recent workers' meeting a prominent minister mentioned that he deeply appreciated his academy and college days, but that he felt there was room for much improvement in the personal relations between teachers and students. He stated that only once during these eight years did a teacher take time to speak to him in a personal way of spiritual things and to encourage him to do better. Actually, he feels that this one visit was the turning point of his life, and today he reveres that person and credits him with much of what he is in the cause of God. But what if no one had spoken to this boy? Counseling becomes coldly methodical if assigned only to a specialist or two. It is the pleasant duty of the entire faculty. To retain students in school is part of the great work of redemption. Remember, "Those who try our patience need most love." [5]

What God intends to do with these apparently uninteresting youth, you do not know. He has, in the past, accepted persons no more promising or attractive, to do a great work for Him.[6]

[1] Ellen G. White, *Fundamentals of Christian Education*, p. 281.
[2] *Ibid.*, p. 277.
[3] ———, *Counsels to Parents, Teachers, and Students*, p. 265.
[4] Excerpts from letter written to W. C. White (Ellen G. White letter 145, 1897).
[5] *Fundamentals of Christian Education*, p. 281.
[6] *Counsels to Parents, Teachers, and Students*, p. 93.

## Creating a Spiritual Atmosphere in the Classroom

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and what the circumstances may be, the Christian teacher will not pass by any of his students, not even the most unpromising. The Master Teacher "in every human being . . . discerned infinite possibilities. He saw men as they might be, transfigured by His grace —in 'the beauty of the Lord our God.' Psalm 90:17. . . . In His presence souls despised and fallen realized that they still were men. . . . In many a heart that seemed dead to all things holy, were awakened new impulses. To many a despairing one there opened the possibility of a new life." [5]

Christian educators, may God give us a vision of the value of every soul for whom Christ died, and make us aware every day of the countless opportunities to create in our classrooms a spiritual atmosphere.

[1] Ellen G. White, *Testimonies for the Church*, vol. 1, p. 123.
[2] ———, *The Desire of Ages*, p. 141.
[3] *Ibid.*, p. 142.
[4] Rom. 1:14.
[5] White, *Testimonies for the Church*, vol. 4, p. 53.
[6] ———, *The Ministry of Healing*, p. 398.
[7] Eccl. 11:6.
[8] White, *Education*, p. 80.

## Editorial News and Views

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who doesn't know his subject." This new program will lead to the Master of Arts degree in teaching at the end of two years of study. The program compresses the methods courses needed for teacher certification, expands knowledge of, and intensifies research in, the subject to be taught; it provides for one-year on-the-job training with a scholar looking over one shoulder and a teacher over the other, and takes two years to complete instead of one. The whole point of the program is to produce scholar teachers who will be thoroughly prepared in their subject field, who will be expert teachers and who will be strongly motivated to share their knowledge with their students.

This new program greatly concentrates the professional education and methods courses, extracting from the fields of educational psychology, school and society, educational philosophy, and the study of curriculum only those things that have the greatest relevance for teaching. These materials will be taught in an education seminar that constitutes about one tenth of the total first-year program. The rest of the time will be given to intensive study of the subject to be taught and to observation and participation in classroom sessions at the university high school. During the second year the candidates serve in cooperating high schools as part-time teachers with pay. About two fifths of the second year will be devoted to further study in their specialized fields. During the entire two-year program each student will be under the guidance of outstanding scholars in his field who appraise his mastery of the subject, and of career teachers who will pass on his teaching ability. A student need not have taken education courses in an undergraduate school to apply for the program. This sounds like a functional and promising method to meet the teacher shortage.

## The Bookshelf

*Lost in the Sky*, by D. A. Delafield. Review and Herald, 1960.

Here is an excellent aid that teachers may use in church school devotional periods. Written for juniors by a master storyteller, this book contains many short stories on a wide variety of topics. The stories are pleasingly and interestingly told, and contain practical moral lessons so interwoven that the moral needs no belaboring. The stories are positive and hold up a high standard of Christian living for all boys and girls. Living the good life successfully and happily is the real subject that runs through the book like a golden thread. I can without reservations heartily recommend *Lost in the Sky*.—G. M. MATHEWS.

► Walla Walla College last summer offered the first summer school woodwork courses, with 17 students enrolled during the two terms, three of whom were women. Most of the first session was devoted to the use of hand tools, and the first project was done entirely by hand. The second term included the use of power tools, and larger projects were completed. Interest level indicates that the same courses may be offered again next summer.

# *Editorial*
# NEWS AND VIEWS

**Education of Women**

Economists are predicting that the gross national product of the United States will increase by 50 per cent in the next ten years. During that decade the population will increase only 15 per cent. As a result these economists predict that the number of workers will grow faster by nearly 20 per cent in the next decade, and this at a time when ever-larger numbers of young people will be continuing their education into the college years, thereby reducing the number of young people in the late teens and early twenties who are entering the labor force. From whence then will come this 20 per cent increase in the working force of America? The economists answer that a larger portion of women, especially older women, will work. They assert that the number of women workers will increase at nearly twice the rate for men, and that by 1970 one out of every three workers will be a woman. They maintain that there will be a 25 per cent increase in the number of women workers as compared to 15 per cent increase in the number for men.

These economists state in a new booklet entitled *Manpower—Challenge of the 1960's* (obtainable from Publications Office, Department of Labor, Washington 25, D.C., in single copies; on sale for 25 cents at Superintendent of Documents, Washington 25, D.C.) that employment will continue to grow faster in the service industries than in the production industries. As our technology advances, proportionately fewer workers will be needed to produce the goods we need. More workers will be needed to provide the increasing services required as our standard of living goes up. This means that a great increase in labor force will be in areas in which women may easily serve. Professional, office, and sales jobs will grow the fastest; and the biggest increases will occur in occupations requiring the most education and training. During this decade there will be more part-time workers than ever before. It is anticipated that there will be a 30 per cent increase in this type of workers. Significantly, the economists point out that those people with more schooling will have higher earning power than ever, and moreover, *unemployment will be much higher among those with the least education.*

These economic factors have tremendous meaning for our youth and for the leaders of our church. They indicate that by all means we should encourage our youth to continue their education to the highest levels of which they are capable. For our leaders these predictions indicate further labor problems within our own denomination. For instance, right now the greatest shortage in our denominational labor force is in those areas traditionally filled by women, such as office secretaries, nurses, food directors, home economics teachers, secretarial science teachers, elementary school teachers. If the next decade is going to see an increase in the employment of women at twice the rate for men, then we can predict that our own shortages will be greater than ever. We still believe that a married woman with children ought to be in the home taking care of the children and rearing them properly for dedication to the service of Christ. While we will continue to encourage this, yet it is apparent that more and more women will be employed outside the home. As teachers and educators we need to do everything we can to encourage a large proportion of our girls to go on to school, and to provide the best education we can that will fit women to meet their multiple roles in later life.

**Conferences**

In the January, 1960, issue of the *Gadfly* some topics are listed for group discussions at conferences. Several interesting ones are: What is growth—is it getting bigger or getting better? What is a good standard of living—more things to consume, or better things to appreciate and discriminate? What are the frontiers of human enterprise? Should people build and pioneer always outward, or sometimes inward? To take risks, make adventures, create and add to human life, is it necessary to climb a mountain or build a spaceship, or could one also adventure and create within a limited world? Where is freedom—in always doing more and more, or in doing fewer things to do them better?

The suggestion was made that most conferences are concerned with how to do things. It might be well to have a conference about why we should do certain things at all, and what is good to do and why.

**Student Labor**

One section of the work groups of the White House Conference on Children and Youth dealt with problems connected with "The Young as Doers: Involving the Young in Work and Responsibilities." Discussions in these various work groups revealed that representatives of the labor unions opposed every kind of student work programs. There are indications that we can expect growing opposition toward the programs that we carry on in our schools designed to carry out the instruction given us in the Spirit of Prophecy writings that the young be educated through work as well as through study. This will probably take the form of forcing our schools to pay higher wages to the students that are employed while enrolled. Already the Government is under pressure to restrict the granting of student work permits enabling us to pay students employed in interstate commerce industries less than the minimum wage. Our school administrators must give strict supervision to see to it that in every industry the provision of the law concerning student-learner work permits is being met.

**Teacher Training**

The University of Chicago Graduate School of Education has started a program for the training of high school teachers that they hope will avoid the dilemma often met of "the scholar who can't teach" and "the teacher

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