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# The JOURNAL of TRUE Education



# The JOURNAL of TRUE Education

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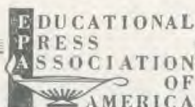
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\* By request we are designating the classification of articles listed in our table of contents: (1) Elementary, (2) Secondary, (3) College, (4) General, (5) Home and Parent Education.

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# "GROW OR PERISH"

NOT long ago while traveling by airplane I fell into conversation with the lady seated beside me. She reported that her husband worked as a flight engineer on four-motor planes. She complained bitterly that the advent of the new jet planes was doing away with the necessity for engineers, and that such engineers as were needed required an entirely different background of skill and training than did those on the propeller-driven planes. The effect, she said, was that the older flight engineers were being crowded out and that the good jobs were being taken by younger men with a different type of training and background. Much of the labor union trouble in the last few years has arisen over the same problem. New automatic factories need not only fewer employees but employees with different skills. This has been noted in the steel mills and railroads, where the labor unions insist that certain types of employees who are no longer necessary still retain their jobs.

Recently I read an article on the education of engineers written by Thomas Stelson and published in the *Carnegie Alumnus*. Mr. Stelson points out that today the recent engineering graduate can command as high a salary as engineers previously trained and with several years' experience, or sometimes higher, because they are acquainted with new developments and hence are more valuable to employers than are the graduates of former years. Some of the developments in training engineers that Mr. Stelson mentions are: 25 per cent of the four-year curriculum has been abandoned and replaced by more advanced course work; there is a 10 per cent evolution in knowledge year by year; and a Bachelor of Science graduate has reached a level of advanced training that a Master of Science graduate attained ten years ago. In order to have knowledge equal to that of the new graduate, the graduate of previous years must spend 10 per cent of his time developing his knowledge. And if the older graduate is to move ahead of the new one, it is necessary for him to spend 20 per cent of his time gaining new knowledge. Mr. Stelson estimates that an engineer must actually devote one third of his productive hours to self-education and

improvement if he is to make significant advancement in his profession. Moreover, high-speed, electronic digital computers do much of the work that engineers have done in previous years. The result is that many of the engineers trained a few years ago to solve with slide rule and pencil the complex systems of hundreds of equations and unknowns are competing or trying to compete in their work with the computers. The outcome of this is easy to see. The high-speed computer is a wonderful tool for the extension of engineering knowledge, but only for those who use computers, not for those who compete with them. Schools of engineering whose graduates are trained "to compete with computers rather than use them" are certainly going to be in difficulty.

The force of all this has come home with terrific impact. It is possible that in other fields also we are educating young people in a way that will make their education obsolete in a few years. Are the curricula in our schools keeping pace with the new developments in knowledge and technique? Do our educational programs turn out youth who are equipped not only for the skills but also to meet the theories and the attitude of this last half of the twentieth century? It is something worth our serious consideration.

And finally, I cannot help commenting on the fact that many of our worker force have only partially completed what is considered standard education for the type of work they are doing. If those who have finished their college education and hold degrees are going to be outdated in a rapid onrush of knowledge, what is going to happen to those who are serving but have not gone to the trouble to complete their training? We would urge such workers to avail themselves of opportunity at the earliest possible moment to get the standard basic education and training for the higher work they need to do. The watchword is, "Grow or perish." In this day of rapid change, we must keep studying and growing professionally in order that we not become obsolete in our knowledge, understanding, and skills. And, moreover, as we plan our educational program it must be an education for today and not an education for oblivion. R. H.



## They'll Love You for It

I FELT like a veritable veteran. Behind me were six years of teaching. Rather successful years too, I had thought—until English literature class that day when Elsie quaveringly poured out an almost incoherent account of a reading handicap. Her beseeching eyes, brimming with ungovernable tears, kindled within me an overpowering desire to help her as quickly as possible.

The only aid I could find was a junior high remedial reading textbook. By the time a classroom set of these books had arrived I had cautiously—and successfully—approached Elsie's class with the suggestion that each student spend one study period a day working on the development of reading skills. For suddenly I had realized that others too were struggling—some even for survival—in the literature course.

I don't recall that Elsie established any phenomenal records in reading development that year as a result of our innovation. As the school year progressed, however, so did Elsie—both in her success with daily class assignments and in her search for increased self-confidence.

Elsie had started something—something that continued to gain momentum—in my thinking. By fall every student I met in the new school to which my husband and I had been called looked like a potential reading problem. So certain was I of the glorious solution I held for them in the use of that remedial textbook that I secured permission from the local, union, and General Conference educational secretaries to be excused from Board of Regents testing for one year. I wanted to experiment in an effort to substantiate my enthusiasm for the value of time spent in remedial reading.

One section of English III spent all year on the required course of study. The other section had developmental reading for twelve weeks, made available by omitting some of the literature. Results were gratifying! The former section made the normal reading growth of about nine months; the latter showed a class average improvement of 2.4 years, with one of the girls advancing from the fourth-grade reading level to the eighth.

Now I had a new hobbyhorse—and I rode it hard. But what a shattering disappointment I met that fall! Fellow English teachers attending institute listened only halfheartedly to my enthusiastic suggestion to add developmental reading to the curriculum; then their thoughts returned to discussions of the rich heritage of English and American literature. Nevertheless, I remained undaunted, probably because of sympathetic encouragement from the educational secretary, my own innate Scandinavian determination, and my successful experiment of the previous year.

After five years of rather frequent indoctrination, my administrator (to whom I had said "I do" three months after graduation from college) and the school board decided that I should have training for what I was *trying* so hard to do. During the final week of the summer school course a call changed plans for the coming year.

A third school fell victim to my unthwarted interests. Seven adventurous, unsuspecting, or hard-pressed-for-a-satisfactory-schedule students signed up for the new class in reading. By the second week of the new school year, after I had scored the reading and ability tests, I earnestly wished that I had *not* gone to summer school. Then I wouldn't have known that one of my students seemingly lacked the ability to make reading improvement. I shared the information with no one—and hoped for a miracle!

Ted proved to be that miracle. Improvement came slowly; but it came. And with it came new self-confidence, greater dependability in his farm job, better personality adjustment—noticeable to his schoolmates—and even slightly improved grades. What I didn't know, of course, was that Ted's retardation in reading was so great that an Otis IQ score would probably tell little about his real ability; I had never heard of a nonverbal ability test.

In the same class Jim and Sandra daily challenged each other in their push for greater speed, both having started the year reading 300 words per minute. Before graduation Sandra had reached 1600 w.p.m. and Jim 1800 w.p.m. Our materials? A new edition of the original remedial text that had now served



me well for nine years; the educational issue of the *Readers' Digest*, whose vocabulary section, I have since realized, was definitely beyond the range of several class members; a few copies each of the three-level set of reading textbooks; two months' use of a borrowed tachistoscope and some home-made slides.

The resulting improvement for those seven students created an interest in reading among other students; the class that followed had twenty-seven members, from freshmen to seniors, with reading abilities from grades three to twelve. Although one accelerator, a Controlled Reader, and some filmstrips were purchased the following year, it was difficult to plan their effective use for twenty-seven students with a ten-grade range of reading ability. The accelerator was used most by one senior boy, who read with it regularly during his student period.

By now, after nine years of ever-changing methods, enough light had finally seeped through my frustrations for me to realize that students so varied in age, grade, and abilities need multilevel materials. Consequently, college developmental reading books were purchased for the three senior boys in class. Thoughts of how they struggled—day after day—with extremely challenging material, rarely complaining to a teacher too stupid to realize that variety is a must—have plagued me many times since.

Equally bored were seven other fellows—freshmen and sophomores—assigned to dig through a thick phonics book for forty minutes daily, five days a week. Still, in spite of the laborious trial-and-oh-so-many-error methods imposed upon my class, I was rewarded at the end of the year with much higher scores on the students' reading tests—and with an unexpected incident on the last day of school.

Bill, the senior who had read 150 w.p.m. when school opened and who had worked determinedly with the accelerator, rushed into my nearly empty classroom—at triple his usual pace—and breathlessly exclaimed, "Guess what happened to me! For the first time I can remember, I finished a Bible test!" That was sufficient pay for another year's attempts to improve reading skills.

Out of the harrowing experience of having in one class twenty-seven instead of seven, from all grade levels, came the obvious observation that underclassmen and upperclassmen could be taught much more effectively if separated. The administrator felt, as I did, that incoming freshmen who read below their grade level could face academy and college years more courageously if their reading were improved first. In that case, remedial reading for the freshmen who were poor readers seemed a logical solution. On the other hand, after recalling how two above-average readers, Jim and Sandra, had

become *much better* readers, we decided upon the compromise solution of giving all the next year's freshmen eighteen weeks of developmental reading.

In the fall of 1958 freshmen were divided into the two English I sections on the basis of reading ability and IQ. Reading was taught one group for six weeks, while grammar and composition were taught the other section—with the groups alternating at six weeks' periods throughout the year.

The main materials used included, in addition to that favorite old text, the new SRA Secondary Reading Laboratory with its ten levels of materials for building rate, comprehension, word attack, and listening skills. This new kit was a welcome addition to the materials formerly available for reading improvement.

In the spring when the freshmen were asked to evaluate their English I work, which had included a half year of reading, they were unanimous in their approval; therefore, the next year's freshmen proceeded on the same basis.

Total reading-ability scores of standardized tests given in September and in May showed the following results for the Newbury Park Academy freshmen of 1959-1960:

	September	May
Students reading above grade placement _____	16	29
Students reading at grade placement _____	4	3
Students reading below grade placement _____	16	4

The class median had risen from the 40th percentile to the 80th during the nine months. The class average had moved from the grade equivalent of 9.0 to 12.0, with individuals scoring at the grade equivalent levels indicated in the schedule on page 6, column one, bottom of page.

Reading rates, as well as total reading ability, had improved for everyone. Although seven had made only small gains, nine had increased their rate 50-90 per cent; eighteen, 100 per cent; five, 300 per cent; and one, 500 per cent.

Because one voluntary developmental reading class no longer sufficed for the "volunteers" among upperclassmen, a second section was added to accommodate the majority of those who desired the course. Since "top" juniors and seniors are in need of challenge, the College Prep Reading Laboratory and an additional college reading text were added for them. Third- and fourth-grade phonics and vocabulary books were located for some of the most retarded



readers; five levels of spellers and three levels of secondary textbooks for development of reading skills were purchased for the entire class.

The results of the year's efforts in these two classes followed the same pattern as those of the ninth grade, with the class median being raised from the 35th to the 65th percentile and the class average-grade equivalent moving from 11.0 to 13.0.

The fact that the English I classes improved more after eighteen weeks than did the reading classes after a full year's work can be explained by the fact that 44½ per cent of the English I class had been reading above their grade placement in September, while only 5 per cent of the reading class had been above their grade placement in the fall. Also, English I—consisting of all the freshmen—included students with the full range of reading abilities, while developmental reading included a larger number of retarded readers, whose scores would tend to pull down the class average.

Over-all improvement for the reading classes of upperclassmen was as follows:

	September, '59	May, '60
Students reading above grade placement	2	22
Students reading at grade placement	11	6
Students reading below grade placement	27	12

Reading Ability Grade Level	Number of Students	
	Sept., '59	May, '60
16		8
15		1
14		1
13		4
12	5	8
11	5	4
10	5	3
9	5	3
8	7	1
7	7	2
6	1	1
5	1	
Totals	36	36

The greatest improvement in rate last year was made by a senior boy who read 300 w.p.m. in September and 1300 w.p.m. in May, with 95 per cent comprehension.

Individual improvement of the reading class members was as follows:

Reading Ability Grade Level	Number of Students	
	Sept., '59	May, '60
16		5
15		4
14		5
13	1	8
12	11	5
11	6	3
10	4	2
9	5	4
8	6	3
7	4	
6	2	1
5	1	
Totals	40	40

The carry-over value of improved reading skills was demonstrated by two seniors who called to my attention how their grades had improved from their junior year to their senior year. The chart indicates the total number of letter grades they received for all six weeks' and semester grading periods during these two years.

Girls		Grades	Boys	
Jr. Yr.	Sr. Yr.		Jr. Yr.	Sr. Yr.
4	12	A	1	15
12	11	B	9	18
10	10	C	27	4
9	2	D		
Grade Point Average				
2.31	2.94		2.24	3.31

Although my first reaction to last year's rather pleasing results was that finally I had arrived at a fairly satisfactory type of reading program for our particular school, my feeling of gratification was short-lived. After all, teaching must never become static.

Shortly after I had begun work with this year's



two voluntary reading classes and the compulsory class for freshmen, I became aware of that constantly recurring urgency to do something better. The resulting innovation? Frankly, I'm almost embarrassed to put it into writing; it sounds so impractical. In fact, I'm sure I wouldn't mention it if my students at the end of first semester hadn't so unanimously expressed their appreciation of Newbury Park Academy's latest attempt to help them read up to their potential, thereby increasing their chances for success in academy, in college, and in their chosen careers.

Monday morning each English I and reading class student receives an assignment sheet—actually, a weekly study guide and report—telling what he is to do in and out of class for the week.

### Weekly Study Guide and Report

CLASS		DATE	STUDENT	
	CLASS ACTIVITIES		OUTSIDE WORK	
	ASSIGNED	ACCOMPLISHED	ASSIGNED	ACCOMPLISHED
M				
O				
N				
D				
A				
Y				

The first and third columns of the assignment sheet indicate on which day the student is to use the Controlled Reader, when he should use a phrase-o-scope (individual tachistoscope) or an accelerator, what work he still needs to do on phonics, what chapter in his textbook should be studied, which speed test he should take, when he should hand in the new vocabulary words he has learned and when he will be tested on them, when he should use the College or Secondary Reading Laboratory, the Reading for Understanding kit, the Spelling Laboratory, his vocabulary development book, or his textbook on study skills.

Each day the student records in the second column of his assignment sheet what he did during the class period and how he scored. Each evening after doing his out-of-class assignment he fills in the fourth col-

umn. On Friday, before returning his assignment sheet, he writes on it any problems, questions, or suggestions he has. In this way I am in personal touch weekly with the thinking of each student and am alerted to situations that make a personal counseling period advisable.

Seldom do two students have identical assignment sheets, and rarely does any student have an assignment sheet one week that duplicates his of the previous week. The entire class works together only for such activities as listening practice, note-taking, skimming relays, and vocabulary quizzes. Unless one of these is part of the day's schedule, by the time the tardy-bell rings many things are happening.

Accelerator dials are being set, a filmstrip is being threaded into the Controlled Reader, phrase-o-scopes are clicking, the senior class president is proudly finding his first Power Builder at the next reading level after pasting a colored dot on the wall chart to indicate his progress, a junior girl is getting the synonym dictionary she needs for her vocabulary lesson, a Venezuelan student is fascinated by the contents of the *Dictionary of English Clichés*, the student from Thailand is leaving for the faculty room to use the tape recorder for oral reading practice, two senior boys are sharing the big chair by the floor lamp in the relax-and-read corner to read new career pamphlets displayed on the big round coffee table. (After the hours these two fellows worked making cornice boards for our classroom drapes, as well as sanding and painting this old table of mine, they have a right to enjoy the corner!)

If you are wondering what prompted this sharing of experiences, it was an assignment to relate the evolution of my reading program. Why? That's really a good question! Definitely, not so you will "go and do likewise"! Perhaps, rather, so you won't waste all the years I have before helping your students most effectively with some of the many reading aids now available.

If you don't have a reading program in your academy, get in touch with your educational superintendent, your college reading-center supervisor, or someone else qualified to help you initiate a project that will pay you immeasurable dividends. The investment necessary? Some time, some effort, and your sincere interest.

What am I trying to tell you? Just this: DO SOMETHING NOW to help your students develop reading skills. They'll love you for it!

► The department of biology at Emmanuel Missionary College is planning to offer during the 1962-63 term two honors courses, designed to attract and stimulate the superior student. These courses are supplemental to the basic courses. Admission will be granted only upon invitation by the department.



# The Postulates of Economics and the Christian Ethic

Robert K. Boyd

PROFESSOR OF BUSINESS ADMINISTRATION  
PACIFIC UNION COLLEGE

(Concluded from February issue)

THERE are many examples among Christ's recorded teachings that indicate that He did not take a dim view of economic activity as such or of self-interest in particular. Many of His parables were built on an economic theme, in which self-interest was illustrated as the dominant motive. While it is true that use of a theme in a parable does not in itself make it worthy in actual use, yet the Saviour gave approving use of such themes so frequently that one can feel free to conclude that He approved the system. At those times when He taught a spiritual lesson from an unwholesome economic situation His words made His meaning clear. Thus, He spoke of the "unjust" steward, and the rich "fool," who was a fool not because he had barns but because he neglected larger values in preference to increasing his property holdings.

The Saviour, through His parables, taught that man is impelled by self-interest to seek the pearl of great price even as he would strive for something of value here on this earth. Such an appeal is found elsewhere in the Scriptures. In the hereafter we will build houses and plant vineyards, and we will enjoy these properties. What appeal could these promises have to one if self-interest here on this earth is to be completely subdued?

There is yet another reason for supposing that Christianity is not opposed to the basic principles of capitalism. Christianity's dominant concern is with the kingdom of righteousness, and is only very incidentally concerned with temporal institutions. Christ was a reformer, but not a social reformer. He might have enhanced His popularity by advocating certain political and social causes rather than by preaching and exemplifying the Sermon on the Mount. Instead, God used Rome to provide the stability that would make possible the development of the Christian church. Historians say that Christianity

would have died a-borning had it not been for the rule of law under Rome, and an inspired writer says almost as much in the following paragraph:

"'When the fullness of the time was come, God sent forth His Son.' Providence had directed the movements of nations, and the tide of human impulse and influence, until the world was ripe for the coming of the Deliverer. The nations were united under one government. One language was widely spoken, and was everywhere recognized as the language of literature. From all lands the Jews of the dispersion gathered to Jerusalem to the annual feasts. As these returned to the places of their sojourn, they could spread throughout the world the tidings of the Messiah's coming."<sup>1</sup>

If Christ was not disposed to change political and social structures, neither was Paul. The early church began when slavery was an accepted part of the social order, yet Paul did not direct his evangelical zeal to the leading of a movement that would rid the earth of such a curse. Rather, his letters suggest that the Christian slave will be a better slave and the Christian master a better master.<sup>2</sup> He did, however, deal with the slavery problem on an individual basis in the light of the larger values of Christianity, and one can never read his letter to Philemon without conjecturing as to Philemon's response to that appeal.

We would therefore conclude that neither Christ nor Paul, the two who are our chief source of information and guidance regarding Christian faith and doctrine, would condemn capitalism as a social institution. Rather, they would glean helpful spiritual lessons from economic activity, where applicable, and they would take advantage of the blessings that might emanate from the system under divine Providence. This is not to preclude the possibility that they might have words of counsel and admonition as to how the Christian might relate himself to the system. It is because so few have discerned the basic concern of the church as taught by both Christ and Paul that there has been so much loose thinking on the problem.

<sup>1</sup> Presented at the quadrennial meeting of business and economics teachers of SDA colleges in North America, held at Walla Walla College, August 19-25, 1959.



This brings us to the very important question: What is worldliness? Is it worldly to own a boat? Drive a sports car? Eat? Marry? Own and operate a business? Is self-interest that is basic to our economic way of life worldly? Some would have us revamp our educational program so as to eliminate competition as an inducement for student achievement. Thus the question arises: Is competition worldly? Is economics, in fact, a worldly philosophy?

These are important questions. It is vital that we find the right answers to them, for it seems abundantly clear that the worldly person cannot participate in the Christian's reward.<sup>5</sup> What then is worldliness?

It would appear that none of the items listed above is worldly in itself, though any one or all of them may be instruments for the expression of worldliness. Thus, while our Saviour mentioned how hard it would be for a rich man to enter the kingdom, it is also true that Abraham, Joseph, and Job acquired great wealth. Worldliness, then, must be more basic than things, for in spite of their material wealth these heroes of the Old Testament were not worldly men. Worldliness must therefore consist in attitudes. This is suggested by Paul, when he refers to jealousy and strife as manifestations of *the flesh*,<sup>6</sup> an expression often linked with *the world*. This distinction is further illustrated by that oft-quoted text—the text that isn't there—that says, "Money is the root of all evil." Rather, the Bible reference places emphasis on attitudes, suggesting that people can be very worldly without doing or possessing things.

Christ taught and exemplified this same principle. He came to this earth to demonstrate that "the law of self-renouncing love is the law of life for earth and heaven."<sup>7</sup> This is the antithesis of worldliness. His was a life of trust. His was a life of dedication to a mission. As such He acquired no property, not because He was opposed to materialism per se, but rather because He ever placed eternal values in proper perspective with temporal values. This is His lesson for us. He warns us against being overcharged with the cares of this life. And in His prayer for His disciples He expressly prayed that they not be taken out of the world, only that they be preserved from its evil. Most of what they would do would be the same things that worldlings would do, but their interest in these would be subservient to a higher purpose. The rich young ruler did not meet this test, but Job did.

It would therefore seem that the Christian teacher need have no qualms of conscience as he presents the postulates of economics to his classes. A proper self-interest and diligence in business is not only compatible with Christianity, it is also a Christian duty. The conduct of business affairs is not worldly in itself. Rather, the challenge to the teacher is on a much higher plane. While he deals with the conduct

of material transactions, he has the opportunity of discussing these in the light of spiritual values. Thus, when men pursue self-interest at the expense of high ethical values, laissez faire must give way to more and more government regulation. What an opportunity this provides the teacher to apply the principles set forth in the book *Education* for the teaching of business subjects. Harold L. Johnson also has some excellent suggestions as to how the teachings of Christianity may be more fully wedded to the conduct of economic activities.<sup>8</sup> Arguing that Christianity is neither antimaterialist nor ascetic, he shows how the doctrines of Creation, the nature of man, forgiveness, and Christian vocation each have implications for the conduct of a business.

### Conclusions

In the foregoing we have attempted to demonstrate that there is nothing incompatible between the basic concepts of capitalistic economics and the Christian ethic. Whether or not this is just specious rationalization, others must decide. Admittedly, there is no "Thus saith the Lord" that will give definitive answers. But there is one thing that is very certain. If our reasoning and our conclusions are fallacious, then the church itself must face a major overhaul of its thinking and practice in relation to capitalism, for the church, and the Seventh-day Adventist Church in particular, either has become the captive of capitalistic thinking or else conscientiously believes that there is no theological reason for incompatibility between the two.

Our church, of course, has long operated industries of various kinds. Whether these be publishing houses or sanitariums, food factories or school industries, we have expected them to operate profitably. This means operating competitively in the market, matching wits with wits in selling the product or service to the public. It means raising and investing capital and hiring labor. It means managing these factors of production with all the sagacity and self-interest that Adam Smith attributed to "economic man."

But this is not all. Our conferences in recent years have actively gone into the trust business, and are actively competing with banks. Not even a thought is given to the matter of interest. Its propriety is assumed. In entering a trust agreement the conference enters into a long-term agreement to pay a certain rate of interest expecting that it will be able to re-invest the corpus of the trust where it will not only cover the commitment but even earn a profit as well. Thus our association offices have accumulated millions of dollars that require investment. When you step into one of these offices, the conversation at times may convince you that you are in the financial district rather than in the administrative office of a

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# THE PROBLEM OF LITERATURE

Ottillie F. Stafford

ASSOCIATE PROFESSOR OF ENGLISH  
ATLANTIC UNION COLLEGE

THE Seventh-day Adventist college English teacher frequently goes through an upsetting experience. He returns to classes on Monday morning cheerfully relaxed. The omnipresent stack of composition papers has been reduced, he has been able to read one or two books saved for the first free evening, and he looks forward eagerly to acquainting his literature class with Samson Agonistes. He feels, with good reason, that he is the most fortunate of teachers, for does he not work in a field richer than any other in the complexity, breadth, and truth with which it faces life's experiences? Especially for those who feel that man's chief purpose is to glorify and obey God, it should be important to understand man's long struggle with evil, to sense abiding truths, to find a loyal commitment to goodness. These qualities cannot be taught by science, nor can they be divorced from life. Nor do they often come to us directly from life's experiences, which are gone before they can be contemplated. Literature is almost the only subject studied by the entire college enrollment which gives the student an integrated presentation of truth, at once concrete and reflective. Because it is exploratory, because it trains taste, teaches the art of civilization, develops judgment, brings the individual mind to consider the basic questions about life and so overcomes the teen-ager's tendency toward superficiality, literature challenges all the ability of the teacher.

And so the English professor begins his Monday's classes with a sense of gratitude. But before the day is over, in classes, in the halls, in his office, he is almost certain to meet questions from concerned or confused or openly hostile students about the value of literature. He may even be so unfortunate as to hear, directly or through rumor, that a colleague is egging on the hostile student. When an English major, who promises to become an outstanding teacher himself, comes searching for answers to similar questions discouraging him, our professor may very well envy his colleagues in history or music or mathematics.

Yet he knows that he must answer the questions,

for he has himself felt the intellectual and spiritual strengthening that only literature studied from a Christian point of view can produce. He realizes that even his response to the Bible has been enriched by his ability to sense the unity of its form and content, to be moved by the beauty of its poetry and the forcefulness of its truths.

The English teacher might, of course, try to dodge the whole dilemma. He might join the Gold Mine School of teachers who see in literature a source for beautiful quotations but never find wisdom and truth in the insights that produced the quotations. He might join the Spinach School, that recognizes the need to know something about literature, since such knowledge is expected of educated men and women, but would teach only the facts and never find the significance. He might join the strangely irrational group that dodge the questions of fiction by reading *Lady of the Lake* or *Idylls of the King* rather than *Ivanhoe*, feeling that fiction undergoes some mysterious transmutation when it is placed in poetic form.

But if he is honest with himself and with his students he cannot do any one of these things, for he will admit that quotations are not literature, that there is good reason why a knowledge of literature is expected of the educated, and that there are truths that may be revealed in poetry or prose that are truer than the facts of the daily newspaper or the confession magazines. And he is driven to take the time and the risk of being misunderstood to help one more student establish for himself values by which he can judge what is good, what is harmful, and what is shoddy. For the problem lies in the need which everyone dealing in an area that changes lives must feel—the problem of making a wise choice. The English teacher knows that questioners about literature are not really questioning the value of the subject, but of those obviously harmful things sometimes studied under the heading of literature.

The intelligent evaluation of anything presupposes understood values; and the judging of something as close to living experience as great writing must be,



involves the basic values of life itself. Perhaps, then, the answer to the teacher's problem lies in the ultimate values of beauty, goodness, and truth for which, according to Mrs. White,<sup>1</sup> teachers should create a love in their students. Paul is essentially establishing the same values when he sets up as standards "whatsoever things are true, . . . whatsoever things are lovely, whatsoever things are of good report."<sup>2</sup>

Certainly, of the three values the value of truth presents the major problem in judging literature. We cannot, I think, accept truth as being equivalent to fact unless we deny the existence of an ultimate reality that transcends the world of fact. Truth in literature, then, may be the insight that the minds of the author and of the reader find in the universal principles and experiences of life. It is concerned not with factual studies or case histories but with the nature of man, with the problem of good and evil, and with the relationship between man and his Creator, man and his fellow man, life and death. Literature that is true must present a picture of experience that is not fantastic, or unrealistic, or distorted. Such a standard, if applied, would rule out fairy tales, improbable tales, and the sentimental fiction of the slick magazines.

Beauty and goodness are a part of truth—the three are not separable any more than the body, soul, and mind of man are separable. That which is genuinely true must also be good and beautiful. In a sense, goodness and beauty are both departments of truth. The second standard for evaluating literature, then, must be a moral standard—how does the work relate to a Christian's view of goodness? A work of literature presenting a true concept of goodness, though it may be goodness in conflict with evil, must recognize that goodness is ultimately the stronger force, that goodness is the value and evil the distortion of value, and that, like truth, goodness resides not in satisfying the demands of society but in satisfying the demands of God. Such a standard would eliminate works dealing with sensational events, factual or not, but placing no moral judgment upon them. It would certainly rule out most works of naturalism that focus attention upon the sordid but do not present it in the context of a moral universe.

The third value, beauty, is related to the form that the literature takes, and is a part of the other two. The way in which a truth is presented is not only important, it is an essential part of the truth itself. A worth-while idea put in a sensational form is cheapened. So the third standard, that of aesthetic form, when applied to literature would demand the elimination of all that is cheap, sensational, superficial, platitudinous, and poorly written.

The professor may well suggest to the puzzled student that the question, What shall we read? may be answered as follows: We should read what reflects

man's search for truth, seen from the perspective of a moral view of the universe, in which goodness is the positive force, expressed in forms of literature that reflect the nature of the truth contained.

But upon the teacher who has found values by which to judge literature there rests a further responsibility, for the experience of reading results from the impact of the work upon the mind, conscience, and emotions of the reader. Literature, like all the arts, involves the whole being of man. It cannot be read without exercising the mind in the intellectual contemplation of truth, the moral faculties in seeing the significance of action, and the heart and senses in responding to beauty of form. Reading for facts or for surface action cannot accomplish this. The professor of English must realize that there is no true studying of literature at all if it is not studied with all the intensity and probing that the teacher and student are capable of. Reading for quotation nuggets or merely for biographical background will not alter the reader, and he *must* be changed if he is to benefit from his experience. The problem of values in literature is not solved by evasion. Superficial reading will impoverish the greatest literature, including the literature of the Bible. Having selected what is true, good, and moving, the teacher must be impelled to lead his classes in a thoughtful contemplation of the truths revealed, hoping that they will become wiser and better by the study; that knowledge will lead to reflection, and reflection to commitment.

<sup>1</sup> Ellen G. White, *Patriarchs and Prophets*, p. 595.

<sup>2</sup> Phil. 4:8.

► The 14 members of the medical evangelism class at Madison College held a seven-night Voice of Youth campaign in February in the church where the Hermitage branch Sabbath school meets. The young people in the evangelism class are all members of this branch Sabbath school, which numbers about 100. For the past several months these students have been visiting in the homes of the people, making communication with people who are seeking for truth. We hope to hear later of the results of their efforts.

► The biology department at Pacific Union College assists the Northern California Conference each year by presenting topics of interest to MV and Pathfinder conventions. Recently Lloyd E. Eighme and Dr. Ervil Clark of the biology department presented ideas for Sabbath afternoon nature activities to about 200 Pathfinder leaders from the Northern California Conference area who were gathered for a convention.

► Gordon Madgwick was recently appointed head of the department of English and literature at Southern Missionary College, and promoted to associate professor. He is currently on leave, working on the doctorate degree at the University of Maryland.



# A TEACHER-LOAD

"A teacher is the worstest in the world for too much work."  
—A Third Grader.

THE problem of teacher load has probably always been the cause of considerable headaches and grumblings. Many times a teacher really has too much of a load, and many times he only thinks he has! It seems almost a universal human trait for each one to think that he is more heavily loaded than anyone else. Until thirty years ago the simple rule of thumb for the secondary teacher was five classes a day, and if a teacher had six, then he obviously was carrying more than his share. Those, however, were the days when teaching consisted mainly of classroom work. Today, with the burgeoning program of cooperative activities, it has become difficult to equalize a teacher's load. Too many subjective factors enter into the picture: Clubs, class sponsorships, programs, faculty and committee meetings, guidance and public relations work, even class preparation for duplicate sections of a class, all cause real problems in trying to balance objectively the loads of all the teachers.

A number of formulas have been painstakingly worked out to solve the problem for the average high school. Some of these formulas, especially the Douglass formula, have been surprisingly useful. However, no serious work has been done to date to establish a formula, or revise one, to fit the peculiar teaching situation found in the Adventist boarding school. It is the purpose of this article to describe an experiment in revising the Douglass formula that was carried on during the first four months of 1961. Details of the experiment will be described and a suggested revision will be made.

## The Douglass Formula

Dr. Harl R. Douglass, now retired, but for many years a leading figure at the University of Colorado, is probably the outstanding authority in teacher-load studies. Chandler and Petty, in discussing teacher-load formulas, say, "Perhaps the individual who has given more attention to this development than anyone else is Douglass, whose first generally accepted formula was developed about 1930."<sup>1</sup>

The Douglass formula has been used all over the United States in literally thousands of schools. Considerable research in 1950 led to a revision of the formula. This revision was based on a study made in cooperation with 5,643 teachers representing every State of the union, and some 26,104 classes.<sup>2</sup>

Elsbree and Reutter believe that among the teacher-load formulas "probably the most popular is the Douglass scheme."<sup>3</sup>

The usefulness of the formula is quite well described by these same authors:

Although there are certain subjective elements in the Douglass formula, as there are in other schemes for measuring teacher load, many secondary school principals have found it an extremely useful device in making out schedules. Individual teachers often believe that their load is unduly heavy, but when the formula is applied and they see that their load is no greater than that assigned to their colleagues, their resentment vanishes. Moreover, there is no question about the fact that the use of the formula tends to make the process of measuring the load more objective and, hence, makes possible a higher degree of equalization.<sup>4</sup>

No one, not even Dr. Douglass, would insist that this formula is the final answer. Its usefulness and helpfulness are established. It is not difficult to use and can be adapted.

It would seem that the main weakness in the formula is in the section dealing with the extracurricular activities. In the past the subject area coefficients have been criticized, but an enormous amount of research has fairly well established this section. Criticism of the coefficients now stem mainly from teachers in a particular field seeking to weight their own studies more heavily. The coefficients seem reasonable and defensible. However, the short section dealing with extracurricular activities allows for too much subjective guessing. On several occasions while working the formula through with teachers, I have felt that a few teachers were inclined to exaggerate the amount of time spent on these activities. Probably the best way to overcome this is to insist that the teacher, as an experiment, keep a careful record of the actual time spent in these out-of-class responsibilities.

The 1950 revision of the Douglass formula, with

## *—revision of the Douglass*



# FORMULA

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the subject grade coefficients and explanations of the method to use in the teaching load, follows:

## The Douglass Formula<sup>5</sup>

### Subject Grade Coefficients

	7-8	Grades 9	10-11-12
English	1.0	1.1	1.1
Art	1.0	.9	1.0
Home Economics	1.0	1.0	1.1
Music	.9	1.0	1.0
Mathematics	1.0	1.0	1.0
Agriculture			1.3
Industrial Arts	1.0	.9	1.0
Physical Education	.8	.9	.9
Health	.9	1.1	1.2
Commerce	1.0	1.0	1.0
Social Studies	1.0	1.1	1.1
Foreign Language	1.0	1.0	1.0
Science	1.0	1.1	1.1
Bible	1.0	1.1	1.1

$$TL = SGC \left[ CP - \frac{Dup}{10} + \frac{(NP - 25CP)}{100} \right] \left[ \frac{PL + 50}{100} \right] + [.6PC] \left[ \frac{PL + 50}{100} \right]$$

TL = Units of teaching load per week.

SGC = Subject grade coefficient.

CP = Class periods spent in classroom per week.

Dup = Number of class periods spent per week teaching classes for which preparation is duplicated, same as or similar to other classes but not including original section.

NP = Number of pupils in classes per week (25 is norm), number x classes.

PC = Number of minutes per week in supervision of study hall, student activities, teachers' meetings, et cetera, divided by 84.

PL = Gross length in minutes of class period (50 represents approximate average length).

### TO COMPUTE

1. Obtain the following data for each teacher.

a. For each section taught

(1) Name of the subject

(2) Length of the class period

(3) Grade level of the majority of students in the section

(4) Number of students in the section

(5) Whether there is a duplicate section

(6) Number of periods per week the class meets

b. Number of minutes spent legitimately each week on the average throughout the semester in all school duties other than teaching classes

2. Treating separately each class section or group of similar sections, compute the load incident to that section or group *not* using the last term of the formula.

3. Divide total number of minutes spent each week on the average of all other school activities by 84 to get PC.

4. Now add all subtotals together.

### ILLUSTRATION

Teacher A, Biology and Mathematics

1. Two sections of Biology, 10th grade, 24 and 28 students, 5 times per week.

2. Two sections of Algebra, 9th grade, 26 and 29 students, 5 times per week.

3. One section of Chemistry, 12th grade, 21 students, 7 periods, including 2 double periods.

4. Chemistry Club, 60 minutes per week; Committees, 48 minutes per week; PTA, 20 minutes.

Total 128 minutes.

### For Biology Classes:

$$1.1 \left[ 10 - \frac{5}{10} + \frac{260 - 250}{100} \right] \left[ \frac{55 + 50}{100} \right]$$

$$1.1 (10 - .5 + .1) (1.05) = 11.09$$

### For Algebra Classes:

$$1.0 \left[ 10 - \frac{5}{10} + \frac{275 - 250}{100} \right] \left[ \frac{55 + 50}{100} \right]$$

$$1.0 (10 - .5 + .25) (1.05) = 10.24$$

# Formula for Academies



### For Chemistry Classes:

$$1.1 \left[ 7 - \frac{2}{10} + \frac{147 - 175}{100} \right] \left[ \frac{55 + 50}{100} \right]$$

$$1.1 (7 - .2 - .28) (1.05) = 7.53$$

### For Extracurricular Activities:

$$.6 \left[ \frac{60 + 48 + 20}{84} \right] \left[ \frac{55 + 50}{100} \right]$$

$$.6 \times 1.53 \times 1.05 = .96$$

	11.09
	10.24
	7.53
	.96
	<hr/>
TL = 29.8	29.82

### The Study

Six academies in the Midwest cooperated in this study. The teacher-load study with these six schools consisted of five phases:

1. A preliminary survey of all teachers.
2. A detailed study of a few selected teachers in each academy.
3. A series of interviews with teachers who have taught both in academies and high schools.
4. A study to establish the grade subject coefficient for religion courses.
5. A revision of the Douglass formula.

A preliminary questionnaire on the work load was sent to each school. After the results were studied it seemed reasonable to select two or three typical, full-time teachers in each academy. A more thorough questionnaire was sent to these teachers. As soon as the returns came in from each school they were calculated, using the 1950 revision of the Douglass formula. As will be observed in the following detailed report, the work loads range from 24.7 to 32.39, and the average for the six academies was 28.4. It should be remembered that the national average is about 29 Douglass units. It would seem at first glance that the six academies, on the average, have done quite well. There are, however, some serious considerations. It is the consensus of those who are familiar with both academy and average high school situations that the average academy teacher carries at least as heavy if not heavier out-of-class responsibilities. A key consideration, as far as the Douglass formula is concerned, is that most of these extra activities do not come during the regular class periods. A recent study of teacher load in high schools in the Midwest finds

that high school teachers carry an average of 7.56 cooperative activities. Applying the same formula to our academy teachers the cooperative load is 3.02. Obviously, something is wrong. Either we have not obtained a fair report of the activities of the teachers or the Douglass formula does not accurately measure the peculiar boarding school situation.

A brief opinion poll of a number of teachers and administrators supports the contention that the extracurricular load not only consumes much of the academy teacher's time but also constitutes a more serious and demanding responsibility. This is based on the fact that the teachers are not only responsible for the students during school hours, but carry also a heavy weight of responsibility for the life, health, happiness, and spiritual growth and success of the students during twenty-four hours of the day, seven days a week. With some of these factors in mind, I sought out teachers who have worked in both high schools and academies. To date five have been found. All five agreed unanimously that the extracurricular load was greater in the academy but all felt that the added advantage of having such a close contact with the students and the far greater opportunity to mold and guide them were compensating factors for the added responsibility.

A survey was made to establish the subject grade coefficient for the religion classes, and the results point clearly to a coefficient of 1.1 for grades 9 through 12. On the basis of the foregoing considerations it was felt that certain revisions were necessary in the formula.

### A Suggested Revision

The last section of the Douglass formula calculates the extracurricular load and seeks to reduce it to a comparable quantity with the teaching load. The section reads:

$$.6 \text{ PC } \frac{\text{PL} + 50}{100}$$

I recommend that this section of the formula be changed to:

$$.8 \frac{\text{NMW}}{84} \quad \text{NMW} = \text{number of minutes per week.}$$

Since  $\text{PL} + 50$  over 100 is only a calculation based on class period time, and since rarely do extracurricular activities occur during the actual class periods, it was felt that this part was not relevant. PC in the Douglass formula means number of minutes per week divided by 84 and multiplied by .6. The number 84 represents "the average number of minutes spent per class period for a class taught . . . thus reducing the time spent to an approximately equivalent



lent number of teaching load units."<sup>1</sup> The number .6 was considered weak, and as a trial it was raised to .8, which while not yet a proved weighting nevertheless is certainly closer to the actual situation than the Douglass weighting.

The Douglass formula as revised would then look like this:

$$TL = SGC \left[ CP - \frac{Dup}{10} + \frac{(NP - 25CP)}{100} \right] \left[ \frac{PL + 50}{100} \right] + \left[ .8 \frac{NMW}{84} \right]$$

When this formula is applied to the teachers whose loads had previously been calculated, the results are changed to the following:

Academy 1	Douglass Units	Revision
Teacher A	24.7	26.29
Teacher B	31.29	31.86
Academy 2		
Teacher C	27.09	28.16
Teacher D	25.29	28.64
Academy 3		
Teacher E	29.24	30.23
Teacher F	29.89	27.88
Academy 4		
Teacher G	27.74	28.98
Teacher H	32.39	33.52
Academy 5		
Teacher I	30.45	30.85
Teacher J	28.33	29.13
Academy 6		
Teacher K	26.17	26.945
Teacher L	31.285	32.815

The average teacher load for the twelve teachers using the revision is 29.6 instead of 28.4 units using the original formula.

### Conclusion

This study has been a preliminary investigation. It has opened up an interesting and fruitful field for investigation and further revision. Since there is an almost unanimous agreement that the teachers in these schools carry a heavier load than they should, and a heavier load than their high school colleagues, owing to the unrelieved seven-day-a-week program, and since the Douglass formula as it is now constituted does not show this added load, I have suggested a revision. I do not argue that the revision is perfect but contend that it will give a picture closer to the reality. Probably it does not go far enough and has erred on the side of conservatism. We would like to suggest a thoroughgoing study of actual time spent on teaching preparation and cooperative activities in a representative group of academies as a worth-while contribution to the growth and progress of the school system of the Adventist Church.

<sup>1</sup> B. J. Chandler and Paul V. Petty, *Personnel Management in*

*School Administration* (New York: World Book Company, 1955), p. 423.

<sup>2</sup> Harl R. Douglass, "The 1950 Revision of the Douglass High School Teaching Load Formula," *The Bulletin of the National Association of Secondary School Principals*, XXXV, 179 (May, 1951), 13-24.

By far the best discussion of teacher load in all its aspects is found in: Harl R. Douglass, *Modern Administration of Secondary Schools* (Boston: Ginn and Company, 1954), pp. 91-107.

<sup>3</sup> Willard S. Elsbree and E. Edmund Reutter, Jr., *Staff Personnel in the Public School* (New Jersey: Prentice-Hall, 1954), p. 101.

<sup>4</sup> *Ibid.*, p. 102.

<sup>5</sup> Douglass, *loc. cit.* The formula, coefficients, and explanation are all taken from the bulletin article.

<sup>6</sup> ———, "The 1950 Revision of the Douglass High School Teaching Load Formula," *The Bulletin of the National Association of Secondary School Principals*, XXXV, 179 (May, 1951), 21.

## Thoughts of a Teacher

Mrs. Dorothy Minner

OFFICE SECRETARY, SOUTHERN UNION CONFERENCE

Little eyes so warm and trusting  
Looking up at me each day;  
Watching every move and action,  
Quick to copy "Teacher's way."

Little ears to hear the lessons  
That I bring them week by week.  
May I always teach them wisely;  
Father, guard the words I speak.

Little minds so full of wonder  
At the many things to learn;  
Full of questions hard to answer,  
Finding new ones at each turn.

Little hands, awkward and clumsy  
With their penmanship and art,  
But so willing to be helpful  
With whatever task I start.

Little feet so often restless  
Long before the day is through;  
Eager to be off and running  
They've so many things to do.

Little children—young and tender—  
All entrusted to my care.  
"Father, give me grace and wisdom"  
Is my constant daily prayer.

► One of the greatest advantages offered by Sacramento Union Academy is the opportunity afforded the students for the individual instruction and activity that the Bible department sponsors. Since the program was started last year, 28 students have given a total of 125 Bible studies as part of their Bible program, and the department has presented 11 seminar programs in the area churches. Each year the student week of devotion is handled entirely by the students, and this prepares them for responsibilities in lay efforts and for giving programs at non-Adventist schools. Participation in these spiritual activities proves that the young people of SUA take their religion with them.



# "Sir, We Wo

MANY years ago certain Greeks came to Philip, a chosen servant of the Saviour, saying, "Sir, we would see Jesus."<sup>1</sup> This was not a passing request; it came with depth of feeling for something to satisfy the void existing in their hearts. All the learning the Greeks possessed had not stilled the tempest of the heart or brought peace and rest to the soul. Proud as the Greeks were, some among them had given ear to the strange teachings and philosophies of someone named Jesus. There was something attractive about the life and teachings of this humble Man who spoke with authority. Even these Greeks, steeped in vain philosophy, sensed a difference between the words spoken by the Great Teacher and the body of knowledge transmitted by their own proud teachers.

Although truth is sometimes garbled with the false, the sincere seeker after truth will be able to distinguish the difference between the two. "As far as their teaching is true, do the world's great thinkers reflect the rays of the Sun of Righteousness. . . ."

"Whatever line of investigation we pursue, with a sincere purpose to arrive at truth, we are brought in touch with the unseen, mighty Intelligence that is working in and through all."<sup>2</sup>

As the Greeks came to Philip, so also will hundreds of students come to us with the same request, "We would see Jesus." Whether this request will be satisfied depends largely on the degree of consecration experienced by the vessels of our Lord chosen to serve in this place.

On this campus the student observes a Christian college staffed by Christian teachers. To the student will be opened the mysteries of the visible universe. Every discipline should reveal the "wondrous works of him which is perfect in knowledge."<sup>3</sup> The physical, the mental, and the spiritual faculties need to be brought into communion with the Creator. This is our task, and the tools selected by the Master Teacher to accomplish His purpose are threefold—the Christian college, the various disciplines taught, and the members of the staff.

## The Christian College

The Seventh-day Adventist Christian college was established with the same aims and objectives as the Biblical schools of the prophets. Even as the schools of the prophets were to "serve as a barrier against the wide-spreading corruption, to provide for the mental and spiritual welfare of the youth, . . . [to train] men qualified to act in the fear of God as leaders and counselors,"<sup>4</sup> so also should the Christian college of today.

It is intended that the Christian college provide an atmosphere where the student may be taught to approach his Creator in prayer unashamedly. It is here

<sup>1</sup> Portions of a paper read to the faculty of Southern Missionary College at the opening of school.

that he should learn to understand and obey the teachings of God's Spirit. Only the sanctified intellect can fully comprehend the Master's will for the individual, and it is not possible to find a sanctified intellect void of the fruits of the Spirit. The Christian college was established to inspire youth with the great "principles of truth, obedience, honor, integrity, and purity—principles that will make them a positive force for the stability and uplifting of society."<sup>5</sup>

The basic obligation of secular education is to preserve, transmit, and advance knowledge, but the task of the Christian college goes beyond the earthly. In an era of pandemic fear and distress the Christian college deliberately undertakes to develop competent Christian men and women who will readily identify themselves with a redemptive approach to the world's needs.

In a world that "by wisdom" knows "not God,"<sup>6</sup> the Christian college puts God at the center of the student's universe. The student's quest concerning the universe in which he lives is given perspective by teachers who are in possession of a living faith—teachers who are motivated and constrained by the love of God.

The Christian college affords a Christian social life. To provide for the student's social needs is not an easy function of a Christian college when all around him he sees and hears that which detracts from the pure, the noble, and the true. A Christian college, however, must not bend to the intrigues of Satan that oppose the high ideals of morality and militate against spiritual growth, with emphasis on excitement, human passion, violence, crime, murder, sex, multiple marriages, and other evils.

Secular education lays emphasis on the monetary benefits that may accrue to the college graduate, whereas the Christian college fosters a Christian vision of service in behalf of his fellow men. The Christian college must differentiate between the false and true notions of what comprises man's duties and responsibilities as assigned by the Creator for maximum happiness.

On the campus of a Christian college the student



# ants' Quest ld See Jesus"

Wilbert M. Schneider

ACADEMIC DEAN  
SOUTHERN MISSIONARY COLLEGE

is introduced to true values that are necessary for character stabilization. Values involve commitments to a priori moral positions. To have values means to have standards in terms of which things or events or persons are judged as good or bad. In the scientist's laboratory as well as in the social sciences and in all other areas, value judgments must be guiding beacons inasmuch as all learning deals with man and his Creator.

Several years ago two teams presented a radio debate on the question "Are we losing our morals?" The affirmative team quoted statistics from the records of Los Angeles County of the staggering increase in the divorce rate and in crime of every label. The listener had little difficulty in resolving the question in favor of the affirmative. The greatest shock came when a well-known psychologist, leading out in the negative, stated that the criminal record presented does not indicate a depreciation of our morals but merely represents an adjustment to the age in which we live! If this line of thought were a correct analysis of the problem, mankind could very well conclude that little credence need be given to the ideals or principles of right and wrong, for such would not exist. That which the Christian considers evil in the light of the moral law would indeed represent merely an adjustment to the age! Is it any wonder that the schools of the prophets emphasized the law of God, sacred history, sacred music, poetry, and the learning of the trades in the curricula? Nothing is as important as the transmission of true moral values that give reason to man's existence and his duty to his God and his fellow men. For this purpose does the Christian college exist.

## The Curricular Disciplines

Since God is the source of all true knowledge, it is important that only such fields of learning be included in the curricula that direct the mind to "His own revelation of Himself."<sup>7</sup> "The Holy Scriptures," we are told, "are the perfect standard of truth, and as such should be given the highest place in education."<sup>8</sup> Teaching of Biblical truth must always be

given first place among the disciplines making up the curricula of a Christian college. Unfortunately, it is possible even in teaching the Scriptures to impart technical knowledge without inspiring the student with the great principles of truth, obedience, honor, integrity, and purity.

Technical knowledge of the Scriptures cannot and will not transform the character. This fact may be noted in all of Christ's teaching. See Him at the well of Samaria as He instills a desire for the water of life; listen to Him while seated on the hillside speaking the great truths known as the Beatitudes; observe Him as He deals kindly and gently with the sin-sick woman brought to Him by unrepentant sinners referred to as whited sepulchers, and study carefully the truths revealed by Him to the socially correct Nicodemus. Notice the emphasis He places on the great principles that sanctify the heart. Unless we can successfully communicate to the student these principles, we will fail miserably in teaching the Word of God; and the studies dealing with the law of God, the Sabbath, and other great doctrines will become "as dry as the hills of Gilboa."

I wish to challenge the members of the department of religion to seek ways to convey more effectively the great Christian principles to the students who come here to find their Saviour. Going a step further, is it asking too much that we scrutinize the freshman religion requirements, having in mind to build courses that give special emphasis to the truths mentioned above? Doctrines are important, but of greater value is a living experience of the eternal principles of obedience, honor, integrity, and purity. Without these virtues the educated individual becomes a mental mendicant in that he has little to give and always borrows, begs, or steals from others, a practice accepted by a selfish society.

Much of what I say about teaching scriptural truth may also be said about other disciplines. A teacher, regardless of discipline, must not be content with imparting only technical knowledge intended to train clever accountants, skillful artisans, successful tradesmen, accomplished musicians, competent scientists, noted historians, famous physicians, and other professional personalities. Beyond this is God, who gives meaning to knowledge.

A student's quest in college involves the universe and his relationship to it. He studies the sciences to learn something of the physical nature of his world. Psychology, sociology, history, and ethics give him some insight into the personal elements of his environment—how people behave and why. Foreign languages also, besides being tool subjects, are excursions into the thought patterns of peoples. And English shares the same values. Other disciplines are pursued with certain earthly objectives that are proper but not complete. Regardless of the discipline



the student will not receive the right perspective when viewed apart from God.

Dr. R. B. Kuiper, former president of Calvin College, well illustrated this point when he said, "One may look at a windowpane in one of two ways. Either he may stare at the pane itself and make it alone the object of observation, or he may look through the pane up at the heavens. So there are two ways of studying nature and history. One may lose himself in the bare facts, or one may look up through the facts of God, who is revealed in all the works of His hands and in the guidance of the destinies of men and nations."

Something ought to be said about music because of its inherent power for good or bad. Music has been divinely ordained to transport the mind of the performer and the listener to the courts above, there to experience something of the beauty of the Creator. What a shame that the beautiful gift of singing has been completely adulterated with the repulsive bleating and mewing heard universally today. Let us take every precaution to arrest the trend of mingling the unholy with the holy, even as may be heard in some churches around us. A Christian college must not condone music that obviates against the building of Christian character and nullifies the efforts of the Spirit in behalf of a sanctified life.

True education enables one to extend his range of vision and knowledge beyond his everyday work and his self-interests. It encourages unselfish labor. But more than this, it prepares for the life to come.

The social utility value of education is of paramount importance. But it is equally important that education be instrumental in liberating the individual human mind. Instead of being motivated by fears, the individual will then be influenced by honest convictions. True education permits the fullest development of individual intelligence and ambition. It is both discipline and delight, resulting in the flow of meaningful and lasting benefits from men and women who have tasted the pleasure of learning.

Intellectual competence is not alien or incompatible with a sincere Christian faith. On the contrary, when a Christian college is wholly committed to God and His truth, it must to the best of its ability remove mediocrity from the curricula, the staff, and the program in general.

Let us never make the mistake of leading a student to believe that his search for truth does not involve the entire field of knowledge available to man. The mind is given only in trust, and we must encourage the student to use it fully as he delves into the wonders of God's greatness. It is up to the Christian college to provide the curricula allowing for the development of the mind.

Lest we be guilty of permitting mediocrity, let us again read the words of Ellen G. White as she in-

structs the youth: "Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached."<sup>9</sup>

As the student advances as far as possible in every branch of true knowledge he must be taught the virtues of simplicity and self-restraint as essential to the highest development of mind and character. Pomp and self-indulgence must give way to God's requirements.

In the words of Gerald Horton Bath, "Education that does not engender a sense of humility in the student, that does not make him appallingly aware of how much there is to know that he does not know, is not true education. It is simply mental calisthenics."

Perhaps it will be necessary to give study to our present curricula to determine whether objectives are being met. More than this, thought ought to be given to the proper interpretation of respective disciplines in the light of duty to the youth of the church. This having been accomplished, "instead of educated weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions."<sup>10</sup>

### The Christian Faculty

The Christian teacher is the most important link in the educational process, for it is he who must be able to say with the Master Teacher, "I have given you an example that ye should do as I have done."<sup>11</sup> What he teaches he must live.

The Christian teacher must possess competence in his chosen discipline. Of the Hebrew captives it was said that "in mental vigor and literary attainment, they stood unrivaled."<sup>12</sup> All great men of Scripture stood well above the average in breadth of mind and mental vigor.

Intellect divorced from true knowledge, however, operates in a void; knowledge divorced from intellect is grist without a mill. Intellect and knowledge are prime requisites to college teaching, but they are not everything. It has been said that knowledge is power. Perhaps it is even more correct in this vigorous, complex, and confused age to say that character is power. The teacher must know what it means daily to surrender self for the service of love to God and man. Both mind and heart must be brought into service.

Recently I heard these words spoken honoring a retired teacher with a long service record: "Each time the student stepped into the classroom and listened to the wisdom of his heart, the Saviour was seen through his countenance." What power of character!

The Christian teacher should be so animated by a



spirit of fairness that he will never misrepresent a colleague or student even slightly, whether by direct speech or by innuendo, for any purpose whatsoever. His soul must thrill with the resolve to prove himself true to the high and noble principles that actuated the life of our Great Teacher.

As in Daniel's experience, the teacher's wisdom and statesmanship, his tact and courtesy, his genuine goodness of heart, combined with fidelity to principle, must be such as to compel even the hardened students to admit that "they could find none occasion nor fault; forasmuch as he was faithful."<sup>13</sup> A sound Christian character is real in the sense that it deals with substance, not show.

The principles and standards that mark a person of first-rate character provide the psychological gyroscope to give balance. They allow for discrimination between the good and the shoddy. They also provide a foundation upon which a teacher may declare, "Here I stand; I can do no otherwise."

Broad-mindedness is a basic part of sturdy character. It gives the individual the ability to look at ideas and facts from all sides, waiting until the evidence is all in before passing judgment.

In reading the Beatitudes of Scripture one is made aware that gentleness too is a necessary element of sound character. A gentle spirit avoids a high and mighty attitude toward people of humble stations.

There are still other virtues to be included in the whole of a Christian character, namely, motive and harmony. Motive "gives form and intensity to our efforts, and motive is the thought of a desirable end."<sup>14</sup> Harmony is the result of correct motivation. Friction can be had for nothing, but harmony costs courtesy and self-control. Harmony is an attribute of maturity, and maturity is achieved by observing self-restraint.

If time permitted, other virtues could be mentioned. Little has been said about what makes a teacher technically competent or about his ability to communicate knowledge to the student. This is not an oversight. Here again, time is too limited to allow a review of this important field of thought. We may conclude, however, by saying that good college teaching requires a fervent faith nourished by personal experience, an uncompromising wrestling with subject matter, and amiable personality.

A student generally looks deeper than the surface when evaluating effective teaching. He appreciates the scholarship of the teacher, tolerance as differentiated from liberality, punctuality, self-confidence, proper enunciation, ability to express thoughts, careful planning of material and assignments, and touches of wit and humor that grow out of classroom situations. However, the student places a low value upon the telling of irrelevant jokes. The teacher who is

contemptuous of disciplines other than his own or who speaks disparagingly of his colleagues is generally rated low. Studies of student ratings reveal these facts.

We as Christian teachers must meet the Saviour in Gethsemane, there to dispose of our self-willed ways. From there we must travel with Him to the cross to receive our credentials and Companion in service, the Spirit of God. Our daily dependence on God and a constant response to the work of the Spirit will provide characters evidencing the fruits of righteousness. In cooperation with one another let us use our combined efforts and facilities to satisfy the students' cry, "We would see Jesus."

<sup>1</sup> John 12:21.

<sup>2</sup> Ellen G. White, *Education*, p. 14.

<sup>3</sup> Job 37:16.

<sup>4</sup> *Ibid.*, p. 46.

<sup>5</sup> *Ibid.*, pp. 29, 30.

<sup>6</sup> 1 Cor. 1:21.

<sup>7</sup> *Ibid.*, p. 16.

<sup>8</sup> *Ibid.*, p. 17.

<sup>9</sup> *Ibid.*, p. 18.

<sup>10</sup> *Ibid.*

<sup>11</sup> John 13:15.

<sup>12</sup> *Ibid.*, p. 55.

<sup>13</sup> Dan. 6:4.

<sup>14</sup> Monthly Letter, Bank of Canada, April, 1959.

► Atlantic Union College library is the recipient of 60 long-playing Columbia Masterworks records from the Columbia Record Company. They were given with the hope that they will be of help in expanding the services already offered to AUC students.

► At Madison College, MV members, formed into 20 teams, have been going out on the first and third Sabbath afternoons of each month in Operation Bedside. Armed with fomentation cloths and Bibles, the young people go into homes of the sick and give needed physical and spiritual help. On alternate Sabbaths the young people meet together for study in soul-winning methods.

► The week of January 7-12 marked a special week of spiritual emphasis at Atlantic Union College under the direction of the Student Association officers. Entitled "Christ on the Campus," the week featured student speakers who brought inspirational messages based on their various major fields of study in relation to Christian living.

► A group of Pacific Union College students, directed by Edith Durrett, is conducting a Bible story program at the Community Center in St. Helena every Sabbath afternoon. Inspirational songs, nature stories, missionary stories, and Bible stories are being presented for children between the ages of 4 and 11. In the future a similar program will be presented in Fairfield and Calistoga.

► Orangewood Academy (California) has purchased a new driver-education car equipped with the necessary controls for a training car. This includes a hydraulic brake and a panic button. The panic button is located within reach of the instructor so that if a student should panic the instructor can cut off the ignition.



# Central Union Teacher of the Year

*Opal W. Dick*

OFFICE SECRETARY, DEPARTMENT OF EDUCATION  
CENTRAL UNION CONFERENCE

RECIPIENT of the first Central Union Teacher-of-the-Year Award honoring an elementary school teacher was Earl S. Gibb, of Columbia, Missouri. The award was presented at the union elementary teachers' convention held at Glenwood Springs, Colorado.

What makes a Christian teacher worthy of acclaim? It is not the salary he can command. Nor is it the seniority he has acquired, nor the great men he has taught. Just what is it? Is it his success in enlarging the horizons of his pupils? His skill in drawing out the best in them? The ability to get along with the patrons? His finesse in guidance and control? Or is it perhaps all of these, together with a finished product prepared to meet our God, trained and ready to cope with any problem that comes in carrying on a work for Him and our fellow men?

One cannot prepare for eternity all by himself. He accepts God's grace for himself—yes, but the moment he accepts Christ he is under compulsion to share the good news of salvation with others. The influence of a dedicated teacher is like the ever-widening ripples from the constant dripping of water into a quiet pool.

Earl S. Gibb was born in Hamilton, North Dakota, February 21, 1922, the child of Marylee and Arthur Gibb. The family moved shortly to the State of Mis-



Earl S. Gibb receiving Teacher-of-the-Year Award from W. A. Howe, Central Union secretary of education, as P. A. Kostenko, Missouri Conference educational superintendent, looks on.

souri, and here Earl started to school. His boyhood years were clouded by a battle with polio, but through the years he has remained cheerful and courageous. This is his seventeenth year of teaching, and all of it has been in his home school.

Through the doors of this little school—only seven boys and girls that first year—have come scores of children, among them three of his own four children (the other is still preschool age), eight nieces and nephews, a younger brother and sister, a sister-in-law, two brothers-in-law, and two cousins. Eighty per cent of his students have gone on to academy. This school is now housed in an attractive new up-to-date school building in a desirable location. Because of the increased enrollment this year, his wife is assisting him in his teaching.

Besides continuing his own education and rearing his family of four children, he has found time to take an active part in church work, serving as Sabbath school teacher or superintendent, as MV leader, as deacon, or as elder, a position that he holds at present.

This man believes in Christian education. He talks it; he lives it. And so, to Earl S. Gibb, church school teacher from Columbia, Missouri, the Central Union Conference department of education proudly presented the 1961 Teacher-of-the-Year Award for his selfless service in the ministry of teaching.



# Increasing Summer Enrollments

*F. A. Meier*

VICE-PRESIDENT  
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IF THE administrative officers of a multi-million-dollar business or industry reduced operations to 30 per cent of capacity for approximately three months each year, the stockholders would immediately require a full explanation. Although this is not completely analogous to the practices of colleges and universities, there is sufficient parallel to cause a scrutiny of summer session enrollments in the typical college. Educators universally agree on the need for more effective utilization of human and physical resources but somehow fail to take into consideration the summer months! It cannot be denied that in most colleges a significant waste of human resources and physical facilities occurs during the months of June through August. Dormitories and classrooms are largely unoccupied because the tradition of a three-month vacation period is so deeply ingrained in our culture. This tradition is costly and is indefensible in the face of current conditions and needs of higher education.

Mounting pressures to accommodate more students will soon compel educators to implement novel solutions for the more efficient use of existing resources and facilities. Institutions of higher learning, particularly Seventh-day Adventist, cannot justify continued expenditures for plant expansion unless every effort is made to utilize existing facilities more fully. The times require creative thinking and a willingness to examine critically current attitudes and traditions.

The thesis of this discussion is that summer session programs must be planned so that they will attract more students than the number usually enrolled. Unfortunately, summer school programs are frequently drab, unimaginative, and sterile in comparison to those of the regular academic year. This is a challenge that deserves a bold, new response from educational leadership. That which follows is intended to focus attention upon the criteria to be observed in the development of summer session programs.

First, summer session faculty needs should be given first priority. The informed observer of the academic scene knows that leaves of absence for advanced study, research activities, and the assignment of faculty to nonteaching duties are more common during the summer months than during the regular term. These activities, however desirable, often have

the cumulative effect of restricting the breadth or reducing the quality of the offerings. Curricular imbalance is inevitable if the director of the summer session is confronted with the task of developing a program based upon the services of available or remaining faculty members. The same criteria used in determining faculty needs for the regular academic year should be honored in planning for the summer session.

In the last analysis the quality of the summer session will not rise above the quality of those who collectively execute the instructional program. It is axiomatic that the wares offered in the summer academic market place will not be without buyers if they are merchandised by those who specialize in durable, functional, and attractively packaged goods. It is therefore imperative that proper priority be given to selecting personnel for the summer session. Unless care is exercised in this vital matter the offerings will be a hodgepodge which reflects little more than improvisation or the indulgence of preferences or whims.

Second, course offerings should be based upon the needs and interests of those in attendance. This implies a careful survey of the character of the summer session student population. In-service teachers who wish to complete further work in their teaching fields or meet certification requirements usually comprise a large segment of those enrolled. In cooperation with the conference educational superintendent each in-service teacher should be given opportunity to suggest those course offerings that are needed or desired. Questionnaires sent directly to these prospective summer session students can provide useful information for the director of the session. These questionnaires should be sent shortly after January 1 so that the needed data can be obtained and plans made at least three months before the beginning of the summer session. Students enrolled during the regular academic year who will also be in attendance in the summer should be given an opportunity to express their wishes.

The survey of needs and interests also has the advantage of reminding prospective students that the institution is making a sincere effort to be of service. In most instances the survey clearly indicates those courses that will be needed by a large number of students.



Third, a summer session bulletin or announcement should be published and given wide distribution early in the spring preceding the session. Without this, in-service teachers will not be able to make definite plans or arrangements with their employing organizations. The publication should fully describe all summer session activities and should be organized so that the desired information can be secured quickly and easily. Detailed information such as degree requirements, registration procedures, et cetera, should be excluded.

The bulletin should include a complete narrative of the summer lecture series, special conferences or workshops, social and recreational activities, et cetera. In brief, the publication should accurately portray what is to be available. Frequently, insufficient attention is given to the design and layout of summer session announcements. In a real sense this is the result of a lack of enthusiasm for the summer session by leadership.

Fourth, cocurricular activities must be given proper emphasis during the summer session. In many colleges little provision is made for activities that add spice to life on the campus. A planned program of recreation under the direction of a capable, aggressive individual is a necessity. Students will be healthier, more productive scholars if adequate provision is made for recreation and physical exercise. Both faculty and students can benefit from the fellowship and renewal of body that comes from planned recreational activities.

Fifth, a summer lecture series should be inaugurated that will broaden the intellectual horizons of in-service teachers and other students. Lectures representing the various academic disciplines are stimulating and enhance the intellectual climate of the campus. An atomic physicist, a political scientist, an authority on Milton, a world traveler familiar with other cultures, a well-informed physician, et cetera, can provoke thinking and discussion not possible through other means.

To ensure stature and acceptance the lecture series can be named in honor of some prominent individual who has been closely identified with the institution.

Obviously, no such series is possible without providing an adequate budget for lecturers' fees or honoraria. Distinguished personages or authorities in specific fields cannot be expected to give gratuitously of their time and talents.

Sixth, special curricular offerings such as study conferences or workshops may be designed to deal with problems encountered by in-service teachers. Reading clinics or workshops on child growth and development, programs for gifted children, improved methods of instruction, revision of the curriculum, et cetera, will be of great interest to elementary teachers. Also, laboratory classes on both the

elementary and the secondary level under the direction of master teachers will attract many who wish to improve their professional qualifications. The services of individuals prominent in teacher education can frequently be secured for special conferences of two or three days' duration. During this interim the visitor can meet appropriate classes, address informal groups, and be available for personal conferences. This is one of the more successful methods of obtaining new perspectives among those engaged in education.

Seventh, the weekly routine should be broken by an evening activity that will give some diversion to students. Union worship services and films of thirty-to forty-minute duration are excellent means of providing a break in the normal routine. If a large number of in-service teachers are enrolled, professional films of interest to them may be scheduled. Many excellent films are available at nominal rental rates and make it possible to plan regular showings at minimum expense.

Finally, the course offerings should be balanced and not be restricted to a few departments. Frequently, the traditional academic departments do not offer sufficient courses to attract those that are interested in work other than professional education. However valuable or necessary the professional education courses may be, teachers should be encouraged to complete advanced work in their teaching fields so that their work in the classroom may be enriched.

Administrators should approach the planning of the summer session with the same spirit of enthusiasm and diligence exhibited in planning for a regular academic year. If teachers and administrators believe that the summer session is a rich and exciting intellectual experience, this feeling may be transmitted to students. A careful survey of the needs of students, long-range planning for the summer session program, and proper interpretation of the summer session opportunities will ensure increased attendance.

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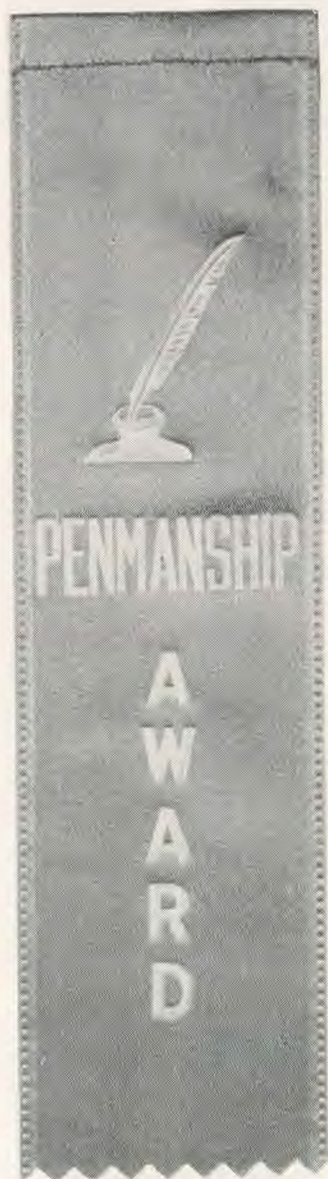
► Culmination of a long-time plan to provide Columbia Union College with an excellent program in nursing was announced recently when the National League for Nursing gave full accreditation for the baccalaureate program in nursing, including public health nursing. This professional recognition is in addition to the academic recognition from the Middle States Association of Colleges and Secondary Schools, held for a number of years. Alice Smith, chairman of the department of nursing, says additional plans call for a program that will prepare nurses to serve in disaster areas and to be resourceful in isolated areas, such as those in some overseas appointments. The administration of the Washington Sanitarium and Hospital works closely with the nursing faculty of CUC. The college hopes sometime in the future to offer a Master's program in nursing.



LOOK, TEACHER,

## A Handwriting CONTEST!

G. M. MATHEWS



NOW in its fifth consecutive year and still going strong, the annual handwriting contest in the Nevada-Utah Conference has proved to be a most productive effort in upgrading the handwriting of the pupils in the elementary schools of that conference.

Here's how it is carried on. Superintendent D. V. Cowin selects the sentence to be used in the competition and the date of the contest—usually the third week in February. The pupils memorize the sentence and practice writing it under the teacher's close supervision for ten minutes each day of the week. On Friday a specimen is collected from each pupil and properly identified (on the reverse side of the specimen or by number). The teacher in each room selects the best paper for each grade, using a standard writing scale or his own judgment, and sends these specimens to Elder Cowin on the same day.

Experienced classroom teachers selected by Elder Cowin evaluate the specimens for each grade from all the schools in the conference, using a standard writing scale as the grading instrument. The best specimen from each grade is selected, and a ribbon award like the illustration is presented to the winning contestants.

This contest emphasizes the importance of good handwriting by all pupils, and encourages the teachers to use a variety of means, methods, and suggestions that come from the superintendent, as well as from other sources. Why not try a contest in your conference or school? The results will be quite revealing!



# Tithing Student Labor

Ray Hartlein

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OAK PARK ACADEMY, NEVADA, IOWA

WHEN principal of a Chinese Seventh-day Adventist school, Elder D. E. Rebok was faced with a severe financial problem as orders for the usually flourishing furniture shop dropped off to nothing. All orders ceased to come in, and there was only a week's work left at the factory. One hundred twenty-five young people were faced with the possibility of being out of work and having to drop out of school. As Elder Rebok wrestled with the problem, the thought came forcibly to his mind, The students are not paying tithe on the earnings in the shop or on the farm. How could the school expect God's blessing in a situation like that? He attempted to rationalize away the remotest possibility that the students could pay tithe on their small earnings. But Elder Rebok was impressed again, Why should God do His part if they do not do theirs?

The teachers were called together and the problem was presented. The Bible teacher opposed the plan and stated he would not accept students' tithe money for his salary. The business manager reviewed the situation, and he too could not see how the students could pay tithe.

The answer to the problem came from Malachi 3:10:

Bring ye all the tithes into the storehouse, . . . and prove me now herewith, saith the Lord of hosts, if I will not open you the windows of heaven, and pour you out a blessing, that there shall not be room enough to receive it.

Elder Rebok assured the Bible teacher that he was not asking the students to pay tithe, but that it was God who was making this request. He explained that God asks us to do our part in order that He might have the opportunity to do His part.

The matter was presented to the students during the daily chapel hour. Elder Rebok, alone on the rostrum, read the Bible texts on the subject and pointed out that failure to go all the way with God meant closing the furniture factory. Everyone sensed the full significance of the situation. It was emphasized over and over again that it was God who asked that tithes be paid.

One young man stood and said, "I have felt for some time that I should do that, but I did not know how. I still do not know how, but I will do it because God wants it done."

Another young man stated, "I am not earning enough to pay my expenses, but if that is what God wants of me I too will prove Him, and I believe that He will take care of my expenses."

Every young person pledged to do what God wanted him to do.

After an earnest season of prayer the chapel service was closed, and Elder Rebok went to Nanking. There he visited place after place where he had previously been refused orders for metal furniture. By the end of the day he had \$12,000 worth of orders and between \$7,000 and \$8,000 in cash. This was definite proof that God will pour out His blessing when the Christian will do His part.<sup>1</sup>

Could Seventh-day Adventist schools enjoy an unprecedented prosperity if more of the students were encouraged to pay tithe on their labor? The answer is the same one Elder Rebok found in the book of Malachi, "Bring ye all the tithes into the storehouse, . . . I will . . . pour you out a blessing."

Tithing is God's method of supporting His work. When He said that the gospel was to go to all the world God intended that this program should be financed by tithes and offerings. The educational program is no exception, for it is the work of our schools to train the youth of the Seventh-day Adventist Church to take their places in helping to finish the work. These statements do not mean that tithe money should be used to pay students' tuition or to help in some other phase of the school program. They do mean that the blessing of God will be poured out on His educational institutions as a result of tithe paying. He will bless the schools spiritually and financially.

Tithe paying is as important as Sabbathkeeping. Both indicate a recognition of God's ownership. Tithes and offerings are required to impress the minds of men with the fact that God is the source of every blessing and that man's gratitude is due Him. Certainly the student needs to be taught to recognize God's ownership. "This tithing system, I saw, would develop character, and manifest the true state of the heart,"<sup>2</sup> wrote Ellen G. White.

Unless students have the opportunity to pay tithe and are encouraged to do so even though their earnings are small, they will not be able to develop character and manifest the true state of the heart. Many



of them will be workers in the Seventh-day Adventist Church. What kind of program will they follow if they are not trained early to return to God that which belongs to Him?

If the young person hasn't been taught at home to pay tithe, or if he has failed to pay it as he has been trained to do, it is the responsibility of the school to educate and encourage him to return to God that which belongs to Him.

There is no reason why a student should not be able to develop in cooperation with the school and his parents a method whereby tithe could be paid on his earnings. Most students seem to have money for the nonessentials, but the offerings taken from student groups are relatively small. If the students are properly educated and encouraged, much money spent uselessly could be channeled into God's cause. More emphasis should be placed by the administration of the school on the matter of student tithing. Much could be done to help the cause of God if the young people were educated to practice economy and self-denial.

From *Financial Policies for Denominational Educational Institutions*, pages 403, 404, the following is suggested for our educational institutions:

1. Students should be encouraged to pay tithe on earnings while in school.

2. The tithe should be paid to the local conference through the church where the school is located.

3. If the operation of the plan works a hardship on the school, the conference should subsidize the school a sum of money that seems equitable.

There are three reasons why students do not pay tithe: (1) The student is indifferent and would not pay tithe if given the opportunity. This is a real challenge, because a proper relationship to God must be developed by this individual before he will voluntarily see the necessity of meeting this obligation. There is a lack of spirituality, and the school must help him develop a positive Christian experience. (2) There are those who have not thought about paying tithe on their student labor but would if it were brought to their attention. (3) There are students who want to pay, who have thought about it, but don't know how to do so or whom to ask about it. In each of these three instances education is necessary if the student is to be expected to follow God's program.

There are students who feel that because they owe the school money they should get the debt paid off as quickly as possible and not pay tithe on their earnings until they are free from debt. These fail to realize that they are piling up a larger debt to God by not returning their tithe to Him. Mrs. White states—

The man who has been unfortunate, and finds himself in debt, should not take the Lord's portion to cancel his debts to his fellow men. He should consider that in these

transactions he is being tested, and that in reserving the Lord's portion for his own use he is robbing the Giver. He is debtor to God for all that he has, but he becomes a double debtor when he uses the Lord's reserved fund in paying debts to human beings. "Unfaithfulness to God" is written against his name in the books of heaven. . . . The man who will rob God is cultivating traits of character that will cut him off from admittance into the family of God above.<sup>3</sup>

Through educational processes the student should be encouraged to pay tithe. The school must wholeheartedly believe that it is the responsibility of the student and the school, jointly, to work out a program that will be satisfactory to both the student and the school. The administration that fails to encourage the students to return the tithe to God because of the financial drain on the treasury of the school lacks faith in God's promise that He will pour out such "a blessing, that there shall not be room enough to receive it."

<sup>3</sup> D. E. Rebok, *God and I Are Partners*, pp. 98-104.

<sup>4</sup> *Testimonies for the Church*, vol. 1, p. 237.

<sup>5</sup> *Ibid.*, vol. 6, p. 391.

## The Postulates of Economics

(Concluded from page 9)

religious organization. The conversation is about car financing or a home loan in which a worker is the purchaser—at an interest charge, of course. Possibly the telephone call is about mutual funds, the market status of washable fabrics this morning, or the arranging of a pool so that a block of stock may be purchased at a suitable price. Yes, people's capitalism has reached the church.

The church and church members alike deal with material things in this day and age. They deal with houses and lands, with merchandise and equipment inventories, with stocks and bonds, and with profit and loss. This is but a part of the social fabric of our day. The Christian, like anyone else, must employ intelligent self-interest in handling business affairs. These are not wrong in themselves. Self-interest and materialistic dealings, rather, become an opportunity for the Christian to demonstrate that he is guided by principles that are other worldly. If business prowess becomes an occasion for boasting; if property becomes an end in itself rather than a means to a worthy end; if our thinking more closely approximates the self-sufficient attitude of Judas, the treasurer, instead of the self-sustaining effort of Paul, the tentmaker, then need we become concerned with the disease of worldliness.

<sup>1</sup> Ellen G. White, *The Desire of Ages*, p. 32.

<sup>2</sup> Eph. 6:5-9; Col. 3:22 to 4:1.

<sup>3</sup> 1 John 2:15.

<sup>4</sup> 1 Cor. 3:3.

<sup>5</sup> *Ibid.*, p. 20.

<sup>6</sup> Harold L. Johnson, "Can the Businessman Apply Christianity?" *Harvard Business Review*, 35 (Sept.-Oct., 1957), 68-76.



# Second-Year Typewriting—A Challenge!

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SECOND-YEAR typewriting may be the last opportunity some students have in school to become acquainted with an occupational skill. "Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood."<sup>1</sup> This counsel, given by the servant of the Lord nearly sixty years ago, seems more urgent today because of increased financial demands on the individual. The apostle Paul admonished the Christians of his day to "study . . . to work with your own hands."<sup>2</sup> What greater motivation does the Christian business teacher need in helping young people prepare for future responsibilities?

The course content of second-year typewriting should be outlined to cover three general areas—demands of business, needs of students, and fulfillment of scholastic requirements.

First, what does business demand? Personality, the ability to work with and for others, holds top priority in almost every imaginable job. To develop such traits calls for consistent perseverance on the part of the student and teacher. Promptness, initiative, loyalty, honesty, cleanliness, organization, and patience are examples of traits that can be woven into the everyday classroom setting. "No machine can replace the pleasant, dependable, resourceful employee who is willing to give a day's work for a day's pay."<sup>3</sup>

Second, business demands that two other items—quality and quantity—work hand in hand. They must meet at an acceptable crossroad to produce efficient work. Quality work might be thought of in a practical way, such as knowing *how* to do each part of the task neatly, correctly, and then, of course, *doing* it. Quantity is, simply, great amounts. In the eyes of businessmen quantity is measured by the "amount of work turned out." Our typewriting classes should develop the student's ability by emphasizing both items through demonstration, experimental practice, and practical application, in as natural a setting as possible.

From their class assignments students should become thoroughly acquainted with general-office and denominational-office jobs. Office jobs may include the following: getting out letters; solving arrangement problems for manuscript and tabulated reports;

using carbon paper; preparing stencils and masters for duplication; checking and correcting spelling, word division, punctuation, capitalization, and number items and totals; chain feeding envelopes and cards; collating and stapling paperwork efficiently; and understanding alphabetical filing rules. The denomination's *Yearbook* should be used and understood to some degree. (The teacher will find that the local conference office and the school offices can provide several copies for classroom use when the new edition is published and distributed.) Research by the student into departmental organization and activities develops greater interest in our church-sponsored work.

The teacher needs to help the students realize that a typewriter is *not* the only piece of equipment found in today's business offices. Therefore they should become acquainted with the adding machine, the duplicator, and the transcription machine. When machines are in the business education department, a rotation plan during several class periods on each machine greatly adds to the feeling of security possessed by students. If the machines are not available in the department, the school business office would be the next place to obtain the machines, at least for a general lecture about the machine, with a demonstration of several problems.

Students enjoy much more the ability to type when they find actual projects in their lesson assignment and/or work which use the ideas presented during some former class period. It is most gratifying to me to help students who ask for information on an advanced phase of a lesson they have not covered but which they meet as an actual problem, such as being asked by their work superintendent to write a letter for him or to tabulate a project on a master for duplication. Students usually are very willing to do the job over again in order to make it usable or as nearly perfect as possible.

State and denominational requirements may vary, but usually they follow a general pattern accepted by businesses and college business departments across the nation. One may learn the requirements in his State by obtaining the State typewriting bulletin from the State department of education. In the denomi-



nation "A Syllabus for Typewriting" may be obtained through the local conference education department. This General Conference syllabus on typewriting will prove very helpful.

Here are some of the things that have been done and used in my second-year typewriting classes in addition to the regular work in the textbook. Opportunities are provided for the student to acquaint himself with machines, filing, writing letters of application, and preparing personal income tax returns. This may sound like an office practice course, but it is not. Time spent on these units is rather limited, but almost every office machine around the school is used by Typewriting II students. Every machine is kept in good condition. Some are war surplus and some have been used in the business office. They are all accepted as instruments on which to learn something new. We use the comptometer, calculator, ten-key adding machine, full-keyboard adding machine, electric typewriter, spirit duplicator, stencil duplicator, Mimeoscope, Stenorette, and Addressograph equipment. Each student is assigned his turn at the school switchboard, situated in the girls' dormitory, where it is studied and practiced in actual use. This furnishes a very practical project and helps develop telephone techniques. In addition to the machines we use at least one hundred names to practice on in learning the alphabetical filing rules. Other special projects around the campus add to the enthusiasm as bonus opportunities.

Lesson plans for some machines are provided by the company, but if they are not, used texts are consulted and lesson plans are made to acquaint the student with the several parts and uses of the machine involved. For the switchboard we drew a diagram on a stencil and listed the names and function of various operative parts. This diagram plus a log sheet for incoming and outgoing long-distance calls helped in training the new operators. Boys seem to have a special interest in learning how to operate the switchboard. *Progressive Filing*, by Kahn and Yerian, is used as a basis for rules and names in our filing. A number of texts are consulted for the unit on the letter of application. *The General Income Tax Kit* prepared by the Federal Government is used for income tax.

When an additional room is obtained, a laboratory period of one hour each week may be ideal to add to the regular typewriting period. The class and lab periods might be operated in the following manner. First-semester class periods would be used to study the typewriting text materials, a unit of alphabetical filing rules, and a unit of business letter writing principles. Second-semester class periods would be used to complete the typewriting text, study a unit in personal income tax, and learn how to write a letter of application. These special units would be taught to

the class as a group. The labs would be divided into units on a six-week basis, with six hours on each unit. The number of machines and students involved will compel me to use about three units at a time during each six-week period. Units to be studied would be: (1) ten-key adding machines, (2) calculator, (3) duplication, (4) switchboard and Addressograph, (5) comptometer, (6) transcription, (7) full-keyboard adding machine, and (8) special projects. The student would be asked to choose and complete six of the eight items listed above for his lab projects during the year.

The challenge to us as business educators, administrators, and students of business is found in a statement in *Christ's Object Lessons*. "The Lord desires to have in His service intelligent men, men qualified for various lines of work. There is need of businessmen who will weave the grand principles of truth into all their transactions. And their talents should be perfected by most thorough study and training. If men in any line of work need to improve their opportunities to become wise and efficient, it is those who are using their ability in building up the kingdom of God in our world."<sup>4</sup>

<sup>1</sup> Ellen G. White, *Education*, p. 218.

<sup>2</sup> 1 Thess. 4:11.

<sup>3</sup> Lloyd V. Douglas (ed.), *The Business Education Program in the Expanding Secondary School* (Washington, D.C. Prepared for the National Association of Secondary-School Principals under the editorial supervision of the United Business Education Association—a department of the N.E.A., 1957), p. 78, citing Regis Horace, Plymouth Teachers College, Plymouth, New Hampshire.

<sup>4</sup> White, *Christ's Object Lessons*, pp. 350, 351.

► Plans are under way for full accreditation this coming fall of Milo Academy (Oregon) with the Northwest Accrediting Association and the State department of education, according to L. E. Russell, principal. The staff is currently engaged in a self-evaluation of the plan and school program that is a necessary prerequisite to accreditation. The Evaluative Criteria, published by the National Study of Secondary School Evaluation, is being used in the self-evaluation. At the time of the inspection by the State department's visiting committee, MA will be evaluated on the basis of how well the objectives and philosophy set up by its own staff are being followed and accomplished in every phase of MA's program.

► The biology department at Southern Missionary College is now occupying the new addition to the science building, which provides a new laboratory to accommodate 36 students at one time, a new classroom that will seat 104, and a new special projects laboratory where 10 students may carry on projects and research work. Reconditioning and redecorating have been done in the existing building, making possible, with new additions, one of the most modern biology departments in our colleges. A new double-room greenhouse, approximately 20 by 30 feet, with individual temperature controls is now in use.



# "Fix It" Day

Ella R. Grosvenor

FIRST GRADE TEACHER  
SAN DIEGO UNION ACADEMY

THE schoolroom stirred with activity. But it was not the ordinary noises of pages being turned or of pencils or crayons pressed hard against papers as if by that pressure alone the results would win teacher's approbation. Nor was it the quiet footsteps on the way to get a drink, lagging in the hope of seeing something along the way that would be interesting or different. There were footsteps aplenty, and whispers too, but they were sprinkled here and there with tears as solemn little faces and heads were bowed down on their tables in prayer. You see, it was "fix it" day in the first-grade room.

Those "fix it" days were not scheduled as a specific part of the curriculum, nor were they given a special place in the daily or weekly program. They came when they were needed—often on Friday, the preparation day, sometimes following a stirring Bible lesson, sometimes when a severe controversy was waging in the heart of a child between the adversary of boys and girls and the mighty, victorious One. Often the children knew the specific need at the time. Many times the presence of the Holy Spirit was so evident that all were constrained to take part.

After a few words reminding them of their needs, their heads were lowered to their desks and each child silently prayed for help to remember all that needed to be made right. Then as the Holy Spirit began His quiet work of guiding back into straight paths, the little children tiptoed over to a playmate where, in penitence, they whispered words acknowledging their sins and asking for forgiveness. Then

back again to their chairs they went, where they again asked the Searcher of hearts to help them remember other things that needed fixing.

"I'm sorry I hit you. Will you forgive me?"

"I'm sorry I wouldn't play with you this recess. Please forgive me."

"I peeked when we were supposed to shut our eyes. I'm sorry and I want you to please forgive me."

"Teacher, I looked at Johnny's paper. I'm sorry."

"I said I found your pencil but I took it. I'll bring it back tomorrow. Please forgive me."

Real heart searching was being done. Often it was a severe struggle to go and make things right, for there was always the fear of being rejected or misunderstood by a schoolmate or friend. But children need to have opportunities to experience the joys of confession and forgiveness. "Teachers should lead students to think, and clearly to understand the truth for themselves."<sup>1</sup> "They [children] need to be educated in spiritual things; and parents should give them every advantage, that they may form characters after the similitude of the character of Christ."<sup>2</sup>

When their part was completed and they had claimed the promise of the Father for cleansing, it was time to sing. None needed to be urged, nor was it just imagination that the voices were sweeter than usual. Could it be that the echo of the heavenly choir united with the voices of little children as they rejoiced in this precious experience of cleansing?

<sup>1</sup> Ellen G. White, *Testimonies for the Church*, vol. 6, p. 154.  
<sup>2</sup> ———, *Counsels to Parents, Teachers, and Students*, p. 142.



► A Thank-you letter bearing more than a thousand signatures of students, staff members of Southern Missionary College, and residents of the Collegedale-Apison-Ooltewah area was presented to the county board of commissioners in Chattanooga in appreciation of a new road in the area. The letter was sponsored by the Student Association of SMC under the direction of James Dunn, chairman of the public relations committee. Mr. Dunn and Charles E. Fleming, Jr., business manager, made the presentation to County Judge Chester L. Frost. Judge Frost said that the county board receives thousands of complaints, but this was the first time he had received a letter of commendation.

► The enrollment at Loma Linda Union Academy and elementary school this year reached 311 in the academy and 580 in the elementary school.

► A two-volume leather-bound facsimile set of the Gutenberg Bible has been presented to La Sierra College by the Southeastern and Southern California conferences. The Book and Bible Houses of these organizations also joined in the presentation. The set is currently on display in the college library. The Gutenberg facsimile, the first ever printed in the United States and the second in the world, was published this year by Pageant Books, Inc.

► Eighteen nursing students at the North York Branson Hospital School of Nursing (an affiliate of Oshawa Missionary College) were capped last January 29. Elder A. W. Kaytor, administrator of the hospital, was the speaker. Officiating at the ceremony was Geneva Bowman, director of the school of nursing, and the instructors, Florence Dunbar Vella, June Moyst, and Patricia Okimi.



# A Well-planned Field Day

*H. R. Nelson*

SUPERINTENDENT OF EDUCATION  
OREGON CONFERENCE



A RECENT experience in the Oregon Conference demonstrates what a well-planned field day may accomplish. When Donald Nelson, teacher of the eighth grade at Portland Union elementary school, planned a field day he counseled with the room mothers. When they decided to visit the State Capitol at Salem, communication was made with the secretary of state, who offered to take personal charge of the tour and also arranged a luncheon appointment with the governor. What started out to be a simple trip to the State Capitol became not only a successful field trip but a real lesson in public relations.

On November 30 the students and sponsors met Secretary of State Appling. He guided them through the Capitol and then to the governor's office. I quote from a report by Fred Wilbur, their principal:

"The next appointment was to meet Governor Mark O. Hatfield. All thirty-one students were on their best behavior as they waited for the Governor to appear. After Mr. Wilbur introduced the guests to the governor, Mr. Hatfield soon had all feeling at ease by his kind, friendly, and gracious manner. He spent considerable time explaining to the group the duties, responsibilities, and powers of the governor as well as those other social activities expected of a public servant. As Governor Hatfield was ready to leave, Ron Fitzgerald, eighth-grade student, stepped forward and presented the governor with a beautiful Bible with his name embossed in gold on the cover. The personal message to Governor Hatfield indicated how thankful we were that we had a Christian governor and that although no doubt he had several Bibles we knew of no better way to express our appreciation than this memento presented on this occasion.

"Governor Hatfield was visibly touched. He ex-

pressed his thanks for the gift and his appreciation of the fine, neat appearance and dignified manner of these youth who had respect for public officials and acted accordingly. He then told the group how fortunate they were to be able to attend a Christian school. He said that at times they might feel that they were missing out on a lot of fun and other activities found in a large public-supported school system but that these so-called advantages could not give them the strong Biblical background and training that they were receiving in a Christian school."

Because of urgent business the governor could not meet with the students at lunch. On December 5 Governor Hatfield sent Don Nelson a letter stating, "Seldom have I been touched more deeply than I was when the students of Portland Union Academy presented me with the Cambridge Bible. This was a very thoughtful thing to do, and I am so pleased to have this copy of the Scriptures with its easy-to-read type and beautiful sealskin binding.

"From time to time I take occasion to search the Scriptures while at my desk, and I am placing the new Bible in my private office for reference purposes there. I am sure its use will bring real inspiration and guidance, and it will be a continuing reminder of the kindness of the students of Portland Union Academy. Please convey my appreciation and best wishes to all."

In one corner of his letter he wrote, "2 Timothy 3:16, 17."

At a time when the subject of parochial schools is so widely discussed this form of public relations will do much to give the men in our government a better understanding of what Seventh-day Adventist schools are doing.

This was a profitable field day for the eighth-grade pupils and surely a lesson well learned. Christian schools are appreciated by men in high office.





## What the SCHOOLS ARE DOING

► Elder Clifford A. Reeves, associate professor of religion at Southern Missionary College, has introduced the Sabbath subject to many millions in all parts of the United States. Through a non-Adventist friend he was asked to write an article on the origin and development of the calendar for a calendar company that personalizes desk calendars for leading business firms. This past Christmas season the third in the series of articles on the calendar was distributed. The message by Elder Reeves (together with his address) is contained on the back of a greeting folder that accompanies the desk calendars sent out by various organizations to their customers and agents. Thousands of letters have been received from the first and second in the series that were sent out in '59 and '60. Now Elder Reeves is getting many replies from the third article, in which he described as an institution of God the seven-day weekly cycle—the "twin sister of the seventh-day Sabbath, a perpetual memorial of God's creative and redemptive powers." Scores have written to express appreciation and ask for more information, among them business-firm executives, housewives, editors (one, the assistant editor of a Presbyterian monthly), high school teachers, university professors, and a Roman Catholic college counselor. At first Elder Reeves answered these personally, but his correspondence is now so heavy that he has turned to students and church members, who help him mail a form letter with two Sabbath publications enclosed.

► February 7 was Student Teaching Day at Monterey Bay Academy (California). Students managed the school. Those interested in teaching learned better how to understand the teacher's position. Previous to this date each teacher submitted names of three students, one of which was chosen by the Student Council to teach the designated class for the day. The SC president was acting principal, and the presidents of the Boys' Club and Girls' Club acted as deans in the respective dormitories.

► Active participation in missionary activities is an indication of a healthy spiritual atmosphere. A religious activities summary among the music students at Sacramento Union Academy reveals a thrilling fulfillment of this goal. Soloists, duos, trios, and accompanists were actively engaged in 368 student participations in church services alone during the 1961 school year. More than 187 participations in various functions of the Sabbath school, 93 engagements in MV programs, plus instrumental renditions, carried the total to 668 student appearances—an average of more than 16 appearances in the area churches each Sabbath. These figures do not include the regular tour and concert group activities of the music department or the energetic evangelistic program sponsored by the Bible department.

► A new venture in church-sponsored education classes is the Beginner's New Testament Greek for laymen class being taught at the Sligo church in Takoma Park, Maryland, by Elder Don F. Neufeld. With an enrollment of 110, the class has been meeting every Tuesday night since early January for two 45-minute sessions, and will continue through May. Personnel of the group ranges from two 6th-grade boys of 10 and 12 years to a gentleman who registered as "at least 65." Doctors, nurses, ministers, a college professor, editors, librarians, secretaries, technicians, a baker, a chef, a janitor, a patent inspector, and homemakers with varying career backgrounds are in the class. Several college and academy students and some married couples are also attending.

► Adelpian Academy (Michigan) senior students had charge of AA's weekend services recently. Some of the topics presented were: "The Effect of the Mind on Physical Health," "Our Decisions," "God's Guidance," "Attitudes," and one of the students spoke at the 11 o'clock hour on Sabbath morning on "Positive Thinking." These topics were inspired by their discussions in Facing Life class.

► Dr. Perry Beach, professor of piano and theory at La Sierra College, is presently completing a full-scale choral work on the text of Isaiah 24. The text has been freely adapted for this purpose by the librettist Basil Swift. The composition for full chorus, orchestra, and tenor soloist was requested by Dr. Vincent Mitzelfelt for performance by the Mitzelfelt Chorale in the near future.

► Ribbon-cutting ceremonies for the new girls' dormitory were held at Platte Valley Academy (Nebraska) on January 3. Participating in the program were Elder J. L. Dittberner, Nebraska Conference president; K. F. Vonnhof, principal; G. E. Rhoads, Bible teacher; and Don Weatherall, social studies teacher.

► Dr. Ariel Roth, chairman of the biology department at Emmanuel Missionary College, reports that a butterfly and moth collection valued at more than a thousand dollars has been donated to the department. It represents an exotic array of Lepidoptera from all over the world. The collection was brought together by George B. Mohlmann.

► E. Riefsnyder, principal of Mount Pisgah Academy (North Carolina), reports that during the past months MPA has erected 4 new faculty homes and a girls' dormitory that will house 84. Also it razed 13 of its old buildings, made improvements on the grounds, erected a new sign at the entrance of the school, paved about a half mile of road on the campus and all the driveways.





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# Editorial NEWS AND VIEWS

**Listening** Listening is a way of learning. We talk so much more than we write, and listen far more than we read. This means that the consequences of the spoken word in our world are greater, in a sense, than are the consequences of the written word. Because we spend so much of our time listening, we ought to learn to listen well. It is not enough to assume that people learn to listen naturally. They do hear, of course, but the practice of understanding and of listening carefully to what is said is a skill, and therefore it is important that in the early school days children be helped to understand how much they can learn through listening. The wise teacher will help pupils to improve their listening performance by stressing definite purposes in listening, and pointing out the ideas gained in this way will be used and rewarded. They will be taught to note what is factual material and what has to do with ideas, and to attempt to fix both firmly in mind. Words do have consequences, and teachers should do all they can to teach pupils the skill of learning by careful listening.

**Books** Despite the development of newer media of communication, books are going to loom large in the schools of the future. Though some predict the contrary, books will not become obsolete. Rather, in the next few years some of the most important improvements in education will come through a more effective use of books in the classroom. Francis S. Chase, dean of the School of Education of the University of Chicago, has recently written, "We've left the kind of world in which the teacher's chief function was to convey information. The school composed chiefly of classrooms is obsolete. In schools of the future, upwards of half the student's time may be spent in the library, in the science laboratories or in other work rooms where he can search for knowledge, analyze data, and reflect upon the ideas which he is encountering." Martin Meyer, noted author, maintains that an increased trend in mass instruction will be offset by stronger emphasis upon individual learning. In commenting on the importance of books in the life of pupils, Mr. Meyer affirms that the most educational thing youngsters can do in high school often falls into the category of what some observers call "wasted time." He thinks that just sitting and reading is a marvelous way for an adolescent to use up an afternoon. Young people need not have a special purpose in their reading, such as reading for an examination or a book report. The great value comes when the young person is reading because he has an hour and he wants to look up a book somebody has told him about. The value of pupils' reading on their own initiative cannot be overestimated, because it is in this type of reading that some of the most important learning takes place.

**Graduate Fellowship** Teachers who are planning on graduate work, or who are counseling upper-biennium college students, may be interested in the following figures released by the United

States Department of Education. "In the school year 1959 and 1960, universities in America granted 20,811 graduate fellowships with a total value of \$35,040,578. Fellowships for sciences and engineering were valued at \$19,424,354. This is over 55 per cent of the total value of our fellowships. Fellowships in the social sciences and humanities were valued at \$10,728,383 or 30.6 per cent of the total number granted. The largest single number of fellowships, 2,032, with a dollar value of \$3,594,827 were granted in the field of chemistry. Second was English and dramatic arts, 1,477 fellowships. This was the only field in the humanities to rate among the top ten. Physics was third with 1,265 fellowships; mathematics fourth with 1,122 fellowships."

**Graduate Degrees Increasing** More than 10,000 doctorates were granted during the 1960-61 academic year, compared with 9,800 in 1959-60, and 9,400 in 1958-59. Advanced degrees were granted by 605 colleges and universities. The field of physical sciences was the most popular single branch of study for the 13,400 students in the last year of work on their doctorate. Education had the second largest number of doctoral candidates—1,900; next came social sciences, with about 1,600; engineering, 1,500, and biological sciences with nearly 1,400. Approximately 314,000 students were enrolled for all levels of advanced degrees. Of these about two thirds had completed less than one full year of work, and another third had completed more than one year of graduate work for either the Doctor's or Master's degree. Almost 95,000 were enrolled in graduate work in education; 37,300 in social sciences; 36,600 in engineering; 25,700 in physical sciences; 25,300 in business and commerce; and 14,800 in biological sciences; 13,500 in English and journalism; 11,800 in mathematics; and 6,300 in foreign languages and literature.

**Average Dropout** A recent statistical study shows that of all the students entering college in a recent year, only 39.5 per cent graduated four years later from the institution in which they started; 27.3 per cent of the enrollees of that year dropped out during or at the end of the first year, and another 15 per cent by the end of the second year.

**Rocketing Prices** In the United States, college tuitions and fees, long quite low, have in the past few years been skyrocketing in an effort to catch up with the rest of the economy. According to the United States Department of Labor, in the past four years the cost of medical care has gone up 14 per cent, food 6 per cent, transportation 14 per cent, rent 5 per cent, and clothing 2 per cent. All told, the cost of living has risen about 7 per cent the past quadrennium. Figures released by the United States Office of Education show that college tuitions and fees have climbed 33 per cent in the same period. College tuition is still rising, and it is expected that in the next four years the colleges will increase tuition as much as in the past four.