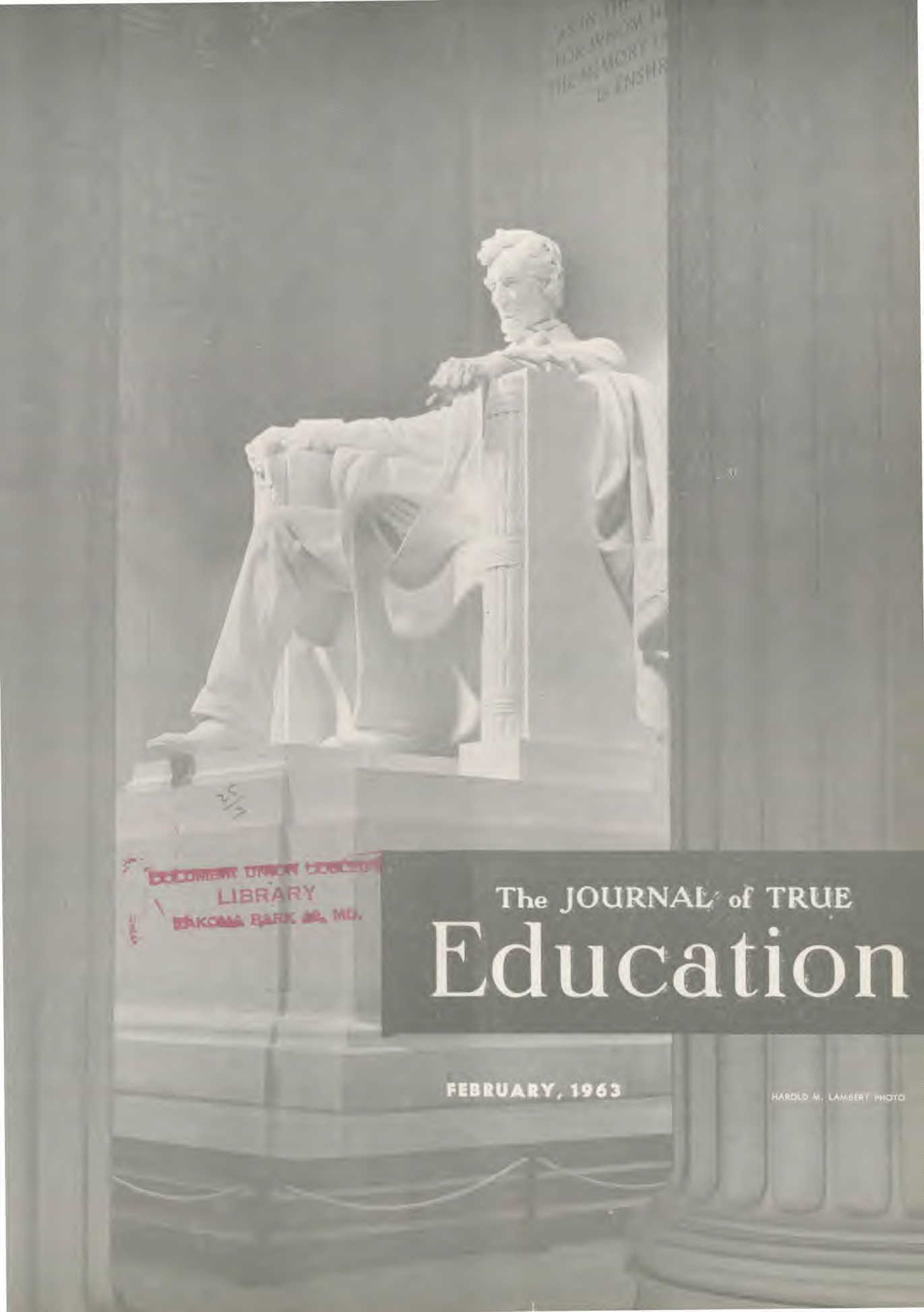

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The JOURNAL of TRUE Education

FEBRUARY, 1963

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The JOURNAL of TRUE

Education

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CONTENTS

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Editorial

DON'T NEGLECT THE INDIVIDUAL

THROUGH recent years there has been a noticeable resurgence of programs for student groupings which earlier were sparked by testing instruments and the research findings of Terman, Thorndike, Kelly, Thurston, and others. Some programs were variously designated as ability and homogeneous groupings; some have been camouflaged with categories of planes, jets, and spaceships.

With much experimentation many schools and educational systems have considerable data available on the merits and weaknesses of student groupings. Agreed that there have been special advantages in each of the respective groupings, yet educators have seemed to recognize that homogeneity has not actually prevailed after ability groupings were effected, no matter what factors of criteria were employed in the selection. A reduced range of differences and deviation has been noticed, but other qualities not measured have come to the surface.

Two great dangers exist potentially in the homogeneous grouping. They are the assumptions that (1) since all the individuals are alike the teacher may teach accordingly, and (2) a single standard of achievement may be expected for all.

Again and again educators need to be reminded, whether teaching homogeneous or heterogeneous groups of youth, that (1) a student learns as an individual, or that learning is an individual matter, and (2) a student must be directed from what and where he is to what he can be.

Not hackneyed is the truism that one may not see the trees for the forest. Happy and privileged is the student whose teacher recognizes him as an individual.

So it was in the ministry of the Master Teacher.

> In all true teaching the personal element is essential. Christ in His teaching dealt with men individually. . . . Christ discerned the possibilities in every human being. He was not turned aside by an unpromising exterior or by unfavorable surroundings. He called Matthew from the tolbooth, and Peter and his brethren from the fishing boat, to learn of Him.*

On the various educational levels in Seventh-day Adventist schools there may be identified a little captive maid, a Samuel, an Esther, a Joseph, a James, a John Mark, a Paul.

Responsibilities of the educator may be many, the burdens heavy, and time limited, but personal interest and focused attention to individual development will not go unrewarded. T. S. G.

* Ellen G. White, *Education*, pp. 231, 232.

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson that he learns thoroughly.—THOMAS HENRY HUXLEY, *Technical Education* (1877).

It is the very essence of all right faith to do the right thing at the right time.—6T 24.

OUR GOAL FOR THE YEARS AHEAD

E. E. Cossentine

I CAN THINK of no better way to express our goal than this: To find and to follow God's way in education more perfectly. This is all-inclusive. It includes the highest scholarship, the best of schools, and the importance of having all the children of Seventh-day Adventist parents in our schools. It takes in all phases of education from the kindergarten to the university.

With all due respect to the ministry, educators have the future of the church in their hands. The way we educators train the prospective ministers and teachers will determine the future of the church. If they are lost, they will be lost in our schools; and we are the custodians of the schools. The teachers in our schools, the relationship of the teachers to the young people, and the relationship of the leaders of our educational institutions to the principles of this denomination, to the very spirit of this denomination, will determine the course the church will take in the future.

I am greatly concerned about all the things that will affect the youth of our schools. To find and follow God's will in education is basic. Let us keep ever before our eyes the blueprint given to us by Inspiration that we be not led astray; because the slightest deviation as leaders will cause the church of God to go astray, and it will begin in our schools.

I am concerned about the changing standards and ideals we find in our churches. There is danger of drifting. And speaking to you as leaders, I say this: We *have* drifted. This is the time to pull back. I am alarmed at some of the programs put on in our chapels. If you stop to think you will be alarmed too. I am alarmed at the reading material assigned in our classrooms, and at some of the things appearing in our school papers. I think it is time to re-examine these things. I want to show my disapproval; but we need to do more than state that we disapprove. We need to give the leadership that our educational work demands. This is an hour that needs as never before men who are willing to stand up and be counted by standing for principle. I am alarmed at the attitude of some of our teachers. I was alarmed when a teacher came to me shocked that another teacher in one of our institutions refused to let his students read the book *The Desire of Ages* because Mrs. White was an "unlearned writer" and he didn't want his students exposed to the literary concepts expressed by her writings.

Sometimes we hear teachers say, "This is my field. It is what I am interested in, and it is what I am here to teach my boys and girls." We are here for more than that. I ask this question, Is everything going on in our schools measuring up to the pattern? Are things going on in your union conferences that do not measure up to the pattern? We should be striving continuously to conform to the pattern of Christian education. It is what we do with the youth that come to us that counts. Are we sending them out with a faith that will stand no matter what happens?

We face the problem of expansion. Many of our school buildings are old and need replacement. Our institutions are too small in almost every instance. We should not hesitate to move ahead because of cost. We should move, look the problems in the eye and face them. How much do your conferences, unions, divisions, and mission stations put into new church building plans? We hear of churches costing anywhere from $70,000 to $150,000. What we have done is outstanding, but we have not done enough. We must have greater faith. I still get a thrill when I stand on the campus of Union College and think of the courage and faith the pioneers had, when in the dead of winter they stuck a stake in the cornfield and said, "Here is the place we will build." Think of the faith and courage those men had. If we had like faith today we would build a new administration building for every senior college in North America in one year's time. Those men were giants in faith. Such faith is what we must have as we face the future. We must double the funds we have been putting into our colleges and academies and church schools, and reach the place where we will give it willingly.

From a talk presented by the secretary of the General Conference Department of Education at a Department of Education meeting during the recent General Conference session in San Francisco.

We need better and stronger administration. That is a challenge today. Sometimes we have the idea that what we should do can't be done. I think of an institution that every year lost $40,000 to $50,000. A new administration went in and within six months the institution was operating in the black and has continued to do so.

Meeting the needs of *all* our young people is another challenge we must face. Today we are only barely meeting the needs of the youth of our church. We must have a higher quality of teaching. Sometimes when we visit classes in session we find that the teacher has every student sitting on the edge of his seat, so interested that you could almost set fire to the building before any of them would move. Unfortunately, in other classrooms this is not true. We must have expert teaching. We can't go on teaching, using the same methods we have used the past forty years. Our teachers must move with the times. We screen our students and expect them to pass examinations. Do we check our teachers? We thank many for doing a good job. We should do a good job, and we ought to measure our teachers, for I am sure there is too much mediocre teaching. The man or woman who has had an outstanding teacher is greatly blessed.

We must promote Christian education more than we have in the past. We should put forth much greater effort to see that every Seventh-day Adventist child is in an Adventist school. We should continually hold before our people the need for Christian education.

We must bring Christ into the classroom. I believe every teacher should be asked what his or her objective is in the classes. Then I believe the theme of Christian education should be woven into every class. Each teacher should ask himself at the beginning of each day, How can I draw my students in this class to God today? The teaching should be alive, dynamic, drawing the youth to God. Each semester there should be a check on how we are measuring up to our objectives and how we can improve. To do less than this is not keeping faith.

I think our teachers should be considered on an equality with the ministers. Each of us has the responsibility of promoting such an attitude. However, let us beware lest in thinking of these things we lose sight of the fact that we are dedicated men and women called of God. We have a greater responsibility in being called of God than any other worker. We are called for the leading of the youth to God. We ought to work quietly, but consistently and continually, until we are brought to our proper place. But let us always keep the matter of dedication and consecration before us.

I had the pleasure of meeting the man who is heading up the Peace Corps. He said they have no problem in getting young people, or older people, in the Peace Corps. They pay only $75.00 a month, and this is paid at the completion of the tour of duty (two years) if the service has been satisfactory. They have more applications than they can use from those who are willing to dedicate their life to this work.

I believe our teachers are dedicated, but I believe there is need of greater emphasis on this aspect of our work. Our objective is to educate Adventist youth and to guide them to service in our denomination at this time when there are so many calls coming from every place.

I recently attended a teachers' meeting of a nondenominational institution and one of its educators was talking about their graduates. He said they thought they had all their graduates placed, but another organization came along and hired every one of them at twice the salary. I have no worry about competition. We can hold our young people if we bring a sense of dedication and consecration to them. We will then have all the teachers we need. All our youth must hear the still small voice of God calling, "My daughter, my son, follow Me." They must hear it so clearly and so strongly that they will follow no matter what happens. If they hear that call, it will be because we have been true to our heavenly commission. If they do not hear this call, it is because we have failed.

Every one of us must go back to our schools and with our staffs study again the book *Education.* We may have studied it last year, but the lessons of last year will not suffice for this year. I do not believe we will fail. I have confidence in you, in our leaders, in our teachers. And I have confidence in our youth, because our youth have shown again and again, when the call is presented to them, their integrity and their dedication.

May God help us to bring the call of God to our youth in every land in such a clarion voice that they will respond, "Here am I. Send me." If we succeed in our objective they will give their lifeblood to finish God's work in the world.

► John Nevins Andrews Elementary School, in Takoma Park, Maryland, graduated its first class in 1939. From 1939 to 1961 it graduated a total of 794 students; 14 of these were non-Seventh-day Adventists. Of the 780 SDA children, 710 are now SDA members, or a total of 91 per cent of the graduates have remained faithful. From 1954 to 1957 a total of 159 have graduated, and 76 of these are still in college. From 1958 to 1961, 214 graduated, and 211 are in our academies. From 1939 to 1954, 448 were graduated, and of these 26 are doctors, 13 are teachers, 8 are ministers, and 142 are in denominational employment. There are 39 children now attending the JNA school whose parents also attended the school.

Beauty in the Common Things

Eva Lewis Brown

ELEMENTARY SUPERVISOR
WISCONSIN CONFERENCE

EDUCATION, like our civilization, has become increasingly complex. New subjects have been added to our curriculum and others removed, new teaching methods and techniques have been developed and put into practice.

Regardless of new developments, there is one fundamental factor that we educators must keep in mind, and that is to teach our pupils to recognize and appreciate the wonders and beauties of our everyday world.

How often we ourselves walk blindly to school without noticing the life about us, so engrossed are we in our school problems. We might be more successful if we would cast them from our minds temporarily and observe the beauty of the things about us—the brilliant colors of the Baltimore oriole as he perches on his swinging nest, the play of the sunlight on crust-covered snow, the swinging cocoon of a Polyphemus moth. How many of us consciously marvel at the interwoven colors as the sun sinks in the west?

> Those who judge of God from His handiwork, and not from the suppositions of great men, see His presence in everything. They behold His smile in the glad sunshine, and His love and care for man in the rich fields of autumn. Even the adornments of the earth, the grass of living green, the lovely flowers of every hue, the lofty and varied trees of the forest, the dancing brook, the noble river, the placid lake, testify to the tender, fatherly care of God and to His desire to make His children happy.[1]

Children naturally are interested in God's small creatures. When very small they will notice the woolly worm crawling on the doorstep, or a mother hen dusting her feathers before her brood. We can help this interest to grow. Every day from the natural scenes about us we can direct the tender minds in our care to many spiritual truths, as Jesus did when on earth.

> Jesus plucked the beautiful lily, and placed it in the hands of children and youth; and as they looked into His own youthful face, fresh with the sunlight of His Father's countenance, He gave the lesson, "Consider the lilies of the field, how they grow [in simplicity of natural beauty]; they toil not, neither do they spin; and yet I say unto you, that even Solomon in all his glory was not arrayed like one of these." Then followed the sweet assurance and the important lesson, "Wherefore, if God so clothe the grass of the field, which today is, and tomorrow is cast into the oven, shall He not much more clothe you, O ye of little faith?"[2]

It is up to us to develop in our children a workable and understanding philosophy of life. Such a philosophy together with a sound educational background would do much to lower our rate of juvenile delinquency; it would help to give our country better citizens, and would better prepare them for the life to come.

There are many ways to develop this philosophy in our pupils. We can stimulate them to bring flowers to school for class discussion, encourage them to look for different species of birds and know about their behavior of life, to identify the various kinds of trees on their way to school. We can teach them to observe and follow up their observations by securing the necessary information to enable them to know the meanings behind what they observe. Thus our pupils will find the sequence of natural events an exciting study.

We might at first pass by scenes like that shown in the picture by Gardiner Gregory, "Ice Fence," without thinking of their beauty. We might see "Ice Fence" as only an ordinary old fence loaded with ice. But let us study it for a moment and notice the play of light and shadow and the pattern the

fence makes on the crust of snow. We see how nature has made a dilapidated old fence into a thing of beauty by coating it with an intricate pattern of ice.

Many fail to recognize such beauty when they see it because they have not been taught to look for it. It is God's plan that man should understand His love and power by contact with the many things He has created.

"On everything upon the earth, from the loftiest tree of the forest to the lichen that clings to the rock, from the boundless ocean to the tiniest shell on the shore, they may behold the image and superscription of God." [3]

In the picture "Icy Fingers," also by Gardiner Gregory, we see a pattern of ice formed by the ocean spray freezing on a piece of driftwood cast up by the sea. The imaginative child will see in the sprays that resemble coral, intriguing figures suggestive of a lamb at the right and tiny cows in the center under the log. Encourage the children to take a look at a window on a frosty morning and find delicate patterns resembling ferns, palm trees, and toadstools.

As they observe an actual scene they may see unusual figures, but by taking pictures of it they may find that the magic of the camera has put in more than they first discovered. We cannot expect all of our pupils to become great naturalists or artists, but we can teach them to appreciate and enjoy the beauties of their natural surroundings.

How much more meaningful nature classes would be if our children used as their text a trip to a wooded area or a pond or creek, keeping a diary of things seen and observed. An observation station several yards from where a bird is building a nest is a most rewarding experience for any child. Then from this same station the children may observe the young birds until they are grown and ready to leave the nest. With each observation they can keep detailed records of all that has taken place. This is far superior to all the books, pictures, charts, or study that we can use in the classroom.

In the primary grades, where the cycle of the seasons is taken up, pictures taken at the different seasons of some familiar scene, such as a favorite street, park, or stream, will bring out more vividly the story of the changing seasons than any amount of bookwork can do.

Various stages in the germination of seeds, the growth and flowering of plants, may be studied in our science classes. When enough good pictures have been drawn or pictures taken, the best ones may be chosen for a class album. This becomes a permanent visual education aid for the class to refer to when taking up the various subjects of the curriculum.

In the upper intermediate and grammar grades the love of nature and independent research may be encouraged by means of a camera club. Selecting, recording, developing, and mounting suitable subjects will be the only motivation needed.

If through our teaching we cause our children to think outward to the everyday, commonplace beauty about us, instead of inward to selfishness and greed, we will do much to give them a workable philosophy that will bring them happiness.

Big pleasures and great happiness are but the consummation of many little pleasures bound together, such as is found even in a wholesome loaf of bread. Happiness is largely the art of finding joy and satisfaction in the small privileges of life. A quiet hour in the sun instead of a long journey, a little outing in the nearby woods instead of an extended trip abroad, are our crumbs of happiness. An hour with a friend, a flash of sunlight, a single beautiful flower, are within the reach of us all.

If we can make these things a part of our daily life and that of our pupils, then we will find contentment whatever the burdens of the day have been. It is this contentment that we must make understandable to our pupils in a world in which there is so little peace because men have not learned to put trust and faith in their Creator or to find happiness in the simple things entrusted to all.

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[1] Ellen G. White, *Testimonies for the Church*, vol. 8, p. 325.
[2] ———, *Christ's Object Lessons*, p. 19.
[3] ———, *Education*, p. 100.

► Mrs. Amalia San Juan-Barizo, teacher at South-Central Luzon Junior Academy, reports on a Pathfinder Fair held on August 19, a national holiday in the Philippines (birthday of Manuel Luis Quezon, first president and father of independence in the Philippines). More than 100 Pathfinders from surrounding churches gathered, and some of their exhibitions were knot tying, mass exercises, bandaging, artificial respiration, transportation of the sick and wounded, tent pitching, and an exhibition by the Philippine Union College drum and bugle corps. As the crack units showed conventional and fancy drills, swinging and swirling in perfect step in a sing-song cadence, the many non-Adventist onlookers burst into loud applause. Thousands of people made favorable comment as they saw the Pathfinders in complete uniform perform and march around Lucena City.

► The seminar organization at Upper Columbia Academy (Washington) gives young people opportunity to get a taste of ministerial and Bible work. Twice a month students preach in some of the neighboring churches.

► Students at Grand Ledge Academy (Michigan) conduct their own Wednesday evening prayer meetings. One of the goals of the meeting is to learn the first and last stanzas of a song every week. Then the leader chooses a Bible text, the students compare the text in several different versions, and together they dig for its meaning. After the meeting they separate into prayer bands.

TRENDS AND ISSUES WITH THE BOARD OF REGENTS

T. S. Geraty

EXECUTIVE SECRETARY
GENERAL CONFERENCE BOARD OF REGENTS

WITH the ratification by the 1962 Autumn Council of the Constitution and Bylaws of the Association of Seventh-day Adventist Institutions of Higher Education and Secondary Schools, which had been revised in the presession meetings at the General Conference session in San Francisco, the General Conference Board of Regents has a current membership of sixteen members. This Constitution and Bylaws will be incorporated in the *General Conference Working Policy*. The annual *Seventh-day Adventist Yearbook* lists the personnel and terms of membership.

In addition to serving as the Executive Committee of the Association, the Board of Regents will "initiate and analyze studies relative to the effectiveness of operation of the member schools, with particular emphasis on denominational aims and the Christian philosophy of education, using these studies as bases for recommendations to the Association concerning general standards, aims, and policies."

Further, the General Conference Board of Regents plans to "hold annual sessions as an accrediting agency for member schools under the authority of the Department of Education and subject to the General Conference policy, basing its evaluation of institutional programs upon inspections and reports made by duly authorized representatives of the Board of Regents."

School Evaluations

Already having made initial contacts with the six regional accrediting associations in the United States, the Board of Regents is exploring the possibilities of joint or cooperative Association-Board of Regents full-scale school evaluations. These visiting committees will thus be complementary, working mutually with a commonly accepted procedure and format using the same report. These official visits will be made only after the respective schools have completed their self-evaluation programs.

Biology Material

The Board of Regents voted to request the Department of Education to explore the possibilities of providing a paperback supplemental manual or volume of SDA philosophy and Creationist and Fundamentalist viewpoint, to be used in the classroom by Adventist teachers along with reputable standard textbooks in secondary school biology.

MCC Commissions and Reports

Beginning with its 1963 session, the Board of Regents will implement the 1961 Principals' Council recommendation of including within its purview of teacher certification the Medical Cadet Corps Commission for all instructors in the respective MCC in the schools.

Manual of Interpretation

In harmony with the 1961 Principals' Council a "Manual of Interpretation" to accompany Educational Leaflet No. 20 on Teacher Certification was completed on October 10, 1962, and submitted to the Board of Regents for consideration. The Board referred this Manual for final approval to the Advisory Committee of the General Conference Department of Education, which is to convene August 4, 5, 1963.

A Proposal

The Board of Regents also took the following action for a strengthened and functional position:

WHEREAS, the General Conference Department of Education is interested in the strengthening of professional standards, encouraging of professional autonomy, and stimulating of self-discipline in education; and

WHEREAS, the Department encourages responsibility and development in decentralized administration for efficient and

meaningful service to the educational personnel in the North American Division; and

WHEREAS, the General Conference Board of Regents has prepared a "Manual of Interpretation for Teacher Certification in S.D.A. Secondary Schools" to help with understanding and reciprocity; therefore, the Board of Regents

VOTED, To recommend to the Advisory Committee that—

1. The General Conference Department of Education Board of Regents shall establish the admission requirements for membership in the Association of S.D.A. Institutions of Higher Education and Secondary Schools.

2. The General Conference Board of Regents shall develop initially programs of professional standards for teacher education and teacher certification, the same to be ratified and implemented by the Board of Education in the respective union conferences of the North American Division.

3. Legal responsibility for the issuance of teacher certificates in the S.D.A. secondary schools shall be a ministerial function of the Board of Education in the respective union conferences of the North American Division.

4. The General Conference Board of Regents endorses the approved-program approach to teacher certification, including the college recommendation for graduates who have satisfactorily completed the minimal requirements for the teacher certification program.

5. The General Conference Board of Regents shall serve as a clearinghouse and arbiter on the interpretation of professional standards in the programs of teacher education and certification, utilizing the counsel and practice of the Advisory Committee of the Department of Education.

Miscellaneous

The Board of Regents took action in several other areas dealing with school administration which, through the regular channels, will be given due consideration.

Accreditation

In the annual review of the accreditation status of member schools of the Association of SDA Institutions of Higher Education and Secondary Schools, the General Conference Board of Regents *accredited* the following institutions in its session of October 30, 31, 1962:

Academies (Accredited—59)

Adelphian	Holly, Mich.
Armona Union	Armona, Calif.
Auburn	Auburn, Wash.
Bass Memorial (pending)	Lumberton, Miss.
Battle Creek	Battle Creek, Mich.
Broadview	La Fox, Ill.
Campion	Loveland, Colo.
Cedar Lake	Cedar Lake, Mich.
Collegedale	Collegedale, Tenn.
Columbia	Battle Ground, Wash.
EMC	Berrien Springs, Mich.
Enterprise	Enterprise, Kans.
Far Eastern	Singapore, State of Singapore
Forest Lake	Maitland, Fla.
Fresno Union	Fresno, Calif.
Gem State	Caldwell, Idaho
Glendale Union	Glendale, Calif.
Golden Gate	Oakland, Calif.
Grand Ledge	Grand Ledge, Mich.
Greater New York	Woodside, L.I., New York
Hawaiian Mission	Honolulu, Hawaii
Highland	Portland, Tenn.
Indiana	Cicero, Ind.
LSC Preparatory	La Sierra, Calif.
Laurelwood	Gaston, Oreg.
Lodi	Lodi, Calif.
Loma Linda Union	Loma Linda, Calif.
Lynwood	Lynwood, Calif.
Maplewood	Hutchinson, Minn.
Modesto Union	Modesto, Calif.
Monterey Bay	Watsonville, Calif.
Mountain View Union	Mountain View, Calif.
Mount Ellis	Bozeman, Mont.
Mount Pisgah	Candler, N.C.
Mount Vernon	Mount Vernon, Ohio
Newbury Park	Newbury Park, Calif.
Oak Park	Nevada, Iowa
Oakwood College	Huntsville, Ala.
Ozark	Gentry, Ark.
PUC Preparatory	Angwin, Calif.
Pine Forge Institute	Pine Forge, Pa.
Plainview	Redfield, S. Dak.
Platte Valley	Shelton, Nebr.
Portland Union	Portland, Oreg.
Rio Lindo (pending)	Healdsburg, Calif.
Sacramento Union	Carmichael, Calif.
San Diego Union	National City, Calif.
San Pasqual	Escondido, Calif.
Shenandoah Valley	New Market, Va.
Sheyenne River	Harvey, N. Dak.
South Lancaster	South Lancaster, Mass.
SWU College	Keene, Tex.
Takoma	Takoma Park, Md.
Thunderbird	Scottsdale, Ariz.
Union Springs	Union Springs, N.Y.
Upper Columbia	Spangle, Wash.
Valley Grande	Weslaco, Tex.
WWC	College Place, Wash.
Wisconsin	Columbus, Wis.

Schools of Nursing (Approved—9, Including College, Diploma, and Master's Programs)

Columbia Union College	Takoma Park, Md.
Glendale Sanitarium and Hospital	Glendale, Calif.
Hinsdale Sanitarium and Hospital	Hinsdale, Ill.
Loma Linda University	Loma Linda, Calif.
New England Sanitarium and Hospital	Stoneham, Mass.
Paradise Valley Sanitarium	National City, Calif.
Southern Missionary College (subject to survey)	Collegedale, Tenn.
Union College	Lincoln, Nebr.
Walla Walla College	College Place, Wash.

The Board of Regents, as a standing technical and

Turn to page 13

The Excellent Typewriting Teacher

The most important work of our educational institutions at this time is to set before the world an example that will honor God. Holy angels are to supervise the work through human agencies, and every department is to bear the mark of divine excellence.*

Alice L. Holst

PROFESSOR OF SECRETARIAL SCIENCE
PACIFIC UNION COLLEGE

Part II

IN THE December issue of THE JOURNAL OF TRUE EDUCATION, Part I of this series, six characteristics of the excellent typewriting teacher were listed. One of these was that the teacher should have a knowledge of the psychological principles governing skill building and have ability to apply those principles in the typewriting classroom.

Research in the area of typewriting teaching and motor skills development has in recent years revealed the fact that many of the teaching procedures used in the past are not only worthless in terms of the ultimate goals in typewriting, but actually impede progress and in some cases cause irreparable damage in the skill-building process. Certain psychological principles have emerged from the great quantity of research that has been done. If these principles are understood and followed by typewriting teachers, no serious errors in teaching technique will occur. Let us list them here so that you may keep them for frequent reference. Check your understanding of each principle by thinking about the illustrations given under it. An excellent typewriting teacher will apply all the principles every day in the classroom and will check all new teaching techniques against the principles in order to evaluate the techniques.

Principles of Skill Building

1. The form of the learning exercise should be typical of the form that the expert will finally use.

Practically all textbooks encourage practice in the form of final use—letters, invoices, term papers, and others. But some teachers still require the typing of nonsense syllables when the keyboard is being learned, or even later. Instead of *juj* (even if the book suggests it) students should practice real words. The goal is not to learn the keyboard but to learn how to type business or personal communications. The use of *juj* is not only useless in meaningful typewriting but it may cause an error when the word *jug* occurs in a typewriting exercise. There are many other applications of this principle: erasing carefully on all work submitted to the teacher rather than circling errors, typing from handwritten materials or typed rough drafts rather than from the printed page, et cetera.

2. The manner in which the skill is practiced in the learning stages should be the same as the manner in which the expert will perform the skill.

The stroke of a beginning typist should be identical to the stroke of an expert. Only the time interval between strokes is different. The natural rhythm of words as experts type them should be taught and practiced—faster on easy combinations and slower on difficult ones. This eliminates tapping with a ruler to secure unison typing or the calling of strokes for the class. The latter is particularly harmful since it encourages spelling of typing words. Students should be urged constantly to type words as wholes, for if they spell the words, even silently, they will never be able to type faster than they can subconsciously spell. The above principle suggests that all metronomic devices, including typing to music, are unwise, or may be used only on rare occasions for interest.

3. All of the parts of the skill as performed on the expert level should be included in the learning stages.

The implication here is, for example, that erasing should be taught as soon as the keyboard is learned and the students are handing in mailable exercises.

* Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 57.

Each student should also know from experience how to change a typewriter ribbon efficiently.

4. Only the activities useful in the skill at the expert level should be included in the learning stages.

Students should not be taught to return to the home row as they learn the keyboard. Rather, the fingers should remain where they last struck a key and should reach directly to the new key. Letter placement should be done by eye measurement instead of by margin numbers. All students should be encouraged to type at the word, phrase, and sentence level as early as possible, so the teacher should dictate words, phrases, or short sentences and ask students to try to think of each unit as a whole as they type them.

5. In the learning exercise the psychological should precede the logical order, with the latter presented only in response to a felt need.

Here we are reminded that the parts of the machine should be learned as they are needed, rather than isolated as a separate memory exercise. Spacing rules should be learned as they occur in the practice material. Reviewing groups of information may be done when there is a felt need for such review.

6. All new factors in the skill should be introduced into the learning situation one at a time and only as needed.

Numbers may be learned as needed by the simple procedure of having each student type the current date and the current lesson number each day over and over until they are easy for him. Proofreaders' marks may be incorporated in the exercises one at a time by having all students make simple changes in their textbook exercises, using the standard indications for such changes.

7. The material should be graded to ensure repetition and practice where and as needed, according to the difficulty of the learning task.

In general, textbooks follow this principle quite well. However, the thoughtful teacher can improve on the textbook presentation by developing sequences such as the following one that is used to teach full-block letter form: Type the current date on all papers every day; practice lists of names and addresses perhaps from a card file; use the body of the letter for speed-test paragraphs; then with the simple addition of the closing lines, all parts of the letter have been practiced separately in meaningful settings and can easily be put together.

8. Arbitrary exercises and learning devices should be used sparingly, and then only in response to a definite need.

An assignment that includes such expressions as "Type this line three times" could be improved by saying, "Type this line until it is easy for you to type it correctly." For some students one time will be sufficient; for others five times may not be enough. Students should be taught to analyze their own reactions as they type, and do remedial practice when they almost make a mistake as well as when an error actually appears on the typewritten page. They should be taught to be aware of their feelings so that they will know when a combination is easy and when there is still some uncertainty in their response.

9. The method should ensure sufficient practice for all the parts of the skill, not in isolation, but as a harmonious, single, complex whole.

When carriage return is taught, it would be better to have the students actually type the words of the line and then return the carriage rather than to move the carriage to the left and return it. A very short writing line might be used so that the carriage will be returned many times.

10. If the student has difficulty with any part of the skill he should be able to isolate the part giving trouble for additional training, and then secure further practice with the other parts as they appear in their final relationship.

Every typographical error and all "near misses" should be practiced on a sheet which is handed in along with the exercise on which the error was corrected, or along with the speed test or drill material on which the error may not have been corrected. The remedial practice for each error should include (1) typing the problem word or combination correctly until it seems easy, (2) typing a few words before and after the problem word along with the problem word in the original setting (sometimes it is the word preceding or following that causes the error), (3) retyping the sentence or sentences in which errors occurred. Any error made during this remedial practice should be handled in the same way as the original error, except that the corrective practice occurs immediately.

11. The teacher should demonstrate every part of the skill-building process as it is presented to the student.

A good teaching demonstration includes seven steps:

1. Tell what is to be learned and why it is important, or draw out student discussion to accomplish the latter.

2. Refer students to the description in the textbook if the teacher agrees with the presentation there, or point out differences and defend them if he does not agree.

3. Ask students to watch as the teacher shows them the procedure and explains what he is doing as he moves through each step.

4. Have students go through the procedure with the teacher as he explains each step.

5. If the procedure is rather complex, have every other row go through the procedure alone while the alternating rows watch and help, and the teacher watches and helps. Then repeat for the other half of the students. Repeat step 3, if necessary. (If the procedure is not complex, go directly to step 6.)

6. Have all students do the procedure without assistance or demonstration from the teacher. Then ask selected students to demonstrate at their typewriters or at the teacher's typewriter. (If the poorest students can demonstrate satisfactorily, the others will have learned.)

7. Immediately have the students do actual work or exercises that incorporate the new procedure. Be sure it is included frequently for some weeks, and occasionally after that.

12. Possibilities for each student to progress at his own learning rate should be included in the learning situation at all times.

When stroking is being taught, the teacher should call out the word being practiced only two or three times. Then let each student type it at his own rate. On typical days there should be a minimal requirement that all must complete, and for the better students there should be bonus exercises that require thought and problem solving.

13. The student should be required to conform to the set skill pattern until he masters it. Then he may be permitted to make his own adaptations.

Students will say, "It is easier for me to type *c* with my first finger." And there are always those who feel they must look at the keyboard when they type. No deviations such as these can be allowed. The keyboard-looker may be referred back to the keyboard-learning exercises until he feels confident. But unless the student is handicapped by missing fingers or some such problem (in which case adaptations are made immediately, of course), conformity to the patterns that are currently considered best is absolutely essential. As the student progresses, his hand position may change slightly if his fingers are short, and other such deviations may be approved by the teacher. Skill is built most effectively when the act to be learned is repeated in exactly the same way many times (same hand position, same typewriter, same chair, same words).

14. No arbitrary standards of speed or accuracy should be set. Each student should compete against his own record, analyze his own progress, and plan his own learning activities.

Students should not be told that they will fail if they do not reach a certain speed, although speed accomplishment will, of course, be one factor in assigning grades. A student who types at 35 words a minute and does the job right the first time accomplishes just as much work as the student who types at 70 and has to do the job over again. So speed is not the only distinguishing factor between success and failure as a typist. Each student should compete against his own record. The gifted student should strive for 100 words a minute while the poorer student may be complimented on reaching 40. Goal devices that pit one student against another are contrary to clear instruction in the Spirit of Prophecy writings.

15. The teacher should regulate the intensity of the effort being made by the student.

Every teacher has seen the nervous student who tries too hard and goes to pieces on a speed test. The teacher's warm understanding of the problem should lead him to help such a student relax by encouraging him to get a drink of water, rest through one speed test, set the timer himself, or any one of dozens of such devices. On the other hand, the lazy student should be pushed and pressed and in every way stimulated to raise his production level.

16. The learning period should be broken into short units.

Especially during the first few weeks of beginning typewriting the classroom activities should be planned in short time units—explain, demonstrate, practice, discuss, practice, test, for instance.

17. Rest periods between skill-practice periods should be used for presenting new knowledge-learning units.

When students have typed for a period, and a rest is needed, the time can be spent in an oral drill on such topics as measurement at the typewriter, the distinctive characteristics of each letter style, how to be a good proofreader, or the problems of word division.

18. Ample opportunity should be provided in the learning situation for relearning in a successive practice period what has been forgotten since the previous practice period.

Inasmuch as all of our textbooks include considerable review, we tend to feel that this principle is taken care of. However, oral or written quizzes frequently reveal that even a simple and fundamental concept has been forgotten. So each class period should include some specific review in which students participate.

19. The repetition necessary for the acquisition of skill should be discontinued as soon as it ceases to be effective.

Every teacher should help his students to know

when they have practiced any item sufficiently. Then the teacher should have available alternate exercises that change the problem slightly and require some thought. The student who is typing boring material that is too easy for him will not make progress and may regress.

20. Objective measures of success should be provided that are in accord with final purposes.

The goals of the typewriting course, as determined by teacher and student discussion, are the basis of grading. If one of the goals of the course is to develop character traits, such as dependability, and a student who was assigned the job of picking up folders failed to do his work, a mark in the record book makes a clear, objective basis for assigning a cut to that portion of the student's final grade. In other words, grades (or success) should not be based on subjective evaluation by the teacher.

21. The measure for success should be made known to the student and easily used by him for evaluating his own work.

As the student hands in his exercises he should know what they are worth. The grading plan should be so thoroughly explained and discussed at the beginning of the course that no student will ever be surprised at a grade, unless he deliberately refuses to face facts.

22. The student should be working toward an immediate goal that is reasonably easy to attain.

Rather than to remind the students that they ought to be typing at a certain speed by the end of the term, it is better to stress a goal of one more word a minute today. If the student has trouble with even stroking, suggest that he type just one line evenly and clearly. If accuracy is the problem, choose an easy exercise and encourage the typing of a word group, then a sentence, then a paragraph—all without error, but progressing in easy steps. (The remedial work described under principle 10 is, of course, necessary here.)

23. As the student approaches the goal toward which he has been striving, a new goal should be set up so that he still has an incentive to work carefully. This should, however, in no way detract from the satisfaction obtained from achieving the first goal.

The teacher might say, "That is excellent. Now do you suppose that you could type this entire page without an error?" (Or specify some other reasonable goal.) A very sensitive teacher is needed to keep every student working happily at maximum capacity.

24. The student should be encouraged to seek his own solutions and generalizations without teacher aid.

When the exercise does not include instructions for single or double spacing, suggest to the student that he choose the form that will look best. If a student has forgotten basic information needed for the exercise he is to do, let him look it up in the index of his text and dig out the facts himself.

25. The teacher should facilitate pupil-generalization only when such aid is necessary, and only to the extent necessary.

If a student is really stuck and does not know where to turn for the needed information, the teacher should give enough help to guide him in the right direction. But the teacher should be careful not to deprive the student of the joy of making the discovery himself. There should be just enough help to avoid discouragement but not enough to deaden the creative attitude.

The above discussion is too brief, of course. But for the teacher who is really eager to have his classroom "bear the mark of divine excellence," the principles present an opportunity for deep and broad applications that may, before he knows it, lead to rather startling progress for his typewriting students.

(Part III will appear in April)

Suggested Reading

Lloyd V. Douglas, James T. Blanford, and Ruth I. Anderson, *Teaching Business Subjects* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960), pp. 51-80.

National Association for Business Teacher Education, Harry Huffman, ed., *How to Teach Business Subjects: Especially Designed for Student Teachers* (Washington, D.C.: United Business Education Association, 1959), pp. 127-131.

Harves Rahe, "Implications of Research in Typewriting," *The National Business Education Quarterly*, 29:3, Spring, 1961, p. 8.

Allen R. Russon and S. J. Wanous, *Philosophy and Psychology of Teaching Typewriting* (Cincinnati, Ohio: South-Western Publishing Company, 1960), pp. 121-172.

Leonard J. West, "Implications of Research for Teaching Typewriting," Southern Illinois University, Independent Study, 1961.

Robert S. Woodworth and Harold Schlosberg, *Experimental Psychology* (revised edition; New York: Henry Holt and Company, 1960), pp. 779-813.

Trends and Issues With the Board of Regents

(Continued from page 9)

professional body, solicits from the field suggestions and observations for the upgrading of all areas of the Seventh-day Adventist educational program.

All the members of the Board pray that with heavenly direction our program and schools may provide the appropriate focus, emphasis, and environment for Christian learning and proper culture.

► A check to Walla Walla College for $1,400 from the Sears-Roebuck Foundation was presented to A. W. Spoo, WWC business manager, on December 3 under a new program of aid to privately supported colleges and universities.

T. E. Unruh

PRESIDENT, INDIANA CONFERENCE

IF AN attempt were to be made to support the title of this sermonet with evidence, we could resort to both revelation and experience. For Scripture evidence even a casual reading of 1 Samuel 16:23 would suffice: "And it came to pass, when the evil spirit from God was upon Saul, that David took an harp, and played with his hand: so Saul was refreshed, and was well, and the evil spirit departed from him."

For evidence from experience, the witness of our eyes will satisfy. If you have one, turn on your television set any afternoon and you can behold a group of otherwise normal and sensible young Americans turned into a slithering, twisting mob by the distorted rhythm and the abandoned yowling of some would-be performer. When the music stops, a measure of normality is restored.

Yes, "music hath charms." And this is true of all types of music, the true and the so-called. The most devastating rhythm intoxicates many. The lofty strains of Mendelssohn hold others enraptured. Yes, "music hath charms," not alone to "soothe the savage breast" but to dethrone reason and morality, and transform an angel into a brute, the angelic into the diabolical.

The power of music to ennoble or degrade is without limit. Certain popular singers create an atmosphere in which vulgarity thrives. But a George Matheson pours from his heart a melody with depth of feeling that takes the sting out of suffering and disappointment and hides the soul in God.

Music is one of God's greatest gifts; its perversion is one of Satan's most effective destroyers. The saved express their gratitude in song; the lost smother their conscience in distorted melody.

Through music we express our deepest emotions. In hours of joy we turn instinctively to song. It has always been thus. At Creation's dawn the "morning stars sang together, and all the sons of God shouted for joy."[1] When a soul returns to God in repentance there are no silent harps above. Even God turns to song to express His joy. "The Lord thy God in the midst of thee is mighty; he will save, he will rejoice over thee with joy; he will rest in his love, he will joy over thee with *singing*."[2] To hear God sing! What an experience to anticipate! And when earth's conflict has ended, "the ransomed of the Lord shall return, and come to Zion with songs and everlasting joy upon their heads: they shall obtain joy and gladness, and sorrow and sighing shall flee away."[3]

Even in hours of grief and suffering the soul finds relief and refuge in song. The singing of Paul and Silas at midnight in the Philippian dungeon not only brought a conviction of need to the keeper of the prison but served as a mollifying ointment to their bruised and lacerated bodies. When death strikes and breaks the companionship of the years, the echo of a song takes the sting out of parting and brings assurance of a glad reunion.

In hours of temptation the truth of God is flashed to the heart on wings of melody—"Yield not to temptation, for yielding is sin"—and the soul is made strong in victory.

We are here in a great music festival. These have become traditional in Adventist secondary schools. It is to be hoped that we shall ever preserve the real purpose of them. We are dedicated to the best in music. We represent educational institutions estab-

Presented at the music festival, Wisconsin Academy, April 13, 1962.

lished and maintained to ready a people for the coming of the Lord. In the curricula of these schools music has not only a prominent place but a vital purpose. It is fundamental to the success of our educational program that we cherish a clear definition of our designs, purposes, and aims in every area of instruction and practice. This must be doubly true of music. Music for music's sake is not enough. Divorced from specific aim and purpose, it becomes an idol. And that is dangerous.

What, then, should be our objectives in the music offerings in our academies? Neither time nor the occasion makes an exhaustive treatment of this aspect possible. I present only three generalizations:

First, it should be the studied purpose of the music department to develop a wider musical literacy. Altogether too many of our students (and adults too) are still musically illiterate. There should be much wider participation. In music, as in medicine, we need specialists; but we also need an ever-increasing number of general practitioners. One of the evils of our day is the tendency to become an observer rather than a participant in the activities of life. In America we are obsessed with amusement. But few there are who desire to amuse themselves; they want to be amused by someone else. Theoretically, we are dedicated to recreation, but the masses prefer to sit on the bleachers and watch a handful of men reap the benefits of exercise. Too many prefer to watch on television or film what they could get from a climb in the mountains or a walk in the woods and fields. We want some of the benefits, but we don't want to make the effort.

So it is with music. A few create and perform; the majority are content to sit back and let another make music for them. The joy of participation, even though not done expertly, is foreign to the multitude. Our emotions are stirred vicariously, but our lives continue impoverished. The disciplines inherent in the mastery of a musical instrument, or in voice culture, or in group participation, we are inclined to deny ourselves, in spite of the fact that these disciplines could contribute much to make life a thrilling adventure. And so the musical experience of the masses continues to be receptive, not creative. They are either unwilling or too indolent to make the effort to acquire musical facility. This constitutes somewhat of a tragedy, since participation in music can accelerate our spiritual and cultural development.

So one of our aims in music should be to develop a wider musical literacy. This may call for a larger number of music organizations. It may also demand a second look at the possibility for more group instruction.

A second objective should be to develop a greater God-consciousness through music. This will require effort and expertness in teaching. God is to be glorified through our musical organizations. Much worth-while music is essentially religious in character. Participants must be taught to share in the experience of the one who created the music. One of the tragic possibilities in this area is that one can become a professional in performance and remain a novice in experience. The gap between performance and experience can be unbelievably wide. To be enamored with melody and oblivious to the message can result in spiritual callousness. To sing—

> When I survey the wondrous cross
> On which the Prince of glory died,
> My richest gain I count but loss,
> And pour contempt on all my pride

without a passionate desire to experience these noble sentiments borders on sacrilege.

A third objective in music in our schools should be to fortify the hearts of our youth with high and lofty aspirations. It is still true, as one has so effectively stated: "The vision that you glorify in your mind, the ideal that you enthrone in your heart, this you will build your life by—this you will become." In music, as in every other area, we shall be wise if we give up the good, lay aside the better, that we may have the best. The sentiments we sing are all unconsciously woven into the developing characters of our youth—for better or for worse. For those who look for the coming of the Lord, only the best is good enough.

Yes, "music hath charms." Whether it will ennoble or blight depends upon where we place the emphasis.

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[1] Job 38:7.
[2] Zeph. 3:17.
[3] Isa. 35:10.

► Construction is proceeding at Atlantic Union College on a new wing for Rachel Preston Hall, making it possible to house 60 more college women. This addition will include a new worship room (to be known as Kilgore Chapel), a parlor, and an expansion of the present cafeteria, which is housed in the same building. The cafeteria expansion will include a larger dining room, as well as additional up-to-date equipment in the kitchen.

► About 70 workers, wives, and lay preachers of the Northern Luzon and Mountain Province Missions (Philippines) recently met for a joint retreat in Baguio. A special feature of the retreat was a course in journalism given in three 45-minute lectures by Prof. O. C. Edwards, head of the English department at Philippine Union College.

► Approximately 70 students gather in the Mountain View College Bible auditorium each Sabbath morning at seven o'clock to receive instruction from Pastor B. G. Mary, preparatory to baptism.

AGGRESSION AND THE STUDENT

Frances Pride

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TO MANY teachers the aggressive student is the most complex and contradictory problem they face.

The word *aggression* is widely used, and misused in a variety of ways. Used precisely, it means "the act of initiating an attack." With this exact and limited meaning, the aggressive student is the attacking student. This may be physical attack with hands, feet, head, or body; or it may take the form of moods such as anger, pouting, mischief, refusal to talk, or moroseness. This attack may also be exhibited in words—sharp, impolite; or fancy, choice words. Regardless of the method of expression used, the student is attacking someone, or something, and if this type of behavior is repeated again and again, he is labeled as an "aggressive student."

These questions are frequently asked about the aggressive student: Is he doing this to be mean? to annoy me? If I ignore this, will he outgrow it? Is this just a phase he's going through? It does not seem wise to ignore the aggressive student as a harmless youngster who will, if ignored, outgrow his annoying behavior, for he may not outgrow it and may come to real difficulty later in life.

Instead, it might be wise to examine aggressive behavior to see if it has any value as an ingredient of the personality, to see if there is "normal" aggression, to try to understand what the child is attempting to do through his aggression—in fact, what he has to do to develop normally.

It seems to be generally accepted that the animal world is basically aggressive toward its environment, that animals survive only as they master and destroy for food and for self-protection. It is not so generally accepted that human beings may also be basically aggressive, may be aggressive by natural endowment, may be motivated by an "instinct of aggression." Life itself is sustained through acts that are aggressive. It is aggressive (in the sense of taking and devouring) that food is taken into the body, and once the food is within the body it is utilized for heat production, body repair, and growth only through "destroying" it by means of chemical changes.

What kind of world would we have if we had no aggressive impulse at all? If we lost the impulse to be curious, to explore, to go forward in the face of frustration and obstacle, we would have an uninteresting, uninformed, and uninformative people. These aspects of aggression dealing with survival are brought out to show that this behavior that we call aggressive is inevitable, and even if it is not always "good" it is active in serving our best interests.

The "bad" aspects of aggression—the aggressive behavior that aims at destruction or elimination—causes concern because it does not seem to serve any useful purpose. It is true that aggressive energy cannot be drained off or dammed up. However, the destructive aspects of aggression can be minimized under the influence of parents and teachers, and a large portion of it can be deflected into channels that will demonstrate one's self-control and growth. Accomplishment of this deflection of the aggressive impulse seems to be one of the most important tasks in the child's development. He can be aided as he channels and controls his aggressive tendencies in two ways—by understanding from parents and teachers of the nature and meaning of this change, and by their trying to provide a setting where this necessary change can take place.

For the aggressive tendency to be expressed it must have a purpose or aim, and it must have something toward which it is being expressed, an object. At first, and for the early years of life, the aim of the child's aggression is to hurt, and the object of his aggression is persons. He tries to destroy, eliminate, mutilate, the body or possessions of persons around him, usually his parents, brothers, and sisters. When he is angry or frustrated he bites, kicks, and hits these people, or tears and breaks their belongings.

As the child grows, change begins to come about in both the object and aim of his aggression. Some

modification of the child's destructive aims is shown during the very aggressive period of fantasied soldiers, Indians, supermen, and cowboys. The object of his aggression is becoming more make-believe than real and indicates a stage in his learning to control aggression. To many parents and teachers this period is wrong or abnormal. They attempt to control the child's aggression by unwarranted restrictions, and do not recognize his riding and whipping an imaginary horse as an expression of the same aggressive impulse. Actually, this is a very important change in the character of aggressive behavior, and needs to take place in the early years. It amounts to a gradual "impersonalization" of the object against which the child is aggressive. The object is beginning to change from persons to things. Only if this period of aggression toward make-believe people is prolonged into adolescence should it be cause for concern.

Coupled with this change from real to fantasied people as the object of aggression, the child shows further change in the aim of aggression. He begins to show more desire to master instead of destroy. Instead of hitting and hurting big brother, the child would rather get him on the floor and sit on him, thus demonstrating his mastery. What seems to be happening is that a desire to master replaces a desire to destroy and damage. Herein we discover the beginning of the elements of constructive and worth-while aggression—the kind of aggression that later in life enables the child to be curious, to be free to try new

One of the most exciting things about being a teacher is starting with the children where they are—in likes, in interests, in skills—and taking them to places they know not of. New things to like! New interests to pursue! "Look what I can do now!" Let's try to keep alive in our classrooms the adventure of learning, the *opening* of doors. "What did we learn that's exciting today?"—LILLIAN GRAY.

ideas, habits, to master educational material, to choose a profession, and thus find his place in life. Later in life, if the drive toward mastery and learning continues, and the impersonalization previously mentioned continues in a normal fashion, the aggressive impulse becomes mature. A frustrating thing, event, or set of circumstances gradually replaces a person as the object of aggression. This can lead to the most constructive contributions one can make in life. The man who directs his energies toward worth-while community projects to help provide a good environment for his children, the mother who works as a volunteer in the local mental health association, the teacher who uses his spare time to speak to community groups about problems in the educational system, are all making constructive use of the matured aggressive impulse. They are directing their energies toward mastery of a set of unfortunate circumstances instead of being aggressive toward individuals. In short, one's capabilities in his chosen niche or profession, one's side interests and hobbies, are results of the deflection and maturing of the aggressive impulse. The aggressive impulse is important.

It has been mentioned that in addition to attempting to understand the nature of the aggressive impulse, parents and teachers should be concerned with trying to provide a setting, an environment, needed by the child so that there will be a minimum of blocks and delays in development, control, and use of the aggressive impulse.

In order for the child to modify his aggression in the manner outlined here, he must feel secure. To feel secure the child (or adolescent, or adult) must experience interest, love, and acceptance from the important people in his life. Aggression against persons cannot be given up, cannot be replaced by the nonpersonal kind of aggression, except in a family or school environment where the child feels secure. Actual or implied threats of loss of love and interest, constant fear of punishment, are enough to block the child's development in this area. In fact, these fears, in addition to blocking development, may undo the advances already made.

Thus, the "bad," the unwanted, type of aggression is seen to arise when the child, adolescent, or adult is threatened by insecurity. The child who continues to kick, scream, bite, and hit at others long after other children his age have ceased to do this, or the child who after having stopped this kind of behavior suddenly begins to react by biting, kicking, and screaming, is probably experiencing threats to his security. Any adolescent or adult who is threatened with loss of security, with bodily harm, with loss of esteem, will use the more personal kind of aggression, will fight back, usually with words, to protect himself. The feeling of security is vital to every person, child or adult, if satisfactory control of the aggressive impulse is to occur.

The growth and deflection of the aggressive impulse has many implications for education. There seems to be a large portion of one's store of aggression used in furthering the learning process. It seems that to be stimulated to learn, to be curious or find out, about a subject one must act aggressively toward his environment. Knowledge must be *dug out* through aggressive attacks on problems; one must *take in* facts. Knowledge does not come to the inert student, the student who waits, passively, to be fed information.

It has been previously stated that destructive aggression cannot be given up, nor can constructive aggression be expressed, in situations where the child feels insecure. The student, from his earliest attempts to learn, must have elements of this constructive aggression, the desire and ability to master impersonal objects, if he is to be free to try new habits, words,

ideas. Thus it can be seen that the very small child cannot reach out, attack, possess the new word, habit, or idea unless he feels secure with his parents. Neither can the older child or the adolescent continue to learn unless he feels secure with both parents and teachers.

Teachers frequently, too frequently, encounter students who, though they have average or above-average intelligence, seem to be blocked educationally. Studies have shown that this inertia, this passivity, is most often caused by feelings of insecurity in the home and/or school, and does not allow the student to put forth the aggression, the effort, required to learn. This might have special implications for the boarding school. In this situation the student is away from his parents for long periods. Thus, it rests with teachers to make the student feel secure, loved, and wanted in his school environment if learning is to take place.

The problem of school spirit may have some meaning within this concept of aggression. Again, the student appears passive, inert, or seems to use his energies to derogate rather than elevate the reputation of the school. It is possible that the school environment communicates a lack of individual, personal interest in the student so that he feels insecure and uses his aggression destructively toward the school or shows no interest at all in the school. It is a sad commentary that this lack of interest is most frequently communicated by an overabundance of rules and regulations, by a great deal of rigidity and control, by a lack of expressive outlets for students.

The lack of educational excitement on many high school and college campuses may be related to this same problem. The student is so preoccupied with expressing or, in a rigidly controlled environment, with curbing his destructive impulses that he cannot become involved with the less important issues of learning.

What should the teacher do about aggression? An exact answer is difficult, in fact, impossible. However, some general guides might be helpful.

First, aggressive tendencies cannot be eliminated by repeated punishment or by complete freedom from restraint. Neither planned rigidity nor planned freedom will solve the problem. Both general plans will bring on more aggression.

Second, the aggressive student should not be "taken in hand" immediately. Attempts should be made to try to find out what the aggression means to the student, to see what unexpressed purpose it is serving.

Third, a general guide to follow is to remember that aggression, or its threat, brings on more aggression. It is wise for the teacher to use care not to respond to the student's aggression with aggression. The problem of return to destructive aggression applies to teachers too. And when does a teacher feel more insecure than when he or she is faced with an aggressive student?

OH, HOW familiar the sound on academy and college campuses—"Kicked out!" John Doe is being kicked out. As roommates sit together one thoughtfully exclaims, "Joe, you know I think I'm about to be kicked out."

Has "kicked out" so penetrated our concept of Christian education that we have perhaps succumbed to a pattern of thought that makes effective discipline difficult?

Back at the home church the young person meets unfavorable consideration all too often, consideration amounting to overtolerance of the offender and censure toward the school, or else complete intolerance. The community begins to question, and the family suffers from John's mistake. I can hear some say, "Well, didn't the family deserve it? They were the ones who reared him." Yes, we all deserve more discipline than we get, but God in His mercy overshadows and covers us with the grace of Jesus Christ; this is discipline, true discipline, a learning situation.

The question then arises, Does the expelled student graduate into a greater success? Does the process bring about reform? Is it a true discipline; that is, a true, positive learning situation? Will John become a well-rounded, considerate, understanding citizen? Is this experience one that will help him to consider the church in time of prosperity, in time of adversity, in time to help him in rearing his own family? I will agree that there is a time to discipline one who completely resists all love and breaks all bounds of restraint, who has no appreciation for the attributes of Christ and Christian education. However, there truly must be a middle ground, a clear pathway, a reasonable line of demarcation in this learning process. There must surely be an acceptable position on campus discipline!

Many times I have asked myself, in reviewing my own administrative practices, What am I working to accomplish in the life of this youth? Does he have the attributes and tendencies, "if rightly trained" for God, to be useful in giving Christ's great message of hope to all men? The man on the road to Damascus was one with innate possibilities developing for evil. However, when Paul was stopped by a thundering jolt, Jesus constrained him from further violence. His was a true discipline. He was not kicked out; it was a learning situation. Paul became converted to the way of Christ.

How well I remember cultivating the grain crop for my father on one occasion in much less time than was usually required. Having taken a challenge from another young man plowing in the same field, I determined to finish first! Late in the summer, after a shower of rain, I took a walk with my father and his neighbor and son to the grain field to appraise

KICKED OUT

the coming grain yield. While walking through the field I became uncomfortably aware of a strange problem that I could hear father and the neighbor discussing. The middle of the field had not been cultivated. How could this have happened?

After the evening meal, when the family was nearby, father queried, "Son, do you know of any way the grain field could have been left unplowed?" I immediately assured him of my knowledge of the matter. The interesting thing is that father never threatened to kick me out. He explained the tremendous loss that we had sustained in the small yield of grain to be used for the animals on the ranch.

Ralph P. Bailey

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The discipline was severe! I would rather have taken a beating than to have father say, "Son, I never checked your work in the field for I thought you would do it right."

This experience has now stretched into years, and today I find youth before me, day by day, desiring that I not lose faith in them. Am I to fail them? What will I do with that offender? Can he be reinstated into society in a truly learning situation? Yes! Yes, he can, if I do not fail him, fail to require him to meet his problem on familiar ground. There comes a time when we must admit failure. Though we can see clearly the success a youth may attain, there are occasions when fine youth rebel and must ultimately be given their choice. Recently I sat talking with one such insubordinate youth and found myself saying, "Pam, you win! We have failed! The time has come when you may do as you wish. Your goals, your will, and your values have evidently been unaffected by us. You may withdraw; we have failed!"

When finally removed, these youth are completely out of our reach. We can do no more for them. The problem, all too often, is that neither can anyone else then reach them. They are bruised and hurt; their adolescent maturation has been defaced and their pride wounded. The youthful ego develops a brazen, flagrant outlook. Therefore, John Doe is probably farther from the fold than before. His success in life now will depend upon what help he can or cannot, will or will not, receive from others.

What about the nonpermanent type of dismissal? The week or two weeks from school does wonders at times. Yes, it does give a good vacation to the youth. But I remember the process of training a horse on the ranch. My father never let the young horse out to pasture for two weeks during the training process. That would have meant starting the process all over again at a later date. A different process was used in training each individual horse, with dad adapting the best process available to the particular need; the one that seemingly would produce the best results for the individual trainee. The vacation-type dismissal is the beginning-again process, a delayed-action procedure that may or may not be helpful.

Unless the youth is restrained while at home on suspension, most likely he will return to the school worse than when he left. The parent receives the discipline while the youth runs wild, and this does not help the one we planned to help. The parent either loses face or else bolsters his ego at the school's expense, and all of this is reflected in child, community, and back at the school. Has Christian education triumphed again through this process? No, I believe we can all agree, Christian education again has sustained losses at this point.

Conditional discipline may well prove to be more like the Master's method. As we study the Bible, we do not find Jesus dealing with the problems of His day in the conventional way. We have the accusers of Mary Magdalene, and Jesus' method in dealing with her sins. The result—she loved Jesus for His mercy and became a devoted follower of "the Way." Upon another occasion when Jesus was returning to Jerusalem He sent messengers before Him to a Samaritan village to make preparations for His reception. "But the people there refused to welcome him because

he was obviously intending to go to Jerusalem. When the disciples James and John saw this, they said, 'Master, do you want us to call down fire from heaven and burn them all up?' But Jesus turned and reproved them, and they all went on to another village" (Luke 9:53-56, Phillips).[1] Had this circumstance prevailed in one of our modern academies, I wonder just how we would have related ourselves to it. Would we have been willing to have met the situation as Jesus did, by giving a rebuke and moving on to another learning situation?

It is true that the home is the basic educative institution, and that by the time youth reach the academy most patterns of development are in action, although these may be altered under the Christlike influence of the Christian teacher using Christ's methods.

> The Saviour's rule—"As ye would that men should do to you, do ye also to them likewise" (Luke 6:31)—should be the rule of all who undertake the training of children and youth. They are the younger members of the Lord's family, heirs with us of the grace of life. Christ's rule should be sacredly observed toward the dullest, the youngest, the most blundering, and even toward the erring and rebellious.
>
> This rule will lead the teacher to avoid, so far as possible, making public the faults or errors of a pupil. . . . Every school should be a "city of refuge" for the tempted youth, a place where their follies shall be dealt with patiently and wisely. . . . When it is necessary to give reproof, their language will not be exaggerated, but humble.[2]

Suppose we reverse the trend. When John has jeopardized his standing with his Christian environment, he forfeits a day or more of his regular leave or vacation time. Or he might be allowed to engage in some program of constructive rehabilitation in the natural sequence of his failure. It takes less time and nervous energy for faculty or individual personnel to supervise special projects, ranging from research to manual labor and loss of certain privileges, than it does to fight the battles of suspension, expulsion, parental and student misunderstanding.

Conclusively, we will refrain from mentioning the negative advertising program that is inherently compatible to expulsion. If discipline is to be a learning situation, it will usually yield best results when positive.

Should we not re-examine our discipline? Is it a true learning situation? When we have failed, should we admit it so readily as to do nothing more than expel the blundering, erring one? As underteachers it is our privilege to emulate the Saviour's rule and to bring about a change on our campuses. Discipline should be directed toward reformation and reinstatement of the individual into society as a balanced and trained personality, a personality that can think and act for himself, one that can move in and out among society with confidence in himself and his God.

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[1] *The New Testament in Modern English*, © J. B. Phillips 1958. Used by permission of The Macmillan Company.
[2] Ellen G. White, *Education*, pp. 292-294.

Methods of College Teaching

J. M. Ackerman

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WE ARE proud of our Seventh-day Adventist colleges, and we should be. Our colleges are usually situated in an environment that is ideal for study, meditation, and spiritual growth. However, we must remember that our students come to us from all parts of the country, bringing with them all sorts of problems. Their future—in this life, and to some extent in the next, is in our hands. This challenging thought should be sobering to any faculty member.

Therefore, in discussing teaching methods we must first think of the students, their backgrounds, and their problems.

From what kind of world do these young people come? Many come from broken or from divided homes. They have dreamed about college as a haven of rest to them. Some have financial problems; some have had difficulty in secondary school maintaining a good grade-point average; others have social problems; still others have health problems. They come to us—all kinds and from varied backgrounds—asking us for help. What are we doing for them?

Every college teacher has had students who represent both ends of the curve—the brilliant and the slow learner. The University of Maryland recently tried an experiment with 800 students whose high school records were poor or who had been dropped by some other college because of low scholarship. These students were placed in special classes and given remedial and improvement courses in study skills, reading, English, and mathematics; and counseling

interviews completed the service. The grades of these students averaged 70.60 against a control group that averaged 75.60. In reading, their words per minute increased from 247.3 to 406.0 after training. In four and a half years 22.6 per cent of these probationers graduated from college. At the end of five years 8 per cent were still in school with a possibility of graduating; therefore, the experiment may save 30 per cent of this class of students.

I wonder whether it might not be possible, by more careful planning and remedial work, for us to save more of our students from dropping out. We are interested not only in grades and college graduation but in the spiritual experience of the student and the part he may play in giving the gospel.

Statistics indicate that 11 per cent of freshmen drop out during or at the end of the first semester, and that 28 per cent of freshmen give up the idea of college at the end of their first year. Less than 40 per cent of the freshmen stay in college and eventually graduate (47 per cent in private and 33 per cent in public colleges who enter as freshmen eventually receive degrees).

We as Adventist teachers have been told that—

> The true teacher is not satisfied with second-rate work. He is not satisfied with directing his students to a standard lower than the highest which it is possible for them to attain. He cannot be content with imparting to them only technical knowledge, with making them merely clever accountants, skillful artisans, successful tradesmen. It is his ambition to inspire them with principles . . . that will make them a positive force for the stability and uplifting of society. He desires them, above all else, to learn life's great lesson of unselfish service.[1]

The first business of any teacher in a Seventh-day Adventist college is to help young people facing this confused, troubled, disturbed, world to find themselves, to stabilize their Christian life, and to catch a glimpse of the unfinished task of giving the gospel to all the world. This may require extra hours on the part of the teacher. After the student is thus established and his life outlook has clarified, he then is in a position to secure the maximum from his classes.

Victor R. Noll says that "teaching involves five essential processes: of defining goals or objectives, choosing content, deciding on method of instruction, the instruction itself and measuring the results."[2]

Sometimes, I fear, as teachers we are prone just to jump into a subject, lecturing as we have been lectured to when we were in college, forgetting that, during the five to thirty years since we left college, times have changed, methods of teaching have changed, and young people face different problems. The pace has been gaining speed in just the last ten years. You are acquainted with Monroe's (ed.) *Encyclopedia of Educational Research.* A new volume is issued every ten years. In the third edition (1960), eighty pages are devoted to research that has been conducted on problems facing colleges and universities. Every college teacher who wants to improve himself would profit from reading this material. Notice a few items that deal with teaching methods.

"Almost three times as many publications dealing specifically with college teaching have appeared in recent years as in a comparable period just before Word War II. Since 1945, and the great influx of veterans, many conferences, institutes and workshops centering on the improving of college instruction have convened.

"There seems to be greater concern today for the teacher's total pattern or style of teaching" than for a particular method. College teaching today is being affected by three concepts or movements—the concept of student-centered teaching, the nondirective counseling movement, the group dynamics movement. The emphasis today in many places is that consideration of the total needs of the student comes before subject matter.

Studies indicate few significant differences in achievement between students taught in different-sized groups. Small classes are expensive and good teachers are becoming increasingly scarce. Many colleges are cutting down on offerings and encouraging larger classes.

One survey of twenty-eight Midwestern colleges indicates that teachers were using a greater variety of methods than they had five years earlier. Gains were shown in informal discussions, panel programs, case methods (concrete situations from actual life), socio-drama, laboratory projects, community surveys, individually guided reading projects to deal with individual differences.

Perhaps the oldest method of college teaching is the lecture. This may be either good or one of the poorest methods. A lecture may revert to a telling program with no challenge for thinking on the part of the student. Someone has defined the lecture as material being transferred from the notebook of the professor to the notebook of the student without going through the mind of either. The lecture is useful with large classes, but its usefulness depends upon the nature of the experiences afforded the student during it. The danger is that the professor repeats the same lecture, from the same notes, year after year, and hence is never challenging himself.

The discussion method is considered a good technique. It may be informal, challenging, and may invite critical thinking. Questions are raised here to be solved, that challenge both pupil and teacher. Christ used this technique by introducing questions and causing the listener to search for his own answers.

The laboratory method of teaching is one of the best, especially when the student has activity of his own in problem solving.

This method lends itself to the teaching of science,

home economics, industrial arts, agriculture, physical education, and other areas. However, if the student knows the results before he begins his learning experience, this method can revert to a cookbook variety of learning.

Few teachers realize the value of the off-campus resources that are available. The field trip may be profitable if the student knows in advance what he is to look for. If it becomes just a pleasure trip, then it may be a waste of time. The teacher should previously discuss all angles of the trip with his class and then conduct a question-and-answer period following the trip. Some teachers find it profitable upon their return to have the students write their reactions to it.

In this electronic age the use of audio-visual materials as teaching aids should not be overlooked, but they must *aid* in the learning experience and not just fill in time or amuse. They should illustrate a point or back up a theory by showing an actual experience.

I must mention the library as a method of teaching. Many times students are sent to the library to do assigned reading. The library should be the center of the campus and a place where the students go to explore and discover. To search for the solution to problems, to get acquainted with new books, authors, magazines, and to get new ideas is only part of the contribution that the library can make; yet it is true that still too many teachers do not introduce their students to this dormant giant living upon their campuses.

So many things go into this business of good teaching, and when a teacher leaves out any one of them he carries on a weakened program. The teacher must know content; he must know how to explain that content to another in an understandable way; he must vary his techniques as he faces different kinds of classes—large or small, experienced or new learners. A good teacher will use many illustrations. Past experiences of the teacher, told in the third person, are some of the best. Christ used parables and illustrations from everyday experiences. The teacher must recognize student problems; he must be willing to expend himself to give extra help to the student who is having a difficult time learning, and he must have other things "up his sleeve" that he can pull out to challenge the fast learner.

Then, there is the teacher's personality. Some teachers can use certain methods that would fall flat if used by another. The teacher must believe what he teaches and be enthusiastic about it. Enthusiasm is catching, and a good teacher capitalizes on it and upon the strengths of his personality and his past experience. He must avoid being sarcastic, cutting, partial, impersonal, unreasonable (especially in assignments), unhelpful, or interested only in having the curve show up on his final grades. He must always remember that he teaches students, and students are people.

The real joy of learning comes in a relaxed, friendly atmosphere.

> As we look back at our school and college careers, what is it we remember? Not what we read in the textbooks and not even what they told us in the lectures. . . . What remains with us is probably some teacher, a phrase he used, the way he looked, his attitude toward life, the quality of his personality. . . . We remember a kind of incandescent quality he had, a flame that burned in him that somehow communicated itself to us too. With all of our talk about getting back to elementals, let us remember that the core of the teaching experience is that kind of teacher.[3]
>
> Christ discerned the possibilities in every human being. He was not turned aside by an unpromising exterior or by unfavorable surroundings. . . .
>
> Every youth should be taught the necessity and the power of application. Upon this, far more than upon genius or talent, does success depend. Without application the most brilliant talents avail little, while with rightly directed effort persons of very ordinary natural abilities have accomplished wonders. And genius, at whose achievements we marvel, is almost invariably united with untiring, concentrated effort.[4]

Methods of teaching? No one can tell you what method is best for you. Too many things enter in. Someone has said, "If you are going to be a teacher, be a good one, be the best; there are too many second-rate teachers in the country now—we don't need any more—and what kind of teacher you are will depend almost entirely upon you and how much you are willing to put into your work."[5]

To be a teacher in a Seventh-day Adventist college today is a challenge and a privilege. May God help each of us to face up to our task and be better teachers.

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[1] Ellen G. White, *Education*, pp. 29, 30.
[2] Victor R. Noll, *Introduction to Educational Measurement*. Boston: Houghton-Mifflin Co., 1957, p. 90.
[3] Max Lerner, "Education in America—The Heroic Encounter," *Current Issues in Higher Education*, 1958, p. 18, Association for Higher Education, Washington, D.C. Used by permission.
[4] *Education*, p. 232.

► As a Christmas gift to a border mission in Northern Rhodesia, Walla Walla College gave money for a new church building. The gift offering was taken in chapel early in December. The goal was $400, and every cent will be used for construction materials. Labor will be provided by the villagers. According to American standards the church would probably seat 100, but in Rhodesia it will be packed with up to 250 worshipers. WWC hoped for $600, and anything above the goal would be used to provide a speaker system for Southwestern Indian Mission.

► Sixty-eight Ingathering bands from Union College solicited in 26 counties and raised $2,412.34 on field day. Included in this amount is the money raised from an auction of the produce and canned goods received during solicitation. Personal student contributions by those unable to leave the campus totaled $482.56. Other Ingathering funds raised by faculty and students brought the total, as usual, to one third of the College View church goal of $15,000.

Teaching Handwriting Successfully

Part II

Helen G. Hudson

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Left-handers

WHENEVER handwriting is mentioned among teachers, it seems someone always asks, What do you do for a left-hander?

We are told that about 5 or 6 per cent of the people have a strong left-handed tendency, an additional small per cent are ambidextrous, and the rest are, or can become, right-handed.

Many believe that the centers of speech and hand control in most people are on the left side of the brain and that the hand on the opposite side is preferred for writing. In a few persons this center is on the right and so the left hand is preferred. Indications are that the trait is inborn. Many authorities believe that to force a left-hander to become right-handed may produce a long train of nervous ailments, speech disturbances, and eye troubles that in turn may affect the general behavior. This has not been fully substantiated and is still disputed by some.

The first-grade teacher must decide into which category a child will be placed. A child may be asked to perform a number of simple tasks, such as throwing a ball, using scissors with beveled flanges, driving a nail, picking up things, sighting with one eye, et cetera, while the teacher simply observes. If he uses his left hand part of the time and the right part of the time he is probably ambidextrous and should write with his right hand. If he *always* uses his left hand he is probably one of the approximate 5 per cent.

Others have felt that a left-handed child is handicapped in a right-handed world and that he should not be allowed to be different. Some scoff at possible ill effects of a change because they themselves have been changed without suffering any harm. They do agree that if a change is made, the child must have confidence in the teacher and the home must cooperate. The first-grade teacher should try every possible way to get the child to write comfortably as a right-hander. But the child should not be *forced* to change. Above all, he should not be changed without written consent of the parents.

If by his reactions a child shows that he is definitely left-handed, the teacher should set about teaching him *good* habits of left-handed writing.

The main difference is in the slant of the paper, and many teachers have paid no attention at all to this point. If his paper is slanted the same as for a right-hander he can only twist his hand above his writing. This should never be allowed. It is a simple matter to teach him to tip his paper the opposite way and hold his hand the opposite way. He should be taught to keep his writing hand under the line on the paper. If he keeps his fingers an inch or so from the end of the pen he can see his writing. The rest of the procedure will be exactly the same as for the right-hander. It is different only in the position of the paper and in the direction of movement. He will be writing toward the midline of his body, whereas the right-hander writes away from his body. This should be called to his attention. We can't take it for granted that a child will automatically see this. He may not, and may try to write away from his body as he sees his right-handed classmates doing.

The first-grade teacher holds the key to good writing for a left-hander and has the responsibility of starting him correctly. In the upper grades one sometimes finds a child who has not had such instruction and who has learned to write in a cramped, upside-down position. He should not be *forced* to change his position but should be counseled and shown *how* to change, and strongly encouraged to do so.

Sometimes a left-hander finds it easier to write backhand or vertical slant in bringing downstrokes toward the body. If he adjusts in this way, let him do it.

When and How Long to Teach Writing

Writing periods should be sometime during the first three quarters of the day and never immediately before an intermission when children are restless or excited, nor immediately after one when they are tired and in need of quiet. It is good to have spelling

and writing together; one can be a tune-up for the other. Much practice can be done with spelling words, but writing instruction must not be neglected.

In grades one and two, fifteen minutes daily is recommended; part of this may be at the board. In grades three to eight, twenty minutes daily is the recommendation. A suggested division of the time is given:

Five minutes for review drill.

Five minutes for study and presentation of a new letter.

Five minutes' practice with an overseer of writing the new letter, with comparison with the copy in a book.

Five minutes for individual help in detecting and correcting errors.

Board Writing

Primary pupils and those beginning cursive writing may do some practice at the board. The chalk is held between the thumb and all four fingers. One should never begin with less than half a stick of chalk, and it should be turned occasionally to keep the end rounded. Above the third grade, chalkboard writing should usually be limited to remedial work in form and rhythm. A pupil may be taught to take a short step to the right between words so that he will learn not to reach but to follow his writing. An invisible line may be made with an eraser. In a primary room a board may be permanently ruled for writing.

Teachers should likewise practice good writing at the chalkboard, because much of a teacher's writing that pupils see is done there.

Evaluating and Grading

As we evaluate a child's writing we must take into consideration that there is a wide range in natural aptitude. Writing is a skill, and some can never attain the standard that may be natural to another. A child should not be blamed for writing poorly if he is truly trying, neither should one be praised for writing better than others if it is owing to his greater native aptitude. He may not be exerting so much effort as the poor writer.

The National Education Association research bulletin defines standard as "the average performance and a desirable minimum goal." It is an aim, not a barrier. It does not debar a child from advancement simply because he cannot meet it though he has done his best. A standard may be used to judge the work of a grade as a whole or to determine where a child rates, but we should not expect every child to reach it. We should rather judge a child by himself. Is it good enough for him? Naturally, we cannot give the higher ratings to a child who does not achieve, lest the A and B cease to have any meaning at all.

The American Handwriting Scale published by Palmer, the Freeman Scale published by Zaner-Bloser, or the Rice System Grading Charts can be used to determine individual quality in comparison with national norms. The Ayres Scale is often used, but it gives only the average standard for each grade. Some companies have a series of progress pins or certificates for each grade. One could inquire from each company regarding their plan.

In school the base of standard is the actual quality of writing of children when systematic writing instruction ceases—grade six or eight. For adults there are two bases—actual writing in social correspondence or occupational activities, and the opinions of employers concerning the quality necessary to those occupations.

On the Ayres Scale the occupational score varied from 48 for college professors to 81 for account sales department employees; 60 was considered satisfactory for social correspondence and most occupations, 70 for elementary teachers and most commercial workers.

Average grade school scores on the Ayres Scale are listed in the National Education Association research bulletin as:

Grade 2	39.7
Grade 3	42
Grade 4	45.8
Grade 5	50.5
Grade 6	54.5
Grade 7	58.9
Grade 8	62.8

Form, position, and movement are the main elements upon which grading of writing is done. In the upper grades good, legible, smooth, flowing penmanship is the ultimate aim. Once a week is perhaps often enough to judge papers as the pupils write.

At the beginning of the year a sample of the writing of each pupil may be pasted inside a folder. Each six weeks a sample may be added to compare with the original sample and to note progress. This will be of interest to parents and can be shown at open house.

May more of our teachers work harder to produce better penmen among our pupils.

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What Europe Did for Me

Doris Stickle

PARIS, Geneva, Rome, Salsburg—such names evoke dim dreams of the future for many. As for me, they bring to mind the realities of living and learning abroad.

The 1961 Summer School in Europe, coordinated by Emmanuel Missionary College, provided nearly thirty participants from four Seventh-day Adventist colleges with the reality of a unique educational dream.

To retell all that I learned or to recount all that I saw would be impossible. However, I do want to analyze for you the value of the many experiences.

First is the mental growth afforded me. I studied French—and surprised myself by speaking a type of French—during the six weeks spent at Seminaire Adventiste, Collonges-sous-Saleve, France. French was no longer just a hobby or a source of mental exercise. Association with French-speaking people made the language assume practical significance while it lost its bookishness.

The touring, before and after the summer session, taught me a book's worth of geography and history. Travel is definitely the most effective method of geographical study!

Esthetically, the students' powers of observation and perception, appreciation and understanding, were put to the stretch, as dozens of cameras searched out the beautiful. A few moments spent in Le Louvre made me more conscious of art as it appears in galleries. Some of my most pleasant memories, however, consist of natural beauty.

Socially, too, the summer abroad was a learning experience. Association with Adventist youth from other American colleges encouraged unity rather than competition among our respective schools. My understanding and tolerance of others grew. A group such as ours, when traveling on a bus, evidences many reactions—to new situations, to a variety of personalities, to unavoidable annoyances, to different cultures and ways of doing things. My ability to converse and to make new acquaintances increased.

We met many people. In Rouen, for example, a friend and I made a new friend while we were searching on our own for the spot where Jean d'Arc was burned. We were obligated to use our halting French, and thus we met a charming young woman, the wife of a French journalist, who directed us to the spot.

The opportunity to represent America was ours. We were able to show that not all American young people are smoking, drinking delinquents; that some of us enjoy games and songs and hiking as do they. All of the group successfully survived the three-month absence of television, disproving the claim that Americans live on a diet of TV.

Included in my social science learning was a situation-centered comparison of political administration. During a tour of the Swiss Parliament buildings in Berne our group listened to a capable, dignified Swiss gentleman describe in four languages the workings of his Government.

Spiritually, growth was necessary for full enjoyment of the summer. Most of us were on our own more than ever before. We could analyze the depth of our beliefs and principles in a new context. On the eastbound voyage, many people became aware of our denominational affiliation. Sabbath morning we held Sabbath school in the ship's theater. The Dutch ship's chaplain was one of several visitors. One of my cabin mates, a Unitarian lass on her way to study in Zurich, expressed sincere surprise and interest when she learned that I believed in the literal Creation story of Genesis 1. It was up to us when eating, playing, and talking, to represent our high ideals. We saw on the student ship how some sought happiness. We grew more grateful for our heritage, but realized that we could not rest statically upon it.

During the summer school session, "Le Culte" encouraged concentration. These forty-five-minute vesper sermons in French demanded concentration in order to understand the vocabulary. In the process, the thought came along too. This challenge to comprehension discouraged all daydreaming. Likewise, having to use a French Bible and *Quarterly* caused us to study thoughtfully the Sabbath school lessons. Our study was not a superficial review of words known from babyhood.

The summer's experience was worth the price. The combined aspects of benefits gained mentally, physically, esthetically, socially, and spiritually made my participation in the 1961 SSE program an experience never to be regretted or forgotten.

At the time this article was written, Miss Stickle was a junior student at Emmanuel Missionary College.

Teaching English to Non-English Students

Elizabeth Parrett

INSTRUCTOR, BOSTON SCHOOL OF MODERN LANGUAGES

ALTHOUGH the teaching profession has been described with adjectives ranging in theme from accolade to insult, it has seldom been labeled dull or predictable. But perhaps the most readily rewarding and amusing area in the profession is teaching English to non-English students.

These students differ greatly in cultural background, age, and native ability, as do American students. But non-English students are not separated in classes dealing with their specific interests; they are grouped and banded together by a keen desire and immediate necessity to learn spoken and written English as rapidly and as well as possible.

Many of these students are perturbed when, after a series of five or ten lessons, they find their English still broken and their reading speed somewhat less than the 20,000 or more words a minute reached by students of Reading Dynamics.

One of the main functions of a teacher of non-English students is to encourage them to use the language that they are learning. This is particularly difficult in some instances, since many students work in factories with other aliens, many of whom are not interested in learning English and who consequently offer no conversational assistance to these students. Also, a student may hesitate to display faulty knowledge of the language, fearing laughter or impatience on the part of his listeners.

Another factor is one that plagues the American student: Lack of time and, in many cases, initiative in studying. Many foreign students feel they should acquire extensive knowledge of English, both conversational and written, if they attend class once or twice a week, do the prescribed amount of homework (often with a letter-of-the-law attitude rather than an attempt to master or study thoroughly the lesson for that particular class period), and watch the news on television. While this is certainly a beginning, it is by no means enough effort to ensure success. Again, it is the instructor's work to illustrate forcibly the necessity for everyday practice in conversation, reading, and writing in English.

Field trips are definitely in order whenever possible so that the students may have opportunity to make practical application of their study. Shopping trips, sight-seeing tours, and visits to local restaurants can all be of valuable assistance in acquainting the alien with the rather confusing American idiom.

For students sufficiently advanced in their study of English, specialized study to meet individual goals is of definite benefit and importance. A case in point: A non-English student preparing to enroll in a university. He has a good vocabulary, can read rapidly with good comprehension, and has fair to good success in complex sentence construction. He plans to study for a degree in engineering. Since a course of this type involves a new vocabulary area, a thorough preview of this vocabulary would be invaluable to him. Familiarity with the pronunciation and meaning of specialized vocabulary would render his initial classes and assignments much simpler and offer encouragement to continue successfully in what might become an extremely discouraging and unfortunate study situation.

It has been stated, and perhaps falsely so, that it is unnecessary for a teacher working with non-English students to be familiar with foreign languages; that it is even recommended that such teachers *not* know, or at least not make use of their knowledge of the language of the students with whom they work. This may possibly be a good recommendation in the case of private students with whom the teacher can spend a great deal of time and to whom nuances and particular meanings can be communicated via pantomime or other mechanisms, or even by the dictionary. However, linguistic knowledge on the part of a teacher can be a decided asset in time and progress if word meanings can be conveyed with one non-English word rather than a string of English synonyms that may or may not enlighten the student.

Thus, in class meetings if a student is at a loss for a word in English, he may be aided by his instructor or another student, and class continues until the next vocabulary gap. This situation is valuable if the teacher has enough grasp of the language used as a booster to determine if the correct meaning has been communicated.

It may well be that the present class structure for non-English students in Seventh-day Adventist colleges, following standard patterns in enrollment and teaching methods, is rendering a disservice to in-

telligent and purposeful visitors in the United States. It may be that a few months of intensive, specialized, small-group or individual classwork prior to actual college enrollment would provide a totally new direction for the non-English student and would afford him greater opportunity for academic success. Until such a program is developed, however, it remains for instructors to continue experimenting and working within the conventional classroom structure for the advancement and encouragement of these enthusiastic students.

► President T. C. Murdoch of Mountain View College (Philippines) reports that student missionary activities extend 20 miles away to Malaybalay jail, where they are witnessing a great revival. Prison officials are encouraging the students to continue giving Bible studies there, for they see remarkable changes in the conduct of their charges. On July 9, 1962, the college church pastor, B. G. Mary, led seven chained men to a river, and there the wardens gave permission for the chains to be removed while the prisoners were baptized.

Preparing Your Academy He-Men for Poetry

Fillmer Hevener, Jr.

INSTRUCTOR OF ENGLISH
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IN AMERICA'S teen "he-man society" there is an unwritten law that holds that poetry is composed only for girls and effeminate males. These young he-men approach poetry as if their masculine reputations would wither and fade away if they were to show the slightest degree of enthusiasm for "The Tide Rises, the Tide Falls" or "Stars." Although this teen assumption is based on error, the assumption indeed exists, and the literature teacher must recognize this fact if he is going to assist the poet in reaching this large segment of male students.

An excellent preface to a study of poetry is one that is first geared to the entire class, both boys and girls. An analogy between food and reading often proves effective. The teacher can point out that although pizza is a tasty dish, a daily diet of pizza only would soon become intolerable. The reading of prose only may produce much the same effect. Even though prose is usually enjoyable, it is even more delightful when spiced with a generous portion of carefully selected poetry.

A frank discussion of the idea that poetry is for all students and not for the effeminate and esoteric few only, is usually honestly listened to by all student types. The suggestion that poetry is also written for he-men can be substantiated by a reference to examples of great historical masculine figures who deeply appreciated poetry. Among the world's greatest free verse is the comforting twenty-third psalm of David, the youthful, fearless slayer of Goliath. To Alexander the Great poetry was not a mere decoration of life; it to him was a fine, but necessary, part of living. For him it filled a need and helped make life full and satisfying. Alexander felt so much his need for poetry that he carried with him about the world, and faithfully read, a copy of Homer's *Iliad*. James Wolfe, the great British general, on the eve of victory said that he would rather have written Gray's "Elegy" than capture Quebec. Boys readily accept reading standards of such distinguished warriors.

The final step in the presentation may be to ask each student in class to jot down one, two, or several of his favorite reading topics. After these topics are collected, the teacher can then list on each pupil's paper the titles of poems having themes that blend with the topics in which the student has indicated an interest. When the papers are returned, the teacher can suggest (or require) that each student read one or several of the poems whose titles are listed on his paper. This device allows every pupil, including the he-man, the advantage of reading on a theme he enjoys and has personally chosen. Before teachers begin the study of poetry they should work out an approach designed to stimulate students' interest and minimize their prejudice as an aid in creating an initial positive pupil-attitude toward verse.

REVERENCE IN TRUE EDUCATION

Stanley Bull

PROFESSOR OF EDUCATION AND PSYCHOLOGY
LA SIERRA COLLEGE

MY STUDY of reverence has led me to consider it as the acknowledgment of God's presence, and then to expect to find its manifestation in holiness of life. There is every reason for students in a Christian college to give careful consideration to this topic. True education begins with reverence and leads on to wisdom for the one whose studies are pursued while walking humbly with his God.

"The fear of the Lord is the beginning of wisdom."[1] The unjust judge feared neither God nor man, and their presence was no concern of his, unless perchance he was inconvenienced by them. The importunate widow did annoy him, and the only reason that he attended to her was in order to dismiss her.[2]

The fear of the Lord involves a recognition of God's presence. What then can the presence of God mean to us? Jacob said, "Surely the Lord is in this place; and I knew it not." Then when the full consciousness of God's presence dawned upon his soul he cried out in anguish of contrition, "How dreadful is this place! this is none other but the house of God, and this is the gate of heaven."[3]

It is a sobering experience to recall Bible statements regarding God's presence and to notice what happens when the soul is unprepared for this experience. Moses was commanded to set bounds around Sinai lest the curious or indifferent one should touch the border of it.[4] The men of Beth-shemesh were smitten with death for looking irreverently into the ark of the covenant, and more than fifty thousand of them died that day.[5] Uzzah steadied the ark, but perhaps with indifference, and he too died.[6] God communed with His people from between the cherubim and dwelt among Israel in the tent of His Presence;[7] nevertheless, only the soul that was purified could approach God's mercy seat.

We should regard God's presence as a glorious blessing. To Moses came those words, "Put off thy shoes . . . , for the place whereon thou standest is holy ground."[8] The place of shriveled shrubs in the great expanse of wilderness now becomes a holy place. Even though heaven is God's throne and the earth His footstool and no place seems worthy of His presence, Jacob could say of Bethel, "This is . . . the house of God."

Jesus wept over Jerusalem, not because He loved it as a city more than any other place, but because therein was His Father's house, a house of prayer for men of all nations to commune with God. There in Jerusalem, God had touched this earth in a special way—all for the salvation of men—but the tragedy is that Jesus came to His own and His own received Him not. Soon the mantle of darkness would enshroud that hallowed spot and the Temple veil be rent in twain,[9] for men had desecrated it, demeaning it to traffic in commerce and to ignoble uses.

My own heart was once deeply stirred when I stood outside the Church of the Sepulchre in Jerusalem, for tradition claims that on this spot Christ was crucified and buried. I unwisely allowed a guide to take me in. He tried to foist on me fantastic stories about Longinus, the Roman centurion who pierced the side of Christ. As the story goes, a drop of blood from Christ's wounded side restored sight to the centurion's blind eye. The guide continued to chatter about Adam's resurrection caused by Jesus' blood penetrating the soil on Calvary's hill through to Adam's tomb in a cave beneath.

This aimless fiction was not in keeping with the tenor of my thoughts at that moment; indeed, it was so annoying that I paid my guide and remained alone—alone with God. It was as though God spoke to me in this wise, What does all this mean to you? Do you believe that I was ever on this earth and in this place? Could I answer? If it were not true, then here in Jerusalem a travesty had taken place—a travesty of the deepest and darkest kind that could possibly have been perpetrated upon mankind. If God did dwell with men, and still dwells with them, then I was face to face with the most sublime of all truths. Those were memorable moments, for then my soul acknowledged the Lord, and in an attitude of acquiescence I stood in reverence before my Maker.

The psalmist says, "My soul, wait thou only upon God; for my expectation is from him."[10] In the margin is a beautiful rendering, "Be thou silent unto God."

In a Christian college many times our expectation is from God, but are we always silent before Him—silent until He gives us words of utterance? Idle

Turn to page 30

What the SCHOOLS ARE DOING

► Mrs. W. D. Brown (Eva Lewis Brown, whose article "Beauty in the Common Things" appears in this issue), elementary supervisor of the Wisconsin Conference, has recently contributed to the publication of a teacher's handbook of games, activities, and experiments to motivate the teaching of elementary science. The publisher invited several thousand teachers to share activities they had found most helpful in stimulating the interest of children in science. From the many contributions, 192 of the most outstanding and original, as submitted by 53 teachers, were accepted for publication. To Mrs. Brown goes the honor of being one of those 53 teachers whose contribution was selected. The name of the book is *Probe,* and the publisher is Educational Service, Inc., Benton Harbor, Michigan. Notice the advertisement of the book also in this issue.

► Loma Linda University School of Medicine was included in a tour last fall of medical schools in the United States by nine prominent medical educators from the Republic of the Philippines. Sponsored by the U.S. Department of Health, Education, and Welfare, the group represents all seven Filipino medical schools. Information gained from observation at LLU and other institutions was for the purpose of upgrading the quality of their medical colleges.

► Bill Brannan, Atlantic Union College's student missionary, is conducting a series of programs in several churches in the Atlantic Union Conference. Also included in his schedule is Oshawa Missionary College. He speaks of his missionary work last summer in Monument Valley, Utah, and shows pictures taken while serving among the Navaho Indians. Offering appeals are made at the meetings toward sending another missionary from AUC to some field next summer.

► Twenty-two upper-division ministerial students from Union College had preaching appointments in 19 Iowa and Nebraska churches the first semester, according to the ministerial conference president, Daniel Fausset. Contrary to the procedure in previous years, the students are sent back to the same churches in order to become better acquainted with the congregations and to gain experience in pastoral visiting on Sabbath afternoons.

► Private underpass for Canadian Union College on the newly opened $8.5 million highway will make the best bomb shelter between Calgary and Edmonton, according to D. N. McDonald, right-of-way buyer from Edmonton. The new 24.5-mile bypass for Lacombe was officially opened by the Alberta highway minister, Gordon Taylor, on November 21 in a 45-minute ceremony attended by approximately 250 people. College representatives at the opening ceremony were H. T. Johnson, president; M. S. Fisher, business manager; W. W. Melashenko, high school principal; and E. L. Nielsen, farm manager.

► On Saturday night, December 8, men and women of the residence halls at Walla Walla College entertained 64 children whose Christmas season otherwise might not have been happy. The children were their guests for dinner and a party with gifts. Following that, all attended a concert band program.

► Paul Allred, head of the industries at Linda Vista Academy in Chiapas, Mexico, has reported that 670 students have enrolled there in the past five years. More than 100 have been baptized; 15 have graduated from the ministerial course; 37 from secondary school; and 89 have finished the primary grades. Students are enthusiastic in evangelistic endeavor. At Pueblo Nuevo they have raised up a church that now has 26 baptized members and 60 in the Sabbath school. At Sonora about 80 Chamula Indians meet each Sabbath while students present Bible truth to them.

► As a final part of the plans for a laboratory in cellular biology at Walla Walla College, the biology department recently received a $1,700 Warburg respirometer. The respirometer measures oxygen and carbon dioxide exchange in cells. It will be used in a one-quarter lab course in cellular biology for graduate students. Some of the other equipment to be used is a spectrophotometer used for measuring the absorption of various wave lengths of light by cells, a pH-meter for measuring acidity of environment of cells, a magnetic stirrer with heater attached for preparing solutions, and a centrifuge used for separating cells into their various separate parts. The department also plans to obtain equipment to be used in recording electrical potential of cells. The cellular laboratory will help prepare graduate students for modern research in the physiology of cells.

► The science department at Australasian Missionary College is growing rapidly, and students now will be able to study science to degree level in physics, chemistry, mathematics, and biology, with emphasis on biochemistry. They have now obtained permission to prepare students at AMC for the first year science examinations of the University of New South Wales. In addition, AMC is planning to prepare students for the external science examinations of the University of London, leading to its widely recognized B.Sc. degree. Eric A. Magnusson, chairman of the department, has been appointed visiting lecturer at the University of New South Wales.

New State Sees a New Day

E. E. Cossentine

ALASKA, our new and largest State, one fifth the size of the United States, made history in September when all our Seventh-day Adventist teachers came from the far reaches of this vast State to Anchorage to attend the first teachers' institute and fellowship meeting in its history.

It is difficult for most of us to visualize the vastness and ruggedness of Alaska. It is also a land of contrast, from the Arctic land of the midnight sun and winter darkness, to the southern area warmed by the Japan current. It is said that Meridian, Mississippi, has registered lower temperatures than have ever been experienced in Sitka. At the summit of the 20,000-foot-always-snow-shrouded Mount McKinley, temperatures fall below government instruments calibrated to register 95° below zero, and the tundra in the higher regions of the North never thaws out. During the long summer days in the lower altitudes of the South, vegetation grows rapidly and profusely. Roads and railroads away from larger cities are few or lacking. In summer months the waterways are used for shipping, transportation, and travel, until ice closes in for the long cold winter. Most travel is by air, and the small plane is as necessary to the people who live in Alaska away from highways as cars are to us who live in other parts of the United States.

In all parts of Alaska there are Seventh-day Adventist churches, and every church has a church school. Almost every Seventh-day Adventist child in reach of the church is enjoying a Christian education. Also, we have a well-established training school for Eskimo youth—our Bristol Bay Mission—under the direction of Lloyd Moody, ably assisted by his brother, Ronald Moody, with their wives and others. By sacrifice and hard work suitable buildings have been erected. We can appreciate how much this means only when we realize that everything for the school and school family must be transported from outside twice a year by small plane and small boat or by larger boat.

The institute program at Anchorage had been well planned and was led by J. C. Hansen, president of the Alaska Mission, and J. T. Porter, secretary of education of the North Pacific Union. Many of the teachers came from isolated regions, and it was a great privilege for them to get together and talk over common problems.

Mrs. Audrey Rudd, former elementary supervisor of the Oregon Conference, brought much in the way of practical instruction to the group. Testimonies by the teachers at the closing meeting gave evidence of the professional and spiritual help received.

While at the meetings in Anchorage we had the privilege of getting acquainted with our first native missionaries who were leaving at this time for Selawick, above the Arctic Circle. John and Naomi Topkok are products of our schools. Word has come since that they are having good success, and there are already 75 attending Sabbath school.

It was indeed an enriching and enlightening experience to visit so many of our people, our workers, and our churches and schools in Alaska. It was an inspiration to attend the institute and catch the spirit of enthusiasm and devotion of these teachers and workers who are molding the lives of the youth of Alaska for God and His service.

Reverence in True Education

(*Continued from page 28*)

words at such moments are distressing. What is an idle word? Is it not a word that belittles faith, and makes it more difficult for another to build up confidence in God? It may not even be a word in the accepted sense, since it could mean a communication by an irreverent shrug of the shoulder, casting a shadow of doubt into someone's soul. In the book *Education,* we read, "Never should Scripture be quoted in a jest, or paraphrased to point a witty saying."[11]

"My soul, wait thou only upon God." Surely it must mean that the early moments of expectation are important. God's appointments should not be at our convenience, for in punctuality there is the very essence of reverence. It is worshipful too to regard with meticulous care the religious experience of others. Sometimes our hearts are saddened by the tramp of feet many minutes after divine services have begun. God asks us to be silent before Him, to be expectant, watchful, and ready.

In my mind I am underlining the word *my* in David's poem, *"My* soul, wait *thou."* This reverential expectancy that God requires of me involves attention. In the hour of prayer the reverential attitude of attention may easily be lost. In the hymns we sing, many solemn promises are made. I knew a person who considered himself a Christian but was quite unimpressed about mission service. One day I heard him sing quite freely, "Anywhere, dear Saviour, in Thy vineyard wide, where Thou bidst me labor, Lord, there would I abide." Did he sing that hymn in a worshipful attitude? Could those words go up as incense unto God?

Jesus spake once to His disciples, "Could ye not watch with me one hour?"[12] He longed to have their full attention and close communion.

The story of Robinson Crusoe figured prominently in my young life. Crusoe, a marooned man on an apparently deserted island, set out one day to explore his lonely domain. He went forth in a spirit of resignation bordering on despair, but, lo, he chanced upon the prints of a human foot on a sandy shore! The discovery revolutionized his entire conception of

the island; all his plans and experiences were transformed.

It happens similarly when one's spiritual vision is strengthened, when the soul moves over an area that has never before been related to God in a personal way and discovers God, who never seemed to be actually present there before. Peter's soul was enlarged when he entered Cornelius' house and found the Holy Spirit had been there before him.[13] It is a glorious experience to discover the prints of the Master's feet on these particular tracts of the sands of time. Like Jacob the soul cries out in worshipful praise, "Surely the Lord is in this place; and I knew it not."

Reverence will enlarge the borders of our souls and infinitely deepen the meaning of life.

Again we read in Isaiah's prophecy concerning Jesus, "The spirit of the Lord shall rest upon him, . . . the spirit of knowledge and of the fear of the Lord."[14] Jesus' delight was in the fear of the Lord. And if the delight of Jesus was in the fear of the Lord, then as teachers and students there is one great prayer we should offer—that we might also be silent before God and be sanctified. Here is true education.

[1] Prov. 9:10.
[2] Luke 18:5.
[3] Gen. 28:16, 17.
[4] Ex. 19:12, 13.
[5] 1 Sam. 6:19.
[6] 2 Sam. 6:6, 7.
[7] Ex. 25:22.
[8] Ex. 3:5.
[9] Mark 15:38.
[10] Ps. 62:5.
[11] Ellen G. White, *Education*, p. 244.
[12] Matt. 26:40.
[13] Acts 10:25.
[14] Isa. 11:2.

Language is a tool to convey thought. Like a machine, this tool will accomplish its purpose better if its parts are simple and well arranged. The current rule is to state our thoughts so that the reader or listener can understand them with the least possible mental effort. A reader or listener has a limited amount of mental power. The more time, attention, and mental force a reader or listener must give to ridding the facts of vague or wordy sentences, the less mental force he has left to grasp the idea the words are meant to convey.

You read about PROBE on page 29 of this issue.

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Editorial
NEWS AND VIEWS

Creative Writing The Department of Education once again solicits all teachers of English I-IV classes in the intermediate schools and academies of the North American Division to emphasize creative writing. Folders for the *Youth's Instructor* Pen League for the academies and circular letters (dated December 10, 1962) for *First the Blade* for intermediate schools and academies have undoubtedly reached all the schools.

The manuscript rules for prose and poetry in volume III of *First the Blade* are the same as the previous year. All manuscripts should be sent, clearly labeled as requested, on or before the deadline—March 15, 1963—to Miss Shirley Burton, Anthology Editor, Laurelwood Academy, Gaston, Oregon. Accepted manuscripts sent in before that date can be sent earlier to the printer. Miss Burton is hoping to have *First the Blade*, volume III, ready to mail to the schools in May. Your school, of course, has ordered a club of the 1963 volume through Miss Burton.

The first two volumes of *First the Blade*, 1961 and 1962, have been treasure chests of gems. Will your students and school be represented in volume III this year? *First the Blade* may well be *an idea book* for teachers, as well as for students in creative writing.

Carrels for Students A number of academies are providing carrels for their students—generally juniors and seniors—in the school library. This provision is encouraging independent study, improving concentration on projects, and utilizing more the resources of the library.

Shape of Education Based upon a growing volume month by month of significant events and trends in education, the editors of *Education U.S.A.* have prepared a swift and compact survey as a perspective to issues that may substantially affect educational practice in the schools during the year ahead. A cross-section sweep is cogently made in bold strokes for administration, curriculum, instruction, and services. Experiments, research, and projects tumble over one another in the fast-moving 27 chapters. Single copies (at 75 cents each) of *The Shape of Education for 1962-63: A Handbook on Current Educational Affairs* may be ordered from National School Public Relations Association, 1201 Sixteenth Street, NW., Washington 6, D.C.

Health Services It is hardly necessary to remind educators that among student personnel services, the health service should be basic on the campus. Facilities and services are needed for students.

Blue Mountain Academy, near Hamburg, Pennsylvania, offers an exemplary health program. In the new, commodious administration building provision has been made for a suite of two rooms for the health service. Coordinated by the registered school nurse, appointments are made for members of the school family who wish to see the physician, who calls one half day each week, and a dentist, who calls for a full day. The dental room is equipped with modern office furniture and a high-speed drill, all donated to the school by an Adventist dentist. With student assistants in the respective dormitories, the school nurse visits the sick students, cares for their needs, and in cooperation with the director of food service, supplies special menus for the ill. Emergencies also are provided for. What better service would be needed in any boarding school?

Vocational Guidance Of practical value for school counselors and the school library are two companion volumes: Lingenfelter and Kitson, *Vocations for Girls* (Harcourt, Brace and Company, 1951. Revised ed.), and Kitson and Stover, *Vocations for Boys* (Harcourt, Brace and Company, 1955. Revised ed.).

A perusal of the table of contents in each volume bespeaks the breadth of coverage on lifework, jobs, work, professions, and vocations, covering skilled, semiskilled, and nonskilled activities. They are "small dictionaries of occupational titles."

Interestingly written, the two volumes tell of prerequisites, characteristics, and needs in the different areas of the vocations. The descriptions are somewhat like job analyses. A son of a famous father quoted in *Vocations for Boys* passes on the counsel: "Son, if you never do any more than you get paid for, you'll never get paid for very much."

Prayer Rooms Many of our school homes have provided for the dormitory students prayer rooms, which are frequented daily. The rooms that your school has set aside for devotional purposes are representative, aren't they—pictures, furnishings, cleanliness, light, ventilation?