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**EDITOR**
Thomas Sinclair Geraty

**ASSOCIATE EDITORS**
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**CONSULTING AND CONTRIBUTING EDITORS**
Bert B. Beach
Richard Hammill
G. Arthur Keough
Lloyd W. Mauldin
Else Nelson

**EDITORIAL ASSISTANT**
Laurell M. Peterson

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# THE JOURNAL OF TRUE EDUCATION

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"A knowledge of true science is power; and it is the purpose of God that this knowledge shall be taught in our schools as a preparation for the work that is to precede the closing scenes of this earth's history. The truth is to be carried to the remotest bounds of earth, through agents trained for the work.

"But while the knowledge of science is power, the knowledge that Jesus came in person to impart is still greater power. The science of salvation is the most important science to be learned in the preparatory school of earth. . . . While the pursuit of knowledge in art, in literature, and in trades should not be discouraged, the student should first secure an experimental knowledge of God and His will."—*Counsels to Parents, Teachers, and Students,* p. 19.

"Christ did not deal in abstract theories, but in that which is essential to the development of character, that which will enlarge man's capacity for knowing God, and increase his efficiency to do good. He spoke to men of those truths that relate to the conduct of life, and that take hold upon eternity."—*Christ's Object Lessons,* p. 23.

"He presented truth in such a way that they [priests, rabbis, scribes, elders, Herodians, rulers, world-loving, bigoted, ambitious men] could find nothing by which to bring His case before the Sanhedrim. . . . But while He evaded the spies, He made truth so clear that error was manifested, and the honest in heart were profited by His lessons."—*Christ's Object Lessons,* p. 22.

"Jesus sought an avenue to every heart. By using a variety of illustrations, He not only presented truth in its different phases, but appealed to the different hearers."—*Christ's Object Lessons,* p. 21.

"He taught them [people who were unprepared to accept or even to understand] in parables."—*Christ's Object Lessons,* p. 21.

"Jesus desired to awaken inquiry. He sought to arouse the careless, and impress truth upon the heart."—*Christ's Object Lessons,* pp. 20, 21.

"The cross of Christ—teach it to every student over and over again. How many believe it to be what it is? How many bring it into their studies, and know its true significance? Could there be a Christian in our world without the cross of Christ? Then keep the cross upheld in your school as the foundation of true education. The cross of Christ is just as near our teachers, and should be as perfectly understood by them, as it was by Paul, who could say, 'God forbid that I should glory, save in the cross of our Lord Jesus Christ, by whom the world is crucified unto me, and I unto the world.' Gal. 6:14.

"Let teachers, from the highest to the lowest, seek to understand what it means to glory in the cross of Christ. Then by precept and example they can teach their students the blessings it brings to those who bear it manfully and bravely."—*Counsels to Parents, Teachers, and Students,* p. 23.

*editorially speaking*

# Knowing the Changing Role

KNOWLEDGE has increased. The log between the teacher and his pupil is longer today than it was when Mark Hopkins sat on one end of it.

Without much question, the role of the teacher has changed most rapidly during the twentieth century. Generations developed alphabets, writing, printing, libraries, and laboratories; but this generation has been catapulted into the use of films, radio, television, multiple projectors, teaching machines, programed learning, computers, and man-made satellites to provide teachers many new media of communication with learners.

Research, the application of new knowledge to industrial processes, technological know-how, and automation are remaking the economy. The scope and rapidity of this change are bringing about another revolution, the impacts of which on education are profound.

Important changes in time and spatial relationships have rocketed in. What a student hears and sees is not limited by where he is or when events occur. The teacher now is more a consultant or guide with reference to an ever-increasing body of knowledge rather than an individual who knows all and communicates all to a learner in a relatively limited environment.

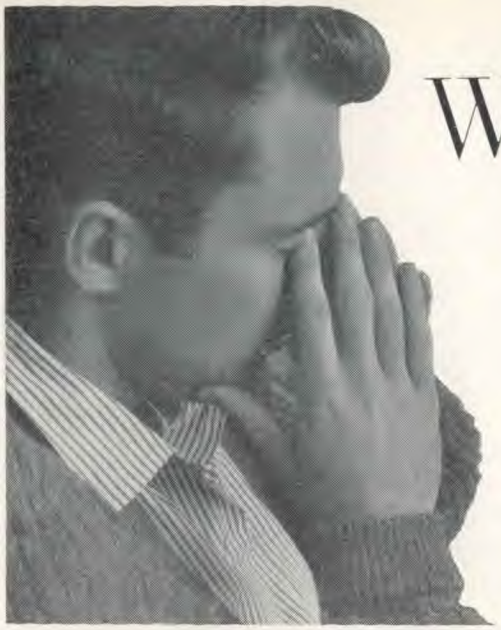
A century ago—and beyond, for that matter—the whole concept of school rested in the personality and quality of the teacher. Since then other factors have arisen that have tended to obscure this tremendously important fact. Physical setting, curriculum, methods, materials, and developmental psychology have emerged as vital factors in the classroom.

The factor most vital in the complex —Greek philosophers notwithstanding —is the teacher, but the learning is much more convenient with an intellectual midwife assisting in the birth of ideas and concepts.

Yes, let's not forget—we still need *the teacher*. The contact of mind with mind, heart with heart, and character with character effects an interrelationship beyond the physical plane of schooling.

Unless he fully appreciates his present role, it is possible that a teacher unwittingly could get in the way of the learning process, if the wrong role is played. Teachers would be well advised to study their contemporary roles.

T. S. G.



# Why Am I Here?

AN ANONYMOUS SDA ACADEMY SENIOR

TO WRITE this accurately I am forced to change the assigned title "Why I Am Here" to "Why Am I Here?"

I came here of my own choosing, though my parents were happy with my choice, after three years in a high school of one thousand students, a school of latest architectural design and one having the most up-to-date educational equipment. I came here because I am a Seventh-day Adventist and felt I should be in a Christian school.

Why am I here?

Is it because we have worship twice a day? But we have that at home before my father goes to work and I go to school.

Is it because of our church activities here on this campus? But we have all these in our city.

Perhaps it is because of Christian teachers? But no teacher here has ever yet talked to me about anything except my schoolwork, so what difference would it make if he were a Hindu rather than a Seventh-day Adventist?

Is it because the students here are better than in high school? But they lag behind academically, and as for morality, the ones I have learned to know either act no better than my high school friends or wish they were free from church regulations and restrictions.

Then is it in the subject matter of the classes? In biology there is a difference, but I was aware of that long before this year; and besides, I'm not taking biology anyway. And in English, history, geometry, orchestra, and applied arts there is no difference.

True, I have a Bible class that I could not take in high school. But even in this class, though I am learning many key texts, I am learning nothing about my own Christian experience. Maybe that is because our Bible teacher is the farm manager.

Perhaps I am here to learn to work? At home I had a part-time job that paid me $1.50 an hour. I helped a plumber. I liked the work and often thought I would like to be a plumbing contractor someday. Here I make 50 cents an hour cleaning out chicken sheds. Maybe dirt and smell are supposed to make a man out of me. In that case I'll soon be Mr. America or even Mr. Universe, if the chickens hold out. What I do know is that I never want to be a chicken-shed-cleaning contractor.

Last summer the representative from here told me that one big reason for attending a Christian school was that if I stayed in high school I might be tempted to marry a non-Adventist girl. But I have discovered that here the biggest concern of the school seems to be that I don't marry an Adventist girl either. I've heard lots of talks given, but most of them lead ultimately to the boy-girl problem or the keeping of school rules, and I don't think these are my biggest needs.

I don't want to sound as though I don't like it here—I like the school and all the teachers. I like our dean and his wife. She is a wonderful cook and has us boys in for feeds once in a while. She likes her steaks rare, just the way I do.

But I expected something different, and I'm not sure just what. Whatever it was, I don't think I am getting it.

Why am I here? I really don't know.

[Some student compositions are worthy of all-staff consideration. The following theme was written by an academy senior in one of the SDA boarding secondary schools in the North American Division. This student graphically points up some needs. This composition could be carefully read and prayerfully discussed in a profitable faculty-staff meeting. May God give us true insights and clear perspectives, that we as Christian teachers in turn may help *each* student realize the value and purpose of *each* Seventh-day Adventist school.—EDITORS.]

# Korea—1963

SEVENTH-DAY ADVENTIST schools in Korea have experienced a large growth in the last four years. The number of schools has increased from 41 to 60 and the number of teachers from 172 to 251. The elementary school population experienced an increase of 31 per cent to a present total of 1,703 pupils; the secondary school enrollment increased 136 per cent to 2,096 students; and the enrollment of the collegiate schools rose from 57 four years ago to 311 today. As of April, 1963, there were 4,110 students enrolled in Seventh-day Adventist schools in Korea.

The 1963 Korean Seventh-day Adventist Teachers' Survey conducted from December, 1962, to February, 1963, was designed to evaluate the present status of SDA teachers, so as to furnish material for the improvement of both quality and type of education and services available to SDA teachers and students in Korea.

1. **Years of Schooling for Teachers.** The average years of schooling for elementary school teachers are 13 years, of secondary school teachers 15 years and 6 months. Women teachers on both grade levels averaged 5 months less schooling than men teachers on the same level. This compares favorably with government secondary school teachers, who average 14 years and 6 months of schooling, and other private school teachers on the secondary level, who average 15 years and 4 months of schooling according to the 1962 National Survey of Secondary Education.

2. **Academic Degrees of Teachers.** Of the elementary school teachers, 4 per cent hold Bachelor degrees, .9 per cent hold Master degrees; of the secondary school teachers, 64 per cent hold Bachelor degrees and 1.2 per cent Master degrees.

3. **The Secondary School Teacher's Major Subjects and Teaching Assignment.** The percentage of secondary school teachers teaching their own major subject in SDA schools is 68.4 per cent as compared with 54.6 per cent for Korean schools in general.

4. **Professional Reading of Teachers.** In a six-month period, teachers read on an average of between 2 and 3 books on education. Teachers read regularly between 1 and 2 educational magazines.

5. **Age of Teachers.** The average age of elementary school teachers is 26.2 years, of secondary school teachers 29.1 years. Seventh-day Adventist teachers tend to be younger than Korean teachers as a whole, whose average age is 32 to 33 years.

6. **Sex of Teachers.** Male teachers dominate the secondary school field with 80.2 per cent but in the elementary school the sexes are almost evenly divided with 51.6 per cent male teachers and 48.4 per cent female teachers.

7. **Family Status of Teachers.** Married teachers account for 42 per cent in the elementary schools and 62.2 per cent in the secondary schools. Of the elementary school men teachers 68.2 per cent are married, but only 15.8 per cent of the elementary school women teachers are married. In the secondary school field, twice as many men teachers are married as are women teachers.

8. **Teaching Load of Secondary School Teachers.** The average hours of teaching per teacher is 19½ hours a week. This is very close to the national average of 19 hours a week. However, 19.9 per cent of the secondary school teachers taught more than 24 hours a week as compared to 10.2 per cent of Korean teachers as a whole.

9. **School Assignment for Teachers.** Secondary school teachers spend on an average of 5.2 hours a week on school assignments. This averaged between 2 and 3 hours for club sponsors, 4 hours for public relation directors, 6 hours for librarians, government coordinators, editors, and more than 7 hours for home-room supervisors, choir directors, and student work supervisors. Elementary school teachers spent on an average of 2½ hours weekly and secondary school teachers 3½ hours weekly on church offices and assignments.

10. **Student Teacher Ratio.** During the 1962-1963 school year, the average student teacher ratio in elementary schools was 18.1 and in secondary schools 16.1.

*Rudy E. Klimes*

SECRETARY OF EDUCATION
KOREAN UNION MISSION

11. **Place of Birth of Teachers.** 17.4 per cent of the elementary school teachers and 15.9 per cent of the secondary school teachers teach in the locality in which they were born. Of these, 9 per cent more men teachers than women teachers teach in the locality of their birth.

12. **Years of Schooling of Parents of Teacher.** The fathers of teachers have, on the average, 9½ years of schooling, the mothers 5½ years of schooling.

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# PROGRESS REPORT OF THE SDA NONGRADED CHURCH SCHOOL

*Mrs. C. M. Bee*

*and*

*Marjorie E. Weir*

CARLISLE, PENNSYLVANIA

Q. How many are involved in the experimental program?

| | 1962-63 | 1963-64 |
|---|---|---|
| A. Grades: | 1-8 | 1-8 |
| Teachers: | 2 | 2 |
| Pupils: | 25 | 35 |

Q. Which features observed are more distinctive than in traditional classrooms?

A. *Team teaching:* Room-wide units of work shaped from experiences of small groups; flexible grouping and personal instruction.
*Team learning:* Wide variety of textbooks provided to fit individual needs and capacities; noncompetitive evaluation of individual pupils by pupil-teacher and teacher-parent conferences.

Q. What evaluation of the program have parents expressed?

A. ". . . helps each child to feel he's needed . . . a part of the class, not something extra . . . ; helped my boy to be more thoughtful, kind, and obedient; is better trained to think and work for himself than compete with others . . . ; they are really learning, not just being pushed along . . . ; different ages play well together . . . ; sustained interest, less competition between children . . . ; our daughter said, 'I almost hate to have the weekend come.'"

Q. How have the pupils themselves liked the nongraded school?

A. "We do as much as we can . . . ; we do a thing till we know it . . . ; the work is not too easy . . . ; you can work together and get more out of the books you work with . . . ; I like everything . . . ; we work together . . . ; we don't race with each other . . . ; we learn something before we go on."

Learning quantitative relationships.


Time for reading and self-testing.

Practical living.

*In answering the question of an SDA teacher the author may be answering a question you have had, too!*

# When Should We Give Achievement Tests?

*Norman C. Maberly*
TEST EDITOR
HARCOURT, BRACE & WORLD, INC.

DEAR MISS ———:

I have your letter before me in which you raise the question, "When is the *best* time of the year to give achievement tests?" There is, of course, no categorical answer to your inquiry, simply because this is one of the myriad points of educational practice on which it is difficult to generalize.

Not many years ago spring testing was the accepted thing in evaluating pupils, teachers, and schools. But in more recent times the trend has been in the direction of fall testing as an aid to instructional planning. The fact is that for most purposes the time of testing is of small consequence, so long as it is regular and consistent from year to year.

If the purpose of achievement testing is to evaluate and compare the standing of your class or school with other class and school groups after a year of instruction, or if you are concerned with evaluating the results of your efforts, then spring testing seems to be more relevant—but not exclusively so. If, on the other hand, your purpose is to survey and to diagnose individuals and groups so that instructional aid may be extended where it is most needed, then fall testing may be more appropriate. This seems to imply that "group" information is the major concern of spring testing, whereas "individual" information is the concern of fall testing, but I am sure that you can see many obvious ways in which both spring and fall evaluation may serve both purposes equally well.

It may be helpful if I were to suggest a few advantages and disadvantages on each side of the question. But, first of all, allow me to settle one other point by quoting from page 19 of *Manual for Interpreting* that accompanies the largest-selling achievement test in the world—the Metropolitan Achievement Test.

> The decision as to how often achievement tests should be given depends on such factors as the purpose of the program, nature of the tests, problems to be dealt with, teachers' time and experience, funds available, and general organization of the school system. The ideal program includes testing each child once every year. To test more often involves an expenditure of time and money which is not compensated for by additional growth. To test less frequently allows gaps to occur.[1]

Such candid honesty from a publisher who is commercially concerned with selling as many tests as possible seems to suggest that budget-minded Seventh-day Adventist church schools are not justified in expending funds, teacher, and student time by testing in *both* the spring and the fall. In fact, overexposure to tests may be detrimental to the very purposes that teachers strive for in testing programs. Moreover, errors of measurement within two testing situations tend to obscure the exact nature of any differences obtained from individual students, even though group statistics may be quite reliable and meaningful. There is, therefore, some merit to the thought that the time and effort of double testing in one year could be better spent in more goal-directed educational activity.

The point that we must specifically deal with, then, is spring testing versus fall testing.

*Spring Testing.* A test given in the spring has the advantage of being able to measure achievement growth at the end of the year when learning is at its peak. As a result, you, the teacher, are able to gain an estimate of the effectiveness of the instructional program and to make adjustments for the future, if necessary. It is hoped, of course, that when making such an estimate you would always be mindful of the intellectual level and ability of the students. (It is for this and more esoteric reasons that ability tests should be given occasionally with achievement tests.)

An additional consideration in favor of an end-of-year measure is that it enables more objective decisions to be made regarding promotion and sectioning of students for the following year; it provides information for reporting to the parents, and, as a final advantage, spring testing serves an administrative purpose by facilitating end-of-the-year comparison of the church school achievement level with that of the national normative groups.

In all fairness, it must be pointed out that the disadvantages of spring testing which you may readily think of include the age-old evil of teachers "teaching" to the test. This fault is not as common

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# Developmental Reading

Part II

Continued From November-December, 1963, Issue

Part I in the November-December, 1963, issue stated the danger of over-emphasizing the reading skill of speed to the exclusion of a number of basic skills such as vocabulary, comprehension, retention, drawing conclusions, and the ability to work out new words and arrive at their meanings in context. In addition to basic skills is the need of recognizing the specialized skills for each discipline. Each subject area has its own special difficulties, so every teacher must be a teacher of reading. Even basic skills once learned are often forgotten and must be retaught in higher grades.

Various studies and research authorities were quoted and a bibliography was given.

EARLY in 1959 the faculty at Upper Columbia Academy gave serious study to improving its scholastic standing in the area of communicative skills. The accompanying table gives the norm percentile of five major skills at that time as indicated by the college testing program administered in the State of Washington to high school seniors.

NATIONAL NORM PERCENTILE

Upper Columbia Academy Seniors

| Year | Vocab. | Usage | Spelling | Reading Speed | Reading Comp. |
|---|---|---|---|---|---|
| 1959 | 39 | 37 | 35 | 18 | 29 |
| 1960 | 42 | 51 | 42 | 31 | 29 |
| 1961 | 67 | 63 | 57 | 62 | 45 |

A developmental reading program was then instituted. The scores for the two succeeding years appear on the table above.

The reading program is now in its fifth year. Enthusiasm for the program has gained momentum. Results have been gratifying to students and teachers alike.

The developmental reading class is taught daily throughout the school year. Each class, composed of ten or twelve (maximum) students, continues for a twelve-week period. With a class limited in size, the reading teacher is able to diagnose weaknesses and thus provide help for individual needs.

The members for the class are selected in several ways: (1) Students who feel their need for the course list their names with the reading instructor; (2) teachers who discover students with reading problems report them; (3) the SCAT testing program given at the beginning of each school term reveals many reading problems. The list of students needing help usually consists of forty to fifty names. Priority is given those who show the greatest discrepancy between scholastic achievement and ability to achieve. Thirty to thirty-six students are accommodated each school term.

When the first twelve students for the class have been enrolled, the Iowa Silent Reading Advanced Test, Form AM is administered. This test covers the following areas: vocabulary, reading speed, comprehension, and use of indexes. The tests are scored and the results tabulated; then a graph is plotted for each student. The teacher uses two or three class periods to counsel with each member in the class. During these sessions students who are not in conference are beginning the reading of easy, high-interest-level books which are in the reading laboratory library. The conference often includes oral reading of graded material. As a result, weaknesses of individuals become more apparent, and help can be given more purposefully.

The course requires the reading of specific books outside of class. In class sessions a multitude of skills are taught and practiced again and again. Some students find real help in doing the exercises provided in *Reading Skills* by Evelyn Nielsen Wood and Marjorie Wescott Barrows (Holt, Rinehart and Winston, Inc., New York) and its accompanying booklet *Tests for Reading Skills. Scholastic Magazine* provides excellent reading material in *Practical English* and in its *P. E. Workbooks,* numbers one and two. *Reader's Digest* has very good material for reading and testing in its educational edition. The program calls for continued practice, testing, diagnosing, practicing, testing, and diagnosing again and again. Each student keeps a progress chart. He notes his own successes and failures.

At times during the course several days or a week may be devoted to development of each of the following skills, reading for main ideas, reading for details, skimming, working out new words, discovering cause-and-effect relationships, determining sequence, oral reading, and vocabulary. It has been found that among weaknesses most common to all students is the inability to attack new words and determine pronunciation. Often students discover that they know the word, but they fail to recognize it until they hear it.

*To page 26*

*Gladys Werth*

DIRECTOR, DEVELOPMENTAL READING PROGRAM
UPPER COLUMBIA ACADEMY, SPANGLE, WASHINGTON

# Programed Learning and the Teaching Machine—

*Myrl O. Manley*

WRITING in the April, 1963, issue of *Harper's* magazine, Spencer Klaw declares, "During the past five years millions of dollars have been spent to develop and test what is now generally known as programmed instruction."[1] It is our purpose to review briefly the history of this phenomenon and of its related counterpart, the teaching machine; to examine some of the claims made for and against each; to attempt to point out some of the advantages and disadvantages of the two; and on the basis of current literature, to endeavor briefly to adjudge some of the implications for education.

*History of programed instruction.* At the outset we will define the terms "programed learning" and "teaching machines" and then briefly examine their historical background. The distinctive feature of programed learning seems to be to present information to the learner in predetermined increments. As he masters each of these, he moves forward to the next unit. "These increments and the sequence in which they are presented make up the program."[2] A program for a course or subject is "a carefully planned progression of ideas, beginning with elementary notions and working up to relatively complex theories or applications."[3] Teaching machines cannot be talked about for long without the use of the term "program."

B. F. Skinner's observation of teaching procedure in an elementary school classroom "led him to the opinion that one cannot rely on the busy teacher to function as a reinforcing agency in the classroom any more than one can rely upon the experimenter in the laboratory. Both need equipment for this purpose."[4] The classroom version of the equipment has come to be referred to as the teaching machine. Or, as Fry, Bryan, and Rigley point out, teaching machines are

> . . . devices which (1) present a unit of verbal or symbolic information visually, usually in question form; (2) provide the student with some means of responding to each unit; and (3) inform the student as to the correctness of each response.[5]

The concept of programed learning is not as revolutionary as some have declared it to be. Lumsdaine maintains that "despite great variation in complexity and special features, all of the devices that are currently called 'teaching machines' represent some form of variation on what can be called the tutorial or Socratic method of teaching."[6] However, there is one facet that is fundamentally new—that programing "originated, not in classrooms, but in the laboratories of experimental psychologists, and its foundations lie deep in the development of learning theory."[7]

In the 1920's Sidney L. Pressey originated the idea of using tests as instructional devices. His punchboard, which provided students with four or five answers, was a type of forerunner of the programed learning of today.[8] About 1958 there arose a burgeoning interest in programed learning. Its chief proponent was B. F. Skinner, an experimental psychologist, whom some psychologists compare admiringly to Galileo in that "they hold that just as Galileo dispelled the illusion that the earth is the center of the universe, Skinner has dispelled the illusion that man is any more autonomous or free than other animals."[9]

Skinner's theory is based on what he calls "operant behavior." Thelen describes it as "conditioning," which holds that "learning occurs through repetition and 'reinforcement'—some sort of feedback or response which tends to 'fix' the connection between element and symbol in your mind."[10] His rationale of "linear" programing underscores the necessity of small increments of learning with sufficient cues to eliminate virtually all errors, thus providing a series of successes or immediate rewards.[11] Briefly, Skinner's technique in programed learning is to make the learning increments or "steps" small, to have the learner try the response, and then to reward him immediately for a correct response. The small increments of learning along with ample cues results in few errors being made on a program—usually not more than 5 per cent.

Norman Crowder presents a rationale for programed learning that is quite contrary to Skinner's. His programing is accompanied by multiple-choice questions. "If the learner chooses correctly, he gets the next increment of information and the next set of questions. If he chooses incorrectly, the machine presents review material" and "takes the learner

through a more simplified series of steps leading up to the question he originally missed."[12] This rerouting of the learner, whether via the electronically operated learning machine or programed textbooks, is referred to as "branching."

It may be asked whether programed instruction is just an educational gimmick or a substantial contribution to orderly thinking and effective teaching. Relative to this Robinson notes, "This is like asking if adolescent love is a fleeting infatuation or a deep abiding experience." He observes that "it might be either. It depends on what the person makes of it."[13]

Some people make much of this new type of autoinstruction. Chagy declares, "The greatest contribution to an enhanced status for the American teacher in our decade will be made by programed learning and the teaching machine."[14] B. F. Skinner feels that these new techniques and machines will make possible to teach in half the time and with half the effort what is "now taught by teacher, textbook, lecture, or film."[15] Lewis believes that these means make it possible for the first time to "individualize learning and to provide every school, large or small, with the wherewithal to really diversify its offerings."[16]

Viewed from the "passing fancy" perspective, Waller sees programed learning as "only one of a bundle of innovations which should be considered together by all those concerned with the total learning process."[17] To Cronbach these devices seem to be neither better nor worse for imparting knowledge than conventional methods or presentation such as the straightforward lecture or the textbook.[18]

Research is not yet in a position authoritatively to settle the "panacea-fancy" controversy. Up to the present, its findings project an ambivalent image. Silberman points out:

> A number of recent studies have shown that programed instruction is superior to conventional instruction (Hughes, 1961, a,b; Klaus and Lumsdaine, 1960; Smith and Quackenbush, 1960; Hatch, 1959; Calvin, 1960; Porter, 1959). Other studies showed no significant difference in learning between conventional and programed groups (Oakes, 1960; Benson and Kopstein, 1961; Ferster and Sapon, 1958; Lewis, 1961; Hickley and Anwyll, 1961). Zuckerman, Marshall, and Groesberg (1961) using 60 items on Ohm's law and circuits with Brooklyn College students, reported results which differ from the general findings. They compared the learning efficiency of a textbook, a lecture, a programed booklet, with the teaching machine least effective. In the discussion of the experiment, the authors pointed out that the program was perhaps not sufficiently well developed to compare favorably with text and lecture.[19]

The findings just stated do seem to give some credence to Robinson's analogy between programed learning and "adolescent love" in that the declared effectiveness or ineffectiveness of programed learning may depend upon who observes and interprets it.

*Advantages of programed learning versus disadvantages.* Up to the present the literature on the use and effects of programed learning and teaching machines appears to cite more advantages than disadvantages. The more obvious advantages, as Skinner sees them, are that "the student is frequently and immediately reinforced, . . . he is free to move at his natural rate, and . . . he follows a coherent sequence."[20] The reward and information-giving feature of programed learning permits a learner to know immediately whether his performance is correct or incorrect.[21] It is held that the use of machines should free the teacher to have time to explore with the brighter students the more intricate aspects of the subject matter, as well as to provide time for him to help slower students master required skills.[22] The teaching machine would seem to be an excellent device for studying instructional procedure, because its use would control the teacher variable.

Less capable learners usually need more practice. For such learners, programed instruction should in many instances be able to make a contribution that busy classroom teachers are not able to achieve.[23] Eight advantages noted by Cronbach are (1) a learner continually responds, (2) response is overt and can be objectively judged, (3) there is prompt feedback and errors are detected at once, (4) there are sufficient cues and initial explanation given to eliminate groping or discovery, (5) ideas and questions appear in a carefully planned sequence, (6) measurement of proficiency is instantly used to modify the instruction, (7) the instruction is highly adaptable to individual differences, and (8) the instruction is automatic and independent of the instructor.[24]

Some of the drawbacks to programed learning may be seen as "the fact that able students may find the limited and highly detailed sequences somewhat boring."[25] It limits the opportunity for students to express and expound ideas before the group.[26] Few "programs attempt to teach deep comprehension or creative problem solving. Programs emphasizing verbal stimuli and responses also tend to neglect the encoding and decoding steps in learning."[27] The programed book is almost impossible for skimming for main ideas, and the teaching machine is entirely so. Programing destroys the structure of most important matter to be learned. Since learning is integrative and judgmental, it requires a looking about in what is being studied. Pressey declares that "for all such purposes, a teaching machine seems about as hampering as a scanning device which required

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# Panacea or Passing Fancy?

# A Week-long Field School in Alberta

WOULDN'T it be wonderful if school were like this all the time?" expressed one student.

Seventh-day Adventist young people ought to be conversant with nature. Being convinced of this and feeling that nature itself provided the best environment for this instruction, Mrs. W. E. Bergey, principal of Highland Park Academy; Principal S. Yaseyko, of the Edmonton school; Mrs. Anderson, who instructed in art; and E. Hillock, superintendent of education, and his wife, led the students in grades 7-9 in a week-long school at the conference campgrounds. The school boards gave excellent support to the program.

During one class session students were invited to express themselves with regard to their surroundings through either a poem, a composition, or a drawing. Larry Boyce said, "As I sit here by the river, watching the river slowly pass in front of me, I think of how God once created an even more-beautiful world than this, and how much I have missed in the city! I love to sit here and smell the pine and listen to the chatter of the squirrels."

The teacher later wrote about the completed "expressions," which were some of "the best work I have ever seen from the individuals involved." Beverly Lennox' is a good example: "In the mountains you will find a hidden kingdom, one that you have not possibly thought of before. It is called the kingdom of nature. The snow-capped mountains with their fringe of trees lend a kingly air to the atmosphere, and the rushing brooks are like messengers hurrying out to bear the king's word. The whispering treetops are like servants tiptoeing up and down the halls of the king's chamber. The animals in the wild are like maids and menservants trying to keep up the balance of nature. This is the hidden kingdom of nature which I found in the mountains."

Mountain trails provided some students with sufficient rocks for an MV Rock Honor. Identified trees on the Banff tree trail and newly recognized flowers added to growing lists. Names such as obsidian, quartz, juniper, and barberry took on new meaning. A visit to a sawmill provided opportunity to see trees being hauled from the forest and converted to lumber. For a social science class an open field was an area in which to draw maps of Canada with physical properties and products. Formal instruction took place in the morning, fields trips in the afternoon, and study periods in the evening.

This is one more opportunity for a child in an Adventist school. The Christian teacher is privileged to share in fellowship with these students during such a field school in the Creator's classroom.

*E. Hillock*

SUPERINTENDENT OF EDUCATION
ALBERTA CONFERENCE, CANADA

## In-Service Educational Venture

The Potomac Conference is holding a sixteen-week in-service workshop to prepare their teachers to teach new mathematics. Seventy teachers meet for two and one-half hours each week and will receive three hours of college credit from Columbia Union College.

Thirty half-hour films and a textbook produced by the School Mathematics Study Group are being used for instructional material. The films, "A Brief Course in Mathematics for Elementary School Teachers" and the textbook, *Studies in Mathematics, Volume IX, A Brief Course in Mathematics for Elementary School Teachers,* were produced after being recommended by a conference (May, 1962) of representatives from the Mathematical Association of America, National Council of Teachers of Mathematics, and the School Mathematics Study Group. The films and text which prepare teachers to teach any one of the new curricula being suggested by various groups, develop the basic topics: Number Systems, their properties and operations; Geometry; Measurement; and Application. The textbook provides reading material as well as problems and exercises to help fix the ideas in mind. Materials for kindergarten through grade eight are covered in the series.

—Mrs. Lilah Lilley, Coordinator of Workshop

# Making the Bible Live in Our Young People

Part II

In Part I the author refutes the theory in religious thinking today that doctrine is divisive and that only conduct really matters, stating that doctrine is just as necessary to the mature Christian experience as is the skeleton to the correct function of the human body.

The most effective teaching methodology combines the transmissive (subject-centered) and creative (student-centered) with the psychological arrangement of doctrine to whet student interest. Opportunity must be given for the student to re-evaluate and interpret each concept before it can become a part of him.

Part II continues with further discussion of effective methodology. —EDITORS.

THE discussion method is particularly well adapted to the adolescent mind. Adolescence is uniquely the period of life when man craves independence. Man was born to independence, and adolescents try to capture this independence for themselves. This is the reason they occasionally appear defiant of all authority and look askance on all dogmatic statements. Thus free expression of self is vital to youth. Youth desire to be persons in their own right. A few years later these same students will accept much more information and direction from their teachers at face value. Further, we are to train the youth to think for themselves.

> Every human being, created in the image of God, is endowed with power akin to that of the Creator—individuality, power to think and to do. The men in whom this power is developd are the men who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thoughts.[1]

The burden of thinking must be laid on the individual; ours must be experimental teaching rather than dogmatic!

"The mind that depends upon the judgment of others is certain, sooner or later, to be misled." [2] Thus the student must be given freedom to work out the solution to his problems under the guidance of the teacher. Salvation is personal, as indicated in Ezekiel 14:14: "Though these three men, Noah, Daniel, and Job, were in it, they should deliver but their own souls by their righteousness, saith the Lord God." Irrespective of how ardently you may desire to do so, you cannot believe for a student; each man's faith must rest on his *own* experience, but you can be a friendly guide, inspiring the student to utilize his capacities and opportunities and thus help him find truth. The student must not feel that dogmatic solutions are being imposed on him; in the learning process the student should have freedom to regard himself as a partner of his teacher in their common quest for knowledge.

This calls for a humble teacher, and humility is a prime requisite of an effective teacher. "Church-school teachers should be men and women who have a humble estimate of themselves, who are not filled with vain conceit." [3]

In all discussion of Bible subjects the teacher should try further to make religious concepts clear to his students. Instead of simply using hackneyed cliches such as "conversion," "giving the heart to the Lord," and "faith," he should lead the students to understand that conversion and giving the heart to the Lord mean the surrender of the will to God so that the individual is willing to choose to follow God's will for him and not insist on having his own way after he is "converted" or "has given his heart to the Lord," and that faith simply means that he has sufficient confidence in God so that he is ready and willing to take Him at His word.

In this connection I desire to say a word about the language of the Bible. You and I may not have any difficulty in understanding the obsolete or antiquated language of the King James Version of the English Bible, but to many of our students it is strange indeed. My recommendation is that you put your teaching of the Bible also in the diction of the mid-twentieth century. For the entire Bible, the Revised Standard Version is good; J. B. Phillip's translation of the New Testament puts the Scriptures in today's language, as do several other versions.

*Arnold V. Wallenkampf*

CHAIRMAN, DEPARTMENT OF THEOLOGY
PHILIPPINE UNION COLLEGE

It is well for us as teachers to remember that young people are potently influenced in the development of their values and standards, not merely by their teachers but also by their parents, friends, and schoolmates. Association ordinarily molds more than do precepts.

The teacher is only one among several persons at whom the student looks and by whom he is influenced in the development of his character patterns. May I further say that many of our young people eat meat and attend movies today because their parents do so, or they are allowed to do so while at home. Our

schools often maintain higher standards than do Seventh-day Adventist homes and perhaps even churches.

We must candidly let our students know that the only requirement for joining the Seventh-day Adventist Church with reference to food is to abstain from unclean meats according to Leviticus 11 and Deuteronomy 14. But we must also point out that God's ideal for us as members of the remnant church is a return to man's original diet and that "among those who are waiting for the coming of the Lord, meat eating will eventually be done away; flesh will cease to form a part of their diet." [4] You may choose to call the reasonableness of this plan to your student's attention. This was man's original diet, and all who are saved by the grace of God shall subsist on a meatless diet in the earth made new, where we all shortly plan to live with God and the angels. We should not be so cavalier on this subject as the average Seventh-day Adventist often is by lightheartedly joking about it.

To make any impact on the student in this competitive field of furnishing ingredients for character building, the teacher must be a living demonstration of what he desires his students to become. We as teachers must demonstrate basic honesty, while we try to instill this characteristic in our students. We must not be like the mother who sent her little daughter to answer the doorbell. At the door the little girl said to the stranger: "Mother told me to tell you that she is not home today."

It is incumbent on us as Bible teachers and stewards of the mysteries of God to be living demonstrations of God's ideals, even though some of our own church members do not choose to live by these same principles. We must be examples of moral purity both in deed and thought; we shall enjoy a personal prayer life as we recommend it to our students; with reference to Sabbathkeeping, we shall learn to love it and call the Sabbath a delight. Let us finally remember that mere belief in Christ's second coming does not make a Seventh-day Adventist, but rather that those who do not merely believe in His imminent return but who love His appearing are Seventh-day Adventists!

As teachers it is thus our privilege to incarnate truth and display the transforming power of God's love. Imagine going to a car dealer to look at a new car. The salesman takes you out for a ride after explaining all the superior features of the car in which you are interested and which he is trying to sell you. Now you are sitting at the wheel cruising down the highway when suddenly the car begins to cough and the engine dies. The salesman moves into the driver's seat, but he also is unable to start the engine. He steps out, raises the hood, and after some tinkering with the engine, he gets it running again. You continue your ride down the highway, but the same thing happens anew. After some endeavor the salesman has the car running the second time, but only for a short distance. The third time not even the salesman is able to start it. He goes to a nearby house, calls the garage, and has a man come out with a tow truck. What do you think has happened now to the salesman's exuberant praise in favor of the car? He has nothing more to say. All the wind has gone out of his sales talk. The same could be true of us with reference to Christianity.

Despite the fact that the teacher is only one person among several who influence student ideals and life, he is still in a pivotal position for molding their attitudes and experience for or against Christ's way of life. Of young people it is even more true than of others that they would rather see a sermon than hear one. Many students are looking at us as teachers to see what the power of God has accomplished in our lives before they are willing and ready to accept Christ's teachings and practice them. They also discern the difference between mechanical recitation on our part of the theory of truth and the reflection of a living experience through personal fellowship with Jesus. Exhortation to appropriate the gifts of the Spirit lacks motivating power when they are not exemplified in the teacher. In order to convince our pupils that God is love, we ourselves must demonstrate love. This goes even beyond words and outward behavior. The servant of the Lord says, "Bible instruction is to be made forcible by the holy life of the teacher." [5]

Children and adolescents are like dogs in that they detect whether the very atmosphere that surrounds us is one of heartfelt interest in and love for them. And with all their love for independence and freedom, adolescents are still willing and ready to submit to someone who loves them.

Helen Keller wrote:

> It was my teacher's genius, her quick sympathy, her loving tact, which made the first years of my education so beautiful . . . ; [she] is so near to me that I scarcely think of myself apart from her. . . . All the best of me belongs to her—there is not a talent, or an aspiration or a joy in me that has not been awakened by her loving touch.[6]

Our love for our students is most effectively manifested through association with them outside of the classroom. This association ought preferably to be found in some situation other than the counseling room, although that will do if it is the best we can produce. But one thing is certain—mass education is rarely sufficient to enable a student to develop Christian graces. When the teacher is alone with a student, he is also able to discover some of the student's problems and needs, and is, therefore, able to help him rise above these difficulties and overcome his handicaps.

> Teachers are needed who are able to deal wisely with the different phases of character; who are quick to see and to make the most of opportunities to do good; who possess

# "We *Could* . . . If"

**We *could***

**put our children**

**in the SDA**

**school**

***if* I . . .**

**Really *cared* for them—**

Had scheduled family worships instead of the standing TV appointments.
Had bought John a Bible instead of the encyclopedia.
Had given Jane a watch instead of the stereo.

**Really *cared* for them—**

Had worn my three suits longer.
Had canceled the season's concert tickets.
Had declined to join the sports club.

**Really *cared* for them—**

Had sold the inboard motorboat.
Had budgeted the payments on the new car.
Had been satisfied to keep the last house.

**Really *cared* for them—**

EDWIN MC VICKER

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enthusiasm, who are "apt to teach"; and who can inspire thought, quicken energy, and impart courage.[7]

I spent two years in an academy, and I still remember one of my problem students. He was a bright and alert chap, but a perennial troublemaker. From other students I learned that he was able to take almost any old alarm clock apart and put it together in a workable condition. He also liked to tinker with electrical gadgets. One day I asked him if he would be willing to come home with me and help me fix some electric lamps. He readily responded, and we had a good time working together, mostly with my student as my teacher. From that moment on, the problems were eliminated. As I think back upon that experience I wonder how much that incident might have contributed to helping him to develop into the strong, stalwart Christian who is now a leader in one of our local churches.

The students of Jesus were twelve grown men. These He taught through personal association with them, and after having lived with them for about three years, they were no longer the same. His influence on them had been more than catalytic. He had not merely accelerated the development of what was good in them, but His own character or traits of character had been fused with theirs. Eleven of those men had become so fully identified with His ways and philosophy of life that they were willing to die rather than deviate from His will and His pattern of living. "It was by personal contact and association that He [Jesus] trained the Twelve."[8]

There is danger that both parents and teachers will command and dictate too much, while they fail to come sufficiently into social relations with their children or scholars.[9]

The true teacher can impart to his pupils few gifts so valuable as the gift of his own companionship. It is true of men and women, and how much more of youth and children, that only as we come in touch through sympathy can we understand them; and we need to understand in order most effectively to benefit. To strengthen the tie of sympathy between teacher and student there are few means that count so much as pleasant association together outside the schoolroom.[10]

This association must be based on love [which] . . . is the basis of true character.[11]

As a teacher loves his students he also believes

*To page 27*

# Critical

# in the Elem

BEFORE one can determine what critical reading can contribute to the growth and development of boys and girls in the elementary school, one must ask, What is critical reading? Why is it important that children learn to read critically?

Critical reading is independent thinking. It is done when the reader analyzes the material he reads and questions the validity of inferences drawn. The reader becomes a coauthor with the writer in critical or creative reading.

The adjective *critical* when used in the term "critical reading" means "to become aware of" or "to be sensitive to." It does not mean "to criticize" or "to be critical" in the purely negative sense. The child is taught to have an opinion without being opinionated.[1]

It is scarcely possible to achieve anything in a complex civilization without the ability to read. Newspapers, magazines, and books appear in such profusion as to dismay even the most skilled readers. Reading is essential to become acquainted with the world and the responsibilities of society.

The value of books to extend and enrich experience can scarcely be overestimated. Books furnish keys to the understanding of oneself and of others. They contribute to worth-while attitudes and enlarge the reader's range of enjoyment. It is true that better reading means better living.[2]

A few publications on reading and a few teacher training institutions take a narrow view with reference to reading. They look upon reading primarily as a mechanical process and almost wholly ignore its relations to life. They teach reading for reading's sake rather than for the child's sake, and confine their instruction largely to such factors as recognizing and pronouncing words, analyzing words phonetically, and using the dictionary. They almost completely overlook the real essence of reading—to develop meanings, to evaluate critically meanings and sources of meanings, to synthesize the results of reading in solving problems and in guiding conduct. They say even less about the relationship of reading to learning, about its place in the total program of education, about its desperate importance in our present confused society.[3]

One may ask, How does critical reading differ from other types of reading? To answer this question one must realize that from the time we first learn to read until we read our last sentence in life, we read for many different reasons.

The National Committee on Reading in 1925 listed five main classifications in setting up goals for reading:

Reading for general information
Reading for civic enlightenment
Reading for vocational activities
Reading to extend experiences
Reading for pleasure[4]

*Mrs. Zella Holbert*

DEPARTMENT OF EDUCATION
COLUMBIA UNION COLLEGE

Carter and McGinnis state that the types of reading to be emphasized are:

1. Interpretative reading. This is reading to get the main idea of a unit of content material. One reads "between the lines" and draws general conclusions.
2. Critical reading. This is done when the reader analyzes the material which he reads and questions the validity of inferences drawn.
3. Skimming. This is rapid reading to locate a specific detail or to find a definite answer to a question.
4. Work reading or studying. This is reading for information needed in making an adjustment or solving a problem.
5. Recreational reading. This is reading for pleasure and satisfaction.[5]

Cleary says:

If one of the major purposes of the public school in a democracy is to educate citizens who have the will and ability to solve the most serious problems through the process of thinking, then educators must be increasingly concerned that the products of the school be not only literate, but that they have the ability to think logically, critically, and dispassionately on the basis of collected evidence.[6]

It is often repeated that we live in an age of science, and a quick glance at the evening paper or even a brief survey of the environment bears this out.

It is important in this age to teach children not only to think but to think critically. At this point we would do well to consider Glenn Blough's "Scientific Attitude," which is a critical way of reading and thinking that teachers should have as their objective in all their teaching. According to Blough some of the characteristics that a scientifically-minded person possesses are:

He is open-minded—willing to change his mind in the face of reliable evidence—and he respects another's point of view.

He looks at a matter from every side before he draws a conclusion. He does not jump to conclusions or decide on the basis of one observation; he deliberates until he is sure.

He goes to reliable sources for his evidence. He challenges sources to make sure that they are reliable.

He is not superstitious; he realizes that nothing happens without some cause.

He is curious. He is careful and accurate in his observations. He plans his investigations carefully.[7]

Not only are we living in a scientific age but also in an age of propaganda.

Words! Words! Words! From the television screen, from newspapaers, from books, from billboards, from flaring advertising spreads, stimulus after stimulus makes its impression on the minds of our students—shaping what they think and molding what they do. The young people we teach today belong to the most highly propagandized generation in the history of the world.

# Reading

Clear, penetrating thinking was never so vital as it is in these times. Is it not ironical that in an age of bewildering and complex problems the forces that inform us should also confuse our thinking? Does this not strengthen our conviction that training in critical reading is one of the most effective counterforces, one of the compelling needs of the present, and one of the hopes of the future? [8]

Nila Smith says that "youth should be taught to look for slants and biases and tricks of propagandists so that they will be in a position to judge the validity of statements which they read in all printed materials." [9]

Because children face many situations in which critical evaluation is important, they should be taught to know when language is used to inform and when it is used to influence feelings. Training in critical reading and thinking should be given from the child's earliest reading experience, when he rereads an experience chart to make certain nothing important about a recent excursion has been left out, on up through grade school, junior academy, senior academy, and college. In a democracy we can ill afford to have citizens incapable of evaluating ideas encountered in print or expressed verbally.

# tary School

Critical reading and thinking takes place only as the teacher plans for it. We can ask a child to repeat, parrotlike, what is said in the book or we can guide the discussion in ways that will encourage the children to look for deeper meanings and to evaluate critically.

Let us present an example to illustrate the parrotlike recitation. A fifth grade is studying geography. "Find the five largest cities east of the Mississippi River," the teacher says, and then adds, "Name them." This information is given in the book, so it is merely a matter of finding it. Questions of this type require little mental activity on the part of the teacher and no thinking on the part of the children.

Now let us look at the way a teacher could handle this same fifth-grade class if she plans for critical reading and thinking. Handing each child a topographical map, she should say, "See if you can place the five largest cities where they belong and tell why you think each has grown to that size."

In order to do this exercise the child will need to know the reason why cities grow to large sizes. Consideration would need to be given to such reasons as (*a*) natural resources such as timber, water, ore, (*b*) transportation, (*c*) commerce, (*d*) trade, (*e*) climate, (*f*) recreation.

To do this assignment the child must do cause-to-effect reasoning as he reads. He must make comparisons, draw inferences, and arrive at conclusions. In other words, he must *think.*

The teacher is the kingpin in a situation in which critical reading and thinking are being done. Not only will she lead the children to new materials but she will teach them how to use these materials. She will give sufficient insight to enable a child to develop good methods of attack by himself. It is a part of every teacher's job to study the needs of the children in her class and to make sure that a program of activities leading to well-rounded development is being provided.

Schools of today are crowded. The curriculum is full. This situation makes it imperative that teachers help pupils learn how to discover by themselves. The teaching should be done in such a way that the pupils acquire these abilities:

(1) Ability to read for meaning—to understand what is read. (2) Ability to evaluate the sources of information. (3) Ability to differentiate between fact and opinion. (4) Ability to recognize and evaluate propaganda. (5) Ability to identify time and place relationships, as well as causal relationships, in series of facts and ideas.[10]

Critical reading, creative reading, and critical thinking are inseparable, Ruth Strang declares.[11] Johnson [12] describes three levels of thinking as one reads:

1. A parrotlike acceptance of whatever one reads or hears.
2. A critical appraisal of the plausibility of specific statements—a tendency to check at least roughly on the validity and usefulness of statements made.
3. An ability to appraise generalizations and abstract statements and to select the most valid of specific statements.

To develop the ability to read critically, the teacher and the child must ask over and over again, What do you mean? How do you know? Is the author reliable? When did he record the information? Did he go to reliable sources? Is he known to be an authority in the field about which he is writing? What are his motives in giving this information? If he represents an institution or organization, for what does it stand?

According to Arthur Gates, the major objective of modern education is to develop well-informed and intelligently active citizens.[13] To be a good citizen today one must be more widely informed and more shrewdly discriminating than ever before. Publishers are now producing more and better materials of every kind, including those relating to various vocations and avocations. Craftmanship, do-it-yourself books, travel folders, bulletins, church papers, government

agency reports, industrial and economical pamphlets, manuals of directions, trade journals, and many technical materials call for new techniques in reading.

The schools today must prepare the pupils to find quickly the information they need. It is essential that instructions be given in how to choose books that will help in solving problems and in making effective use of these choices. Children must be taught how to select information that is pertinent to the problem. Critical reading and thinking help to meet these needs.

Today's schools must also produce children who know how to push ahead to more rapid reading, including skimming and skipping, in order to be a good reader in the years following. Children must be taught the best methods of reading, which differ according to the nature of the content, the form of organization, and the reader's purpose. When a child reads for pleasure, he uses a different technique from that he would use to obtain information in an encyclopedia. After finding the information he must decide whether his problem calls for general information or specific facts.

A child may desire to learn how to feed a pet crow. The book he obtains at the library tells all sorts of things about crows, so he needs to skip and skim until he finds relevant material. So he reads critically. He will use this skill all through life.

Children should be taught to evaluate the reading they do and to relate it to their own experience. Blough cites an eight-year-old's letter to an author of a book as an illustration of challenging the accuracy of information:

DEAR ———:
You wrote a book called the *Pet Show*, didn't you? One of the stories in it is called the "Guinea Pigs at the Show." One sentence says, "They can run about when they are only a few days old."
This is not true.
They can run about the day they are born.
Yours truly,
MARY LOU ———
P.S. I raise them.[14]

Spectacular stories from church papers, magazines, and newspapers provide material for use in developing critical reading. Who has written the article? What do the words actually say? Is the article stating facts or theories?

Why teach critical reading? George Romney stated in a recent publication: "This nation does have a purpose, and its purpose is through precept and example to help people everywhere to free themselves from all forms of bondage."[15] A teacher who fails to teach the children to think critically is virtually asking that they be kept in bondage.

"We cannot evade our obligation if our way of life is to survive," Theodore Granik wrote. "We must be able to understand and evaluate the issues confronting us."[16] In order to do this, schools must train their product to think, to read, and to react critically.

Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought. . . . Instead of educating weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions.[17]

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[1] Margaret McKim, *Guiding Growth in Reading* (New York: The MacMillan Company, 1955), p. 85.
[2] Adams, Gray, and Reese, *Teaching Children to Read* (New York: The Ronald Press Company, 1949), pp. 5, 11.
[3] William H. Burton, Clara Belle Baker, and Grace K. Kemp, *Reading in Child Development* (New York: The Bobbs-Merrill Company, Inc., 1956), p. 145. Used by permission of publishers.
[4] Adams, *op. cit.*, p. 11.
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[6] Florence Damon Cleary, *Blueprints for Better Reading* (New York: The H. W. Wilson Company, 1957), pp. 173, 174. Used by permission.
[7] Glenn O. Blough, *Elementary School Science and How to Teach It* (New York: The Dryden Press, 1958), pp. 17, 20. Used by permission.
[8] Ellen Lamar Thomas, "A Critical Reading Laboratory," *Education Digest*, May, 1960, p. 45. Used by permission.
[9] Nila Banton Smith, "Levels of Discussion in Reading," *Education Digest*, September, 1960, p. 44. Used by permission.
[10] Cleary, *op. cit.*, pp. 200, 201. Used by permission.
[11] Strang and Bracken, *Making Better Readers* (Boston: D. C. Heath and Company, 1957), p. 148.
[12] *Ibid.*, p. 148.
[13] Arthur I. Gates, "Teaching Reading," *What Research Says to the Teacher* (Washington, D.C.: National Education Association, 1953), p. 3.
[14] Blough, *op. cit.*, p. 20. Used by permission.
[15] George Romney, "What Is Our Mission?" *The Instructor* (Danville, New York: F. A. Owen Publishing Company), October, 1960, p. 3. Used by permission.
[16] Theodore Granik, "Escape From Responsibility," *The Instructor* (Danville, New York: F. A. Owen Publishing Company), November, 1960, p. 3. Used by permission.
[17] Ellen G. White, *Education* (Mountain View, California: Pacific Press Publishing Association, 1903), pp. 17, 18.

# Award of Merit Presentation—Victor E. Bascom

**Victor E. Bascom, for forty years farm manager at Platte Valley Academy, was presented the Award of Merit by the General Conference Department of Education at the Central Union Secondary Teachers' Convention held at Glenwood Springs, Colorado, November 24-27, 1963.**

**Beginning his work on the 80 acres of land that made up the school farm in 1924, Mr. Bascom has been instrumental in developing the farm until today there are 462 acres of school-owned land plus an additional 40 acres of rented land, all under cultivation and irrigation. His managerial ability and his progressive spirit in keeping abreast of modern farm practices and equipment are evidenced by the consistent financial gains made by the farm each year. However, the Award of Merit was not presented to Mr. Bascom merely because of his success in farming; his**


* Marjorie E. Weir (church school teacher at Carlisle, Pennsylvania) used her poem as an artistic blue-and-white display on a classroom tackboard.—EDITORS.

**humble, consistent Christian living, his influence on the lives of students and staff members alike through four decades of service, and the image of Seventh-day Adventist Christian education that he has projected in the community have made him worthy of this award.**

**Opal W. Dick**

Dr. T. S. Geraty pinning the Award of Merit on Victor E. Bascom, Platte Valley Academy farm manager.

**The highest honor awarded by the Department of Education of the General Conference of Seventh-day Adventists is the Award of Merit. To date this has been presented to five persons: *V. E. Bascom*, farm manager, Platte Valley Academy; *Victor Campbell*, agricultural teacher, Andrews University; *Miss Florence Kidder*, elementary school teacher, Atlantic Union Conference; *Mrs. Rochelle Kilgore*, English teacher, Atlantic Union College; and *A. C. Nelson*, secretary of education, Pacific Union Conference.**

We should so live and labor in our time that what came to us as seed may go to the next generation as blossom, and that which came to us as blossom may go to them as fruit. That is what we mean by progress.—HENRY WARD BEECHER.

Whatever line of investigation we pursue, with a sincere purpose to arrive at truth, we are brought in touch with the unseen, mighty Intelligence that is working in and through all. The mind of man is brought into communion with the mind of God, the finite with the Infinite.—*Education*, p. 14.

## BETWEEN THE BOOK ENDS

**A Merriam-Webster, *Webster's Seventh New Collegiate Dictionary*. Springfield, Massachusetts: G. & C. Merriam Co., 1963, 1221 pp.**

Based on Webster's *Third New International Dictionary*, this convenient desk-size dictionary is for both teacher and student a descriptive rather than a prescriptive volume of the English language.

New words and new meanings make their first appearance among the entries in this best of the time-tested features of the Webster's Collegiate series. Improved type face, one-phrase definitions, supplementary features, special subjects, and explanatory notes are most helpful for ready reference. This collegiate dictionary will update any desk.

***U.S. Books for Educators.*** William W. Brickman, editor of *School and Society*, in his October 19, 1963 (91:2230), issue collates a comprehensive and up-to-date annotated bibliography of some 20 educational books published in the United States. This is an invaluable listing for contemporary writing for busy educators. This should be a must for thoughtful perusal.

**W. A. Douglas Jackson, *Soviet Union*. Grand Rapids, Michigan: The Fideler Company, 1963. 192 pp. $4.08.**

The Fideler Company has edited an illuminating and informative series of resource textbooks on life in America and in other lands. More than 100 Richtone pictures about each country or continent serve as complementary visual-aids material for the classroom.

In the attractively illustrated series of other lands, including Africa, Australia, Norway, Southeast Asia, The Netherlands, France, Caribbean Lands, and South America, is a 1963 objectively presented *Soviet Union*. Written by Professor Jackson, a geographer who has traveled extensively in the Soviet Union, the land, people, and government are described in an adequate and dependable manner. This clearly written textbook is designed for use at different ability levels.

Any elementary classroom with sufficient sets of this textbook series and with accompanying maps and Richtone pictures will usher in a new sympathy that will awaken understanding and insight for other peoples and their cultures.

**Siegfried H. Horn (ed.), *Andrews University Seminary Studies*. Berrien Springs, Michigan: Andrews University. Volume I, 1963, 166 pp. $2.50.**

A suitable outlet for scholarly articles and papers in the field of Biblical linguistics and its cognates, textual criticism, exegesis, Biblical archeology and geography, ancient and church history, philosophy of religion, ethics, and comparative religions, the *Seminary Studies* in its initial publication constitutes a challenging compendium of stimulating articles in English, French, and German.

Well documented with profuse footnotes, each of the sixteen articles has substantiations that provoke thoughtful readers to a second look.

**Bellman Publishing Company. *Vocational and Professional Monographs*. P.O. Box 172, Cambridge 38, Massachusetts. 30-45 pp. $1.00 each.**

This publishing firm has edited an excellent series of vocational-guidance materials, such as: No. 12, *Teaching as a Career;* No. 41, *Professional Nursing as a Career;* and No. 72, *Astronomy as a Career*. Each is edited by a specialist in his field, and the format comprehensively describes the career with its needs, opportunities, qualifications, and outlets.

Guidance offices can save 20 per cent by purchasing the entire set of monographs. All guidance counseling personnel would be advised to write for the list of this valuable series, and then order the material for authoritative reference.

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### Currents & Eddies

*(From page 32)*

| | |
|---|---|
| Walla Walla College | College Place, Washington |
| Wisconsin | Columbus, Wisconsin |

**Schools of Nursing (Approved—11, Including College, Diploma, and Master's Programs)**

| | |
|---|---|
| Columbia Union College | Takoma Park, Maryland |
| Glendale San. and Hosp. | Glendale, California |
| Hinsdale San. and Hosp. | Hinsdale, Illinois |
| Loma Linda University | Loma Linda, California |
| New England San. and Hosp. | Stoneham, Massachusetts |
| North York Branson Hosp. | Willowdale, Ontario, Canada |
| Pacific Union College | Angwin, California |
| Paradise Valley Sanitarium | National City, California |
| Southern Missionary College | Collegedale, Tennessee |
| Union College | Lincoln, Nebraska |
| Walla Walla College | College Place, Washington |

*These are the reasons the author gave when she was a tenth-grader in an Adventist intermediate school.*

# Why I Want to Be a Teacher

PERHAPS one of the greatest needs of today is the need for men and women teachers. In this great age of rockets, satellites, and atomic bombs, the need is even greater than it was a few years ago. The world needs more and more teachers to teach more and more students the importance of science and other useful subjects, to improve our means of space travel and other devices. These young people will be our future scientists and doctors.

I think I would like to be one of those teachers to teach those pupils things that would help them in this world, and also prepare them for the heavenly kingdom.

The preparation for this job takes from four to five years and can continue for just as many years, depending, of course, on the degrees to be obtained.

There are many Adventist schools that you could go to—church schools, academies, colleges, Andrews University, and Loma Linda University.

When I graduate from an academy I hope to start on my teacher's course. I will be almost nineteen then.

There are a lot of different grade levels to teach. The elementary grades are probably the hardest of all to teach, because the younger children have to have nearly everything explained to them. I'm afraid I might lose patience. However, teaching the academy level would be more to my liking.

I think teaching in an academy would be rather exciting. There you would be able to live with the young people and learn all their traits. By doing this, you could help them better themselves.

I would like to marry a teacher so that we could both teach in a boarding academy. In a lot of boarding schools, husbands and wives dedicate themselves to teaching the young adults a better way of life. I think it is nicer for a couple to do things together in that way.

Although we usually think of books, colleges, and schools when we think of teaching, it is much more than that. It is trying to help other people learn things that you have already learned and are trying to put into practice.

In a sense, we could say that no one ever taught anybody anything. Learning is an activity of the learner. The most a teacher can do is to try to create the conditions which will help learning to go forward.

There is so much more that could be said about this great career, but I'll close with this quotation by Edwin Osgood Grover in 1870, who was an American author and professor. It is called "The Teacher's Creed."

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap.

I believe in wisdom as revealed in human lives as well as in the pages of the printed book; in lessons taught, not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the schoolroom, in the home, in daily life, and out-of-doors.

I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living.

*Linda Biggers*

STUDENT, BLUE MOUNTAIN ACADEMY
HAMBURG, PENNSYLVANIA

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**There is constant danger that those who labor in our schools . . . will entertain the idea that they must get in line with the world, study the things the world studies, and become familiar with the things the world becomes familiar with. We shall make grave mistakes unless we give special attention to the searching of the word. . . . God's word must be made the groundwork and subject matter of education.—*Counsels to Parents, Teachers, and Students*, p. 16.**

**True success in education, as in everything else, is found in keeping the future life in view.—*Ibid.*, p. 21.**

## These Are Our Schools

(*From page 30*)

► **Atlantic Union College** has established a speakers bureau through the department of public relations. Printed brochures listing available college speakers will be circulated to all civic organizations in the area of the college. Upon arrangement, clubs and civic groups may procure a speaker listed who will address their groups free of charge.

# FABIAN A. MEIER

## 1922-1963

Once again it has fallen the lot of Seventh-day Adventist educators and youth to bow in deep, inexpressible sorrow because of an untimely death. Fabian A. Meier, a dedicated colleague, a great leader, and a true friend has been taken from us. Although Dr. Meier was a young man of forty-one at the time of his death—December 30, 1963—he had served well his church, putting forth every effort to educate the youth for now and for eternity. He had trained the mind, the heart, and the hand of each one in his care to honor his country and glorify his God.

Fabian A. Meier began his life on a wheat farm in Oklahoma, continued it as a devoted student at Southwestern Junior College (Keene, Texas) and Union College (Lincoln, Nebraska), and then actively added his abilities and dedication to the organized work of the Seventh-day Adventist Church in the area of education. While he served the church he countinued to study, and he completed his Master of Arts degree at Ohio State University and his Doctor of Education at the University of Maryland.

As dean of boys and teacher at Oak Park Academy (Iowa), Mount Vernon Academy (Ohio), and Takoma Academy (Maryland), and as dean of men at Walla Walla College (Washington), he worked untiringly to beautify the school home, but even more earnestly to beautify the characters of the youth in his charge. Later, as academic dean at Walla Walla College (Washington), vice-president at Andrews University (Michigan), and president of La Sierra College (California), his abilities were extended and his influence more widely felt as an administrator of Christian education.

It is of interest to note his reputation among American educators. The following tribute was written by Dr. James A. van Zwoll, Dr. Meier's major professor from the University of Maryland: "Fabian A. Meier came to my attention in September of 1950 when he began his doctoral program in educational administration under my advisement at the University of Maryland. From then until the completion of his program in 1955 when he received his doctorate, Fabian proved himself a competent scholar, a particularly well-balanced individual emotionally, a person of high principle, and one who commanded the respect of all who came to know him well. In addition he possessed a nice, although quiet, sense of humor, which together with his other attributes made him a delightful companion. Considering his potential, it has been no surprise to see the great progress that he has continued to make. His death at this early age I consider a personal loss as well as a loss to the cause to which he had dedicated himself."

Thus within and without the church Dr. Meier was greatly loved and respected. In councils his judgments were prefaced by careful consideration of all available facts; in administration his excellent capabilities were consistently demonstrated in the over-all program of his school; in his dedication to Christian education he was undergirded by the indwelling and directing Spirit of God.

In the face of this great loss the obligation of those who remain is clear—to close the gap in the ranks by extending every energy a little further and working even harder with dedicated purpose to forward Seventh-day Adventist Christian education until the day the Master Teacher returns to call us all to the school of the hereafter.

We in the General Conference Department of Education join Dr. Meier's family and the hundreds of people who have shared the influence of his fine Christian character in the deep sorrow of losing a loved and esteemed Christian leader. The very education he so eminently fostered leaves us with a hope that transcends this dark hour, enabling us to face this life more successfully because we have known and associated with him.

—THE EDITORS.


[In faculty and staff meetings some of these case studies may be used to springboard profitable discussions.—EDITORS.]

**CASE STUDY, NO. 3: At his first evening worship of the school year in the academy dormitory the dean of boys announced that they all had come to join the school family and he extended to them a hearty welcome. He informed that for morning worships they would assemble to read the devotional book for the year and that the evening worships would consist of the following:**

| | |
|---|---|
| **Sunday:** | **News** |
| **Monday:** | **Boys' club** |
| **Tuesday:** | **Religious topic** |
| **Wednesday:** | **Off-campus speaker** |
| **Thursday:** | **Sports night at the gym** |
| **Friday:** | **Prayer bands after sunset vespers** |
| **Saturday:** | **Open** |

DISCUSSION: (1) Is a reading routine a spiritual dietary that would appeal to the adolescent youth? (2) How would a weekly schedule such as was announced be compatible with religious *worship?*

# Try This for Home and School

*Cora Pendleton*

SDA INTERMEDIATE SCHOOL
HINSDALE, ILLINOIS

Parents being shown displays from Emily Berggren's just-completed unit on Benjamin Franklin.

**CASE STUDY, NO. 4: The statements and arguments of two teachers in the faculty meeting during the discussion were diametrically opposed to what the principal recommended. At each staff meeting it appeared as though it was a conscious attempt on the part of the two teachers (one of whom was a former principal in the same academy) to take exception to current practice.**

DISCUSSION: (1) From the viewpoint of professional ethics, what solutions would you offer? (2) How would you counsel the principal of the school?

**CASE STUDY, NO. 5: The English composition and rhetoric examination scheduled an objective-type examination. Not knowing the meaning of a certain expression used in the test, Alice reached down under her seat for her dictionary and looked up the definition of terms. Seeing what she considered was a textbook, the English teacher sitting at her desk in the front of the classroom requested: "We shall have no cheating during the examination. Alice, will you kindly leave the room." Crushed, Alice reddened and in tears left the classroom.**

DISCUSSION: (1) Did this college teacher do the right thing? (2) Does not honesty require strict requirements? (3) What should the English teacher do? (4) What about Alice?

AFTERNOON classes were dismissed, and each teacher in our ten-grade school at Hinsdale, Illinois, conducted three classes of night school instead. Working parents could and did visit in droves —and we all had fun! Visitors circulated among classes if they desired to visit more than one room.

We teachers revealed where our greatest interest lies and where our best efforts are being put forth by our choice of classes for this special occasion, for almost every room had a class in Bible.

Visitors could not but be impressed, even with our little first-graders' acquaintance with the Bible. They had counted thirty-five words in Psalm 23 that they had learned in their readers, and also knew it had been composed by David. Already they know more than many scientists about the beginnings of everything, having learned to read the account for themselves from Genesis in their very own Bibles, which are kept on a special shelf when not in use. These little Johnnys and Marys not only can read but they can read the Bible!

Most of the classes demonstrated how learning can be fun with mathematical games, musical innovations, and such props as the play post office pictured here, where the children bought stamps and mailed letters to one another and also to their parents. Some rooms had prepared special gifts from art class for their parents.

In one health class a student nurse in uniform was featured, and a hamster with a high proficiency for drill was put on display along with assorted microbes. He can open his own cage for his nightly prowl.

And in the midst of all these scenes our principal almost flipped the fire alarm just to see what would happen!

The post office in the third grade.

## Achievement Tests

(*From page 8*)

as some would have us believe, but many good teachers, either consciously or unconsciously, often feel that they will be judged by the results of the spring testing. It is a deplorable, but often true, fact that many supervisors and administrators have been guilty in the past of using the achievement-test results in this way. Little do they realize the way in which this undermines all the other more valuable purposes for which the tests were designed.

Another difficulty with spring testing is that time is at a premium. Graduation, final exams, preparation for summer, special programs, and a host of other details crowd upon your day so that testing becomes a burdensome chore to be passed over quickly and perhaps carelessly. You may feel a disinterest in obtaining information that can do little but build or deflate your professional ego. Next year someone else probably will teach your Jimmy and Josie—what's in it for you? Then, when next September does roll around, the new teacher is likely to regard the events of last spring as being in the historical past and may never lift the test results from the file. In the end, time, effort, and precious money have served very little to benefit the instructional program or to appraise the learning of the pupils.

*Fall Testing.* You must have realized already that many of the disadvantages of spring testing become the advantages of fall testing, and vice versa. After the summer, a few weeks of review are appropriately given before testing time. The realistic learning of the year before, plus the added learning and forgetting of the summer vacation combine to give the present level of knowledge. This is the point where the pupils are, the point on which good teachers will build, on which the students—motivated by a fresh knowledge of their strengths and weakness—will build and grow. New goals can be formulated, grouping facilitated, remedial and enrichment programs established; and best of all, the teacher who has laboriously marked the test papers for each student will be intimately acquainted with important information about the individuals she must teach and guide in numerous different ways. Teaching becomes a challenging, personal thing rather than a pedagogical process of covering a certain amount of subject matter within a specified time.

In the fall there is not the pressure of time that is present in the spring, and new pupils in our itinerant population are not denied the equal opportunity of benefiting from achievement testing that is properly interpreted and applied. Moreover, fall testing permits administrative comparison and evaluation just as well as does spring testing.

When thinking of the various factors involved, you may wish to keep in mind my previous statement that the spring advantages are often the fall disadvantages. However, added to these is a much more important consideration. As a teacher, you must clearly understand the nature of most achievement tests. The major one, such as the Metropolitan Achievement Tests, Stanford Achievement Tests, California Achievement Tests, and other batteries, are not diagnostic in a strict sense of the term. No matter what the manual may claim, it is a statistical truism that the small subtests within the larger tests are not completely reliable when used alone, and they cannot give an exact diagnosis of difficulties a student may be experiencing. Longer, more specific subject-matter tests must be employed for such purposes. A generalized achievement test is little more than a representative sampling, or survey, of the important outcomes and objectives of instruction. The total results for each major test within a battery can give meaningful information, but, fine-tooth combing for individual details is not a justifiable activity, either in the spring or in the fall.

The discussion seems to resolve itself, then, to a determination of what the purpose of your testing really is. Until you have answered this question, the other question of spring or fall is irrelevant. Polls of teachers reveal that the majority prefer fall testing, although many see some circumstances where spring testing would be advantageous. It may suffice if I were to quote, in conclusion, from a notable authority on testing, Lee J. Cronbach. On page 399 of his book *Essentials of Psychological Testing,* he says:

> The proper function of a school test is to improve the educational program. It may do so by helping plan learning experiences for a pupil, by indicating ways to improve teaching, or by building attitudes in pupils and teachers which will promote better teaching. Once this point of view is accepted, it follows that tests are initial, not terminal, parts of the educative process. There is little merit in testing after it is too late to profit from the results.[2]

I realize that I may not have given you a very definitive answer to your question, but I am sure that consideration of the ideas mentioned will help you to make your own professional and objective decision on what is best for you and your particular school. Evaluation and appraisal is a vital aspect of education, and the time you spend on such activity, whether it be in the spring, winter, or fall, is time well spent if the results can be meaningfully applied toward a better understanding of your pupils and your work.

Yours very sincerely,

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[1] Gertrude H. Hildreth and others, Metropolitan Achievement Tests: *Manual for Interpreting* (New York: Harcourt, Brace & World, Inc., 1948), p. 19. Used by permission.

[2] Lee J. Cronbach, *Essentials of Psychological Testing,* second edition (New York: Harper and Row, Inc., 1960), p. 399. Used by permission.

## Programed Learning

(*From page 11*)

that one look at a picture only one square inch at a time in a set order."[28]

Since "80 per cent of the present programs [those using Skinner-linear and Crowder-branching rules] teach by . . . conditioning," the major issue concerning programed learning seems primarily to be "the large educational issue of conditioning versus insight."[29] In the learning of content, an emphasis upon mastering facts and concepts without accompanying insight may result in a hollow reward.[30]

The question may be asked as to whether programed learning motivates the learner. If there is a motivational effect, it is probably most likely to occur with learners who have had a genuine problem in learning, such as the emotionally disturbed child. One of the basic problems that faces the educator is to decide what kind of educational system programed learning fits into. When and how can programed learning be used effectively? Another basic problem in education may be to get away from a one-system approach in which the teacher has become the major communicative device. Programed learning would suggest the possibility that the classroom teacher as a mediative device may not be necessary. This raises the question: What does the teacher do in mediating instruction that some other device does not or could not do?[31]

In a democratic society the teaching of values cannot safely be transferred to either a mechanized program or a machine. For such a purpose human models portraying the approved and desired values of society are not replacable by nonhuman mediums. If value outcomes are pushed into the periphery of educational concern as a result of overemphasis upon programed learning and teaching machines, the loss to a democratic society may be far in excess of the gains. For, as Broudy observes,

> Willy-nilly, the classroom teacher operates as a value model, even when not explicitly engaged in value education. Pupils "learn" the teacher whatever else they learn or fail to learn. How replaceable a classroom teacher is depends therefore on what is being learned of him. . . . Perhaps we are . . . nearer to realizing that the content of a value lesson has to include the persons of teacher and pupil in a way that a skill lesson or a purely cognitive lesson does not.[32]

A careful survey of both sides of the "panacea-fancy" concept leads to the conclusion that "programed instruction is obviously not the all-purpose educational remedy that it is proclaimed to be by the firms that have been selling teaching machines in supermarkets, or by the encyclopedia salesmen who have been peddling them from door to door."[33] However, there do seem to be real possibilities for programed learning as effective programs are prepared which may be used to reduce much of the "drudgery" of teaching and also improve the learning possibilities for the learner.

It is not likely that schools will be reduced to fact dispensaries with learning machines in rows like gasoline pumps and "a lock-step curriculum that shows little regard for the individualized nature of growth and development."[34]

Programed learning and teaching machines have stimulated educational leaders to think more carefully about the problem of presenting subject matter. The most important contribution that the entire movement may make to education may well be the resulting emphasis on the planning of learning.[35]

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[1] Spencer Klaw, "Harvard's Skinner: The Last of the Utopians," *Harper's*, vol. 226, no. 1355, April, 1963, pp. 49, 50. Used by permission.
[2] William E. Hoth, "From Skinner to Crowder to Chance: A Primer on Teaching Machines," *English Journal*, vol. 50, no. 6, September, 1961, p. 398. Used by permission.
[3] Lee J. Cronbach, *Educational Psychology* (New York: Harcourt, Brace & World, Inc., 1963), p. 407. Used by permission.
[4] Robert M. W. Travers, *Essentials of Learning* (New York: The Macmillan Company), 1963, p. 484. Used by permission.
[5] Edward B. Fry, Glenn L. Bryan, and Joseph W. Rigley, "Teaching Machines: An Annotated Bibliography," *Audio Visual Communication Review*, vol. 8, no. 2 (supplement 1), 1960, p. 5. Used by permission.
[6] A. A. Lumsdaine and Robert Glaser, *Teaching Machines and Programmed Learning, A Source Book*, Washington, D.C.: National Education Association Dept. of Audio-visual Instruction, 1960, p. 5. Used by permission.
[7] Sue Winn, "Programmed Instruction: Panacea or Plague?" *Chicago Schools Journal*, vol. 43, no. 3, December, 1961, p. 131.
[8] "Symposium, Using Teaching Machines to Promote Student Self-instruction in Secondary Schools," *Journal of Secondary Education*, vol. 37, no. 2, February, 1962, p. 106.
[9] Klaw, *op. cit.*, p. 45. Used by permission.
[10] Herbert A. Thelen, "Programed Instruction: Insight vs. Conditioning," *Education*, vol. 83, no. 7, March, 1963, p. 416. Copyright 1963 by The Bobbs-Merrill Co., Inc., Indianapolis, Indiana. Used by permission.
[11] Philip Lewis, "Teaching Machines, New Resources for the Teacher," *Journal of Home Economics*, vol. 53, no. 10, December, 1961, p. 823; and Hoth, *op. cit.* p. 399.
[12] Hoth, *op. cit.*, p. 399. Used by permission.
[13] Donald W. Robinson, "Programed Instruction: Gimmick or Breakthrough?" *Phi Delta Kappan*, vol. 44, no. 6, March, 1963, p. 241. Used by permission.
[14] Gideon Chagy, "The Teacher and the Teaching Machine," *Journal of Secondary Education*, vol. 37, no. 2, February, 1962, p. 125. Used by permission.
[15] From *Cumulative Record* by B. F. Skinner. Copyright © 1959, 1961, Appleton-Century-Crofts, Inc. Reprinted by permission of Appleton-Century-Crofts. (Also in B. F. Skinner, "Why We Need Teaching Machines," *Harvard Educational Review*, vol. 31, no. 4, Fall, 1961, p. 387.)
[16] Lewis, *op. cit.*, p. 824. Used by permission.
[17] Theodore Waller, "The Future of Programed Instruction," *Education*, vol. 83, no. 7, March, 1963, p. 397.
[18] Cronbach, *op. cit.*, p. 416.
[19] Harry F. Silberman, "Self-Teaching Devices and Programmed Materials," *Review of Educational Research*, vol. 32, no. 2, April, 1962, pp. 185, 186. Used by permission.
[20] Skinner, *op. cit.*, p. 388. Used by permission.
[21] Austin M. Lashbrook, "Learning Theory and Programmed Learning: Problems of Implementation," *Classical Journal*, vol. 57, no. 8, May, 1962, pp. 348, 349.
[22] R. F. Mager, "What Are Teaching Machines Doing to Teaching?" *Audio Visual Communication Review*, vol. 9, no. 6, November-December, 1961, p. 302.
[23] Lashbrook, *op. cit.*, p. 349.
[24] Cronbach, *op. cit.*, pp. 408, 409.
[25] Philip Lewis, "Programed Learning: An Assessment in Perspective," *Education*, vol. 83, no. 7, March, 1963, p. 389.
[26] Alfred H. Gorman, "The Challenge of the Machine," *Clearing House*, vol. 36, no. 6, February, 1962, p. 357.
[27] Cronbach, *op. cit.*, p. 421. Used by permission.
[28] Sidney L. Pressey, "Teaching Machine (and Learning Theory) Crisis," *Journal of Applied Psychology*, vol. 47, no. 1, February, 1963, p. 1.
[29] Thelen, *op. cit.*, p. 418. Used by permission.
[30] Hoth, *op. cit.*, p. 400.
[31] Frederick J. McDonald, Lecture at Stanford University, June 5, 1963.
[32] Harry S. Broudy, "Socrates and the Teaching Machine," *Phi Delta Kappan*, vol. 44, no. 6, March, 1963, p. 246. Used by permission.
[33] Klaw, *op. cit.*, p. 50. Used by permission.
[34] Hoth, *op. cit.*, p. 400. Used by permission.
[35] Travers, *op. cit.*, p. 493.

## Korea—1963

(*From page 6*)

13. **Years of Teaching Service.** On the average, SDA teachers have 4½ years of teaching experience. Men teachers remain longer in teaching than do women teachers. Men elementary school teachers average 4 years 2 months of service compared with women teachers with 3 years. Men secondary school teachers average 5 years of service compared with 3 years 5 months for women teachers.

14. **Years of Teaching at the Present School.** The average length of teaching for all teachers, considering only service at the school where they are presently employed, is 2½ years.

15. **Teaching Experience in Non-SDA Schools.** Before joining the SDA educational system, 21.1 per cent of the elementary school teachers and 38.6 per cent of the secondary school teachers have taught in government and other private school systems.

16. **Education as a Lifework.** Most teachers plan to remain in educational work; 79.4 per cent of the elementary school teachers and 87 per cent of the secondary school teachers consider teaching their lifework.

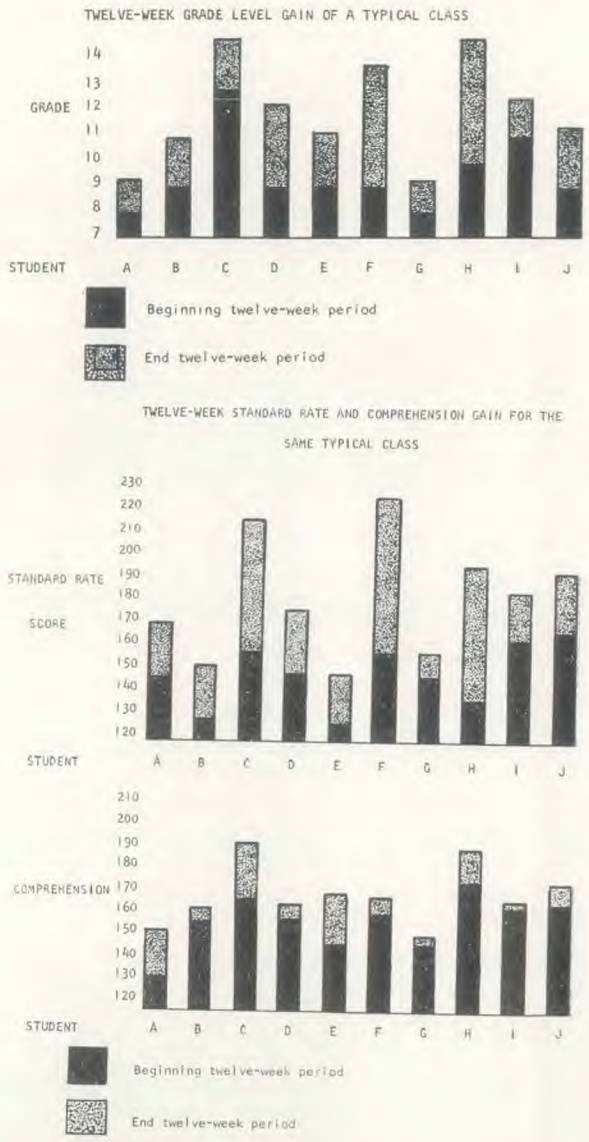
## Developmental Reading

(*From page 9*)

Every child from grades five to eight should be taught to read diacritical markings. Until all teachers devote time and effort to help students read markings and accents, weaknesses will persist in this area of working out words even with the help of a dictionary.

The reading laboratory is also provided with a controlled reader, a mechanical device that aids in holding attention, increasing eye movement and discouraging regression. The controlled reader, the films, and test booklets are quite costly, and we are convinced that diligent, thorough teaching far surpasses the effectiveness of the machine. In fact, we become so busy and so involved with printed materials in magazines and books that we often find no time for using the machine for weeks in succession. If the budget is strained, it would be to greater advantage to buy books with the money that would be invested in a machine. However, we wish to give credit where it is due. Some students are so fascinated with a mechanical device that they become interested in reading through this medium. The controlled reader does have advantages, but it cannot miraculously change a poor reader to a good one. Skills mentioned previously must still be taught again and again.

At the end of the twelve-week session the Iowa Silent Reading Test, Form BM is administered. Again the results are tabulated and progress can be ascertained. The accompanying graphs indicate the progress of a typical class. In no case has any student enrolled in a reading course like the one described above made less than a six-month gain, and the majority show gains of one and one-half to four years.




We recognize that much more should be done in the field of reading improvement. However, we also believe that our efforts at Upper Columbia Academy are being repaid. May we suggest that one cannot put off a reading improvement program until *all* questions concerning it have been answered. Any teacher who is willing to study ways and means of improving reading can do something toward helping others to read better. The biggest step is to BEGIN.

## Making the Bible Live

(*From page 15*)

in their possibilities, and seeks to help them reach their potentialities. It is said that John Trebonius always took off his cap on entering the classroom. Back in 1497 he was a teacher at St. George's School at Eisenach, Germany, and he took off his cap in honor of the boys who sat before him. Of these boys, he said, "God might make rulers, chancellors, doctors, magistrates." Out of one of those boys, Martin Luther, God truly made the greatest man of his generation. As the teacher sees in vision the future greatness of his students, they too are apt to realize that God has a plan for them. We read of Jesus' relationship to sinners:

> Looking upon them with hope, He inspired hope. Meeting them with confidence, He inspired trust. Revealing in Himself man's true ideal, He awakened, for its attainment, both desire and faith. In His presence souls despised and fallen realized that they still were men, and they longed to prove themselves worthy of His regard. In many a heart that seemed dead to all things holy, were awakened new impulses. To many a despairing one there opened the possibility of a new life.[12]

Therefore, even more essential to the successful development of our students than an excellent scholar is a loving teacher.

> Let the words you speak be kind and encouraging. Then as you work for your students, what a transformation will be wrought in the characters of those who have not been properly trained in the home! [13]

The divine seed—the living Word of God—sowed in the soil of our students' hearts prepared by our living Christian personalities must be watered by the Holy Spirit. He is the Master Teacher of whom the Lord's messenger states, "God can teach you more in one moment by His Holy Spirit than you could learn from the great men of earth." [14]

The Bible—the Word of God—is life. We may not be the greatest teachers, but we are handling the greatest subject, the living Word of God. As you and I are enthusiastically inspired by its teachings, as we are living demonstrations of its tranforming power, our students likewise will be thrilled and challenged to experiment with the living Word in their own lives. To a large extent, you and I as teachers determine the response the Word of God will find in the hearts of our students.

As we recognize the sacred trust that rests on us as Bible teachers, we may share the emotions of the apostle Paul as he cried out, "Who is sufficient for these things?" [15] Truly, in our own selves we are not sufficient! If our students see us only in our human frailty and weakness, we shall utterly fail in our task of making the Bible live in their lives. They must see beyond us, or they must see through us, and behold "the rose of Sharon, and the lily of the valleys," [16] the One altogether lovely. Only as we become transparent and let the beauty of the Lord shine through us shall we be able to create a desire in the hearts of our students to make a living contact with Jesus and let the teachings of the Bible live also in their lives. Only then may they exclaim about us as Nicodemus did about Jesus, "Rabbi [Teacher], we know that thou art a teacher come from God." [17]

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[1] Ellen G. White, *Education*, p. 17.
[2] *Ibid.*, p. 231.
[3] Ellen G. White, *Counsels to Parents, Teachers, and Students*, pp. 150, 151.
[4] ———, *Counsels on Diet and Foods*, p. 380.
[5] ———, *Counsels to Parents, Teachers, and Students*, p. 183.
[6] Helen Keller, *Story of My Life* (New York: Grosset & Dunlap, 1905), pp. 39, 40.
[7] White, *Counsels to Parents, Teachers, and Students*, p. 180.
[8] ———, *Education*, p. 231.
[9] ———, *Counsels to Parents, Teachers, and Students*, p. 76.
[10] ———, *Education*, p. 212.
[11] *Ibid.*, p. 16.
[12] *Ibid.*, p. 80.
[13] White, *Counsels to Parents, Teachers, and Students*, p. 152.
[14] ———, *Testimonies to Ministers*, p. 119.
[15] 2 Cor. 2:16.
[16] S. of Sol. 2:1.
[17] John 3:2.

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Doing an injury puts you below your enemy; revenging one makes you even with him; forgetting it sets you above him.—BENJAMIN FRANKLIN.

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# THE CALL OF THE CHRISTIAN TEACHER*

*G. Arthur Keough*

PRESIDENT, MIDDLE EAST COLLEGE
BEIRUT, LEBANON

If anyone receives the call to be a Christian teacher,
He should be prepared for hard work and disappointments,
And determine to follow the example of the Master Teacher.
For anyone who supposes that the life of the Christian teacher is an easy one, will find he is wrong.
But the one who is prepared to do his best as a Christian teacher,
And who has one ambition—to bless others—
Will doubtless find his work very rewarding.
For what real pleasure is there in a life of luxury and ease
If, in the end, no worth-while objective has been attained?
On the other hand, what can be more satisfying than a life "cast in the furrow of the world's need"?
A Christian teacher, therefore, who withdraws from his profession
Because of difficulties and trials, and fails to spread
The light of Christian education in a world darkened by sin and error,
Will find himself forsaken by the Master Teacher in that day
When every teacher will receive the reward of his faithfulness and perseverance.

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* Patterned after the call to discipleship in Mark 8:34-38.

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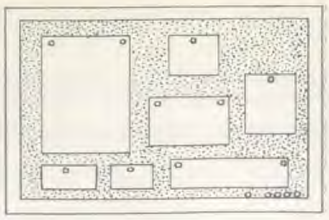
# *These* ARE OUR SCHOOLS



## OVERSEAS

► Twenty elementary school teachers attended the second college extension school held in the **North Sumatra Mission** for six weeks during vacation. Methods in teaching Bible and arithmetic were studied. Extra-curricular activities included music conducting, learning new games to teach the children, studying the requirements for the MV classes and the MV Leadercraft Course. On four days of the week some time was devoted to working in the garden. These activities provided a balanced six weeks of work and study.

► Students in the Adventist school at Shimran, Iran, this year are the first to attend under its new name, the **Iran Adventist Academy.** Operated for 16 years as the Iran Training School, the name was changed by action of the board following the recognition of the school last spring by the ministry of education as a secondary school authorized to teach grades seven to twelve. The Iran Training School was operated under a permit for a junior vocational school. Vocational training will continue to be important in the school, which now will offer a full secondary school program. Plans for expansion include new classrooms, a library, science laboratory, and dining room facilities.

► A junior **Philippine Union College** student, Geronimo Calangan, recently conducted an evangelistic effort in Umingan, Pangasinan, which resulted in the baptism of eight persons. Geronimo became interested after helping with the Friendship in Christ Crusade, which was conducted in the city of Manila. After the crusade Geronimo went to the province and began working near one of our churches there, enlisting the help of the members but with no mission financial support. Meetings were held in four different areas of the town. Besides the eight who were baptized, some twenty others are now preparing for this rite and church membership.

► **South China Union College** has dedicated a new floating evangelistic center, a 36- by 17-foot craft with a chapel seating more than 60 people. There are two medical offices on board. Students and teachers can now give witness among the 150,000 board dwellers in Hong Kong. The college also has two other evangelism boats in service in the crowded Hong Kong bays, a twenty-four-foot craft and a smaller sailing sampam which regularly carry students to branch Sabbath schools and interested homes in their MV activities.

► **Middle East College** (Lebanon) is supplying College Maid bread to 31 stores in the Beirut area on a regular basis. Three institutions are taking advantage of this service—the American Community School, the Beirut College for Women, and the Shweifat College. The college announces its enrollment this year at 181, of which 62 per cent are Seventh-day Adventists.

► Mr. and Mrs. Crescente Zamora (at right), who flew recently to North Borneo to teach in the **North Borneo Training School,** join the **Philippine Union College** army of foreign missionaries as the 100th and 101st since the college sent out its first Filipino foreign missionaries, Pastor and Mrs. Jose Bautista (at left) who went to Palau in 1933.

► A steel-and-frame classroom mounted on oil drums is afloat on the waters of Lake Titicaca in Peru. This church school is attended by more than 40 students. It was given full government endorsement on November 7, 1963, when accreditation ceremonies were held, attended by 30 city and national officials, including the inspector of education for the Department of Puno and a representative to the national legislature of Peru.

► **The North Philippine Union Mission** now has 64 elementary schools, with an enrollment of 2,957; five academies, with an enrollment of 850; and one college with an enrollment of 641. Of the sixty-four 1963 graduates, 17 were sent out as overseas missionaries. One out of every six persons baptized in the union come from the schools; during the past two years 537

of the students joined the church. Our system of education is respected by public officials, and in Northern Luzon several public school teachers send their own children to our church school.

## ELEMENTARY

► On September 22, 1963, **Sligo church** held groundbreaking ceremonies for its new $500,000 elementary school to be built at 8120 Carroll Avenue, Takoma Park, Maryland. When completed next August the structure will have a gymnasium, an all-purpose room, a cafeteria, library, and other facilities for various church activities in addition to classroom facilities for 500 students.

► This was a bonanza year for elementary Christian education in the Northwest. Seventeen 1963 graduates of **Walla Walla College,** trained as teachers, are now in elementary schools in the Upper Columbia and Montana conferences. A. J. Werner, superintendent of the Upper Columbia Conference, states that this is the largest number of graduates to begin teaching in any one year since he came to the department 13 years ago.

► Nearly 300 elementary school children have enrolled in the **Hawaiian Mission Academy Elementary School.** About half of these pupils are from non-SDA homes. This is not only an opportunity but a challenge in soul-saving possibilities. During the summer months an active school program was carried on with 50 pupils participating under the direction of three teachers.

► An elementary teachers' convention for the Oregon and Washington conferences was held September 26-October 1, 1963. Honored at this convention was **Enid Sparks** of Longview, Washington. Miss Sparks, in her fiftieth year of teaching in church-operated schools in the Northwest, writes an average of three stories a month for children's magazines. Her fourth book, a reader, has now been completed. All stories are "slanted so children can read for themselves," she explained. Teachers in attendance represented 75 schools, with registrations totaling 3,400.

► **Spencerville Junior Academy** (Maryland) has inaugurated what is believed to be another denominational first—a remedial reading center. Melvin L. Sample, director of the center and principal of the school, is a qualified clinician as designated by the International Reading Association. The center is testing children from public schools in the Washington-Baltimore area as well as SDA school children. The center specializes in testing facilities not ordinarily available in schools. Some of the services available in the clinic are: complete visual and auditory screening, nonverbal intelligence testing, immediate psychological services by reference, exhaustive analysis of reading difficulty, auditory discrimination tests, phonic analysis, complete referral arrangements, remedial opportunities on the premises.

► The **Kona Community School** (Hawaii) is now in its first year of operation. Of the twelve students, 50 per cent are non-Adventists—Buddhists, Episcopalians, and Catholics. This is the first time a church school has been opened here since the establishment of the church in 1937.

## SECONDARY

► Upon the recommendation of the joint visiting committee for accreditation by the Western Association of Schools and College Board of Regents, study halls at **Lynwood Academy** (California) have been moved from the library and located in various empty classrooms with teacher supervision. Students may sign out from the study hall to go to the library as often as they wish to use the library materials. This has relieved crowding in the library and has made it a place more conducive to quiet study for those who wish to study from library books and read for enjoyment.

► **Walla Walla College Academy** has held groundbreaking ceremonies for a new academy building. Blueprints call for a five-unit, single-story structure—an industrial arts building; a music and gymnasium unit; a section for administration, home economics, and commercial art; classrooms and science laboratories; and the library. The planned classrooms will accommodate 300 students; service areas, however, such as the gymnasium and library, will have a maximum capacity of 500 students. The anticipated completion date is September 1, 1964.

► Something needed to be done to encourage more promising young people to prepare for teaching, so three years ago **Lynwood Academy** began a class offering credit in cadet teaching. Students have opportunity to observe children in elementary school at work and play and then participate in the classroom program by telling stories, helping individual students, assisting the teacher in lesson preparation, making bulletin boards, supervising on the playground, or helping with special activities such as field trips and Home and School programs. One class period a week is spent in conference with other cadets and with a cadet-teacher coordinator. At this time various phases of teaching are discussed. Cadets may pool ideas and share experiences. Films pertaining to teaching are viewed. Cadets are required to read the book *Education* by Ellen G. White, and other books of their own choosing in the fields of teaching and child guidance.

► **Highland Academy** (Tennessee) is commended for their newly initiated practice of having the students of the academy join the community members for the weekly prayer meeting. This is a new approach to better church and school relationships, and it results in added blessings for both groups. The academy music department provides the special music and the academy students direct the song services.

► Fourteen students and teachers of **Loma Linda Union Academy** (California) spent three days in San Luis, Mexico, adding a room and renovating the local SDA church. The academy students donated $380 toward the project.

► The first stage of the 42-station Spanish language

laboratory at **Rio Lindo Academy** (California) is now in use. Each student station consists of a transistorized amplifier and a combination headphone-microphone unit. Each amplifier contains separate controls for microphone and program levels, an auxiliary output for tape recorder or additional headphones, and a "call teacher" panel. The teacher console is so arranged that four different tapes may be programed to students simultaneously, and the teacher may select the tape he wants the student to receive. The teacher may listen to and talk with any student or group of students without interrupting the others.

► More than 2,000 quarts of corn and tomatoes were canned this past summer and fall by **Highland Academy** (Tennessee) since the school purchased the basic equipment needed to preserve food in tin cans. A sealing machine is in operation and also a steam retort, which makes it possible to process more than 150 quarts at one time. The school is planning to increase the size of its garden next year to meet their needs.

## HIGHER

► The editors of THE JOURNAL OF TRUE EDUCATION commend **Pacific Union College** for the excellent pacesetting of 202 paid subscriptions—staff and student club subscriptions—for the 1963-64 school year. Would that other schools would support the JOURNAL to that extent, or more!

► The Board of Trustees of **Columbia Union College** has authorized the adoption of the trimester system, as of September, 1964. President Hirsch states that instead of two 16-week semesters plus an eight-week summer session, the year would be divided into three 15-week terms. Special courses would be offered during the last eight weeks of the spring trimester for the benefit of teachers and others who might wish to take additional study during the summer. A student carrying the normal course load could complete his degree requirements in two and two-thirds years instead of the usual four.

► Six students comprised the second graduating class of the **Loma Linda Sanitarium and Hospital** Cooks' and Bakers' Training Program. The members of this class have completed one year of instruction and practice in the skills of quantity cooking and baking. Each week their program consisted of 32 hours of directed work experience and eight hours in the classroom.

► Dr. Charles E. Weniger, former dean of the Seminary and also dean of the School of Graduate Studies and vice-president of **Andrews University**, has been appointed by the board of trustees to serve as the administrative officer for the West Coast extension schools of the Theological Seminary. In this capacity Dr. Weniger will counsel with ministers and other students who are taking extension courses in the Los Angeles-Riverside area, relative to requirements for graduation and other matters connected with their studies.

► Because of the excellent training of the **Southern Missionary College** nursing students, Erlanger Hospital of Chattanooga recently changed its policy and now will hire SMC seniors, paying them the same wage as a registered nurse and giving them equal responsibilities.

► Since its beginning in 1934 as the Advanced Bible School at Pacific Union College, with 71 students, the **SDA Theological Seminary** has granted almost 1,000 degrees and trained nearly 2,600 ministers and teachers.

► Five **La Sierra College** students who participated in the college's Year-Abroad program last year at Collonges, France, have been notified that they passed the Alliance-Francaise examination with honors. In addition Dennis Pardee successfully wrote the second level of the examination. The Alliance-Francaise is a two-day comprehensive examination that covers French vocabulary, grammar, composition, and conversation, which the French Government gives each year to all foreign students studying in French colleges and universities. Students who pass the first of the three examinations are considered qualified in the French language and those who pass the second and third examinations are qualified to teach French anywhere in the world.

► A Government grant to the **Andrews University** mathematics department is making it possible to hold an in-service institute for high school mathematics teachers in the area. No tuition charge is being made to the 26 high school teachers attending the class, for the grant takes care of tuition, allows up to $10 for books, and provides seven cents a mile for travel to and from the institute. Up to six semester hours of graduate credit toward the Master of Arts in Teaching degree is offered for this two-semester course.

► There are various ways of creating good will, and **Canadian Union College** has a unique way. Last fall when their potatoes were harvested, there were too many for college use, so the members of the community were notified that they could come and dig potatoes for their own use.

► The **Atlantic Union College** home economics department, under the direction of Mrs. C. G. Gordon, completed sewing ten *djellabah's,* a hooded garment worn by Algerian children. Mrs. Gordon accepted this assignment from the local Red Cross, and the garments were made by her and nine home-economics students.

► The **Walla Walla College** student payroll, comprised of 831 students, amounts to $13,482 weekly this 1963-1964 school year. The students average 17 hours and 38 minutes a week each in their work-study program.

► A retired Russian-born Adventist minister, J. B. Penner, is teaching Russian at **Andrews University** this year. This language is the key to all the Slavic languages; a person who masters Russian would be able to understand many of the Slavic dialects. Beginning Russian offers four semester hours of credit for mastering the basics of the language, and Intermediate Russian gives three semester hours for grammar review and expansion, reading, and composition.

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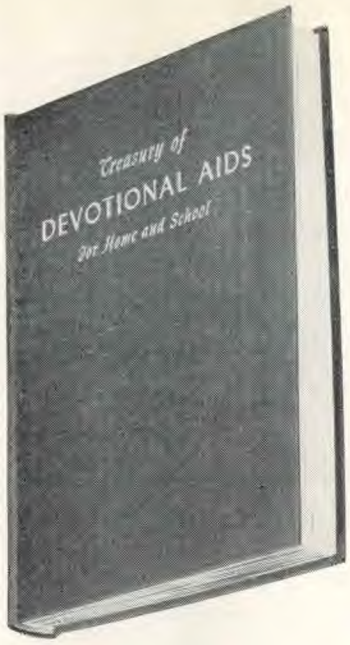


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*Editorial*

# CURRENTS & EDDIES

**ETV** School districts, institutions, and Government funds are helping to encourage quality in educational television. Some hopefuls believe that ETV stations will increase from the almost 100 transmitters now to 1,000 in ten years. School districts and institutions have applied recently for some $3.5 million for special ETV grants from the U.S. Department of Health, Education, and Welfare.

A number of schools in other geographical areas—to say nothing of school districts for which special programs are beamed—synchronize course work for their respective daily schedules to enrich and supplement their offerings, especially in the fields of modern foreign language, mathematics, social studies, and physical science.

**Physical Fitness** The President's Council on Physical Fitness reports an upgrading in the level of physical fitness in schools. During the 1962-1963 academic year 80 per cent of the students tested were able to exceed the minimum standards as compared with some 66 per cent in the 1960-1961 year. Gains for the one year were noted also in the number of children and youth participating.

Should your men and women physical-education teachers not have the current teaching materials for physical education instruction in Seventh-day Adventist schools we would remind you to order from your Book and Bible House for elementary and intermediate schools: CM 26, *The School Health Program Manual* (75 cents net), and to the General Conference Department of Education, *direct with remittance,* for academies: *Guide for Health and Physical Education in SDA Secondary Schools,* 1962 edition ($1.50).

**Accent on Reading** Basic to all formal education and learning is reading. Success in most disciplines will be proportionate largely to the read*ability* of the individual.

During National Library Week, April 12-18, 1964, why not place anew the accent on reading? To an extent as yet unexploited, each teacher and instructor may be a teacher of reading.

Reading is indeed *the key to opportunity,* to new worlds, and to understanding.

School kits are available, at $1.00 each, of articles—both original and reprint—by reading specialists, activity suggestions, program guides, and colorful display materials to highlight National Library Week, by ordering from School Kit, National Library Week, Box 3880, Grand Central Station, New York City, New York 10017. Deadline for orders is March 23.

**Board of Regents Accredits Schools** 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 approved the following institutions in its session of October 29-31, 1963:

**Academies (Approved—54)**

| | |
|---|---|
| Adelphian | Holly, Michigan |
| Armona Union | Armona, California |
| Auburn | Auburn, Washington |
| Bass Memorial (pending) | Lumberton, Mississippi |
| Battle Creek | Battle Creek, Michigan |
| Broadview | La Fox, Illinois |
| Campion | Loveland, Colorado |
| Cedar Lake | Cedar Lake, Michigan |
| Collegedale | Collegedale, Tennessee |
| Columbia | Battle Ground, Washington |
| Enterprise | Enterprise, Kansas |
| Far Eastern | Singapore, State of Singapore |
| Fresno Union | Fresno, California |
| Gem State | Caldwell, Idaho |
| Glendale Union | Glendale, California |
| Golden Gate | Oakland, California |
| Grand Ledge | Grand Ledge, Michigan |
| Greater New York | Woodside, Long Island, N.Y. |
| Hawaiian Mission | Honolulu, Hawaii |
| Highland | Portland, Tennessee |
| Indiana | Cicero, Indiana |
| La Sierra | La Sierra, California |
| Laurelwood | Gaston, Oregon |
| Lodi | Lodi, California |
| Loma Linda Union | Loma Linda, California |
| Lynwood | Lynwood, California |
| Maplewood | Hutchinson, Minnesota |
| Modesto Union | Modesto, California |
| Monterey Bay | Watsonville, California |
| Mountain View Union | Mountain View, California |
| Mount Pisgah | Candler, North Carolina |
| Mount Vernon | Mount Vernon, Ohio |
| Newbury Park | Newbury Park, California |
| Oakwood College | Huntsville, Alabama |
| Orangewood (pending) | Garden Grove, California |
| Ozark | Gentry, Arkansas |
| PUC Preparatory | Angwin, California |
| Pine Forge Institute | Pine Forge, Pennsylvania |
| Platte Valley | Shelton, Nebraska |
| Portland Union | Portland, Oregon |
| Rio Lindo (pending) | Healdsburg, California |
| Sacramento Union | Carmichael, California |
| San Diego Union | National City, California |
| San Fernando Valley (pend.) | Northridge, California |
| San Pasqual | Escondido, California |
| Shenandoah Valley | New Market, Virginia |
| Sheyenne River | Harvey, North Dakota |
| South Lancaster | South Lancaster, Massachusetts |
| Southwestern Union College | Keene, Texas |
| Thunderbird | Scottsdale, Arizona |
| Upper Columbia | Spangle, Washington |
| Valley Grande | Weslaco, Texas |

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