# THE JOURNAL OF TRUE EDUCATION

DECEMBER, 1966 - JANUARY, 1967

1986 20

LIDRARY

UNION COLLEGE



# PUBLISHER

Review and Herald Publishing Assn. Washington, D.C.

### EDITOR

Thomas Sinclair Geraty

#### ASSOCIATE EDITORS

Archa O. Dart Charles B. Hirsch Walter A. Howe

#### CONSULTING AND CONTRIBUTING EDITORS

W. J. Brown R. E. Cleveland G. T. Simpson Marion Simmons E. E. White

#### EDITORIAL ASSISTANT

Lourell M. Peterson

Issued bimonthly, October through June, by the Department of Education, General Conference of Seventh-day Adventists, Ta-koma Park, Washington, D.C. 20012, Subscription price, \$2.50 a year, Rates slightly higher in Canada. Printed by the Review and Herald Publishing Association, Takoma Park, Washington, D.C. 20012, to whom all communications concerning change of address should be sent, giving both old and new addresses. When uriting about your subscription or change of ad-dress, please enclose the address label from the wrapper in which you received the journal. Address all editorial and advertis-ing communications to the Editor. Second-class postage paid at Washington, D.C.

# THE JOURNAL OF TRUE EDUCATION

# CONTENTS

December, 1966-January, 1967 Vol. 29, No. 2

#### EDITORIAL

As We See It-Each Different From Another 4 Editorial Pulse and Trends 32

## ELEMENTARY

Teaching Is for Professionals ... Jeannette Busby 9

- Money for Schooling? 10
- Department Approves Nongradedness
  - 14
  - 18
- 20
- 21
  - A Mother's Prayer 28

### SECONDARY

- Curriculum Development in English
  - . . . S. K. Benson 22

#### HIGHER

- Beneath the Surface . . . Chloe A. Sofsky The Last Message of Francis D. Nichol to 6
- Seventh-day Adventist Teachers Cocurricular Activities Train for Leadership 8
  - . . . D. G. Prior 16

# GENERAL

- The One Great Principle . . . W. O. Baldwin Does Education Cost More Today? 5 7
- The Selection, Development, and Utilization of School Sites . . J. L. Butler 11
  - Guest . . . Carl Dicmann Anderson 13
    - Helping the Tempted 19

### CONTINUING SERVICES

- 3 Bench Marks Faculty Forum-Will You Accept His Challenge?
  - . . Carlyle F. Green 19
  - Among the Pillars and Foundations 25
    - Between the Book Ends 26
      - Our Schools Report 27 Research Notes 29

Copyright © 1966 by Review and Herald Publishing Association, Vol. 29, No. 2



# Peace From Heaven

I N THE fields where the boy David had led his flock, shepherds were still keeping watch by night. Through the silent hours they talked together of the promised Saviour, and prayed for the coming of the King to David's throne. "And, lo, the angel of the Lord came upon them, and the glory of the Lord shone round about them: and they were sore afraid. And the angel said unto them, Fear not: for, behold, I bring you good tidings of great joy, which shall be to all people. For unto you is born this day in the city of David a Saviour, which is Christ the Lord."

At these words, visions of glory fill the minds of the listening shepherds. The Deliverer has come to Israel! Power, exaltation, triumph, are associated with His coming. But the angel must prepare them to recognize their Saviour in poverty and humiliation. "This shall be a sign unto you," he says; "Ye shall find the babe wrapped in swaddling clothes, lying in a manger."

The heavenly messenger had quieted their fears. He had told them how to find Jesus. With tender regard for their human weakness, he had given them time to become accustomed to the divine radiance. Then the joy and glory could no longer be hidden. The whole plain was lighted up with the bright shining of the hosts of God. Earth was hushed, and heaven stooped to listen to the song,—

"Glory to God in the highest,

And on earth peace, good will toward men."

-The Desire of Ages, pp. 47, 48.



As We See It

# Each Different From Another

A NOTHER winter has arrived with its storms, cold temperatures—and in many places—with snow. And with the snow—flakes. Each snowflake comes from the colder atmosphere with its uniqueness, each different from another.

Like the myriad forms of leaves that lace the branches of a thousand kinds of trees, each leaf different from another, so each snowflake is not duplicated by nature in shape or design. Each is distinctive.

So in every school and in every classroom, educators must keep in mind that all students are different one from another. Each is an individual; each has his personality.

Clusters, groups, and patterns may take shape, but individualities emerge. This is where homogeneity breaks down; homogeneity is, of course, always relative and as such is stated as more or less.

When one speaks of traits or capacities rather than achievement there can be no doubt that every physically and mentally intact human being possesses some degree of any trait or capacity. Although it becomes a matter of simple degree rather than kind, yet achievement on the other hand, being largely a matter of opportunity and motivation, may in some areas of endeavor be entirely lacking in some individuals. For example, idiosyncratic as a person, a man may be three feet tall, yet his height is a part of the nomothetic character of his species. Taking the single attribute or variable of height, it may be assumed with a high level of confidence that the adult male will not be below three feet nor above seven feet. Or further, cultural expectation makes it highly improbable that most human beings will have a knowledge of the flora and fauna of Tibet or an acquaintance with the Malay language.

For a given individual, when height is added to

weigh-, level of intelligence, strength, and color of eyes, it will be found that there are fewer people who are identical when all five attributes are simultaneously considered, although there will be some who are still identical. But each time a new attribute is added to the group of attributes in all of which the subjects are identical, fewer identical persons will be found.

Nearly infinite is the variety of ways—biological, psychological, and sociological—any given person or group can differ from any other person or group. Every person is unique when the *total* of all his attributes is considered. Yet it must be remembered each human being is a member of his species, his race, and he is thus a product of the culture in which he was reared.

As far as psychology is concerned, individual differences generally are cited as differences in capacity expressed as relative performance. Four general kinds of capacities are (1) cognitive or intellectual capacities, including learning, abstraction, reasoning, thinking, generalization, and memory; (2) affective capacities, such as love, anger, envy, fear, and courage; (3) sensory capacities, such as auditory acuity, spatial and tactile discrimination; and (4) the psychomotor capacities, such as reaction time, speed of tapping, and weight discrimination. These four major capacities are highly interrelated with functional relationships existing not only between capacities but also within the capacities as well.

If one is teaching to meet the general and specific needs of the individual, it will be his responsibility to try to isolate and identify the interests, needs, and capacities of each person. Teaching will be relevant and purposeful. And Christian culture will have its rightful place. T.S.G.

For Seventh-day Adventist schools Christian educators should consider

# The **One** Great Principle

# By W. O. Baldwin

IN A SIMPLE prayer, someone expressed what we all feel: "O Lord, let the fresh winds of Thy Spirit blow through our school, sweeping it clean of the rubble of activity we so often substitute for communion with Thee."

If we would pause for a moment and see Jesus standing tall in the earth while He looks at our schools and sees the things we do, would we hear Him say, "I, if I be lifted up in your schools, will draw all men unto Me"?

Perhaps the magic secret of educational success is far more simple than we have thought. In the simplicity of Jesus' words, He gave the one great pillar of Christian education. Implemented to its greatest extent, it is the one great principle that will lift our schools up and place them in their upright position before the world and enable them to fulfill the glorious purpose for which they were established. "And I, if I be lifted up from the earth, will draw all men unto me" (John 12:32).

This principle becomes a promise. "Wherever in Israel God's plan of education was carried into effect, its results testified of its Author."-*Education*, p. 45.

Our church has witnessed the fulfillment of this principle and this promise in recent weeks in such a glorious manner that we have been speechless in wonder and amazement. Frank Araujo and the Japanese Missionary College Choir completely captivated the southern California churches and I'm sure the rest of the nation where they appeared. Behind this brilliant success is a story of the fulfillment of this great principle, "I, if I be lifted up from the earth, will draw all men unto me," and the promise, "Wherever... God's plan of education is carried into effect, the results testify of its Author." Here was a school, here was a teacher, here was a group of students whose one goal was to lift Christ before the nation of Japan and the church. The results filled the cup of blessing to overflowing. Atheist students at Nogoya University prayed. A thousand students on the UCLA campus listened spellbound, and Roger Wagner was lavish in his appreciation of their work. The wife of the driver of the Continental Trailway's bus said she "had to become a Christian" because of the students in that choir. Mayors and governors have been deeply moved and impressed with Seventh-day Adventists because of their music.

What would happen if every class were taught on this principle? How would the Bible, history, biology, physics, and chemistry teachers deal with Genesis 1 and the Flood if Jesus were lifted up in every class? The position of Jesus before a class is exalted when a teacher turns to the Word with great confidence and points students to God's answers.

In contrast, consider what happens to Jesus' position if the teacher gently suggests that science has brought new light on certain problems, and we may have to undergo a slight change in our Biblical interpretation of certain passages now that new facts have been discovered by science.

One of our ministers in southern California visited the president of a theological seminary recently and asked him pointedly, "Doctor, do you believe Genesis 1, and do you believe the story of the Flood?"

Now, I'm not a Baptist, and I'm not a student in that particular theological seminary, but a tingle of confidence swept over me as I heard the echo of the president's answer as reported by our minister friend. Without hesitation, without a trace of doubt, the president replied, "I believe every word of Genesis 1, regardless of what the scientists say."

If this little incident had such an effect on me, what does it do to a boy or girl still in the plastic stage of forming beliefs to hear teachers exalt the *To page 28* 

A devotional by the associate secretary of education, Pacific Union Conference, presented at the General Conference presession meetings for the Department of Education.

By Mrs. Chloe A. Sofsky

# Beneath the Surface

ART is a combination of the emotional and the intellectual. We cannot approach art in the same way that we approach mathematics. I emote a great deal when I am balancing up my checkbook, but that emotion has nothing to do with the answer I get in the tally. In art, however, emotion does have to do with the answer. Emotion is important to art, even as it is important to religion and love. Pure emotion and deep feeling are not sentimentality. We want emotion, but we do not want sentimentality. You may question, What is sentimentality? How can we differentiate between genuine emotion and sentimentality?

The important factor of emotion, which involves the basic human desires, must at all times be under the guidance of reason; and reason, for the Christian, must at all times be under the guidance of the Holy Spirit.

Let us consider the three basic desires. The first one is the natural and normal *desire to preserve one's own life*. The life that is given of God should be preserved for His use and to fulfill His purpose.<sup>4</sup> One way that we praise God is by serving our fellow men. If we have the completely selfless love of God, we will serve our fellow man, or we will die to serve him better.

To a great degree we find today that man, who was created for the glory and praise of God, has for the most part given himself over to the glory and praise of man, and especially of himself. This selfish aspect of man's perverted nature has made him irresponsible toward others, and the whole purpose of creation is lost.

Applied to art, then, any showing off of self is sentimentality. If the subject is depicted sacrificing

Department of Art

himself for a person or a cause, and if he is showing off that sacrifice of self, this is sentimentality. Other examples would be an effeminate picture of Christ showing off His self-sacrifice, a child in the pose of an adult, or any theatrical or insincere gesture.

The second basic desire is *the desire to preserve* one's society. This involves the desire for wealth, position, and influence. It is all right to want position and authority, if the motive is to improve society or to correct certain evils. The story is told that Abraham Lincoln wanted to be the President so that he would have the authority to do away with slavery which he believed was a terrible evil. But if the motive is a selfish one, the desire for authority or money just for the sake of being important, then the motive is wrong.

In art, sentimentality is expressed if a person is showing off as a big hero. The ancient Egyptian statue of Khephren and the Greek charioteer of Delphi are heroic in a sincere way, while the portrait of Louis XIV by Rigaud, is a show-off of the pretty chorus-girl type of legs and the fancy robes of a spoiled despot. Of the statue of Khephren, Drioton writes:

The beautiful simplicity, the grandeur, the power, which are characteristics of this titanic art, are reflected in the statues of the IVth dynasty. . . . Can we conceive of a work freer from unnecessary trimmings than the diorite statue of Khephren, found by Mariette in the "Sphinx Temple"? . . . Nothing material symbolizes royal dignity—no crown, no sceptre, no rich garment, no necklace, no jewelry. And yet such is the majesty emanating from this statue of an almost naked man that it is impossible, on looking at it carefully, not to feel ourselves in the presence of a king."

The third basic desire is to preserve one's own buman relationships, including preserving the species. This desire has to do with all forms of friendship and love, including marital love. It is natural to want to love and to be loved. However, the word love is now so perverted that it becomes almost necessary to define it when using the term. True love is

La Sierra College Riverside, California

of God, "for God is love." God's love is completely selfless in the interests of someone else. Human love is Godlike only when it is also completely selfless.

Any showing off of self does not exhibit true love. In art we see many aspects of the wrong kind of so-called love. We may see this even in churches church bulletins and windows depicting Christ showing off how good or how innocent He is. Pictures of Jesus showing off how much He loves little children or little lambs. Paintings or statues of a mother showing off how much she loves her child. Pictures of men and women flaunting how much they love each other. These are examples of sentimentality.

A nude statue may not necessarily be pornographic, especially if it is quite abstract. On the other hand, a painting such as *The Swing*, by the eighteenth century French painter, Fragonard, shows the girl fully clothed, but a peeking Tom is implied in the picture. This type of art was never done in the great eras of the arts and civilizations. The nude female figure, especially in a suggestive pose, was never painted or carved except during such periods as the very late Egyptian era, or the late Greek era (fourth to second centuries, B.C.), or the eighteenth-century French era, when the civilization was disintegrating and a new civilization was being born elsewhere.

Sentimentality in art is an indication of the disintegration of the time. Earmarks of this disintegration are seen by emphasis on cosmetics and mirrors and make-up, fancy headdresses and elaborate hair arrangements, elaborate and over-ornate jewelry, emphasis on shows and entertainment. Another earmark of the disintegration is dishonesty in the use of materials, that is, making one material imitate another, such as painting metal to imitate wood. In the social life there is overemphasis on sex, and substitution of lust for love.

As we think of these earmarks we may realize that this is the kind of world we live in. But Jesus said, "Ye are not of the world." We have to live *in* a world of degeneration and disintegration, but we must not be of the world in any way.

Art is composed of human experience and the materials used in making the art. The artist sees crime and violence in our world today. If he portrays this type of subject, he must be aloof from it. In other words, he must not participate in the enjoyment of any form of crime or condone an idea contributing to the degeneration of our time. If he depicts a peeping Tom, a murder, or a crime, he must in some way show by his manner or method that he disapproves, and that society should do something about these wrongs. When the artist endeavors to remain neutral or to show enjoyment of the crime or sinful desire, the result will be sentimentality—emotions that are selfish, uncontrolled, and wrongly directed. If the subject is

very strongly immoral, our minds are so taken by it that it is impossible for us to appreciate the design of the work of art, because the human mind, with the natural lusts of the flesh, is not made to comprehend both the erotic subject and the artistic processes at the same time.

The eminent British art critic, Roger Fry, summarized this principle very well in his discussion of the art of India.

The general aspect of almost all Indian works of art is intensely and acutely distasteful to me.... In striking contrast to Chinese art, the sensuality of Indian artists is exceedingly erotic—the leitmotiv of much of their sculpture is taken from the more relaxed and abandoned poses of the female figure. A great deal of their art, even their religious art, is definitely pornographic, and although I have no moral prejudices against that form of expression it generally interferes with aesthetic considerations by interposing a strong irrelevant interest which tends to distract both the artist and the spectator from the essential purpose of a work of art.<sup>4</sup>

The apostle Paul has given us a good rule to follow when he says whatsoever things are true, honest, just, pure, lovely, of good report, "if there be any virtue, and if there be any praise, think on these things."<sup>5</sup>

<sup>3</sup> 1 John 4:8.
 <sup>4</sup> Roger Fry, Last Lectures (Cambridge, England: Macmillan, 939), p. 150. Used by permission.
 <sup>5</sup> Phil. 4:8.

God hides some ideal in every human soul. At some time in our life we feel a trembling, fearful longing to do some good thing. Life finds its noblest spring of excellence in this hidden impulse to do our best.

-Robert Collyer

# Does Education Cost More Today?

In 1933 the tithe per capita in the Pacific Union Conference was \$26.16, tuition was \$10 per month, and boarding school students earned 18 cents per hour. Then great changes came.

Since 1933 tithe per capita has increased 800 per cent; student wages, 700 per cent; boarding school costs, 500 per cent; and maximum teacher wages and benefits, 400 per cent.

In 1933 it required 1,755 hours of student labor to meet the expenses of one year in a boarding school. In 1966 it costs about 1,230 hours.

> Pacific Union Conference Department of Education

VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967

<sup>&</sup>lt;sup>1</sup> Isa. 43:7, 21. <sup>2</sup> Drioton, *Egyptian Art* (New York: Golden Griffin Books), pp. 22, 23. Used by permission of Arts, Inc. Publishers, New York, and Arts et Metiers Graphiques, Paris.

# The Last Message of Francis D. Nichol

# to Seventh-day Adventist Teachers

T. S. Geraty, coordinator of the 1966 session of the College and University Bible and Biblical Languages Teachers Section Meeting, read the following précis of a devotional that Elder Francis D. Nichol had planned to deliver to the 1966 CUTSM scheduled for Sunday morning, June 12, 1966.

Inasmuch as this was the last message of Elder Nichol to a Seventh-day Adventist group of educators, this appeal was most impressive and appreciated.

Following the reading of this prepared counsel for the Bible and Biblical languages teachers, the coordinator of the session invited all present to kneel and unite in a season of prayer and rededication to the high calling of God for true Christian teachers. The 1966 session then adjourned sine die.

# The Precis of Francis D. Nichol's Message

I am talking only to a segment of our teachers, but a most important one. In fact, I can think of no more important reason for the existence of our Adventist schools than to teach our youth religion. And for those youth who plan to be ministers, I can think of no subject that is much more important than that of Biblical languages. True, we don't need a knowledge of Hebrew or Greek in order to have fellowship with God, but those languages do enable us to have a warmer, more understanding fellowship with Isaiah and Paul, for example.

To this group of teachers, so interlocked in their interests and objectives, I would say, above all else, and in the language of Paul: "Preach the word." All else is secondary. We take the historic position that Christianity is a revealed religion and it is revealed in a book called the Bible. Make your presentation of the Scriptures significant both for the head and the heart of your students. Only thus will they, in turn, be able to make the Holy Book truly significant to their parishioners.

Beware of any tendency toward presenting the Bible primarily as a great study in literature. It is that, but much more. I remember traveling by plane in Europe alongside the first secretary to the Spanish Embassy in France. When he learned I was a minister." When I revealed some measure of amazement, he explained, immediately, "I'd like to teach Greek." When I continued to look a bit amazed, he said, "The writings of Paul are such beautiful Greek. I could become enthusiastic about presenting the Bible as a great piece of literature." But from others things he said on that flight I had to conclude that the Bible was to him simply a piece of literature and not a guide to holy living. Help your students to realize that though logic and argument have a very valid place, they are tools that must be used with caution and always secondary to the presentation of truth on the plane of the heart and the spirit.

A young minister just out of a divinity school preached his first sermon in a country church. His subject was "Evidence for the Existence of God." It was eloquent, it was cogent, and it was several other things. But afterward, at the door, a dear old woman shook hands with him and said, "Reverend, in spite of all you said, I still believe in God."

Beware of ultra-intellectualism. It tends to make of your classroom a kind of intellectual deepfreeze. You can't train your young ministers to cure spiritual ills by hypothermia.

Always seek to build certainty into the minds of your students. There are too many people who are inclined to travel in their religious thinking around the dangerous curves of question marks. They are the descendants of those of whom Paul spoke: "Ever learning, and never able to come to the knowledge of the truth." It is your prime business to present to your students those things which are most surely believed among us.

Remember, you ever deal with great mysteries when you deal with religion and salvation. Don't try to explain in detail everything in the area of mysteries, such as the Trinity and the incarnation. Don't pose as understanding fully the mystery of inspiration, for example.

You who are the teachers of those who are to become the ministry of the Advent Movement have a task freighted with immeasurable potential for weal or woe. You can make or break the Advent Movement in a generation.

# Teaching Is for

# Professionals

By Jeannette Busby Andrews University

IF ALL else fails—rather, if you fail all else—you can *always* be a schoolteacher. This is an example of one of the revolting attitudes that has come down to us from no one knows where. I propose that we take this completely untrue, positively ungrounded notion, tie it in a bundle with that other nonsensical myth about teaching being a soft job, and put the entire package on a fast rocket to Pluto.

Years ago, it required very little (or no) professional training to become a teacher. But we are living in an entirely different age now. Of necessity we must learn more, faster, to prepare ourselves and the upcoming generation for the imagination-defying future. Teaching just isn't the simple "three-R's" process it used to be. The picture of the out-at-theelbows schoolmarm going home at day's end with a rusty umbrella hooked over one arm is as true of teaching today as a picture of an Eastern city slum printed in a Western States publicity brochure and labeled "Eastern City Capitalist's Home" would be true of the country in general. And a teacher's incompetence is just as unpardonable as that of a surgeon or an airline pilot.

Well, then, what is today's successful teacher like? what are his qualities? A California educator, John Ryan, conducted a most interesting survey of 6,000 teachers. Here are four characteristics he discovered in teachers who rated high: (1) they generally thought well of other people's behavior and motives; (2) they showed strong interest in literature and the arts; (3) they participated in school and outside activities; and (4) they considered themselves ambitious and initiators.

Today's teacher must not only teach subject matter but he must deal with more subtle issues. Former President Dwight Eisenhower, in his speech in Stockholm, Sweden, July 31, 1962, asked that youth be taught the objective truths about the things that separate nations and tend to prevent them from living peacefully and securely together. A big order? Indeed it is! And it cannot be filled under the supervision of unskilled, untrained flunkies.

Am J overrating the importance of the good teacher? Let's see. Last September 40 million children went streaming into new classrooms. What concerned these millions of youngsters most? What was their number-one question? Certainly not whether last spring's bond issue passed or flunked. It was, "Who is my teacher?" For dejection or joy, drudgery or fun, the satisfaction of achievement or the frustration felt because of lack of it are often caught up in and bounded by that one word teacher. You know why if you have ever watched a skillful first-grade teacher transform an unruly mass of self-willed, ego-propelled, moppet-sized broncos into a cohesive, attentive class. You will know why

VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967

if you have ever been witness to a pedantic, barren schoolmarm—male or female—draining all the excitement out of learning. If, in short, you can recall the best of your own teachers, no matter how long ago, you will recognize that these millions of youngsters who ask "What will teacher be like?" are instinctively cutting away the dense underbrush of the pedagogical forest and plunging with childish directness into the heart of the matter.

What a thrill, you say, to have a part in shaping lives, in going about building wonderful monuments for eternity. Educators are trying with pretty phrases to lure young people into teaching. They talk about the need in the schools for the "gifted," for those of "high moral fiber." They speak of lofty ideals of service. All this sounds grand to the neophyte, unscarred by the hidden thorns in education's bed of roses. The prospective teacher pictures himself loved and admired by his pupils who, like Milton's angels, speed to do his bidding. He thinks of the long summer vacations and exclaims, "That's for me!" This is only the divine side of the coin, Flip it over so we can study the human side. The young person who wants to teach is entitled to learn about the brambles as well as the berries. There are three big questions he should ask himself:

1. Do I truly want to teach? I like to learn-I want to pass on what I have learned. I like people in general, children in particular.

2. Do 1 have patience? Immature behavior in pupils tends to draw out immaturity lorking in the teacher's personality. One must be skilled in the art of enduring frustration without hostility. How often is a teacher likely to encounter behavior that will test his patience? Every day. My mother, a teacher of twenty years, says that every year about half her pupils are of the variety who make a teacher periodically reflect that there *must* be a less complex way of earning a living.

There are many things to challenge the teacher. In this fast-moving age, many students go about school business with the pace of a tired dinosaur. They plod wearily into the school building and droop at their desks like plants that haven't been watered for a month. They are too exhausted to lower their eyes to their books. When they recite, their voices are weak and nearly inaudible. At the sound of the dismissal bell, however, they disappear as fast as two hundred dollars in registration line.

3. Do 1 have courage? Do I have courage to withstand pressures from within and without the school? There is always the temptation to take the easy way out, to be popular with the pupils and the administration.

Do I have the courage to bear ridicule? It is sometimes hard to please. The teacher is too old; she is too young; she drives an old car; she's extravagant with constituents' money—she drives a brand-new car; she shows her temper when nagged to desperation by spoiled children; she fails students who don't study; and, of course, she has a soft job.

How I wish the critics could follow a teacher through just one day while she coaxes, pushes, threatens, inspires, subdues, placates, teaches, amuses, while she tries to be all things to a roomful of restless young people.

Would you have the courage to remain cheerful when you ask Johnny why he ate all the green crayons out of the coloring box and he answers, "Because they tasted better than the yellow ones"? (He ate those yesterday.)

Most of all, a teacher needs the courage to see beyond all this, to see the worth of his work. *Then* he will find the real satisfaction and fun that his job can give him. If he loves his work and has done it well, he knows he has directly helped young people to grow toward the best ideals of our civilization. He can see his pupils leave his room wiser and kinder than when they came to him.

If you still want to teach and can say "Yes" good and loud to the three questions I have asked, then by all means be a teacher!

Nothing costs as much as being cheap. —Hindu Lore

# Money for Schooling?

"Not enough money to pay for their schooling?" inquired the conference superintendent of education.

The superintendent had been visiting homes among the members of the constituency in the interests of pupil recruitment. Economic arguments had been raised by the parents, and it did seem that this home was so impoverished by illness, unusual expenses, and unexpected bills, that perhaps the several children could not afford to pay the tuitions and fees in the church school for the school year that was approaching.

Perhaps the several children could not . . .

But then the superintendent thought otherwise!

He thought differently when he heard that the television set had just been purchased that summer and wall-to-wall carpeting had been ordered for the living room....

How would you counsel this family about budgeting for school expenses?

# The Selection, Development, and Utilization of School Sites

# By J. L. Butler

THE attitude toward the place of the school site in the school and community program has undergone a steady evolution since the early schools of America, and today the school site is becoming increasingly recognized as an educational tool itself. More than a hundred years ago John Orville Taylor, editor of *Journal of Education*, said:

Conceive for a moment the location, structure, and condition of the school houses you have seen while passing through the state. Are they not standing on the part of road almost into the wheel rut where the dust and noise of the passing carriages distract the mind? Are they not also on the point of some stony hill where all around are sharp flinty rocks—where the summer's sun and the winter's wind have an unbroken sweep? Not a leaf of shelter, or a shrub, or flower for ornament near...<sup>1</sup>

In a 1953 nationwide survey of school facilities, data showed that approximately 82 per cent of school sites have less than five acres and 70 per cent have less than three acres. Almost one half the pupils included in the survey attend schools that must accommodate more than 100 students per acre, and 73 per cent of the pupils attend schools that accommodate 50 or more pupils per acre.<sup>a</sup> This is far from ideal or adequate.

The tremendous outlay of funds for school sites demands functional planning, design, and construction based on sound principles and techniques.

Most states suggest standards relative to minimum site size for elementary or secondary schools. The National Council on School House Construction, a nationally recognized professional association of school plant specialists, also suggests minimum sizes in acres by types of schools, with variations in accordance with the number of people enrolled.<sup>a</sup>

Superintendent of Education

Central States Conference of SDA

Before determining school site needs, a thorough study should be made of the community (and church) characteristics, population (or membership) trends, school board policies, educational philosophy, school curriculum, evaluation of present school plant, plans for expansion, State regulations, and long-range plans. The school board should concern itself with physical growth of public buildings, homes, and parks in the site area. Information should be secured on location of existing schools, transportation facilities, streets/highways, and location and distribution of industrial and recreational development.

# School Curriculum Needs

The chief function of the school grounds is to facilitate the instructional program. The grounds are an extension of the indoor classroom for outdoor physical education and recreation, a laboratory for science, and an amphitheater for public speaking and music programs. The site survey team has the responsibility to find out the nature of these outside activities of the school curriculum. Basic needs for the younger children include space, contour, and surfacing suitable for such activities as walking, running, jumping, skipping, hopping, climbing, pulling, throwing, and catching. The older children need facilities for group activities. Some hard-surface area is also needed for all ages when the grounds are wet or covered with snow.

A rather complete discussion of area and facilities required for certain common sports may be found in a publication by the Athletic Institute.<sup>4</sup>

Educators have long believed that the more direct and meaningful the experiences, the more probable it is that learning will take place. Thus school grounds and adjacent area become outdoor classrooms and laboratories for learning experiences in science. Outside the building the pupils may study plants, animals, rocks, and soil in their natural setting, with some specimens brought into the laboratory for experimentative examination and detailed study, so the availability of wooded areas and other natural formations should be considered.

In addition to outdoor study involving the natural environment and resources, pupils sometimes may go to the grounds for measuring distances and areas to illustrate problems in mathematics. In some areas pupils are taken outside for art, freehand drawing, or to shady nooks for study, practice, or meditation.

# Desirable Characteristics

It is impossible to offer here a long list of standards that must be met in all situations, but rather to suggest some desirable characteristics of a good school site. These are discussed in the following four categories: (1) Healthful and safe, (2) economical, (3) attractive, (4) adequate.

1. Healthful and safe. More important than the location of the school facilities are the inherent health and safety factors. A school should be located in a pleasant environment free from excessive noise, smoke, dust, and congested traffic. Such are depressing and annoying, and there is little or no justification for selecting sites that subject persons to irritation from these sources.

Ample playgrounds promote good health and safety. Congested activity areas, particularly when different age groups are on the grounds at the same time, contribute greatly to the number of student injuries.

The approaches to the school grounds which are traveled by the pupils should not be main arteries. If the site borders a highway, the entrance should be on a side street.

School grounds should drain readily so surfaces dry hurriedly, thus permitting outside activity soon after a rain. It is generally accepted that subsoil of sand and gravel aids materially in drainage. Since spacious areas covered with grass or other vegetation are particularly desirable, the topsoil of the site should be suitable for turf.

2. *Economical.* Since the primary purpose of a school site is to facilitate the educational program, it is good economy to select sites that have the necessary educational characteristics. It is poor economy to build a school on a site that is inadequate, and thus handicap the education program for fifty years.

A site that may seem excessively high for the original cost may prove in the long run to be economical when all factors are considered, since the initial cost is only part of the ultimate expense. Some land that may be conveniently located and seem desirable from that standpoint may prove inadequate because of physical defects. It is economical to select land that is moderately elevated above surrounding ground. This will ensure natural drainage and save the school the added expense of grading and filling. It is advisable for the committee to determine the water table of a piece of land, since high water tables cause seepage from under foundations and basements. This is often very expensive if not impossible to remedy. The committee should also make test borings of a proposed site to determine its suitability for foundations to support the building.

Many school boards in the country are frustrated when enrollment increases because they find the site is not large enough to permit an addition to the present structure. The school board should therefore bear in mind that it is economical to acquire in the original purchase some extra acres to provide for expansion and growth.

Land should be selected for a school site that will not require expensive landscaping. The committee may be able to select a site that already has desirable trees and shrubs. If such is true, and these natural features can be preserved, a large amount of money can be saved. It seems foolish to bulldoze natural trees and shrubs and later replace them with expensive nursery trees and shrubs. There is a movement today in site development to preserve the desirable natural features of a school site.

The school board should investigate the possibility and availability of utility services such as water, sewer, gas, and electricity. A school, for example, could be placed so that it would not be possible to connect with a city sewer, making it necessary to provide a separate expensive disposal plant.<sup>6</sup>

3. *Attractive*. The influence of environment in the home life of a child is appropriately expressed in the following lines:

There was a child went forth every day, And the first object he looked upon, that object he became, And that object became part of him for the day . . . Or for many years or stretching cycles of years.<sup>6</sup>

Since school plants are part of the daily scenes our children and youth behold, they should be located in an environment that stimulates love and appreciation of the beautiful in life. Beautiful functional buildings placed on adequate grounds in an attractive environment help to create in children an appreciation of schools. The opposite is also true as indicated by a grade-school boy whose lot it was to attend an overcrowded school in an unattractive ancient building located in a blighted neighborhood. His mother chided him for dressing in his faded jeans instead of his nicer school trousers. "Why should I

dress up to go to that school?" was his meaningful reply.

Aside from purely physical considerations, it is unquestionably true that the wholesome cheerfulness and beauty of the school site will pervade the entire school and will be reflected in countless ways in the attitude and work of the pupils. In the same manner the effects of a cramped and cheerless sight will be far reaching.

Unclean, neglected corners in the house will tend to make impure, neglected corners in the soul. . . . You can do a great deal if you begin early to inculcate pure thoughts, by fitting up their [children's] rooms in a clean, tasteful, attractive manner.

The same is true, needless to say, of the school. 4. Adequate. In determining the adequacy of a proposed site, the school board must decide whether there is room or area sufficient for the program and the buildings, including future expansion. Suggestions or need for space in school operation are given by The National Council on School House Construction and the General Conference Department of Education."

Information concerning State minimums and formulas for increasing site acreage requirements as enrollments increase may be obtained from State guides on school plant services. One need only contact his State school plant supervisor.

FOLLOWING the selection of the school site, the school board has the problem of actually acquiring the property. Two legal methods are presented: (1) Purchasing from the owner, or (2) accepting a gift from a citizen or firm. Outright purchase by negotiation with owner is usually the most satisfactory method. When a site is donated there are certain precautions that should be taken in considering the gift site. A free site may not be suitable or it may require undue expense to develop for functional use. However, free site proposals certainly should be considered. In some instances donors of land for school sites are sincere in wanting to help the church and the school, and incidentally, their land may meet the requirements; but churches should not accept gift sites with reversion clauses and should not build on a site without a clear unconditional title.

partment of Health, Education, and Weltare, Omce or Education , pp. 2, 3. \* National Council on School House Construction, Guide for Planning the School Plant (Nashville, Tennessee: George Peabody College for Teachers, 1958), p. 254. Used by permission. \* Planning Facilities for Health, Physical Education, and Recrea-tion (Athletic Institute, 209 South State Street, Chicago, Illinois) \* National Council on School House Construction, Principles of Economy in School House Construction (W. D. McClurkin), p. 6. \* Walt Whitman, "There Was a Child Went Porth." \* Ellen G. White, Child Gnidance (Washington, D.C.: Review and Herald Publishing Association), p. 114. \* National Council on School House Construction, Guide for Planning the School Plant (Nashville, Tennessee: George Peabody College for Teachers, 1958), p. 23. Consult General Conference Department of Education list of materials and publications available.

VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967

# Guest

One there is who sits unnoticed and unseen

Amid splendored hall and canopied room

Where powers politic convene in governing semblance To guide the destinies of nations.

A ledger that Guest holds before Him,

- Waiting with excruciating anticipation to close it
- When the tabulation of iniquity shall balance the budget of eternity.

Nought but that divine Listener-in knows how near To eternal sealing that much-thumbed account has come to be.

Within the precincts of prelates and pontiffs

Softly treads that same Unseen One,

- Who often peers in amazement at livid scars in His hands and feet
- As He feels Himself being wrenched aloft anew
- To be spiked by the words of piety flaunted by barren pews and droning pulpits.
- He scarce recognizes the sanctimonious paeans given as libations;

He lowers His head in shame.

And coming by the halls of learning and of lore He unobtrusively enters to search and see and listen If any celestial wisdom is being taught.

And, lo, He hears as it were thousands of feet

Milling through the dead leaves fallen from the tree of the knowledge of good and evil,

He holds out a glistening Book which shows Him like a mirror,

But most of the crowd stoop down and pick up

Some leaves to cover their eyes: the light blinds them.

His last stop. A single door.

- He pauses. He gently raps for entrance.
- How hard it is to find a place where He can feel at home.
- Nowhere to lay His head-nowhere. Nowhere?
- O Lord! Don't go by! Here's my heart-wide, wide open!
- Come in, dear Guest. Please be seated.

And now?

"This is your house?" His searching gaze inquires. The implications of that query involve a ledger, a cross, and a Book-and me.

And Him.

With true Latin courtesy I turn toward Him and say, "Sir, this is Your house-Your home. Always, Ever." -Carl Dicmann Anderson

One may live as a conqueror, a king, or a magistrate; but he must die as a man. -Webster

You may steal wealth; you may borrow reputation; but character you must earn. -H. M. Stansifer

Let no one cherish the illusion that without religion and morality the security and well-being of the Nation can long survive.

-George Washington

<sup>&</sup>lt;sup>1</sup> John Orville Taylor, *The First Lecture on Popular Education* (New York: American Common School Society, 1841), p. 66, <sup>3</sup> School Sites-Selection, Development, Utilization (U.S. De-partment of Health, Education, and Welfare, Office of Education).



# Department Approves Nongradedness

By G. M. Mathews

FOR several years the secretaries of the General Conference Department of Education have been giving careful study to nongraded elementary schools. Among other things they have visited and encouraged the experimental nongraded Seventh-day Adventist elementary school that is being operated near Carlisle, Pennsylvania, under the enthusiastic and capable leadership of Mrs. C. M. Bee. [See THE JOURNAL OF TRUE EDUCATION, Nov.-Dec., 1963 (26:2), 9ff; March-April, 1964 (26:4), 7.]

They are now prepared to recommend the nongraded elementary school wherever the teachers have been adequately trained and the conference, church, school board, and parents are favorable to such a school. They definitely do *not* recommend it where these conditions do not prevail! It is hoped that our college departments of education will begin at once to train teachers for this type of school—for this seems to the department to be the first step. Cer-

Former Associate Secretary of Education General Conference of SDA tainly a part of the program in such a training period would be a considerable block of time in apprenticeship teaching in an approved nongraded school.

It is not the purpose of this article to set forth the arguments pro and con for the nongraded school. This has been done again and again most adequately in magazine articles and books.

It is our purpose to say that we believe the time has come when we should prepare to take advantage of the superior benefits of nongrading for large numbers of our children, especially in the primary grades in our elementary church schools.

By direct observation and by reading the literature we have become convinced that in a truly well-run nongraded school *each child receives a tailor-made education*. It is the nearest thing to private tutoring we have witnessed and the results are fantastic. The goal is optimal growth of individual members, and the teacher is expected to find where each child is in the educational journey and take him as far as he can.

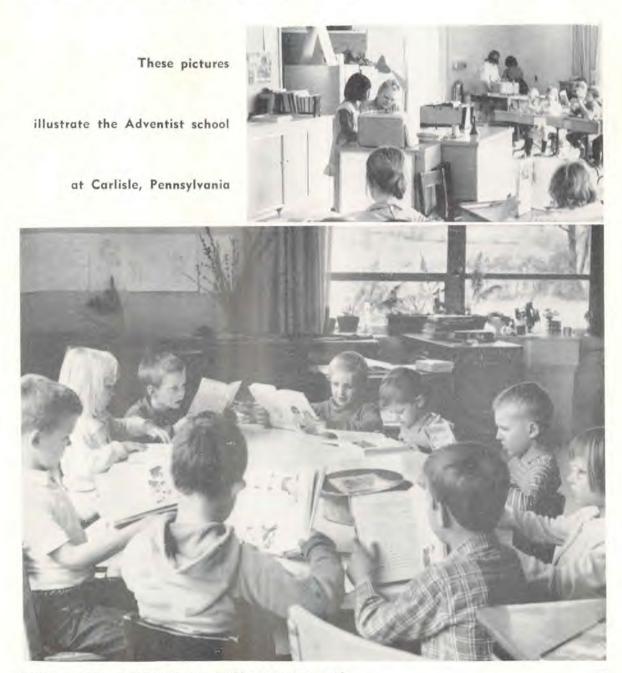
To accomplish this requires that the teacher select

appropriate learning materials at the correct level of difficulty and present them in such a way that the pupil actually learns without reference to the time necessary as compared with other pupils.

Perhaps the most exacting task of teachers in nongraded schools is that of placement of pupils. Since this is a new and often unexplored area of decisionmaking for teachers, mistakes likely will occur at first. After changing her estimate of one of her pupils three times in as many days, one teacher confessed, "I'm not used to making this kind of decision." The truth is, none of us are. It represents a new and rigorous dimension in education which is necessary in operating a successful nongraded program.

The pupil-tailored education offered by nongrading is not necessarily a different lesson for every child but an *appropriate* lesson for each. Consequently, children never need to experience failure and can attain success every day they are in school.

The department is grateful to Mrs. Bee and her colleagues for the lonesome sojourn in the field of experimentation—and we hope others will prepare themselves to join the growing group of nongraded schools.



VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967

# Cocurricular Activities Train for Leadership

By D. G. Prior

I IS evident that no society of men can hold together and realize great objectives without thoroughly qualified leaders. The Seventh-day Adventist Church is no exception. Wherever the church has proved inadequate it has been because of inadequate leadership. Therefore, if the church is to grow so as to meet the growing needs of our day, it must have able, dedicated men, men who are real leaders.

God wants minutemen. He will have men who, when important decisions are to be made, are as true as the needle to the pole; men whose special and personal interests are swallowed up, as were our Saviour's, in the one great general interest for the salvation of souls.<sup>3</sup>

Just as it was the objective of the ancient schools of the prophets to educate this quality of leaders for God's people, so it is the purpose of our Adventist system of schools today to educate dedicated leaders for the Advent Movement—followers of God but *leaders* of men.

This is one of the reasons why cocurricular activities exist in an Adventist college. Students must have opportunities to develop their leadership potential and to mature in judgment. Increasingly, educators have come to recognize this need for broadening the opportunity for leadership experience among college students. They also recognize that leadership is not developed in a student through the regular classroom curriculum alone. Alfred P. Sloan, Jr., honorary chairman of General Motors Corporation, has said, "I have seen men with fine minds who failed to make their plans effective because they lacked understanding of how to work with people. In our business I should say that this psychological ability and personality means 75 per cent of the necessary equipment. The ability to get people to work together is of the greatest importance.'

Lief Tobiassen, professor of history and political science at Andrews University, in speaking to Student Association officers at a Student Association workshop a few years ago quoted from a present-day General Conference administrator:

I have no hesitation whatsoever to say that I was greatly helped personally in my development by my participation in several activities during my student days, such as being superintendent of a Sabbath school, president of the senior class at academy, junior college, and senior college, vice-pres-

Dean of Students Atlantic Union College South Lancaster, Massachusetts ident of the Student Association in senior college, and business manager of the college paper. These activities, without question, helped greatly in developing leadership and in the art of meeting people, talking with them, and persuading them.

Because of the value these have been to me, I frequently recommend students to go to our smaller schools where they may have a better opportunity for such an experience than they would have in attending a larger school. In other words, I consider the experience of enough value even to be a deciding factor in the school a student should attend.

It has been a joy to me to watch young people develop as leaders as they have participated in the cocurricular activities on our campus. There are many activities outside of the classroom from which a student at Atlantic Union College may choose and this is true of most colleges; for instance, these organizations for the interested:

American Temperance Society	Music Forum
Art Forum	Physical Educa
Biology Forum	Physics-Math
Business Forum	Premedical Sc
Camera Club	Predental Soci
Chemistry Forum	Publication St
Church Offices	Student dir
Class Offices	College pap
Dormitory Clubs	College yea
Education Forum	Religious Libe
English Forum	Sabbath School
Flying Club	Secretarial Sci
History Forum	Ski Club
Home Economics Forum	Student Assoc
International Student Club	Student Assoc
Literary Guild	Teachers of 7
Modern Languages Forum	Theology For
Musical Arts Club	Theology Sen

Physical Education Club Physics-Math Forum Premedical Society Predental Society Publication Staffs Student directory College paper College yearbook Religious Liberty Club Sabbath School Secretarial Science Club Ski Club Student Association Officers Student Association Senators Teachers of Tomorrow Club Theology Forum Theology Seminar

It can readily be seen there are plenty of cocurricular activities in which a student may obtain experience in leadership. The problem is that the student must be careful so that he does not become so engrossed with the cocurricular activities that he neglects the other important phases of college life. He must choose wisely those activities that mean the most to him and can be most helpful to him, and bypass the others.

The Student Association is an excellent place for a student leader to gain experience. Each officer has a full year of heavy responsibility. He must plan programs and carry them out, assign committee work and follow up to make sure the job has been done, participate in decisions made by the executive committee, present plans to the Student Association Senate to be voted on, and rub shoulders with students and faculty as the program is being carried out. All *To page 28* 

17

# **Test Results**

By Marian G. Berry

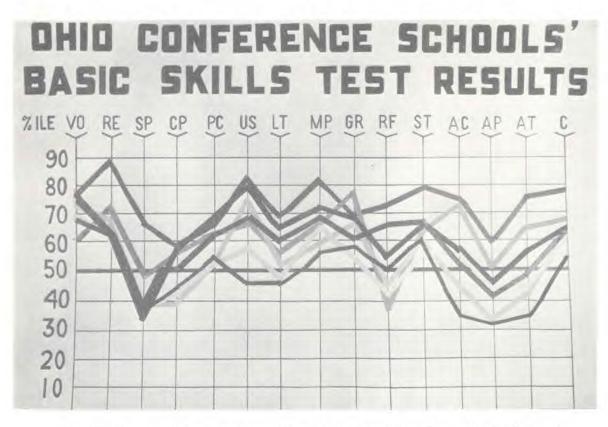
E ARE confident that Seventh-day Adventist church schools supply spiritual inspiration and character training. However, there have been those who question whether our schools, with limited facilities and budgets, multigrade rooms, and time out for spiritual activities, can possibly give children an education in the basic skills comparable to that of the public schools.

The Ohio Conference department of education administered the standardized "Iowa Tests of Basic Skills," validating the scores by using the Iowa City

Elementary Supervisor Ohio Conference of SDA machine scoring service. The return folders gave triplicate records of individual pupil scores, averages for each class, for each school, and for the entire Ohio Conference system.

Pupil skills were tested in vocabulary, reading, spelling, capitalization, punctuation, grammar, map reading, graph reading, use of reference materials, arithmetic computation, and problem solving. Composite scores indicated in percentiles how our pupils compared with the average child in the United States. The average score in the United States is registered by the 50th percentile.

The first three years of schoolwork are measured



The percentile shows comparative average on tests which are given to thousands of pupils over the nation. For example, a 65th percentile means that when pupils are grouped in 100's, 65 pupils, on the average, would do more poorly and 35 would do better. The 50th percentile is average. The areas tested above are: VO-vocabulary, RE-reading, SP-spelling, CP-capitalization, PC-punctuation, US-grammar usage, LT-language toral, MP-map reading, GR-graph reading, ST-study skills total, AC-arithmetic computation, AP-arithmetic problems, AT-arithmetic total, C-composite.

when the child is in grade three. Pupils, parents, teachers, and administrators were gratified to note that in the Ohio Conference school system the results for every grade—three through nine—were higher than the national average. The third grade produced the highest percentile, 77; fourth grade, 67; fifth grade, 61; sixth grade, 60; seventh grade, 66; eighth grade, 62; and ninth grade, 53.

The reasons for these excellent results are certainly due to competent and dedicated teachers. The third grade, which showed a reading percentile of 89, gave evidence to the excellent quality of the Basic Reading Series and reading program which is produced by the General Conference Department of Education. Special aids and phonics helps are also supplied by the Columbia Union Conference department of education.

The new math program was introduced in Ohio two years ago, and it is a recognized fact that it emphasizes areas of the subject which are not tested in the Iowa Basic Skills test. More research needs to be done in this area.

Although the tests were administered in November, the machine scoring was set up for January, 1966. This would indicate that the profile picture of the entire scores showed pupil progress to a disadvantage and that the profile could have been from five to fifteen points higher than is actually shown.

The Lord has promised that in obedience to His plan, His people shall come behind in no gift. When such tests are administered to thousands of children over the nation and our pupils show such good results, we may know with confidence that God has truly blessed and watched over His people. All this and heaven too.

# Helping the Tempted

HRIST honored man with His confidence and , thus placed him on his honor. Even those who had fallen the lowest He treated with respect. It was a continual pain to Christ to be brought into contact with enmity, depravity, and impurity; but never did He utter one expression to show that His sensibilities were shocked or His refined tastes offended. Whatever the evil habits, the strong prejudices, or the overbearing passions of human beings, He met them all with pitying tenderness. As we partake of His Spirit, we shall regard all men as brethren, with similar temptations and trials, often falling and struggling to rise again, battling with discouragements and difficulties. craving sympathy and help. Then we shall meet them in such a way as not to discourage or repel them, but to awaken hope in their hearts.

-The Ministry of Healing, p. 165.



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

# Will You Accept His Challenge?

He is a superior learner probably with an IQ above 110. He generalizes very easily, and doesn't require examples when you are presenting new ideas to the class. He grasps complex relationships quickly with a minimum of explanation. Sometimes he thinks too far ahead of you and develops inaccurate conclusions unless you arrest his attention and slow him down along the way.

He exhibits a great deal of curiosity and has a wide range of rapidly changing interests. He becomes bored by routine and doesn't require drill or rote as much as the other members of the class. If too much drill is forced upon him, he develops behavior problems.

Although such a child extracts more learning from personal knowledge through observation and practice than the others in the class, he still needs many concrete experiences to facilitate his intellectual growth. With such a capacity he can work independently to great advantage without rotely following the teacher's leadership. This allows him to develop his own initiative and self-administration.

He responds well to the problem-solving approach. If presented with a problem and offered a slight amount of assistance toward planning the solution, he can procede with very little supervision.

Such a student shows great appreciation for esthetic values and ideas that the rest of the class don't find attractive. If such a boy or girl is in your classroom, there are many ways in which you might aid his development of leadership, independent thinking, creative reasoning, and curiosity.

Don't try to "turn him off" if he becomes a challenge to your patience and time, but allow techniques to absorb these potent abilities. Individual projects which he consummates in oral reports before the group become valuable both to him and to the group.

-Carlyle F. Green

I never behold the stars that I do not feel that I am looking at the face of God. I can see how it might be possible for a man to look upon the earth and be an atheist, but I cannot conceive how he could look up into the heavens and say there is no God.—Abraham Lincoln.

VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967

Lonely but Beautiful

Blooming only at night, this cactus flower is seen by but few people. In the daytime one would be amazed to see the dried-up-what appears to be dead—vegetation. Enclosed by the foliage of a large bush, the beautiful blossom is protected from the cruel sun. For one night only, each blossom opens and glows with beauty. Slowly at sundown the flower unfolds until its creamy whiteness opens into rare magnificence. At dawn the flower begins to close. It has lived its life—during one pickt of beauty. night of beauty. How at times like a faithful teacher in her one-teacher school.

Known only to her pupils in the six grades and to their few parents, she is looked upon by all as an educated character worthy of emulation. Though unseen by superintendents and resource personnel, the lonely but beautiful teacher gives her all in effort, strength, and energy to the few before her. She is jealous for the program, the product, the quality. She will be rewarded by those to whom she has given her trust. Their lives will be the richer because of her selfless one, *lonely* but *beautiful*. —Edwin McVicker

# Enchantment

# By Deborah Goodman Andrews University

WHEN I first skipped lightheartedly into the Vincennes, Indiana, church school in 1953, my life took on a new dimension—with the aid of my eager eyes I suddenly became a world traveler. With my geography book I toured the picturesque United States from coast to coast. With my history book I visited with famous persons such as Betsy Ross and Abraham Lincoln. With my Bible books I paid many visits to the desert lands of Christ's birth. And as I devoured the poetry of Henry Wadsworth Longfellow and Walt Whitman, they became my good friends.

It was my first-grade teacher, Mr. Vourhees, who opened this new world and started me down the Avenue-of-Reading. My red, blue, and yellow paperback readers became smudged and torn as I relived the thrilling lives of Dick, Jane, and Sally. Sympathetically I donned black when Sally lost Tim, her Teddy bear, and laughed when the family played hide-and-go-seek. Dick, Jane, and Sally became *my* family, and I jealously frowned when I was not chosen to read about them in reading class.

When I was eight years old and my interests took a special religious bent, I paused at the Bible Story House on the Avenue-of-Reading. In the first volume of Uncle Arthur's *The Bible Story* I was thrilled with the exquisite picture of Eve. Her long, slightly wavy hair, expressive eyes, and contented smile symbolized my ideal of womanhood. With all the passion of my eight-year-old heart I yearned to be exactly like Eve. My impressionable mind experienced loneliness when Hannah gave Samuel to the Lord, heartache when Abraham was called to sacrifice Isaac, a feverish anger when Judas betrayed Christ with a kiss; and I remember cringing as I read of Peter's rudely slashing off the ear of the high priest's servant.

With my fourth-grade reader, Singing Wheels, I made a stop at History House. Through the vehicle of reading I became acquainted with the members of the Hastings family, who were in the process of settling in the Middle West. I thoroughly enjoyed their spelldowns, Indian summers, snow parties, and sugaring-offs. I enjoyed, too, their lessons in how

to spin wool and construct leather shoes. Engine Whistles, my fifth-grade reader, with the rapid development of Hastings Mills continued to hold me in its historic spell. I marveled as the general store was replaced by a thriving business district, the stagecoach replaced by cars, and the small cabins replaced by large frame houses. Even yet I climb to the old storage room at home and reminisce with my two favorite readers.

Switzerland became my favorite country as I read and reread *Heidi*, *Heidi* Grows Up, and *Heidi's Children*. Then I craved goat's milk, cheese, and black bread. And during this time I decided that I would name my first child Heidi.

Poetry absorbed my interest for a time as I became acquainted with Henry Wadsworth Longfellow. Over and over again I read "The Children's Hour" and "The Village Blacksmith," admiring the vivid scenes they set up in my mind. When asked to memorize a poem in school, I chose "The Children's Hour" because it aroused my love for my favorite grandfather.

For my ten-year-old mind "O Captain! My Captain!" was a very vivid poem indeed; I imagined the blue-and-white uniformed men after a heroic battle bending over their trusted captain who was mortally wounded. When I discovered that this poem was an allegory of Abraham Lincoln, his Civil War trials, and his death, I was thrilled with its deeper meaning. Even now when I read this poem, the original battle scenes flash across my mind.

My experience down the Avenue-of-Reading has not ended. Daily I travel to some new world, some new view, some new idea; gain some new hope; or understand some new experience through the vehicle of reading. I wholeheartedly echo the words of the lady poet reprinted by permission of Little, Brown and Company from the volume *The Poems of Emily Dickinson:* 

> There is no frigate like a book To take us lands away, Nor any coursers like a page Of prancing poetry.

VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967

Looking ahead at revolution:

# **Curriculum Development in English**

# By S. K. Benson

CPUTNIK instigated a complete re-evaluation of ) the science and mathematics program, but nothing that dramatic has influenced the secondary English curriculum. English grammar has been undergoing extensive research for three or four decades, but until recently the classroom teacher has been oblivious to any new concepts of language. The complaint against traditional English teaching is that it is a program patterned after dead languages-Latin and Greek-and does not adequately prepare the student for efficient command of his native tongue; too often, mechanics and memory work, usually trivial and absurd, have strangled the curriculum and made it unrealistic, impractical, and unrewarding for the student. What are some of the new interests in the English curriculum, and what is the future of secondary English?

*Emphasis on Composition.* To the dismay of the classroom teacher, who already has too much to do, the emphasis is on more and better writing. The Commission on English<sup>3</sup> recommends nine compositions a semester. In a study by Allen,<sup>2</sup> college freshmen stated that high school seniors should write a short paper each week. *The National Interest and the Teaching of English*<sup>3</sup> states that each secondary pupil should write 250 words each week.

This is the present trend, but teachers find it difficult to review critically so many papers if they have 160 to 200 students a day. However the problem of correcting compositions is to be solved—lay readers, smaller classes, sampling—the important thing is *how* is the teacher going to teach composition? Because, nationally, fewer than one half of those teaching English have a major in English and three out of five teachers with English majors have no advanced work in composition, the prospects are not too promising.<sup>4</sup> Somewhere English teachers must find time to educate themselves on writing and the teaching of writing.

In Allen's study," college freshmen wished that their high school English teachers had thrown away the grammar book and taught writing. Students wanted experience in writing critical book reports, themes with some research, and creative essays. As one student wrote, "I was so used to explaining what someone else had said that it took me months to learn to say something myself."

Too often the teacher assigns compositions in order to correct the mechanics, but instead, the teacher's duty is to lead the student to think, not to describe last summer's vacation. Clear thinking must precede clear writing, and if the student does not have anything worth saying, perhaps he should not write."

Reading may take an important place in the composition program. There is some proof that readers do better at writing than people who just write.<sup>7</sup> Style, diction, organization, and unity can be learned from selective reading.

Descriptive Versus Prescriptive Grammar. Since Bloomfield's Language (1933), and earlier, grammar has been constantly re-examined. Everyone who has taught English has been cognizant that traditional grammar and common English usage reveal a great disparity.<sup>8</sup> Such scholars as Jespersen, Sapir, Fries, Sledd, Chomsky, and Roberts have discovered that the rules of traditional grammar do not accurately reflect usage of even the best writers. Krug writes: "From this point of view, much of what English teachers have heroically ground into their students for generations has been irrelevant and of little use."" For example, traditional grammar forbids the use of *like* as a conjunction, although writers have used and do use it as a conjunction.

The present controversy is over traditional, structural, and transformational grammars. *Traditional* grammar is interested in the *status quo*, to prohibit the language from changing or becoming corrupt. It prescribes or tells which forms are correct. Originally it was to supply the student with a background that would help him learn Latin and Greek. In contrast, *structural* grammar dismisses Latin grammar patterns and tries to teach how English functions here and now. It emphasizes English for the value of learning about one's own language; it does not prescribe a set of fixed rules, for the language is constantly changing. (Krug<sup>30</sup> believes that grammar study is beneficial mainly for the superior-ability student who has grown up with substandard English.

Lynwood Academy

Lynwood, California

Duller students will not change their patterns anyway, and the students familiar with standard English don't need grammar study.) The basis of structural grammar is inflections of words and their position in the sentence. *Transformational* grammar, derived from structural, portrays relationships between structures in grammar.<sup>14</sup> It studies all the basic or kernel sentence patterns and tries to show how all English sentences and clauses are derived from basic patterns.

# Making the Transition

Gleason<sup>12</sup> claims that the grammar taught in most schools is innocent of any contact with scholarly research. Because the grammars are controversial, some teachers seem to use this as an excuse for not bothering with them.<sup>10</sup> The Commission on English<sup>11</sup> believes that if a school wishes to teach these new grammars, it must be sure it has a leader able to handle the subject and to interpret the changes to other faculty members. If the school does not have such a person, perhaps the school should wait a few years for other schools more richly endowed or more adventuresome to work out the details of sequence. They feel that by 1970 the way will be clearer and no school will have to worry about "wandering in the mist of confusion."

Lukenbill<sup>15</sup> suggests making students amateur grammarians. Instead of memorizing rules, students can inductively make their own grammar by studying current writing such as a local newspaper, The New York *Times*, and perhaps *Atlantic Monthly*. Lukenbill found this method stimulating to students and teachers.

Although sequence and adequate textbooks may not be available for these new grammars, Paul Roberts' *English Syntax*, Harcourt Brace and World Publishers, 1964, and *Your Language* series (1960) published by McGraw-Hill are a beginning. The English teacher may be forced to study on his own, for a survey in 1961 showed only 23.5 per cent of the colleges surveyed laid a foundation of linguistic studies for its English teachers.<sup>30</sup>

### Practical Approach to Literature

Current interests favor discarding the anthology. With the advent of inexpensive paperbacks, recent recommendations are for reading of few complete works. Lynch,<sup>27</sup> working with the College English Association of San Francisco Bay area, writes the following:

Their interest was to improve the reading of the

VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967

students and to guide students in worth-while elective readings.

In National Interest and the Teaching of English<sup>18</sup> they prefer a less historical approach with more critical analyses. They would replace chronological survey with intensive study of a few literary pieces. They discovered in a college survey that only 29.1 per cent of college students planning for high school teaching were required to take a course in literary criticism, and thus few teachers are prepared to do critical analyses of literary masterpieces. This is unfortunate.

Although the Commission on English (1965) recommended a type of historical treatment in *Freedom and Discipline in English*<sup>10</sup> they prefer "... a few good works chronologically arranged rather than a comprehensive survey of snippets, two poems by one author, a single essay by another, and so on."

More emphasis needs to be placed on contemporary literature and some on world literature, except world literature should not take the place of American or English literature. Tovatt and DeVries<sup>20</sup> feel that more modern authors should be studied, material related to the reality of the student. They believe that much of the work in literature is psychologically inappropriate for the teen-ager. Klang<sup>20</sup> believes that juniors and seniors in high school should be able to select courses in literature.

The main change in literature, then, is the replacing of the anthology with a critical interpretation of a few major works, with perhaps more emphasis on contemporary literature.

## Attempts to Meet Individual Differences

The teaching machine is one way to help meet individual differences, for the student may start at his own level, restudy areas of low achievement, and progress at his own rate. This type of program is devised to advance in small steps with frequent review, perhaps the best approach so far to any type of sequence. Inexpensive books have been published, as well as laboratory kits, that achieve the same immediate reinforcement as provided by machines. This method is available for spelling (SRA Spelling Laboratory), reading (SRA Reading Laboratories), grammar (English 2200, 2600, and 3200. by Joseph Blumenthal), and composition (Programed College Composition by Marilyn Ferster, Appleton-Century-Crofts, 1965). Paul Roberts uses the programed approach in English Syntax, an Introduction to Transformational Grammar (1964), but the answers are not in the student edition. Because programed instruction attempts to provide a sequential program and to meet individual differences, it may become increasingly popular.

The real objective of *team teaching* is to meet the individual needs of the students and the teach-

The departments sponsoring this statement are convinced that the study of selected masterpieces, contemporary and classical, rather than extended review of English and American literary history, affords the best training and develops the best reading habits.

ers. First, the teachers are able to concentrate on their special interests and to work with small groups for discussion and for remedial work. Second, the students get more than one viewpoint. Third, and Diesman believes it to be one of the main advantages of team teaching, teachers must work together in planning the program.

In a study by Georgiades and Bjelke,<sup>20</sup> three teachers from three different departments teamed up to work with a group of 90 students during an entire morning. The students had a large home room which facilitated lecturing or showing a film to the whole group at once. Class time was flexible according to the needs of the day. This also enabled teachers to work with small groups to do advanced work as well as remedial. Although the study showed little superiority statistically, students and teachers were enthusiastic about the program. Of particular value was the interdepartmental cooperation which is sometimes rare in high school.

Perhaps students, particularly bright students, do not need to have English class every day. Georgiades and Bjelke<sup>34</sup> tried a three-day-a-week English program in which college prep students could take typing, music, or non-writing subjects two days a week. Another group took such classes as journalism, composition, or writing-improvement subjects the other two days. The group taking English only three days a week did twice as well on the English Cooperative Test as those who took it three days a week plus subjects which improved writing skills. Perhaps we are unrealistic in requiring inflexible schedules in English. Perhaps we could do in half the time what we are doing now. This study shows that there are many possibilities in scheduling to meet individual needs in the entire program, not in just one subject area.

Perhaps even more revolutionary than any of these studies is the program reported by Ivey on "The Non-Graded English Program."<sup>25</sup> All students in the high school were divided into seven groups according to ability. It was difficult to develop the seven track program without overlapping or using the same material, but she felt the program was worth while and that it met the needs of the individual better than the traditional program.

## The Future of Secondary English

Although the Commission on English recommends only four classes a day for the English teacher, with not more than 25 students in a class,<sup>30</sup> it will be a long time before this is realized. The present concern with economy and the reluctance to impose additional taxes or tuition make this seem unlikely. Also, the emphasis on mathematics, science, and foreign languages seems to be detrimental to English.

What will the English teachers do with huge classes and increased criticism from college faculties? Unless class size and number of teacher preparations (4 to 6 in small schools) are reduced, the objectives in composition will not be reached. It takes a great deal of time to plan composition work, to evaluate it, and do follow-up work with corrections and conferences. In a meeting by the English Commission at the University of Redlands in the spring of 1965, one speaker believed that six to nine major compositions per semester is about all that can be expected with present class sizes. But perhaps this is not the biggest problem. Foremost is that academy teachers must gain additional knowledge about teaching composition; few are adequately trained. Unless college English departments feel the need in this area and offer more inservice training in composition, the future of composition teaching in the secondary school is dismal indeed.

In grammar, structural and transformational grammarians will eventually declare a truce and the two will be correlated into a meaningful, sequential program. This will take time; training of new teachers must improve, and older teachers who are resistant to change will have to retire first. The progress will be slow, and emotionalism and resistance will be evident all the way, but grammar based on realism will eventually prevail.

Literature will be integrated more and more with writing and grammar. The anthology will linger but eventually give way to complete readings of a few works with a wide variety of elective readings. More emphasis will be placed on reading for ideas or content, and less and less on history or biography. English teachers will have to retrain for teaching more basic fundamentals in reading, for it is useless for the student to try to read Milton or Chaucer if he can't understand the daily newspaper. Many teachers will find themselves taking courses in reading rather than in advanced literature. (This is a personal bias. Because few reading teachers are available for the secondary level, English teachers must learn how to teach reading in the literature program.) Less and less memory work and more and more critical interpretation will emerge. Literature will try to meet the needs of the students and correlate with their educational development and with new concepts of learning.

Team teaching will increase, mainly to get teachers to work together and enable occasional small groups to gather for discussion and remedial help. More and more experimentation will be done with scheduling. English may receive more time than ever, or teachers in other fields must become interested in teaching study techniques and reading in their subject matter.

Programed instruction will increase; this may allow teachers to handle big classes yet do individual work. Its role for the slow learner is not clear, for there is an interest and motivation problem.

One of the biggest needs of the curriculum is a more sequential approach. Too often texts for grade nine are not much different from grade ten. This may be a good thing. Each English department must work out its own sequence on what is to be taught in each grade. Often in the past this has not been done, which may be one of the reasons for the low interest in English by students and prospective teachers. Have you recently studied the General Conference Department of Education Guide for the Teaching of English in SDA Secondary Schools?

All in all, the future for English instruction is brighter than the past. Its main problems are inadequate teacher training, lack of trained English teachers (thus necessitating non-English majors teaching English), increased class size, too many teacher preparations, and administrative lack of interest in the English program.

<sup>1</sup> Reprinted with permission from Martin, and Associates, Freedom and Discipline in English, Report of the Commission on English, published in 1965 by the College Entrance Examination Board, New York.

York. <sup>a</sup> Geraldine Allen, "What College Students Wish They'd Had in Senior English," English Journal, vol. 53, November, 1964, p. 607. <sup>a</sup> James R. Squire, and Associates, *The National Interest and the Teaching of English* (Champaign, Illinois: National Council of Teaching of English, 1961), p. 92. <sup>b</sup> Martin, and Associates, *ibid.*, p. 5. <sup>c</sup> Allen, *ibid.* 

<sup>5</sup> Allen, *ibid.*<sup>6</sup> H. Clark McKowen, "Why Teach the Native Tongue?" Journal of Secondary Education, vol. 39, February, 1964, p. 54.
<sup>7</sup> James R. Squire, "Five Rules for Sequence," NEA Journal, vol. 53, November, 1964, p. 16.
<sup>8</sup> Martin, and Associates, *ibid.*, pp. 31, 32.
<sup>9</sup> Edward A. Krug, The Secondary School Curriculum (New York: Harper and Row, Publishers, 1960), p. 251. Used by permission.

<sup>9</sup> Edward A. Krug, *The Secondary School Curriculum* (New York: Harper and Row, Publishers, 1960), p. 251. Used by permission.
<sup>90</sup> Ibid., p. 252.
<sup>11</sup> Albert H. Marckwardt, "Linguistics Issue: An Introduction," College English, vol. 29, January, 1965, p. 252.
<sup>12</sup> H. A. Gleason, Jr., "What Grammar?" Harvard Educational Review, vol. 34, Spring, 1964, p. 268.
<sup>13</sup> W. N. Frances, "Language and Linguistics in the English Program," College English, vol. 26, October, 1964, p. 16.
<sup>14</sup> Martin, and Associates, *ibid.*, p. 40.
<sup>15</sup> Brother Jeffrey Lukenbill (C. F. X.), "Classroom Grammarians," English Journal, vol. 54, March, 1965, pp. 227-230.
<sup>16</sup> Squire, and Associates, *ibid.*, p. 73.
<sup>17</sup> James J. Lynch, "College Support for the High School English Teacher: The California Experiment," College English, vol. 21, November, 1950, p. 79. Used by permission.
<sup>18</sup> Squire, and Associates, *ibid.*, p. 82.
<sup>19</sup> Martin, and Associates, *ibid.*, p. 52.
<sup>20</sup> Anthony Tovatt and Ted DeVries, editors, "This World of English," English Journal, vol. 54, February, 1965, p. 133.
<sup>21</sup> Mar Klang, "To Vanquish the Deadliest Game: A New English Curriculum," English Journal, vol. 53, October, 1964, p. 510.
<sup>22</sup> Florence M. Diesman, "Team Teaching Has Many Forms," English Journal, vol. 53, October, 1964, p. 510.
<sup>23</sup> Elish Journal, vol. 55, November, 1964, p. 617.
<sup>24</sup> William Georgiades and Joan Bielke, "An Experiment in Flexible Scheduling in Team Teaching," Journal of Secondary Education, vol. 39, March, 1964, pp. 136-143.
<sup>25</sup> Dorothy L. Ivey, "The Non-Graded English Program," English Journal, vol. 55, September, 1964, pp. 90-98.
<sup>26</sup> Dorothy L. Ivey, "The Non-Graded English Program," English Journal, vol. 54, February, 1965, pp. 99-98.
<sup>26</sup> Dorothy L. Ivey, "The Non-Graded English Program," English Journal, vol. 54, September, 1964, pp. 90-98.

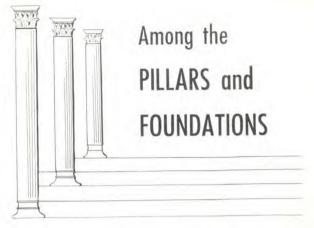
Faith is the continuation of reason.

-William Adams

I forget the greater part of what I read, but all the same it nourishes my mind.

-G. C. Lichtenberg: Reflections 1709





Worth cogitation is the summary of the paper on "The Essentials of a Seventh-day Adventist Curriculum" by Professor W. E. Howell (1869-1943), respected teacher, administrator, and missionary in the church, which he gave at the World Convention of the Educational and Missionary Volunteer Departments, which convened June 5-19, 1923, at Colorado Springs, Colorado:

1. Have a well defined aim. Our aim is to build character and make missionaries. The making of character and the making of a missionary are simultaneous, not consecutive, processes. Both are intensely practical. and inseparable from life. Both take place during school life, if the school is following its chief aim.

2. Admit only those studies and pursuits which contribute most directly toward *realizing* our aim. Every study pursued, every kind of physical labor performed, in the learning of a trade or art, every type of spiritual endeavor carried on for educative purposes, must be tested by whether or not it contributes pre-eminently to character building and missionary making.

3. Put on a credit basis every study or pursuit that passes the test of admission. When the test is passed, every study pursued, every kind of physical labor performed, in the learning of a trade or art, every type of spiritual endeavor carried on for educative purposes, should have its proper credit toward graduation.

4. The curriculum must be in proper balance as between Head, Heart, and Hand education.

5. The curriculum must bulk large in content (or food) subjects, based upon the Word, Works, and Ways of God; but it must also include tool subjects, with their subject matter in harmony with the content subjects.

6. The curriculum must be effectually taught in harmony with 4 and 5.

7. Make the curriculum flexible for the individual student.

8. Base the curriculum on the year-unit idea.

9. Adapt the curriculum to the short-term students. 10. We must not cram.

11. We must provide for alternation of study and practice.

12. We should approximate a process of living.

How profitable it would be for each individual currently serving as an administrator, academic dean, registrar, or teacher to list the criteria which help him today develop and improve a sound curriculum for each Seventh-day Adventist school.



# Edgar Boeve, Children's Art and the Christian Teacher. St. Louis, Missouri: Concordia Publishing House, 1966. 200 pp. \$5.95.

For teacher-education students and teachers in service this book offers a balanced art sequence from kindergarten through grade nine. Pupil art work in both color and black and white exhibit different media, design, and color. Goals, motivation, and evaluation are areas stressed in art education.

Significantly stated, the following typifies the frame of reference for the art curriculum in a Christian school:

Religious art is not quality art when it merely portrays a subject repeated in familiar terms; it is art when it portrays the artist's deep reverence in a fresh, thoughtful, skillful, honest expression. A child should be given an opportunity to let his art work convey his deepest beliefs, thoughts, and feelings. His interaction with the world and his knowledge and evaluation of the relationship between himself and his God is fitting to a classroom.

An outstanding thesis of this book to the teaching of art is understanding the child as image-bearer of God and to help him become more expressive of the image he bears.

# Robert L. Drury and Kenneth C. Ray, Principles of School Law: With Cases. New York: Appleton-Century-Crofts, 1965. 356 pp. \$6.

Utilizing a combination of textual-courtcase methods as a technique, the authors of this book—a practicing attorney in school law and a professor of school law and administration—have presented for students in college courses of school law selected principles and comprehensive coverage of legal aspects of school administration.

With court cases and principles, the format of the book is clear and logical. Cases are identified, and then these are followed by a crisp statement of legal principles and selections from the respective opinion.

Areas covered for legal aspects include such topics as school districts, administrative government and officers, pupils, teachers, principals, superintendents, school property, school funds, and tort liability. The glossary of legal terms and methods to find the law make practical reference.

Although the reviewer has not identified

the case nor quoted the excerpted opinion, yet he gives the following legal principles of a school district as an example that can be studied:

"1. A school board has a wide discretion in exercise of authority committed to it, and courts can interfere only when a board refuses to exercise its authority or pursues some unauthorized course.

"2. The wisdom or expediency of an act, or the motive with which it was done by school board, is not open to judicial inquiry or consideration where power to do it existed.

"3. An abuse of discretion on part of school board must be established by clear and convincing evidence."

# Edward J. Laurie, Computers and Computer Languages. Cincinnati, Ohio: South-Western Publishing Company, 1966. 725 pp. \$8.75.

As a basic textbook for data processing or as a supplement to a general course with management aspects of electronic equipment, this volume gives the business student or other interested people an understanding of the structure and organization of a variety of computer systems.

This is not a casual tour but a steady, organized trip over well-worn computer trails. Intended for classroom use, even for students with a limited mathematical background, this book provides flexibility for instruction with logical development from the simple to the complex. Available also is a separate book of study guides which include self-check questions and programing sheets.

# Robert Evans Nye and Vernice Trousdale Nye, Music in the Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964. 405 pp. \$5.95.

This volume is truly an activities approach to the study of music materials and methods. Each teacher preparing for the elementary grades should have a clear concept of the place of music activities. Rhythm, melody, listening, instrumentation, and evaluation are so arranged as to allow flexibility for the teacher. To page 28



Our Schools Report ...

## ELEMENTARY

Tri-City Junior Academy (Pasco, Washington) has now completed its second phase of construction with an addition to the present six-room school plant of a new 60- by 120-foot auditorium-gymnasium with stage, showers, and dressing rooms, home economics room and kitchen, and library. Just six years ago there were approximately 35 children in a two teacher school. Last year there were 132 students in ten grades with ten fullor part-time staff members. A strong program of education is being carried on this school term, and also extracurricular activities including band, choir, tumbling, and an active associated student body.

## HIGHER

Speaking via a special Bell Telephone hookup called "Tele-Lecture," Elder Arthur White, secretary of the Ellen G. White Estate, recently spoke from Washington, D.C., to the fundamentals of education class at Southern Missionary College. The class, taught by Dr. K. M. Kennedy, professor of education at SMC, listened as Elder White lectured for 35 minutes on the Spirit of Prophecy writings.

 On December 7, 1892, Walla Walla College opened its doors for the education of Seventh-day Adventist youth in the Northwest territory. The weekend of December 2-4, 1966, ushers in the diamond anniversary of the institution. Scheduled for the climax of the memorable year will be the dedication of the Life Sciences building and the diamond commencement in June, 1967.

The Student Association of Columbia Union College last year raised \$1,115 to lay four thousand feet of pipe line for the school in Peña Blanca, Honduras, which will bring an adequate supply of water for the needs of the school.

Union College has the distinction of being the first Seventh-day Adventist school to have an organized church devoted solely to the training of future ministers. The program started in the fall of 1964 in a deserted church in the city; it was then a branch Sabbath school. Within a year the group became a fully organized

church with formal organization in January, 1966, with 62 charter members. This church, run by the ministerial students, has an average weekly attendance of 120 people, and the group is negotiating the purchase of the building, which is now owned by the Nebraska Conference.

The board of trustees of Columbia Union College voted to establish during the 1966-1967 school year a foundation to support experimental research in the problems dealing with the origin of the earth. This first year's budget is \$50,000, and the men responsible for the research are Robert V. Gentry (physics), Lester E. Harris (biology), and Donald G. Jones (chemistry).

Columbia Union College students and faculty topped the world Ingathering record for colleges of \$13,000, which they set last December by soliciting \$13,700 in 1966.

Among the 35,000 students examined, nursing students at Kingsway College taking the National League of Nursing tests last year scored an average of eightyfourth percentile in chemistry, seventy-ninth in anatomy and physiology, and sixty-ninth in microbiology. In addition, several individual students were almost at the top of the list.

N. B. Jorgensen, D.D.S., emeritus professor of oral surgery. Loma Linda University School of Dentistry. recently received the John Mordaunt Prize awarded by the Society for the Advancement of Anesthesia in Dentistry. The prize, presented at London's University College, was awarded for his outstanding work in the advancement of pain control in oral surgery. The "Jorgensen Technique" does not put the patient to sleep, but rather into a tolerant and pleasant "twilight" state where time passes pleasantly, and two or three hours of operating seems to be but just a few minutes, and the patient responds to commands without help. Dr. Jorgensen has written nearly 20 articles on anesthesia and related subjects and is presently working on a book on similar subject matter. Since 1947 he has produced eight films on anesthesia, one which won the grand prize in the medical section at the 1965 Paris International Film Festival.

VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967

# A Mother's Prayer

OMORROW she goes to school. She is so little, God. She's my baby. Watch over her-where my eyes cannot follow. And, dear God, there are so many things she does not know-about the other girls who will torment her, and laugh at her for her mistakes -or maybe because her clothes aren't as good as theirs are-or because her hair is straight and slikety and won't ever hold a curl. She does not know about pushing and shoving, or how it hurts being tag-end on a crack-the-whip line. And please, God, help her to love her teachers-all of them she'll ever have through the long bittersweet years. Help her to remember that they're human too-like mommy is -and that they too can get tired and cross and sometimes harassed beyond endurance. Help her to give them her love, no apple-polishing, just that warm steady little flame that tells them she appreciates.

She's bright, dear God, as bright as a new silver dollar. Please give her grace to carry this gift with humility.

And one thing more . . . please, God, open her eyes and her heart to the troubles of those about her so that all who look to her may be comforted and none through her be ever willfully hurt.

This is my prayer, God, for my littlest one who goes to school today.

Reprinted from the Central Pacific Union Mission's "An Educational Journal" (V:2) June, 1966.

# Between the Book Ends

# (From page 26)

This is both a how-to-do and what-to-do book, with the latter arranged as "Things to Do" in each of the chapters. Provisions are made for rote singing, piano playing, percussion and rhythmic instruments, and tape recordings.

Practical suggestions are given for a daily lesson plan, music learning in the plans, a chart of correlation and integration of music in the classroom, normal expectations of music gradation from kindergarten through grade six, and references and materials. Many rhythm and melody instruments are pictured.

The minimum weekly time allotments for each grade level and "The Child's Bill of Rights in Music" pronounced by the Music Educators National Conference are worthy of consideration by every teacher and administrator in an elementary school.

# The One Great Principle

# (From page 5)

Word of God through expressions of confidence and belief! We lift Jesus up before our students by belief in His Word.

HE second great theological problem today is the relevance of the Spirit of Prophecy in theology. Satan's last deception is based on this question.

Satan is . . . constantly pressing in the spurious—to lead away from the truth. The very last deception of Satan will be to make of none effect the testimony of the Spirit of God. "Where there is no vision, the people perish" (Prov. 29:18). Satan will work ingeniously, in different ways and through different agencies, to unsettle the confidence of God's remnant people in the true testimony.—Selected Messages, book 1, p. 48.

We evaluate our schools through a very complicated and I believe worth-while process; but every time we go through one of these experiences I tremble just a bit, wishing I could see how the angels are evaluating the very same school at the very same moment. I wonder if they attach more importance to some items that we may consider rather lightly. If we could put our report beside their report, I wonder how closely they would resemble each other!

It's a very simple formula for educational success given by Jesus: "I, if 1 be lifted up, will draw all men unto mé."

# Cocurricular Activities

#### (From page 17)

of these things add up to gaining experience in the give and take of leadership.

I have had the privilege of watching students enter college and begin to gain leadership experience in some obscure job or office on campus. I have observed them as they have progressed to higher things and have matured in their thinking. I have sat in on Student Association Senate meetings and watched the give and take that goes on, and just when I was sure that they were going to make a poor move, some mature senator would stand up and bring the thinking of the Senate back into focus once again. This senator may be the same leader who only a year or so before was showing immaturity in his leadership and thinking, but who through his campus leadership experiences has developed and matured into a solid leader, one who would now be selected by any church board to serve as a teacher, minister, or leader in their group.

With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world! "

<sup>4</sup> Ellen G. White, Testimonies for the Church, vol. 3, p. 505. <sup>2</sup> \_\_\_\_\_\_, Education, p. 271.



Research Notes

As stated in previous issues, these research papers are obtainable through interlibrary loan. The list continues.—EDITORS.

Loma Linda University (Theses Continued)

Kuester, Dorothy. "A Survey of Verbal Communications to Clinic Patients Related to Their Health Problem." 1962. 76 pp.

Kwan, Clare K. "The Effect of Varying Protein Intake on *Trichinella Spiralis* Infection in Mice." 1964. 73 pp.

Lane, Cleta Phyllis. "A Study of Fever Differences Following Cardiac Surgery." 1963. 65 pp.

La Sorsa, Armand. "Soluble Sulfhydryl Changes During Cold and Restraint in Normal, Methionine-Deficient, and Protein-Deficient Rats." 1957. 15 pp.

Leazer, Wilma L. "A Study of Attitudes Influencing Indonesian SDA Youth to Enter Nursing." 1958. 75 pp.

Lee, Esther. "Dietary Proteins in Relation to Growth and Resistance to Infection." 1960. 50 pp.

Lee, Mun Fa. "Pharmacological Studies of 'Antidiabetic' Chinese Herbs." 1959. 102 pp.

Lee, Norma W. "Some Physical and Chemical Properties of Salmonella Potsdam Bacteriophages," 1964. 88 pp.

Lehman, Katherine Banks. "Appraisal of the Applicability to Geriatric Care of Certain Rehabilitation Nursing Technics." 1961. 71 pp.

Lewis, John E. "Life History of a Haemogregarine, *Hepatozoon* Sp. in the Chuckwalla: *Sauromalus.*" 1963. 85 pp.

Lewis, Lucile. "A Pilot Study of the Nature of Learning Experiences in the Operating Room." 1958. 84 pp.

Lewis, Nadine C. "A Study of the Home-Care Instruction Needs of Colostomy Patients." 1961. 94 pp.

Loewe, Eveline H. "Change in Selected Sensitive Psychological Areas of the Only Child When a Sibling Is Born." 1961. 63 pp.

Longway, Ina Madge. "Distress in Children Going to X-ray." 1963, 133 pp.

Lyon, Marie. "The Stated Expectations of Mothers Attending Child Health Conferences." 1962. 59 pp.

McCartney, Ronald L. "Studies on the Intracellular Distribution of Glutathione." 1958. 27 pp.

McConnehey, Lawrence E. "The Effect of Infection With Polyoma Virus on the Protein, RNA, and DNA of Mouse Embryo Cell Cultures." 1962. 62 pp.

McConnell, Julia Lee Anne. "Altered Body Image Following Radical Mastectomy." 1965. 85 pp. McDaniel, Yvonne Badgley. "Incidence of Staphylo-

McDaniel, Yvonne Badgley. "Incidence of Staphylococcus Aureus on Fomentation Covers." 1965. 56 pp.

McDonald, Barbara. "A Comparison of the Members of a Children's Health Club With Nonmembers by Use of a Standardized Health Test and Behavior Inventory." 1959. 75 pp.

McDow, Lucille. "A Study of the Utilization of Nursing Personnel on a Selected Hospital Unit." 1962. 55 pp.

McFeters, Gordon A. "The Nucleotides of the Acid Soluble Fraction of *Escherichia coli* B Infected With the Bacteriophage T<sub>a</sub>r Under Conditions of Multiplicity Reactivation." 1963. 75 pp.

McMillan, Paul, Jr. "The In Vivo Incorporation of Acetate-1-C<sup>14</sup> and Pyruvate-2-C<sup>14</sup> Into Brain Cholesterol." 1957. 28 pp.

McMillan, Paul J. "Studies on the Metabolism of Glycine and Glutamic Acid in the Eye Lens and Brain." 1960. 51 pp.

Magnussen, Lois Masat. "The Reaction of Hospitalized Children to Food." 1964. 60 pp.

Manullang, Darlene Imai. "A Study of the Effect of Varying Serus Phenylalanine Levels on Changes in Intelligence Quotient." 1964. 73 pp.

Markussen, Norman P. "The Histochemical Demonstration of Protein-Bound Sulfhydryl and Sisulfide Groups and Relationship to Keratinization in Oral Epithelium." 1960, 68 pp.

Messer, Margaret Eugenia. "Nursing Care Given to Hemiplegic Patients." 1961. 70 pp.

Michals, Arnold A. "Aorto-Enteric Fistula Following Abdominal Aorta Surgery." 1961. 47 pp.

Miller, Milton Arnold. "Adrenal Cortical Function in Restraint Hypothermia and in Acclimatization to the Stress of Restraint." 1955. 14 pp.

Miller, Violet G. "Job Termination Study." 1964. 111 pp.

Mitchell, Robert D. "The Antisecretory Effects of Poldine Methylsulfate." 1961. 21 pp.

Mopera, Feliza I. "Student Record Data Useful in Secondary School Curriculum Improvement for Health Education. 1963. 85 pp.

Morgan, Arthur J. "Cranial Base Changes in Patients Treated With Cervical Traction and Bite Plane." 1963. 44 pp.

Moore, L. Miriam. "Patients With Transistor Pacemakers: Their Problems in Adjusting to Daily Living." 1964. 73 pp.

Morris, Grescilda Ruth. "An Evaluation of Patient Health Teaching in a Selected Hospital." 1957. 87 pp.

Nelson, Clarence Ian. "Some Studies on Dentinal Collagen Structure." 1956. 21 pp.

VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967

Nelson, Mildred Evelyn. "A Study of Nursing Care Notes With Respect to Certain Criteria." 1958. 57 pp.

Nelson, Yvetta. "A Study to Ascertain Factors Which Influence Job Satisfaction Among the Head Nurse and Staff Nurse Groups in a Selected Denoninational Hospital." 1960. 91 pp.

Nichols, Charles Glenn. "Quantitative Evaluation of Streptococcal Antibodies by a Serum Inhibition Fluorescent Antibody Tube Method." 1962. 51 pp.

Nix, Phyllis Jean. "Effects of Music Therapy and Personal Interaction on the Preoperative Patient." 1963. 84 pp.

O'Day, Pat O. "The Relationship Between the Systemic Action of Various Carbohydrates and the Development of Subsequent Dental Caries." 1958. 62 pp.

Ogren, Thelma I, "An Investigation of Factors Relating to Turnover Among Nursing Personnel of a Selected Hospital." 1961, 105 pp.

Ogura, Grade Makiko. "Standardized Sodium-Restricted Lacto-Ovo-Vegetarian Entree Recipes With Calculations and Analyses." 1960. 57 pp.

Okimi, Patricia H. "Application of Knowledge of Medications by Senior Students in a Selected School of Nursing."

Oliver, Richard C. "The Pathogenesis of Periodontal Disease and Treatment Implications." 1962. 43 pp.

Otto, Florence Tidwell. "An Historical Analysis of the School of Nutrition and Dietetics, Loma Linda University." 1963. 124 pp.

Page, S. Maxine. "A Comparative Study of Two Methods of Obtaining Midstream Urine Specimens." 1965. 92 pp.

Parmelee, Warren E. "Natural History of *Thelazia* californiensis Price, 1930 (Nematoda: Thelaziidae), a Mammalian Eye Worm." 1958. 77 pp.

Patry, Margaret Josephine. "The Post-Basic Preparation Received by Administrative, Supervisory and Head Nurses in Six Hospitals." 1961. 77 pp.

Payne, Doris. "A Comparison of Axillary and Rectal Temperatures in Children." 1965. 38 pp.

Peterson, Bernice. "Effect of Between-Meal Eating on Stomach Emptying Time." 1961, 51 pp.

Peterson, Emil Warn. "The Growth Stimulating Effect of Vitamin B<sub>12</sub> With Diets of Varying Composition." 1956. 16 pp.

Pittendrigh, Mabel Starkey. "A Study of Air Temperatures Within Croupettes." 1963. 59 pp.

Porter, Gerald G. "Some Supplementary Studies With Wheat Proteins." 1957. 57 pp.

Potter, Fern Iva. "An Evaluation of Two Cleansing Techniques Used on Female Catheterization." 1963. 79 pp.

Pruett, Estol C. "Accuracy of the Indirect Method Evaluated by Mercury Micromeasurement." 1961. 27 pp.

Rahn, Alice Margaret. "Evaluation of the Photometric Assay Method to Quantitate the Bactericidal Action of Normal and Immune Rabbit Sera on Salmonella Pullorum." 1963. 92 pp.

Reynolds, Mable. "The Relationship of Central Venous Pressure to Hemorrhage in Open Heart Surgery." 1964. 75 pp. Riffel, Charleene W. "The Incidence of Cancer of the Cervix in a Selected Group of Women." 1964. 73 pp.

Robson, Benjamin H. "The Efficacy of a Limited Clinical Undergraduate Orthodontic Program." 1963. 63 pp.

Rolfe, Glenda. "The Enrollment Needed in the Southern Missionary College Division of Nursing to Meet the Demands of the Denominational Institutions of the Southern Union, 1959. 40 pp.

Rose, Esther Mae. "A Study of the Bacteriological Effectiveness of Oral Thermometer Procedures in Three Selected Hospitals." 1961. 45 pp.

Ross, Charlotte D. "A Follow-Up Study of Paradise Valley School of Nursing Graduates From 1950-1957." 1959. 99 pp.

Rudge, Valrie I. "A Comparative Study of Graduates of the Four- and the Three-Year Programs of a Selected School of Nursing," 1959, 90 pp.

Ruf, Kathleen Mount. "Standardized Lacto-Ovo-Vegetarian Entree Recipes With Emphasis on Protein Content and Mutual Supplementation of Amino Acids." 1959, 67 pp.

Ryerson, Marion Stevens, "A Community Survey to Identify Rehabilitative Needs in the Home." 1959. 95 pp.

Ryerson, Sterling J. "Studies of Glutathione Metabolism in Normal Eye Lens and Vitamin E-Deficient Tissues." 1958. 31 pp.

Sanchez, Albert. "Biological Evaluation of Selected Proteins and Protein Combinations." 1961. 72 pp.

Sanders, Mabel M. "A Survey of Hospital Facilities Potentially Available for Nursing Education in Orange County, California." 1962. 146 pp.

Sanderson, Bruce A. "Management of Chronic Otitis Media." 1960, 159 pp.

Scheresky, Grace D. "Determinants of Nursing Activities of Graduate Nurses." 1961. 79 pp.

Schulhof, Margaret Elaine. "A Study of Team Leader Activity on a Selected Medical Unit in a General Hospital." 1960. 80 pp.

Shafqat, Elizabeth Tidmore. "Identification of Emotional Needs of Parients With Infectious Hepatitis." 1963. 94 pp.

Simms, Richard A. "A Study of the Pattern of Malocclusion of the Lower Anterior Teeth in Subject With Malocclusion and No History of Orthodontic Treatment." 1963. 104 pp.

Sinclair, Sadie. "An Investigation Into Nursing Students' Awareness of Emotional Needs of Patients in a General Hospital." 1958, 56 pp.

Sommer, Joan Winifred. "Survey of Concepts Held by Bedside Nurses Relative to the Prevention of Pressure Sores." 1963, 106 pp.

Stafford, Ruth Yvonne. "A Study of Patients With Recently Diagnosed Diabetes to Ascertain Extent of Utilization of Instruction." 1963. 71 pp.

Staley, Sharon Jean. "Interpretation of Activity Orders by Physicians and Nurses." 1965. 102 pp.

Stecker, Elton. "Factors Influencing Nuclear Diphosphopyridine Nucleotide Synthesis in Normal and Tumor Tissue." 1961. 72 pp.

10



# Volunteer

Three Watched With

# THE BOOK AND THE QUEST

THE ROMAN

Baad

nra

by Margit Strom Heppenstall A tender love story of a young Bulgarian couple and how the Bible changed their lives. Price \$2,95

Missionary

#### DIAMONDOLA by Mildred Olson

A lively and dramatic account of the beginnings of Adventist evangelism in Greece, Turkey, and Armenia. Price \$4.95

# SENIOR

#### ON BEING SWEETHEARTS by Leslie Hardinge

Steve's Night

of Silence

Dikumandaka

by Harold Shryock, M.D.

THESE WATCHED HIM DIE Provocative personal sketches of those who watched the Saviaur die. Price \$3.95

This is a treasure trove of wisdom for young people who would make their choice of a life companion with intelligence, self-control, and Christian consecration. Price \$4.95

# TOTAL PRICE \$20.75 SPECIAL CLUB PRICE \$16.60

#### CHAMPIONS ALL

by Leroy Brown

22 thumbnail biographies of men and women who carved their names high on the world's record of courageous and memorable careers. Price \$3.50

#### THE RESTLESS MISSIONARY

by Virgil Robinson

From Judaism, to Catholicism, to Protestantism, to Adventism—the amazing life of Joseph Wolff and his powerful preaching. Price \$3,50

# by Ernie Horver

TOTAL PRICE \$17.95 SPECIAL CLUB PRICE \$14.35



by Lois M. Parker A happy little story of an unusual kind of pet-Jenny, a mother burro, and Jack, her newborn son. Price \$2.25 Jenny, son.

SKIPPER COON'S SECURITY by Betty Nickless The tale of a baby raccoon and his antics as a family pet. Price \$2.95

by Bertha Crow A LITTLE CHILD SHALL LEAD Mally's faith bears fruit—you will find out all about it in this story of a pioneer family. Price \$3.95

MY BIBLE FRIENDS, NO. 8 by Etta B. Degering Nooh and the prophet Elisha are featured in this latest volume. A full-color book for the little folk. Price \$3.95

A Little Child WONDER TALES pper Coon Shall Laad KELLY

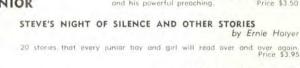
PRIMARY

WONDER TALES OF THE BIBLE, VOL. 4 by Arthur W. Spalding The life of Christ as only this master of Bible narrative can tell it. Beautifully illustrated. Price \$3.75

> TOTAL PRICE \$16.85 SPECIAL CLUB PRICE \$12.30

ORDER FROM YOUR BOOK AND BIBLE HOUSE IN COMPLETE SETS The special club prices shown save you 20%-double the camp meeting and holiday discount.

VOL. 29, NO. 2, DECEMBER, 1966-JANUARY, 1967



31

JUNIOR

UTTLE

SASA RORE-"LITTLE WARRIOR" by Ursula M. Hedges An account of the seemingly charmed life of a jungle orphan and how he became an eloquent evangelist. Price \$3.50

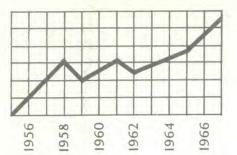
A delightfully conceived and entertaining book of a boy's changing out-look on life as the result of academy experiences. Price \$3.95

UP FROM THE SIDEWALK by Elsie Lewis Rawson The place—India. The person—a ragged beggar boy. The story—the mi-raculous change wrought by Christianity and education. Price \$3.50

Missiona B

by Gwynne Dalrymple

The Reallace



EDITORIAL

wilse and Trends

Nongradedness This educational concept—nongradedness—is probably one of the fastest-

moving innovations on the elementary school scene. The General Conference Department of Education has spoken officially on the subject (see G. M. Mathews, "Department Approves Nongradedness," on pages 14 and 15 of this issue).

Isn't this interesting—or shall we say, coincidental that long ago a seed of relatedness was sown in *Counsels to Parents, Teachers, and Students,* page 177? "The system of grading is sometimes a hindrance to the pupil's real progress. Some pupils are slow at first, and the teacher of these youth needs to exercise great patience. But these pupils may after a short time learn so rapidly as to astonish him. Others may appear to be very brilliant, but time may show that they have blossomed too suddenly. The system of confining children rigidly to grades is not wise."

Fresh Approach The June 10, 1966 (X:18), issue of *Christianity Today* featured "The

Gospel in the Inner City." Some Christians have worked a long, long time for those in the inner city and have cared enough about bodies and souls to live and minister beside or among them.

But to many people who live in the islands of academia, suburbs, and small towns, little is known of life in the ghetto, the inner city, with the lower classes, the culturally deprived, and the economically depressed.

Communication has been broken between some classes and societies of people, especially in suburban, exurban, and urban cultures. Subcultures don't know how to talk, to get through in language clearly understood by all Christians and non-Christians.

One exhibit was dramatized at the 1966 quadrennial meeting of the College and University Bible and Biblical Languages Teachers Section Meeting and in the graduate course of modern methods in secondary school Bible teaching when the editor of THE JOUR-NAL OF TRUE EDUCATION read an excerpt, "The Beggar on Main Street," from Carl F. Burke's God Is for Real, Man (New York: Association Press, 1966. 128 pp.). This volume is a selected compilation of interpretations of Bible passages and stories as told by some young "angels with busted halos," children of the inner city, who cannot appreciate the rendering of the Holy Bible in the King James Version nor understand the full significance of certain figures of speech outside their limited city existence.

After the presentation one Bible teacher spoke up

interestedly with a smile on his face, "Say, that's really a *fresh* approach, isn't it, for our youth?" And the editor wryly retorted, "Yes, though some would consider it *raw.*"

Total evangelism, pure existential religion—successful outreach and service for all—including getting through on the sensitive wave lengths to the spiritual needs of all people and to all our own Seventh-day Adventist children and youth, "should have our freshest thought, our best methods, and our most earnest effort" (*Education*, p. 186).

Two-Way Streets International travel, college-sponsored tours, and student missionary projects are helping our schools to appreciate favorable contacts with other nationalities. Schools and personnel are enjoying returns on an investment of educational opportunity for time, effort, and money. Mission-centered projects are intensifying vision, loosening selfcentered stopcocks, and encouraging foreign-language study. Acculturation is awakening sympathy and understanding for all participants at home and abroad.

Bible Society 1966 has marked the 150th anniversary of the American Bible Society. Its history is many things. At first it is sixty men with sixty viewpoints but one faith. Then it is all the men and women who will trust a Bible "without note and comment" and who care enough to hand one to the young, the lonely, and the dispossessed. And it is change, eternal change. But above all, it is the Book that makes men change. The power of God in the Written Word. The Book with many faces but one heart. The Book for every home. The Book to put in every human hand. Each Christian teacher should keep it open and use it with his students. All may thus become acquainted with Him who is "the way, the truth, and the life" (John 14:6).

Achievement Because learning takes place outside the classroom and laboratory as well as within, test specialists are presently

as while, test specialists are preasently advocating that achievement test results, as with results from intelligence tests, should be reported in percentile rankings according to chronological age. Better accommodated with this proposal could be entrance age, variegated grouping patterns, and retention policies. Reporting the results of achievement tests merely by grade level does not indicate over- or under-achievement when mental age should be concerned.