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CONTENTS

ADVENTIST

EDUCATION

Vol. 30, No. 1.

EDITORIAL

4 As We See It-Beginning

- Again
- 12 Editorial Crosswinds
- 32 Editorial Postscripts

ELEMENTARY EDUCATION

11 Social Studies in Orientation Betty Lunsford "So You Say It's Nongraded" Buttons or Pins Adelaide Christian 21 29 Geraldine Baker

SECONDARY EDUCATION

D. B. Alsaybar 14 The Principal's Major Function

HIGHER EDUCATION

- Fillmer Hevener, Jr. 5 Literary Critics Examine Modern Morals
- Sharon Van Asperen 16

Edwin McVicker

- Missing? M. K. Eckenroth
 - 20 Columbia Union College Launches New
 - Reliaion Dearee
 - 24 New College Opened

Is There a Generation

GENERAL

- 6 Introducing Staff
- 10 Special Citation
- 13 Investment
- 25
- Receiving to Give Beware! Your Education Is E. R. Reynolds, Jr. 26 Showing
 - 30 Education's Coming Events

CONTINUING SERVICES

- 3 Bench Marks
- 9 Music Accents
- 19 Between the Book Ends
- 23 Comparative Education
- Our Schools Report 27
- 28 Faculty Forum

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THE JOURNAL OF



Another Year

Another year now opens its fair unwritten pages before you. The recording angel stands ready to write. Your course of action will determine what shall be traced by him. You may make your future life good or evil; and this will determine for you whether the year upon which you have just entered will be to you a happy new year. It is in your power to make it such for yourself and for those around you.

Let patience, long-suffering, kindness, and love become a part of your very being; then whatsoever things are pure and lovely and of good report will mature in your experience.

Angels of God are waiting to show you the path of life. . . . Decide now, at the commencement of the new year, that you will choose the path of righteousness, that you will be earnest and true-hearted, and that life with you shall not prove a mistake. Go forward, guided by the heavenly angels; be courageous; be enterprising; let your light shine; and may the words of inspiration be applicable to you—"I write unto you, young men, because you are strong and have overcome the wicked one." $-M\gamma$ Life Today, p. 5.



BEGINNING AGAIN

 $\mathbf{N}_{\mathrm{frog}\ \mathrm{return}\ \mathrm{to}\ \mathrm{the}\ \mathrm{butterfly}\ \mathrm{return}\ \mathrm{to}\ \mathrm{the}\ \mathrm{pupa}\ \mathrm{stage}\ \mathrm{or}\ \mathrm{egg};\ \mathrm{never}\ \mathrm{does\ the}\ \mathrm{frog}\ \mathrm{return}\ \mathrm{to}\ \mathrm{the}\ \mathrm{tabullar}$

But when it comes to education and school, life begins again. There is a new beginning with each school year, It is a journey to the land of beginning again.

Before each administrator, teacher, and student is a fresh start—a chance to begin from where one is; an opportunity to reach where one wants to be.

With the new school year successfully begun, what is needed is a complementary series—initiative, stamina, verve, determination, backbone, perseverance, self-reliance, vision, and faith.

Goals should be sighted and standards established. Both teachers and students with zoom lenses should focus in then on the day-to-day programs to accomplish their missions.

Set the tone—each teacher and student—by saying to yourself: "I enter this school year with an open mind, with a willing heart, and with a determination to do my best. This school year, God willing, shall be a success. It shall be better than the last."

How shall we face the new school year?

With faith-the inner spirit with which we win victories;

With belief-the confidence in man, God, and the future;

With conscience-the counterpoise between right and wrong;

With honesty-the candid unmasking of truth and falsehood.

T. S. G.

Literary Critics Examine Modern Morals

By Fillmer Hevener, Jr.

D ECAY; moral decay; moral decay today? Yes! Although the question of whether or not man is more immoral today than he was fifty, one hundred, or five hundred years ago is viewed by some as a moot academic question whose answer must be indeterminate. Such is not the case. Continually the news media remind us that the growth of crime has been far exceeding the growth of population in the United States, and the same growth pattern seems to be forming quite consistently over much of the world. What is the cause of this moral decay? Beyond question, an important part of the answer has been uncovered by two contemporary literary critics, Yvor Winters and Douglas Bush.

Yvor Winters, professor of English at Stanford University, suggests that John Dewey's theory of "no absolutes"¹ and William James's pragmatic belief in such shibboleths as "Right you are if you think you are" are among the culprits responsible for our moral decline. Winters, a Platonist, calls himself an absolutist, believing in the existence of absolute truths and values. Even though he does not think that he has unrestricted access to these absolutes and that his own judgments are final, he does hold that "it is the duty of every man and every society to endeavor as far as may be to approximate" these truths and values." Winters points out that the relativist, however, believes that absolute truths do not exist and that every man's actions are right in his own eyes. Although some people believe that they have found a compromise between these two positions, no compromise is possible, he asserts emphatically. How, he asks, can the professor of English literature, believing that taste is relative. convince his students that Hamlet is superior to some cheap, zany paperback? The professor, indeed, finds himself in a predicament which is moral, intellectual, and professional. To Winters, the artistic process is nothing less than "the moral evaluation of human experience, by means of a technique which renders possible an evaluation more precise than any other."*

Another literary critic, Douglas Bush, professor of English at Harvard University, sees a marked decline in both morality and faith in a supernatural God. According to Bush, the "great phenomenon" of our century is the common decay of "religious faith and religious sanctions of morality." 5 He is amazed that within the lifetime of many of us there has been a significant change from belief in a "providential God of love, in immortality, in religious conscience and sin, in the whole Christian creed" to the embracing of the "natural man" and the scientifically discoverable world as the only realm of reality." Stephen Spender, summarizing the view of many who see reality as that only which science can uncover, says that man's soul will be neither saved nor damned because he has no soul; and Max Horkeimer puts this same point in other words in his Eclipse of Reason when he muses that the theme of our age is preservation of the self, while there is no self to preserve. Bush, speaking to those who hold such a "scientific" view of man and reality, holds that if the religious quest is not a primary object of the human pursuit, we will find ahead of us a "utopia of gadgets," a "scientific morality," or "universal destruction."

Bush is concerned, too, about the length to which some psychologists and sociologists go in order to free the guilty of guilt. Illustrating such psychological and sociological determinism, he recalls a declaration made to a gathering of penal officials, who were told that the idea that man is responsible for his actions belongs to the period of witchcraft and sorcery. Wryly, Bush suggests that we might, using the sociologist's own logic, assume that he was not responsible for his assertion.^{*}

Not only does Bush point an accusing finger at psychology and sociology, but he points the same finger at science and names some of the ways it has deprived modern man of his spiritual heritage. (*To page 25*)

Assistant Professor of English

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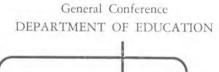


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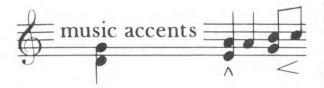




Department of Education secretaries, left to right: 1. V. Stonebrook, W. J. Brown, A. O. Dart, T. S. Geraty, W. A. Howe, and C. B. Hirsch. Five have Doctoral degrees.



Department of Education office secretaries, left to right: Mrs. Eris Wuerstlin, secretary to A. O. Dart; Mrs. Geneva Ojala, secretary to W. A. Howe; Linda Anderson, secretary to T. S. Geraty; Mrs. Louise Pester, secretary; Mrs. Joy Haarhof, secretary to W. J. Brown; Mrs. Daphene Reeder, secretary to I. V. Stonebrook; and Mrs. Barbara Stratton, secretary to C. B. Hirsch.



Music Education—

Whose Responsibility?

A healthy, vital music program on a Christian campus has a very positive effect on a school's spirit and on its morale. No educator who has observed the complete involvement of students in thriving vocal or instrumental activities will deny this. The benefits pervade every aspect of school life.

If for some reason the music program loses its spark, the resulting loss is everywhere felt. If the change has been slow and insidious, many may question, "What has happened to our school spirit?" Others who observe the lack of interest in musical activities may be hard pressed to isolate the causative factor or factors. Indeed, there may be many causes.

Young people in Seventh-day Adventist schools are learning many lessons that are of greater importance than academic subject matter, vital though this is. Administration and faculty alike are, or should be, united in their desire to instill in the student body habits of Christian character which will enable them to live a victorious life. Some well-known educators maintain that habits may be taught only when the entire faculty works together in reinforcing the desired behavior and in eliminating as far as possible the possibility of making errors." It is our hope that our young people are acquiring habits of worship and meditation, a concept of healthful living and proper diet, and taste in selecting that literature which will develop the mind to its highest powers. This is the reason it is so vitally important that each faculty member exemplify in his own life the fruits of a Christian education, for as well as being taught, these principles must be "caught."

Are we, however, as united in our efforts to help our students acquire habits in discriminating the wheat from the chaff in the music they allow to bombard their souls? Here is an area where it is so easy to evade responsibility. How often we have heard from teachers such remarks as, "Ask the music department; that's their responsibility!" "I'm tone deaf." Or "Me? I can't carry a tune in a bucket!" Yet, this same teacher might very well turn music critic overnight and be heard expounding to his class, "Why can't the choir sing anything decent? I thought I was in a graveyard Sabbath!"

As a matter of fact, we are all stirred by the power of music to a greater or lesser degree. This was indelibly impressed upon my consciousness some years ago at several secondary teachers conventions that I attended. Considerable time was spent in sectional meetings discussing common problems and formulating resolutions to be read to the general session on the final day.

Typically, the English committee would read its report and recommendations which would be passed with little comment except by those directly concerned with the work of teaching English. The same would be true of the commercial department's report, and so on through the various departments. Then the chairman would call for the report from the music committee. Immediately an electric current would pass over the assembly. After the reading of each recommendation, several would be standing asking for the floor. We music teachers appreciated all of the attention, but many of our carefully phrased recommendations suffered at the hands of so many who suddenly became authorities in the field that primarily concerned us.

Back on the campus, though, the situation might well revert to a more familiar form, with the junior-class sponsor sending his officers to the music professor for last-minute approval of the numbers to be performed on the class outing down by the river.

This last hypothetical case brings us to the point of this paper. Whose responsibility is it to maintain the standards of music in our schools? What are our objectives in screening the numbers performed?

I shall deal with these questions separately. First, Whose responsibility? In his recent best seller, Games People Play, psychiatrist Eric Berne discusses ritualistic behavior in which most people engage in their interpersonal relationships. These rituals may be harmless pastimes or they may be "played" more intensely, resulting in a set of responses or a "game" that is engaged in by the participant to gain a personal satisfaction or reward, or to evade responsibility. A game may well be a dishonest response to a life situation.⁸

Dr. Berne describes a number of these games that he and his associates have isolated. I would like to suggest the possible existence of a couple of additional games that faculty members play in an effort to evade the responsibility for the music performed on and around our campuses. The first game would be called Tone Deaf. In this game a given faculty member declares his inability to "carry a tune in a bucket" thereby freeing himself of serving on a music committee, of lifting his own voice in song in chapel and religious services, or of controlling his own radio at home or in the car. Unfortunately for this game player, research has proved that this phenomenon is virtually nonexistent. Tone deafness is not physical but psychological and can be overcome in nearly every instance.⁶

Another game closely related to this first one might be called Musical Illiterate. In this one the participant declares that in spite of everyone's efforts to teach him, he still cannot tell one note from another. Such a person really could not be expected to know if the music performed by his club or class is good or bad.

Fortunately, there are not too many of these game players on a given campus, but it takes only one or two to wreak havoc in a school's efforts to steer a consistent course in matters of music.

There should be little argument about the need for a music committee, set up by the administration, to review major campus-wide programs such as receptions, open houses, amateur hours, and benefits. But under no circumstances should it be the sole responsibility of the music department to act on such events. The music committee should include at least two staff members outside the music department, and it should not function without them.

The reasons for this should be quite clear. The music teacher has studied long and hard to discover how to present himself and his subject in the very best light and to gain rapport with the student body. Irreparable damage has often resulted from an individual teacher's being forced to decide against a given number. Ill feeling against this teacher and his work may be stirred up in a segment of the student body which might be very difficult to rectify.

Situations may arise when it is necessary for the music department to act without benefit of the regular music committee meeting. In any case, a given music teacher would be wise to call in another music teacher. I have learned this by hard experience.

In most instances of programs within clubs or dormitories, the dean or sponsor should be able to judge the worth of a musical selection. An administrator might well question the education of any faculty member who cannot distinguish between good and bad music. And this, after all, should be the determining factor. Is it good or bad?

The term "long hair" has been around too long. I would like to suggest that it has no validity among Christian educators. All so-called classical music is not necessarily good, neither is all popular music bad. There are hundreds of beautiful ballads and folk tunes. At this point we should recognize that the vast majority of what is being foisted on the untrained youth of today for commercial purposes is not folk music nor honestly popular music. Actually, most great symphonic works are built on a few simple melodies.

It is not the purpose of this author to set up criteria by which musical selections may be judged. There are, however, certain principles which all may acquire for judging the merits of any esthetic work. Every human being has within himself some potential capacity to express himself in one or another medium and to respond appreciatively. This capacity does not exist to the same degree in every person, but it nevertheless exists.' Every person may therefore acquire the level of intelligent appreciation that will enable him to recognize whether a rendition is an honest expression and whether it represents good form and taste.

It has been rightly said, "Beauty is truth, truthbeauty." And truth is ever unfolding, ever growing. Our vehicle of praise which was adequate last year may need to give way to a higher concept of praise as we grow in a knowledge of, and faith in, God. For this reason any attempt to set up rules for judging music will smack of arbitrary dogmatism. Every musical performance is unique and must be judged on its own merits.

With every passing year the work of our music departments becomes more difficult but more important. "Amidst the deepening shadows of earth's last great crisis, God's light will shine brightest, and the song of hope and trust will be heard in clearest and loftiest strains." It would be wonderful if every Seventh-day Adventist school could benefit from a thriving program of music education. These benefits can be fully realized only as every faculty member recognizes and assumes his responsibility for its promotion.

Earlier this author asked a second question: What are our objectives in screening the numbers performed? I shall not attempt to answer this question as in reality it might furnish ample material for further consideration. I shall, however, conclude by throwing out for contemplation several more questions relative to this one.

In screening musical numbers, are we more concerned with avoiding criticism from the constituency than we are with maintaining Christian standards? Are we fearful that if we draw the line too close the large crowds might not return next year? Are we becoming influenced by worldly standards of entertainment because of too much contact with the mass media? And finally, are we really aware that our young people are engaged in a life or death struggle for their very souls and that music is one of the subtlest and most effective weapons that Satan has at his disposal?

"Rightly employed, it [music] is a precious gift of

God, designed to uplift the thoughts to high and noble themes, to inspire and elevate the soul."" But this is a matter for education.

JOHN READ Music Department Southwestern Union College

¹ Axahel D. Woodruff, Basic Cancepts of Teaching (San Francisco: Chandler Publishing Company, 1961), p. 225. ² Eric Berne, Games People Play (New York: Grove Press, 1965). ^a Paul Randolph Farnsworth, The Social Psychology of Music (New York: Dryden Press, 1958), pp. 3, 4, ⁴ Harold Rugg, Foundation for American Education (New York: World Book Company, 1947), p. 438. ⁶ Ellen G, White, Education, p. 166. ⁴ Ibid., p. 167.

SPECIAL CITATION

Before the close of the 1966-1967 school year Prof. C. N. Rees was presented the 1967 Southern Memories in special ceremonies at the college.

The college yearbook was dedicated to Dr. Rees, former Southern Missionary College president, who went into semiretirement after suffering a stroke in December, 1966.

Read to him at the presentation, the yearbook dedication records:

"An extremely kind and sincere Christian educator, he is profoundly interested in each individual, whether student or teacher,

"He is not only personable, he has a genuine love for people-and likes their company. He is sincerely interested in all. Yet he maintains the professional reserve of a seasoned administrator.

"A peacemaker, he goes out of his way to be wise, informed, fair and democratic.

"Although he is completely unassuming, he has an uncanny sense which enables him to detect ability, sincerity and devotion.

"He feels that the college is not yet old enough to have any tradition but progress.

"His deep concern is for the improvement of the college's academic quality and the maintaining of SMC's reputation as 'The School of Standards.' ''

After he received a standing ovation from the student body, in his characteristic manner President Rees thanked all for their thoughtfulness and kindness.

SOCIAL STUDIES IN ORIENTATION

By Betty Lunsford

A LTHOUGH I am in my fifth year of teaching I still consider myself a new teacher when compared to those who have had many successful years of teaching experience. I have watched, marveled, and tried to find their secret of successful discipline. All anyone would tell me is that it is something you grow into, you have to do it by yourself and find the method best for you. So I have been observing, asking questions, experimenting with my own classes—and I, too, have at last found one answer to their secret. The secret is in establishing routines and rules the very first month of school. But how can this be accomplished?

The best way for me is to set up a social studies unit about our school and the people needed to run a school successfully. The very first day of school we talk about our building and take a tour through our school. We spend the whole first week of school talking about our conduct in school, and we establish our rules. We approach all our rules in a positive manner and keep them brief. For instance, in our school we have long halls to travel, and things could become quite congested without our simple rules. We always keep to the right; we walk quietly; we stay in line; we do not talk in the halls. Every time we leave our room all it takes is a gentle reminder about our hall rules. After we return to the room we always evaluate our conduct together. How did we do today? Did we improve over last time? If a person forgets the rules, he may go back and practice by himself or be assisted by the teacher, who gently reminds him, "You forgot the rules today; I shall help you to remember." If several students forget about the rules the whole class may have to go back and practice. After the rules have been well practiced we make charts and read them to the class.

Next, we read stories about all the people it takes to run a large school. We read stories about the different jobs people have. After talking about our principal, we have him come and talk to the first grade, and he also emphasizes the need for rules and asks for their cooperation. Another day we read about the library and talk about the work of the librarian. We then invite our own librarian to come into our room and talk to us, telling us the rules we are to use in the library. She then invites our class to the library for a story. We also invite our bus drivers to come in, and we establish rules for riding the bus. After we finish studying each person's job and how all help our school, we make a chart of the things that first-graders can do to be school helpers. We make a list of the jobs that need to be taken care of in our room and then we write each child's name on a card and let the child whose name is called choose a job for the week. Each week we choose new school helpers. We also emphasize the need for everyone to be a helper to have a successful school program.

For our activities for this unit we use stories and discussions, and the children love to draw pictures. We also use songs to help us remember the rules. All in all, our unit lasts the whole month of September. Each day we emphasize some phase of our school program. We also find by the end of the unit that we have established rules for our room conduct and find we can function best when we work quietly and do not disturb others around us.

As I look back and evaluate the unit I feel that we have made real progress. We establish our school rules and routines and do it through stories, songs, pictures, and discussions. And as an end result we have the discipline for which I earnestly seek. I do not have to say to the children, Don't do this, and don't do that. I merely remind them that they have forgotten our rules—we do it this way in our school.

Supervisory Teacher for Grade One Sligo Elementary School



Persuaded by Article

"My wife obtained her Master's degree and then wondered where she would teach. She thought of going to apply for teaching in the local public high school district. But she changed her mind, and has gone back to teach in the Adventist school. Do you know what helped persuade her to make the decision? The one article by Gerald F. Colvin, "My Heart Could Cry." Mr. Colvin did a superb job, we think."

NAME WITHHELD Central Union Conference

Appreciation, but-

"I am writing to express my appreciation for THE JOURNAL OF TRUE EDUCATION, a fine professional periodical always containing many articles of real spiritual and technical value to the Christian teacher. However, I question the appropriateness of Donald F. Haynes's 'How Do You Measure a Teacher?' which appeared in the April-May, 1967, issue of TRUE EDUCA-TION. Was Mr. Haynes serious or was he attempting a piece of satire, as many suspect Machiavelli of doing when he wrote The Prince?"

> W. B. PONTYNEN, JR. Carmichael, California

Disagree With Statement

"In the last paragraph of Miss Lana Pfaff's article on Christian education she states: 'There is a Godlike attitude in the association of Christian young people and Christian teachers that can be found nowhere else.'

"I very thoroughly disagree with the statement, and I am sorry it appeared in one of our papers. My student teaching was done in a public high school and my supervisory teachers, many of the other faculty, and a large percentage of my students were real Christians whom I truly enjoyed associating with....

"Belonging to an SDA school, as a teacher or student, or just belonging to an SDA church, does not make one 'Godlike'....."

MRS. SALLY BRIZENDINE Bloomington, Indiana

Required Reading

"I had read your editorial 'Office Consequence' on my first perusal of THE JOURNAL OF TRUE EDUCATION and was in hearty accord with your observations and comments. In fact, Mrs. Kinzer and I both felt it was extremely worth while and have made it required reading for all the students in the secretarial science department."

> IRMA JEAN SMOOT Takoma Park, Maryland

Enjoyment of Issues

"We surely do enjoy the issues of THE JOURNAL. The last one was especially inspirational.... We teachers thank you."

> MRS. J. S. RUSSELL Beirut, Lebanon

Warmth From the North

"Greetings from about 150 miles east of Alaska. Just wanted to congratulate you and your staff on the magnificent edition of the summer issue of THE JOURNAL OF TRUE EDUCATION. Hope this issue will be scattered as the proverbial leaves of autumn."

> F. B. WELLS Hazelton, British Columbia, Canada

Enjoyed Back Issues

'What a wonderful editorial, 'Each Different From Another,' in THE JOURNAL OF TRUE EDUCATION. It was practical, truthful, and to the point. Very good.

"I had the privilege of reading this article and others in THE JOURNAL while in Los Angeles this week, spending an afternoon in the basement library of the White Memorial Medical Center. I felt that my time was well spent there in reading back copies of THE JOURNAL."

> M. ZOLNERZAK Merced, California

THE JOURNAL OF ADVENTIST EDUCATION

Investment

By Edwin McVicker

I am the new school year— A blank sheet in the notebook On which to calculate modern math, Or pen an essay, Or paint a watercolor, Or just leave me blank . . .

I am freshly printed currency To be spent foolishly in a day Or invested in worth-while plans for the life-span . . .

I am the new school year Of months and weeks and days, To make a dream come true, To climb among the stars . . .

I am the new school year. What will you do with me?

The Principal's Major Function

By D. B. Alsaybar

Introduction

THE experience of the writer as an academy principal for some years in different institutions agrees with what authorities say, that there is a surprising spread in the demands on the time, energy, and ingenuity of school principals. They have varied and multifarious duties to perform which vary greatly in importance, and because of this they sometimes neglect to do those things which are of more consequence to the school and to the principals themselves. They devote more time to minor duties which could be properly delegated. In view of this, it is necessary that principals should have a clear perspective-a balanced concept of the relative importance of their duties. Their success, to a large degree, depends on how they make use of their ability to meet the various demands on their time without unnecessarily sacrificing their major task for the sake of the minor demands.

What Is the Principal's Major Function?

Regarding this problem, authorities in the field of educational administration seem to agree that supervision and the improvement of instruction are the principal's major roles. The Association for Supervision and Curriculum Development in the United States pointed out that in spite of all the many varied responsibilities that a principal has, his primary role is that of instructional leadership. His position is one of the most influential in the improvement of the teaching-learning situation.[®] Jacobson and others stated that the most important task of a principal is "that of improving the instruction furnished to boys and girls."[#]

The same opinion was expressed in principle by a panel that was selected and requested to express what they thought was an ideal time allotment for the various phases of a secondary school principal's work. This panel was composed of educational leaders and experts, 50 per cent of whom were from the United States and the other 50 per cent from outside the States. According to their composite opinion, the great portion of the principal's time should be spent in supervision.⁴

An Alarming Trend

There have been studies revealing that what the principals should be doing they do not do. For instance, regarding this matter of how they spent their time, there were evidences that, generally, they neglected their most important role. They allowed themselves to be engrossed with clerical work and routine administration. In a certain city survey the principals were found to be devoting too small a portion of their time to supervision while too great a portion was spent in general administration, clerical, and other duties. Another city survey revealed that the typical principal discharged his supervisory responsibilities in a perfunctory manner, and most of them gave no time to supervision in the modern sense.⁶

In a study involving 135 school principals in the Middle Atlantic States it was revealed that it was in the area of improving instruction where their acute problem lay." Hence, it was appropriately said that "to many a high school principal . . . the trees have become so thick that the woods cannot be seen." The details of daily administration pile up until there is little or no time for supervision." It appears from these findings that supervision is a "dead horse." There is an urgent need for a reversal of the trend. While other duties are also important, they should not be made to usurp the principal's primary task. A principal should be a skilled organizer so that he will be able to administer his school efficiently without letting the little inconsequential things rob him of his valuable time to perform his important responsibility.

Disturbing Denominational Research Evidence

In recent research conducted by the writer regarding the demands on the time of principals in three unions in the Far Eastern Division it was revealed that our own principals were no better performers than the preceding principals mentioned. In actual practice they devoted only a small portion of their time to supervision, while the greatest portion of their time was spent in administration and miscellaneous activities. Most of the miscellaneous activities they engaged in could have been properly delegated. For example, driving for the matron or director of food service during market days and getting the mail to and from the post office. An analysis of

THE JOURNAL OF ADVENTIST EDUCATION

Philippine Union College Manila, Philippine Islands

their typical work week of 51 hours revealed that they spent their time approximately as follows:

- 21 hours or 42 per cent in administration
- 9 hours or 18 per cent in miscellaneous activities
- 7.5 hours or 15 per cent in teaching
- 4 hours or 8 per cent in supervision
- 3.5 hours or 7 per cent in public relations
- 3 hours or 5 per cent in guidance
- hours or 5 per cent in clerical work 3

When the same principals were requested to suggest an ideal time allotment for the various phases of their work, they allotted the greatest percentage to administration. This would seem to indicate that supervision is not even conceived to be of greatest importance to the school and to themselves. It is quite obvious that the denominational principals in this survey do not have the right concept of the relative importance of supervision, which is supposed to be their major duty."

We Should Be the Head

Our system of education is quite widely known for its excellent program of "the harmonious development of the physical, the mental, and the spiritual powers." Time and time again we exhort one another to be the head and not the tail. We have hundreds of schools throughout the world field that should be the head. Upon the shoulders of a great host of principals rests the heavy burden of seeing the advancement of the denomination's big enterprise. With such an army of school heads rightly unders and ing and performing their major function. what limitless improvement there would be in the standard of instruction given to boys and girls! But if the current research data obtained from our own institutions are any indication of a prevailing denomination-wide trend, then we can make no claim of being the head insofar as the quality of education furnished to the youth is concerned. For as one educator said: "The progress of the school depends upon good supervision" and that supervision is the "supreme objective of the principal."

A Challenge

During these days when the demands on the time of the principal have multiplied considerably in keeping with the changes brought about by the times and modern trends in school administration, a greater challenge for a more dynamic educational leadership is presented to the academy principals. Our schools should have an increasingly vital function in the life of the nation. The principal's position is a major one in determining the quality of education provided by a school. As it were, he holds the key that will unlock the door of possibilities for realizing the aims and ends for which the schools are established.

VOL. 30, NO. 1, OCTOBER-NOVEMBER, 1967

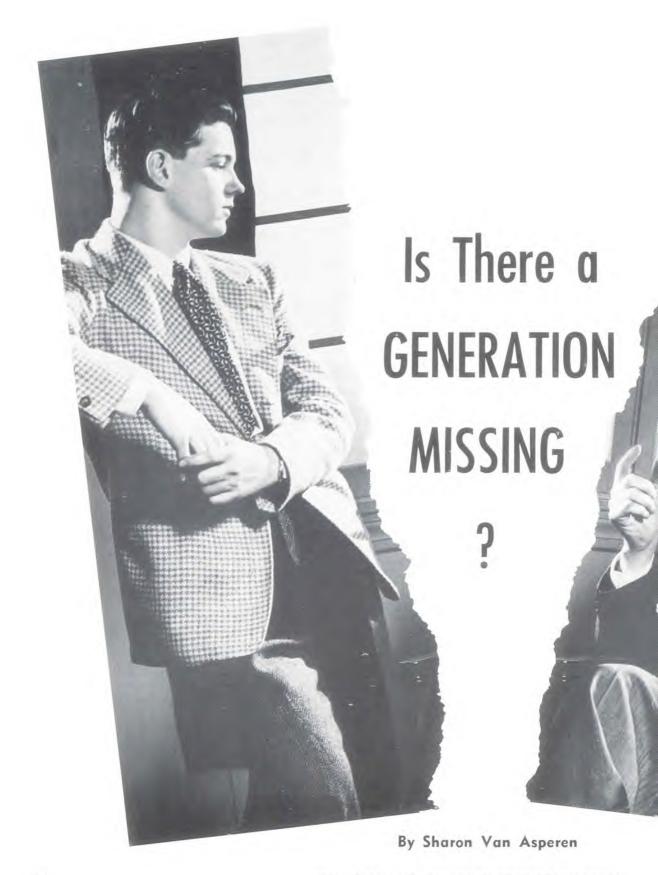
Academically speaking, the principal's major concerns should not be anything else but supervision and the improvement of instruction. While he has many duties to attend to, he should see to it that his work is well organized so that plenty of time is left for him to perform his primary task. Our schools can be the head if the principals play their leadership role in improving the quality of educational services to the students and provide adequate professional leadership to the school staff. They should endeavor to inspire their teachers to develop to the highest level of professional attainment that is within the realm of possibility for them to reach. Our schools will never be the tail if the principals will assume their academic leadership role and influence their teachers to rise above mediocrity and go far beyond the common experiences of just merely making schoolwork a matter of books, papers, and formal rote recitation.



¹ Paul B. Jacobson and others, *The Effective School Principal* (Englewoods Cliffs, New Jersey: Prentice-Hall, 1963), p. 3. ² *Leadership for Improving Instruction* (1960 Yearbook of the Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street NW., Washington, D.C. 20006). p. 110

^{20006),} p. 110. "Jacobson and others, *op. cit.*, p. 17. "D. B. Alsaybar, "Demands on the Time of the Principalship in Selected Private Secondary Schools in the Philippines" (unpublished Master of Arts thesis, Philippine Union College, Manila, 1966),

p. 50., ⁵ Jacobson and others, op. cit., p. 8.
⁸ R. C. Hammock, Supervising Instruction in Secondary Schools (New York: McGraw-Hill Book Co., 1965), p. 51.
⁷ Ibid., p. 47.
⁵ Alsaybar, op. cit., pp. 44, 47.



THE JOURNAL OF ADVENTIST EDUCATION



THE most disastrous student revolt is being carried out not on the university campus at Berkeley but on the campus of every Seventh-day Adventist college and university. Our educators believe that the highest education is found when "the mind of man is brought into communion with the mind of God."¹ Yet we young people are finding a gulf where a bridge is needed most. One young minister describes it as "the gap between the pulpit and the pew."

The gap is deplored—from a safe distance—by long-time saints who sadly ponder the fact that the young people don't love to read their Bibles and that they open the Spirit of Prophecy writings only for required reading in education and health classes. The Sabbath, for many, is a day to catch up on sleep lost during a week of taxing studies. And heaven? Well, my friend, don't discuss it at great length. Reality is the thing, and it's found in people, careers, events, and ideas—not in a nebulous image of saints in white drapery strolling the golden streets.

Answers to the questions of why many young people reject religion in its traditional forms are not so easily answered by, "Because they don't read their Bibles and study their Sabbath school lessons." These are merely effects, symptoms of the revolt; the underlying causes go much deeper.

Each spring the wide world is set before the graduating class. "This is the most exciting generation known to mankind," the commencement speaker intones. Then he cites statistics to show that ours is an age of knowledge explosion in science, technology, and communications.

We know that our generation is better prepared than any before to contribute to such a world, but then the speaker goes on to tell of needs in the world of the spirit. These are the "last days" for "saving souls." We have "a great work" to carry "the light of the gospel" to "those in spiritual darkness," to quote some clichés.

These same clichés may illustrate what is wrong with the way religion is presented in our schools. In the words of an Adventist theology professor known for his popularity as a teacher and counselor: "Our concepts are not outmoded, but we are using centuries-old terminology."

When such archaic expressions are used it isn't hard to get the feeling that the speaker isn't thinking about what he is saying in his sermon or prayer. The cliches automatically roll off his tongue. And though they are not given a second thought by the old-timers raised in the tradition, think of the effect "the ark of safety" and "buried in the watery

Student Walla Walla College

VOL. 30, NO. 1, OCTOBER-NOVEMBER, 1967

grave" might have on a newcomer of no church background. He's in for some confusion as he tries to relate Davy Jones's locker to Christianity!

It is incomprehensible to some that young people should feel the need to re-examine traditional practices and beliefs. A senior nursing student recalls a Sabbath afternoon she spent visiting in the home of an elderly Seventh-day Adventist minister:

"Right away he asked us what we thought of the panel discussion we had in MV the other evening. The subject was movie attendance, and the panel had been asked to examine traditional answers such as association and place, to discover if such reasons are relevant today. I thought the panel (composed of faculty members) did an excellent job. Their answers were conservative but they helped us to see what the real issues are.

"I was just starting to tell the minister and his wife that the panel was helpful to me and my friends when he went right on with, 'Wasn't it terrible! How sad that our young people are rejecting the Bible and the Spirit of Prophecy when they want answers to such questions!'

"He and his wife went on all afternoon about how heretical it was to depart from the answers we've been given for the past fifty years. Nothing I said made a bit of difference. We just couldn't communicate."

A view that would probably have made a great deal more sense to the nursing student is expressed by a college professor with a doctorate in speech: "It's time we stopped giving excuses and started giving reasons. For instance, I don't go to shows because most of them are an escape mechanism and a waste of time. Yet we are still telling our youth not to attend the theater because of the people they'll meet there. And they sit beside those same people on the subway and in the symphony hall!"

We youth must be encouraged in a willingness to question, in an intellectual honesty such as caused Job and Habakkuk to demand of God answers to their uncertainties. If there is a risk in searching for new answers, it is slight compared to the price for neglecting such opportunities—discouragement and finally disinterest.

A theology student complained about a recent symposium in which he took part. "We weren't told until minutes before the program what we were to discuss. It was the death of God controversy. Even the theology majors knew nothing about the issues other than what they could have read in the newspaper headlines. I think we were just expected to make reference to Billy Graham's statement, 'God is not dead; I talked to Him this morning.'"

Gradually the Seventh-day Adventist youth who are aware of an age when everything except religion is being presented in a new, different, and exciting way, slide out of the church, taking their membership with them.

We youth who stay are finding too little of the relevancy and excitement we are told religion is supposed to have. One college student admits "maybe its just me. Maybe 1 am getting critical. But religion doesn't seem to be a dynamic force on our campus. We never discuss anything big or new. On our panels we argue as if heaven depended on the length of women's skirts."

It's not that there is a scarcity of new ideas and applications in religion, but that so often we are counseled to avoid the new, the suspect, the questionable, resulting in an attitude of "I don't know, but I'm against it."

While partial isolation from the rest of the world and a sense of community and tradition keep many Seventh-day Adventist youth from outright rebellion, many feel a kinship with their secular friends in the generation under twenty-five, *Time* magazine's choice of man of the year. They, too, are a restless group, not content with handed-down answers. A popular philosophy is, "When the old ones don't apply, throw them out."

Religion has become a casualty, not just among the beatniks, the draft-card burners, and the irresponsible sun, suds, and sex element that populate our beaches. Guided by a "built-in bunk detector for sniffing out dishonesty and double standards," those who believe that something can be done about society are rejecting such traditional areas of commitment as religion, according to *Time*.

How long can our teachers and ministers, believing as they do in their evangelizing responsibilities, afford to let such an element remain indifferent to our knowledge and beliefs? These are the same students who are going into such programs as VISTA, the Peace Corps, and who are helping people in poverty-stricken areas. These are the same students of whom Harold Taylor, former president of Sarah Lawrence College, observed recently, "The student has become the most powerful invisible force in the reform of education—and, indirectly, in the reform of American society." ^a

Of course, it is not up to our educators and religious leaders to provide an ideal religious experience for the individual student. We are willing, as we must be, to carry the responsibility for our own salvation. Through evangelistic efforts, branch Sabbath schools, and prayer groups initiated and operated entirely by students, we have had phenomenal successes in soul winning. However, we need the support of our teachers and administrators who set up and enforce policies and influence our own attitudes.

It would help, of course, if we could see more evidence of a connection with the mind of God on the $(To \ page \ 28)$



Edgar L. Morphet, Roe L. Johns, Theodore L. Reller, Educational Organization and Administration. Concepts, Practices, and Issues. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967. Second Edition. 569 pp. \$8.50.

Although educational administration has not developed as yet to a science based on rational and defensible theory, yet much progress has occurred. Significant research has been made in recent years, and the authors of this volume have updated and rewritten the original material and have introduced new concepts. To school board members, administrators, education students, teachers, and researchers this book presents a thorough overview of basic principles, concepts, and issues and the organization for education on national. State, county, local, and school levels. Part Three discusses comprehensively general and special education, personnel administration, the school plant, business administration, financing the educational program, appraisal and evaluation, and instructional planning and curricular development.

In-depth discussions of specific problems and issues are included at the end of each chapter to illustrate some of the ideas covered. Students of organization and administration will note the special emphasis placed on the application of theories to practice.

Frank R. Dufay, Ungrading the Elementary School. West Nyack, New York: Parker Publishing Co., 1966. 230 pp. \$5.95.

Recognizing that there is no one best way to prescribe procedures and methods of unaradina schools, the author describes with modest and factual statements how a school in New York became unaraded. Centering on the development of planning details and operational specifics, the book is practical and resourceful with the actual steps. This is a living report of a program for ungrading. Suggestions are given for the team approach, ungrading within each classroom, the role of the principal as well as of the teachers, self-study on the part of the school personnel, and communication with and support from the parents and community. Evaluation and the reporting system are given practical consideration. For ed-

VOL. 30, NO. 1, OCTOBER-NOVEMBER, 1967

ucators who contemplate ungrading or who are interested in innovation in elementary school organization, this volume will be a treasure-trove of practical ideas, helpful methods, and useful techniques.

S. G. Huneryager and I. L. Heckmann (eds.), Human Relations in Management. Dallas, Texas: South-Western Publishing Co., 1967. Second Edition. 879 pp. \$8.50.

This volume spans and includes the most significant and pertinent issues, concepts, and topics currently being analyzed, studied, and researched in industry and in organization.

As an emerging scientific discipline of study, human relations and personnel administration demand thoughtful consideration by every true administrator and manager.

This compendium collates a wealth of varied papers by specialists and experienced personnel in organization, group dynamics, cultural patterns, personality roles, empathy, T-groups, and hypothesized projections for the future of human relations.

All who are interested in being effective participants as individuals and those responsible for influencing and coordinating groups should study this volume. No business administration curriculum is complete without this practical textbook. The questions at the end of chapters will be helpful for reviews.

Walter L. Blackledge, Ethel H. Blackledge, Helen J. Keily, You and Your Job. Dallas, Texas: South-Western Publishing Co., 1967. 103 pp. Paperback. \$1.20.

For one who is interested in finding, getting, and keeping a job—this is just the book. This is also an invaluable aid for career and job counselors and vocational guidance personnel.

Like a handbook, this how-to-do-it manual explains step by step the procedures of publicizing one's availability, goal making, principles of salesmanship, letters of application, personal interviews, and succeeding while on the job.

Teachers of business administration and secretarial science will be pleased to acquaint their students with such a practical publication. Studying it could mean getting or not getting a desired job!

Columbia Union College Launches New Religion Degree

By M. K. Eckenroth

IN THE year 1906 Ellen White was giving a report of the evangelistic work that was being carried forward in the city of New York. Elder S. N. Haskell had begun the now-famous Bible Work Training Schools in connection with public evangelistic campaigns. The giving of Bible readings and personal work in the homes of the people was "a heaven-born idea." ^a This same technique of entering into the homes of the people and discussing religious topics has again caught the public's fancy today.

Recently it was reported at the Association of Religious Education National Convention in Chicago, Illinois, that more than seven thousand livingroom dialogs were presently in progress in the United States. This is a new program now being sponsored and carried forward in the name of ecumenicism by the Roman Catholic Church. A handbook on conducting such dialogs has been given wide circulation. It is entitled Living Room Dialogues: A Guide for Lay Discussion Catholic-Orthodox-Protestant. A copy of this has recently come into my hands and after carefully reading and studying the techniques set forth in this handbook of 256 pages one is deeply impressed with how the Catholic Church is today capturing the spirit of what was set forth so many years ago by the messenger of God.

Our schools have been perplexed as to what courses might be offered and what training might be given to qualify young men and women to do precisely this kind of work. At approximately the same time that the development of the personal work through Bible study was proclaimed to be a "heavenborn idea" many counsels came flowing from the pen of inspiration urging men and women to proceed in the preparation of a lifework in dedication to this personal work. She profoundly proclaimed, "I am also led to say that we must educate more workers to give Bible readings."² Furthermore, at approximately the same time, she wrote, "Not only is the truth to be presented in public assemblies; house-to-house work is to be done. Let this work go forward in the name of the Lord. Those who engage in it have the heavenly angels as their companions."

Instruction such as this could be multiplied many, many times, but within the confines of this brief article this would be sufficient to set forth a restatement of this challenge facing the church in our educational program today.

Columbia Union College has shared the growing concern for trained personal workers, and after considerable discussion and consultation has moved forward in a bold venture offering to our young people interested in this line of work a new degree— Bachelor of Science in Religious Education. We feel that this is an innovation in our educational circles. It has been felt that by bringing forth such a composite degree on a nonprofessional level those who wish to devote themselves to a life of service in personal work or as a pastoral assistant or a worker in an office would prefer this kind of preparation.

This Bachelor of Science degree differs largely from the Bachelor of Arts degree in that it does not require a foreign language. The program is designed primarily for those interested in a college degree with emphasis in special areas without pursuing a professional B.A. degree such as in the sciences, humanities, and theology. With this in mind, two programs are offered under this new approach to provide trained workers in these areas of critical need. Program I is designed to concentrate upon the training of church assistants such as personal evangelistic workers and assistants to pastors. Program II is designed for such personnel as office clerks, bookkeepers, and Book and Bible House workers.

We are indeed hopeful that there may be a new interest and emphasis upon the importance of the development of personal workers for the church of God. The secular world about us, as well as other churches, is keenly aware of the importance of this type of labor and is pressing its aims forward through the development and enlargement of this type of program. Inasmuch as God revealed this program to us more than a half century ago is it $(To \ page \ 29)$

Chairman, Department of Religion Columbia Union College

By Adelaide Christian "So you Say It's Nongraded

H OW can an elementary school develop a truly nongraded program that will take care of individual differences in children? A program that will make provision for the nonlearner, slow learner, average learner, bright learner, the gifted learner, and the potential dropout? A program that will meet the needs of all children and prepare them to become useful citizens of a democracy?

The solution is much simpler than some educators believe. First, the emphasis must be on the individual child and his needs. Second, the program must be developmental in all its areas and a solid foundation laid in the lower levels that succeeding levels can build upon. Everything taught must contribute to a well-balanced, well-informed, adjustable, nonprejudiced person. Third, the school must capitalize on the education the child has already received in his home and neighborhood, and strengthen, refine, and build on that. Fourth, motivation is indispensable to any learning experience. All skills and basic understandings must be developed in meaningful situations. Fifth, the curriculum should be developed around units and projects rather than based on textbook oriented language arts-social studies-sciencearts program.3 Sixth, the learnings should be paced to meet the needs of each individual child.

The teacher does not see children. She sees the child. The question in her mind is, "How do I best handle this youngster?" "How can I adjust the curriculum to benefit him most?" His interests and needs are of first consideration to her.

Each child needs to develop feelings of security, self-respect, self-confidence, and of belongingness. He must feel loved, understood, and wanted.

We are discovering that a child's success in school depends in a very large measure upon the kind of self-concepts he has about himself.² In any classroom there will be children with a variety of interests and abilities. All of these must be utilized to the greatest possible degree. To accomplish this, children may work in groups, and individually. In fact, there will be considerable individualized instruction. Each child will be challenged and motivated to the fullest extent. Those with the greatest potentialities will not be neglected. They will be encouraged to be satisfied with nothing less than their best. The average and slow learner will receive new inspiration, new vision, and greater incentive to achieve.

The program must be developmental; that is, learning adjusted to the child's maturity in all areas of development, and whatever is taught in the upper levels will have had its beginnings in the lower levels. Teaching will be inductive, the child learning from discovery.

Principles necessary to an understanding of such areas as the Bible, biology, chemistry, physics, geography, and history, will be developed gradually as the child's understanding increases from level to level.

In the language-arts program the child's early home education should be the framework upon which he learns to read and write.

By the time the child goes to school he has learned all the basic sentence patterns, their obligatory intonation patterns and word order, a good deal of functional grammar, including the system of word-form changes, and a vocabulary of more than five thousand words, including many of the three hundred or so structure words, such as *the*, *of*, *very*, *and*, *but*, *so*.[#]

Of course, the child has acquired all of this knowledge unconsciously during his early years as he has learned the language and heard it spoken and read by adults and children in the home and on the playground.

Reading should begin, therefore, by developing the child's consciousness of his language in its relation to print and writing. The fact that the child

An experienced church school teacher

has this intellectual background of experience does not mean all his language patterns would be acceptable in a cultured society. He may make logical errors because he has not vet encountered the irregularities of our language. For instance, he may say "runned" for ran or "mouses" for mice. Children from illiterate or near-illiterate homes, however, would not have as adequate a background of experience as those from homes of educated parents. But all children, whatever their background, should be given an equal opportunity to develop and grow into acceptable members of society. But we in our eagerness to produce a literate child must not begin too soon to purify his speech. We must start from where the child is-there must be no stigma attached to him because of his limited backgroundand gradually improve his manner of speaking and writing. In group work, by sentences and experience stories, the teacher will step by step develop correct habits of speaking and writing. In the meantime children will be permitted to write stories using whatever vocabulary and language they possess. This will be acceptable as temporarily adequate by the teacher. Many children whose parents are educated can substitute quite creatively within the basic sentence patterns and can spontaneously utter complex sentences.' Surely we should not ignore this significant implication.

It is evident that more attention needs to be given to structural patterns in the language-arts program and less to phonics as it is usually taught, and to isolated word drill. The individual word has no significance in itself. It needs the context of a sentence to discover its meaning and use, so when children learn words in isolation there is danger that a foundation for word calling is laid without visual grasp of the sentence sense. Both sentence meaning and intonation are likely to be sacrificed.

Futhermore, when a child learns a word in isolation he pauses after pronouncing it. This develops a habit that carries over into his reading and prevents him from reading smoothly with the proper intonation or expression.

Each child is entitled to experiences that will individually challenge and motivate him and make him want to learn the basic understandings and skills necessary for these experiences. Because of radio, television, and increase in travel the child has a background in many things, often superficial it is true, but this influences what he wants. Schools must become the instrument that will widen, extend, and enrich these interests. They must provide the environment that will give him opportunity to use his mother tongue advantageously to enable him to express himself clearly and forcefully. The child needs to develop an awareness of the worth of all individuals regardless of race, creed, and religion. If the curriculum is developed around units each child can proceed at his own rate, working in groups or by himself as the occasion demands. There will be opportunity to develop initiative, individual talent no premium being put on reading ability alone.

With this kind of program learnings will be paced to meet the individual needs and no child will be forced into precocious maturity or left to flounder in uncertainty. All will be contributing members of rewarding experiences and will develop feelings of satisfaction and intrinsic worth.

As I have visited some of the existing nongraded schools and have received literature from others, I have come to the conclusion that actually these schools are misnamed. Some teachers have attempted to make their reading program only nongraded; others have added arithmetic or math to the list. In seeking to substitute levels for grades they have in reality divided each grade into component parts or levels, as they call them: Level One, Level Two, and Level Three. Each child is expected to read a certain number of books in each level before he is entitled to move on to a higher one. Also there seems to be too much dependence on basic books for their reading material.

Most proponents of the nongraded schools have been so concerned with administrative problems, such as how to keep records, that they have not spent sufficient time in improving their curriculum. A change in the curriculum, I believe, should be of major consideration in organizing a nongraded program. Furthermore, a school would need to be nongraded in all subject areas in order to qualify as a nongraded school.

So far as keeping a record of each child's achievement in a nongraded program is concerned this does not present so great a problem as many think. However, a child's progress must never be thought of in terms of grade levels, of promotion and nonpromotion. Certain skills and understandings are basic to all learning. The teacher should have a list of these so he can keep a record of each child's progress in these areas.

A nongraded elementary program that is wisely planned could be conducted with a minimum of equipment, and with fairly large groups of children. The rural type school, in which there are several grades in one room, especially grades four to eight, contains the ideal nucleus around which a nongraded program could be built. The upper elementary grades as well as the lower elementary grades could be successfully nongraded; in fact, it would be easier to nongrade the upper elementary grades because of their advanced maturity.

The chief purpose of nongrading is not to individualize instruction but to make it possible when necessary. Children who are advanced along certain

THE JOURNAL OF ADVENTIST EDUCATION

lines may need to work individually on complicated projects or in solving difficult problems. Some slower, not-too-well-adjusted children may need to work individually to overcome deficiencies and to bolster their self-confidence. But all children should work in groups as well as individually because it is in groups that children learn to express themselves freely and spontaneously, and it is here they learn to refine their thinking and speaking ability. Much of the instruction should be oral, since this will enable children to learn more effectively by the inductive method.

A nongraded program that is built around units and projects and employs considerable oral instruction will not need a great deal of equipment. It will, however, need a good library, and an ample supply of basic textbooks on different levels, in the various subject area fields, recent editions of many kinds of reference books, encyclopedias, and dictionaries. The school should subscribe to magazines that will keep the teaching personnel up to date. A teacher's library of recent, reliable books on various subjects should be available also. In fact, teachers should take advantage of every possible means to keep themselves in touch with world affairs. Children should be alerted to what is happening in the world in the light of Bible prophecy. This would make necessary the Spirit of Prophecy books. Every child, of course, should have his own Bible, preferably the King James Version, although he should have access to the various modern versions of the Bible, such as Good News for Modern Man, The New Testament in Today's English, Revised Standard Version, The New English Bible (New Testament), Phillips' translation of the New Testament, and The Amplified Bible.

I do not wish to belittle the efforts that have been put forth in attempting to nongrade schools. I feel much good has been accomplished. Children have not been forced into premature reading and when ready to read they have been allowed to progress with fewer restrictions. Moreover, I believe the experiences many of the teachers and administrators have received have whetted their appetite for further research and experimentation.

Anyone interested in the nongraded program would do well, I believe, to read the book entitled The Appropriate Placement School: A Sophisticated Nongraded Curriculum, by B. Frank Brown, principal of Melbourne High School, Melbourne, Florida.⁶



CLIMBING EDUCATIONAL LADDERS

When transcripts of scholarship for transfer or for graduate students are sent from one country to another the subject of international or comparative education takes on new significance. Systems are compared and placed in juxtaposition with a sincere desire to equate, if possible, courses, credits, and hours. It is not uncommon to have course work and examinations discounted.

Comparative education with its practical application develops in the educator an attitude of modesty and reflection on what may oftentimes be too easily considered unique, novel, bizarre, or unexcelled in a particular educational system.

One must remember-and this is not intended to gloss the problem with oversimplification-that it is philosophy against philosophy, objective against objective, goal against goal, system against system—and the two may not be capable of equating.

A practical value of studying in a proper frame of mind, candidly, and with scholarly accuracy, the working of foreign systems of education and comparing educational ladders, is that it will result in our being more tolerant and charitable and we shall be better equipped to understand our own.

The misuse by some educators of such terms as Bachelor's degree for the French baccalaureat; the confusion as to the nature and extent of elementary, primary, and intermediate teaching; the meaning of the terms college and college; the difference between the German Erziehung and Bildung; the significance of the European gymnasium; the interpretation of British public and private schools; and even a proper understanding of the Canadian or American comprehensive high school and track systems give evidence that one cannot with ease climb up and slide down the educational ladders.

"INSTRUCTOR" Article Reprints

In the May 9, 1967, issue of The Youth's Instructor appeared an article entitled, "Youth Looks at the Relevancy of Ellen G. White." Students from every Adventist college in North America participated in the writing of this symposium. Pictures of the authors accompany the observations. These intelligent young people spontaneously gave the reasons why they believe in the inspiration of Ellen G. White. The reasons they presented were original, full of faith and confidence. Other youth need to be exposed to this healthy statement of belief.

Academy, college, and university Bible teachers who wish to order reprints for students, should write to the White Estate, General Conference, 6840 Eastern Avenue NW., Washington, D.C. 20012. Cost \$2.00 per hundred.

¹ Adelaide Christian, "Shall We Nongrade Our Schools?" The Journal of True Education, November-December, 1963, p. 9. ² Arthur W. Combs, "Seeing Is Believing," Educational Leaderbilt, October, 1958, p. 22. Association for Supervision and Curriculum Development, 1201 16th Street NW., Washington, D.C. ^a Carl A. LeFevre, Linguistics and the Teaching of Reading (New York: McGraw-Hill Book Company, 1964), p. 35, ⁴ B. Fersel Bueng, The Action N

⁶ B. Frank Brown, *The Appropriate Placement Schools: A Sophisticated Nongraded Curriculum* (West Nyack: Parker Publishing Company, Inc., 1966).

NEW COLLEGE OPENED

First in 20th Century for North America

Climaxing a full weekend of inspirational activities, the Kettering College of Medical Arts at Kettering, Ohio, was enthusiastically opened with the dignified dedicatory program on Sunday, September 17, 1967, at 3:00 P.M.

George B. Nelson, president of Kettering Medical Center, reviewed the background and set forth the philosophy of the college, Leonard A. Mann, dean of the College of Arts and Sciences of the University of Dayton, and Harley E. Rice, associate secretary of the Medical Department of the General Conference, welcomed the new college to the ranks of higher education with medically related curricula. The dean of KCMA, William C. Sandborn, responded with an acceptance of the invitation and challenge.

Robert E. Kinsinger, director of the division of education and public affairs of the W. K. Kellogg Foundation, delivered the keynote address, and appropriate musical selections were artistically played by a string quartet from the Dayton Philharmonic Orchestra.

24

In his prayer of dedication Chaplain H. E. Brendel, of the Kettering Memorial Hospital, invoked God's blessing upon the building, institutional program, and people. Then followed refreshments and a guided tour of the facilities. This was a high day at Kettering.

Surrounded as the campus is by wooded and rolling hills in a beautiful residential section of the city of Kettering, a suburb of Dayton, Ohio, the Kettering College of Medical Arts is equipped to educate technically prepared specialists for careers in health fields. Quality and excellence undergird the academic offerings in such medically related curricula as diet, medical records, radiologic and respiratory therapy technologies; cooking and baking, engineering and maintenance, food service management, housekeeping management, laundry management; and the Associate of Arts degree in nursing.

The enrollment of the initial freshman class is 132 students. The college augurs a challenging future,



The Kettering Medical Center includes the Kettering College of Medical Arts on the left of the main building. THE JOURNAL OF ADVENTIST EDUCATION

Receiving to Give

NOWING the Lord Jesus Christ, some of His true followers received His gift of giving liberally-

Such as the two Christian lepers in Taiwan. They took a third leper into their isolation hut because there was no official opening for him in a government leprosarium. Although the two were already eating little more than starvation rations, they willingly stretched their rice-and made it do for three.

Such as twenty-year-old Belden in the Solomon Islands. Although he had only five grades of education, he came to the Seventh-day Adventist mission to work for God. He was hired and placed in his own language area among island heathen, some being devil worshipers. Six months later Belden and eighteen pupils from his little jungle school went out to fifteen cottage meetings. Sabbath and three other days of the week are needed to fit in their weekly appointments. The total number attending these Bible studies is 550. Eight of his last year's students are now attending a district school and are in the baptismal class.

Such as Tsang Ling-lu of Macao. Spending long hours each day making wooden matchboxes over the crude form, she makes about 1,000 boxes a day, earning the equivalent of twenty cents a thousand. Even in the colony of Macao this is not much money

to live on. Each Sabbath this 80-year-old Chinese woman walks with crooked, bound feet the one and a half miles to Sabbath school. When the church pastor spoke of other mission needs, old Tsang Ling-lu scraped clean her meager savings and gave her Father in heaven all she had earned during the past nine days.

Such as young Brian Mansfield Dunn, missionary to the islands of the South Pacific. While love reached out its hand to help a stranger in the darkness. cruel hate drove in the spear that loosed warm blood to darken Malaita's soil. Brian gave his life in the arms of his devoted wife, that men might know God.

The Annual Sacrifice Offering in Seventh-day Adventist churches amounted to \$727,992.99 in 1965, but in 1966 the churches around the world increased the amount to \$1,116,630.66. How does one account for the difference of \$388,637.67? When the invitation was given in 1966 many responded with a week's salary.

When we think of sacrifice and sacrificial giving, most of us in North America hardly know what is meant.

May all our administrators, faculty, staff, and students in every Seventh-day Adventist school learn individually the joy of sharing, the gift of giving, and the blessing of self-denial.

What will this 1967 opportunity mean for you Sabbath, November 11? We invite you to share a week's salary-or more-to help God finish His work.

Literary Critics Examine Modern Morals

(From page 5)

He regrets the general disintegration of values, the distrust of all but the "pragmatic fact," the scientific power that makes possible the destruction of humanity, insecurity, emptiness, the isolation of the individual from his past and his fellows, and the loss of faith in religion.9 An abundance of evidence of this spiritual decay is present in some contemporary selections of literature.

Bush believes that our severance from the past makes for ethical instability. This severance, which began in the seventeenth century with Descartes, is now continued by positivism, which rejects religion, metaphysics, and intuitive ethics.10 Bush concludes that the loss of a consciousness of our religious and ethical heritage is a "much worse menace than atomic or hydrogen bombs,"" which can consume physical but not spiritual reality.

Although it cannot be denied that today pragmatists, positivists, and materialists are still influential

VOL. 30, NO. 1, OCTOBER-NOVEMBER, 1967

in scholarly and philosophical circles, civilization is given fresh hope when distinguished thinkers such as Yvor Winters and Douglas Bush point us to a moral authority who for millions is still the spiritual Creator and omnipotent God of love.

Los bienes si no son compartidos no son bienes.

-Fernando de Rojas

¹ August Kerber and Wilfred Smith, Educational Issues in a Chang-ing Society (Detroit: Wayne State University Press, 1962), p. 204, ² Ibid., p. 218. ³ Yoor Winters, In Defense of Region (Denver: Allan Swallow, 10 - 2000)

^{1947),} p. 10. (*Ibid*,

 ⁶ Douglas Bush, Science and English Poetry (New York: Oxford University Press, 1950), p. 142.
⁹ Ibid., pp. 142, 143.
⁷ Ibid., p. 143.

¹ Ibia., p. 142. ² Ibia., p. 148. ⁹ Ibid., p. 149. ¹⁰ Gerald Goldberg and Nancy Goldberg, *The Modern Critical Spectrum* (New Jersey: Prentice-Hall, Inc., 1962), p. 224 ¹¹ Ibid.

BEWARE! Your Education Is Showing

By E. R. Reynolds, Jr.

A YOUNG minister of my acquaintance had recently graduated from college. He was proud of what he had done, and he had a right to be. He thought that it earned him the right also to tell others of his success by putting the letters of his Bachelor's degree behind his name whenever he signed his correspondence. Perhaps it did, but it also earned the envy of his superior who had not had the same opportunities to study. Ministers ought not to be jealous, but the young man was letting his education show, and it hurt him.

Some of us—I think I am writing to educators show our education by our big words. This has been a hard lesson for me. After my recent accident in Pakistan—I was shot in the head by a night prowler on October 22, 1966—I was limited for nearly two months to the manual alphabet for the deaf and mute as far as communication was concerned.

On one occasion I laboriously finger-spelled to my nurse, indicating that I wanted my underwear. When the nurse finally figured out my hand spelling, she warned me not to use such long words again.

"Next time you ask for pants or P.J.'s," she said.

My wife also scolded me soundly one day. "You just have to learn," she said, "that people are not going to sit and listen patiently while you use big words. Learn to speak in ideas, not with words."

Those trying to read my finger spelling were finding it very difficult to decipher what I was trying to spell even when I used simple words. Long words or unusual words only added to their troubles.

This has been hard for me-I have spent my life

so far to build my vocabulary and appreciation of the shades of meaning found in words.

A close friend of mine, and one for whom I have a high regard, is Pastor E. R. Hutchinson, the principal of Pakistan Union School, who also recognized my problem. He once said, "If Bob knows two words that mean the same thing, he will go across the street to use the larger one." Of course, this created special problems there, since my audience had only a limited knowledge of English anyway.

A nurse whom I know has only a Bachelor's degree. Nevertheless, no doubt unconsciously and unintentionally, she reveals her education by her thought patterns. Let me add right here that one's education is meant to change him.

When I attended the Seminary I took some courses in speech. There the class was taught that great speech is not speech for speech's sake. Likewise, true education is not education for education's sake. Thus, if one uses his education to tell the world around him by his thought patterns that he is educated, even if he is the foremost living authority on the green beetle in Balihack, he has betrayed the cause of education.

There is another problem that more and more reveals itself among teachers: Expecting a higher level of attainment from one's pupils than their maturity should allow—and all because the teacher has learned more himself. This is particularly true of the professionally untrained teacher. Thus a university graduate expects much the same kind of results from his secondary school or college freshmen that his university professors asked of him. I am not asking that these younger minds not be put to the stretch. Some are more capable than others and such should have every chance to make the best of themselves, but not at the healthy expense of the weaker, slower ones just to show one's peers that he is educated.

These observations are likely to have raised a whole battery of related problems. And in doing so I may have been guilty of the same errors I have been warning against. But then, I am addressing myself to educated people.

A Successful Teacher Needs

The education of a college president, The executive ability of a financier, The humility of a deacon, The adaptability of a chameleon (twofaced), The hope of an optimist, The courage of a hero, The wisdom of a serpent, The gentleness of a dove, The patience of Job, The grace of God.

THE JOURNAL OF ADVENTIST EDUCATION

Formerly Academic Dean Pakistan Union School Chuharkana, West Pakistan



ur Schools Report ...

OVERSEAS

The 1967 annual meeting of the board of directors of Korean Union College approved of a public relations seminar, a correspondence division, a field school of evangelism, and the establishment of an experimental farm.

The South American Division reports that six new secondary schools and a number of new courses have emerged in their area of service in the past four years. In addition, senior college status in theology has been granted to Inca Union College, Chile College, and Northeast Brazil College.

GENERAL

Home Study Institute, always working toward widening its selection of courses offered, has introduced two new available courses, one in comparative religions and another in cost accounting. Also within the next four months five additional courses will be ready: religious journalism, Asian culture, mental health, Latin American history, and elementary typing for grades 6-8.

ELEMENTARY

Future teachers can be encouraged in even the smallest of schools. Although the Prineville Elementary School (Central Oregon) is a one-room school, the teacher found time to promote a Future Christian Teachers' Club. Two of the eighth-graders received their FCT pins last spring, 1967.

SECONDARY

Rio Lindo Academy is happy to announce its campus industry for sorting broom corn, hopefully expecting to provide employment for the 1967-1968 school vear for 30-35 students.

The building trades class at Madison Academy completed a beautiful, modern, three-bedroom, doublegarage, two-bath home on the campus during the past school year.

For the first time Indiana Academy has a full-time librarian to enrich and raise school scholarship in the learning resources center.

Driver education at Union Springs Academy meant behind-the-wheel experience as well as theory, beginning with last school year.

VOL. 30, NO. 1, OCTOBER-NOVEMBER, 1967

The Santa Rosa Press Democrat, enjoying a circulation of 45,000 daily issues, featured Rio Lindo Academy as a "dream school" in its Christmas Sunday special.

The tape recorder is a teaching medium in English and Spanish language classes at Milo Academy.

In the growing drive to stimulate and encourage excellence in their students, the faculty of Pioneer Valley Academy has organized the Merle L. Mills Chapter of the National Honor Society, whose membership is based upon a combination of scholarship with good citizenship and with personal qualities of leadership, service, and character.

Students coming from church school to Indiana Academy do consistently better on their achievement tests when they enter the academy than those who come from non-church school backgrounds. Of the 1966 freshmen at the academy the church school students had an average grade placement of 11.7 on the Iowa Tests of Educational Development whereas the non-church school students had an average grade placement of 10.7. These church school students are also consistently the high achievers throughout their academy years.

HIGHER

In addition to the regular offerings of the modern languages department, Atlantic Union College is teaching computer technology in the physics-mathematics division. A teletypewriter at AUC is connected by direct telephone line to an IBM 7094 computer in Cambridge, Massachusetts.

Frank L. Marsh, biology professor of Andrews University, was elected vice-chairman of the national Creation Research Society.

Among the first graduates of College Place Trade-Technical School (Box 307, College Place, Washington 99324) are three printer-lithographers going to St. Helena Sanitarium and Hospital, Loma Linda University, and to the Malamulo Mission Publishing House in Malawi, two radio-television technicians, and two auto mechanics.

Niels B. Jorgensen, D.D.S., emeritus professor of oral surgery at Loma Linda University, School of Dentistry, was awarded the John Mordaunt prize by the Society for the Advancement of Anesthesia in Dentistry for his outstanding work in the advancement of pain control, now recognized as the Jorgensen Technique.

Albert Grable of the biology department at Walla Walla College has received word that he has been awarded a \$24,700 grant for research on the pea aphid parasite by the U.S. Department of Agriculture, Agricultural Research Service, Entomology Research Division.

Columbia Union College and the local conferences comprising the Columbia Union Conference offer a most liberal financial scholarship field training program for theological students with the *extern* plan at the end of the junior year in college.

Beginning with this 1967-1968 school year, Loma Linda University is offering the denomination's first two-year training program in quantity food production, leading to the degree of Associate in Arts. This program is to train chefs and cooks for Seventh-day Adventist institutions around the world. Also in this field, they are currently offering a two-year complementary course in food service supervision.

On July 1, 1967, the merger between Loma Linda University and La Sierra College became effective. The plan is that the Loma Linda campus will continue instruction primarily in medical, dental, nursing, paramedical, and related professional sciences. The La Sierra campus will stress instruction and research on the undergraduate and graduate levels in liberal arts areas.

► For years the Southwest has sent their junior and senior college students outside their union for their upper division work. But beginning with the 1967-1968 school year Southwestern Union College moved to senior college status and will be offering majors in biology, business, education, English, history, and religion.

Is There a Generation Missing?

(From page 18)

part of the people who have such firm ideas of what Christianity is. In other words, "If religion is all that neat, let's see some of it." Spirituality and spiritual discernment can't rub off from one person to another, but the exuberance of a personal, modern-day life in Christ is the most effective way to attract the attention of the youth of our time who would like to believe.

It could probably attract the young man taking classes at one of our senior colleges who asked a teacher for some literature on Seventh-day Adventis: doctrines. The teacher was only too happy to give him *The Great Controversy*. "And could I arrange with one of the men in our theology department to give you Bible studies?" the teacher offered.

"No, thank you," came the answer. "I'm interested

28

in reading your doctrines, but I can see what your religion is really like in the lives of your students and teachers."

As this young man saw it, personal example is not only the most effective way of interesting people in a belief but it is also the only real proof that the belief is worth while. And the only beliefs worth while to this generation are those that provide honest answers to questions that are still being asked.

* Education, p. 14. * Time Magazine, Jan. 6, 1967, p. 21.



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

Case Number One

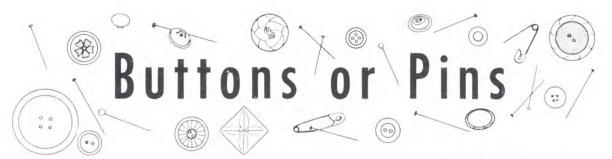
At an Oregon school a teacher was to start a new woodworking class for the seventh and eighth grades in a room without student lockers or cabinets. Some students were thought to be dishonest. The teacher decided to keep all supplies in the open. He concentrated on teaching each boy to leave alone the materials and projects of the others, to keep his own instruments orderly, and to be proud of the condition of his tools. Each week a new pupil-custodian of supplies was appointed. If something belonging to the teacher or classmates was missing, the class stopped and looked until it was found. Such a system seemed to encourage honesty.

Have you sought to teach such values as honesty in the classroom?

Case Number Two

Realizing the need of an elementary school library, the faculty in a Florida school studied plans for setting up a reading and stack room. The teachers discussed the proposal with the boys and girls, solicited their participation in formulating plans, and soon there was much purposeful activity. The sixth-grade pupils researched all they could about successful operation of school libraries, they visited the branches of the public library, and soon they made plans to help operate the library for their school.

Do you help pupils become involved in planning and operation procedures?



By Geraldine Baker

ACH year as the chords of the graduation march are revived, the world witnesses as many young men and women walk into untried situations, ready to cut new patterns from the cloth of life. Some have chosen the white starched material of the medical profession. Many have selected the tweeds typical of the business world or the traditional dark wools of the ministry. Others have decided to use the heavy denim of manual labor.

I am not really concerned about the choice of material, for I feel that God has a need for Christian workers in many varied fields. What I am concerned about is the finishing materials that we as teachers have provided for these young people. Have we supplied our future ministers with the buttons of clear and varied sentence structure, of apt figures of speech, and of a knowledge of outlining; or will God's message be less effective because future sermons may be unorganized thoughts held together with the pins of muffled speech and incorrect pronouns? Have we passed on the trim, neat buttons of proper business letters and of intelligent conversation to the future medical personnel and business leaders, or will many future business transactions be held together with the pins of dangling participles? Have we supplied the nonprofessional group with enough polished buttons of proper English that they will be able to perform the duties of various civic and church offices with a degree of proficiency and ease?

Yes, the buttons of proper English adorn and enhance every vocation. As teachers we are in a position to influence a large segment of our future leaders. In fact, we are partially responsible for the type of leadership they will render, for it is the teacher who holds the old button box marked "Appropriate English." Let's keep that box in the prominent place that it deserves and pass on the heritage of our language by replacing the rusty pins of inappropriate speech and bent thoughts of some of these future leaders with the smooth, colorful buttons of appropriate English.

Columbia Union College Launches New Religion Degree

(From page 20)

not high time to "redeem the time" and hasten the coming of our Lord? "Women, as well as men, are needed in the work that must be done. Those women who give themselves to the service of the Lord, who labor for the salvation of others by doing house-to-house work, which is as taxing as, and more taxing than, standing before a congregation, should receive payment for their labor."*

The time is at hand for us to go forward with broad vision and large-minded planning in the development of strong ministerial and evangelistic teams in the field. "Seventh-day Adventists are not in any way to belittle woman's work. If a woman puts her housework in the hands of a faithful, prudent helper, and leaves her children in good care, while she engages in the work, the conference should have wisdom to understand the justice of her receiving wages."5 This counsel has been largely unheeded in the organization of the church. We believe that in our collegiate training, young women should be encouraged to prepare for this type of service and urge conferences to plan wisely for the use of this talent in the development and use of pastoral and evangelistic teams. Great strength will come to the work if we will do this. With this in mind the Bachelor of Science degree in Religious Education has been launched in the hope that it will take root and find nourishment. May it flourish at a time when new and bold ventures need to be launched in order to accomplish much for the work of God in history's late hour.

VOL. 30, NO. 1, OCTOBER-NOVEMBER, 1967

¹ Gospel Workers, p. 192, ² Evangelism, p. 477, ³ Ibid., p. 490, ⁴ Ibid., pp. 493, 494, ⁵ Gospel Workers, p. 453.



EDUCATION'S COMING EVENTS



General Conference:

1967 SCHEDULE

North American Division:

Southern Union Conference Elementary Teachers' Convention (Atlanta, Georgia)	Oct. 1-4
Columbia Union Conference Secondary Teachers' Convention (Atlantic City, N.J.)	Oct. 15-20
Council for Elementary Education (Newport Beach, California)	Nov. 12-16
Commission on Elementary Education (Newport Beach, California)	Nov. 16-17
Commission on Secondary Education (General Conference Headquarters)	Dec. 10-12
Commission on Higher Education (General Conference Headquarters)	Dec. 12
Board of Regents (General Conference Headquarters)	Dec. 13-15

1968 SCHEDULE

South American Division:	Educational Meetings and Institutional Visits	March-May
North American Division:	Advisory Committee on Bible Teaching (General Conference Headquarters)	May 6-8
Central European Division:	Educational Meetings and Institutional Visits	May-June
North American Division:	Elementary and Secondary Curriculum Workshop (Southern Missionary College)	June 4-13
	Andrews University European Study Tour (English Literature)	June 10-Aug. 29
Southern European Division:	Educational Meetings and Institutional Visits	June-July
North American Division:	Education Advisory Committee (Andrews University)	Aug. 20
	Quadrennial Meeting, College and University Teachers and Administrators (Andrews University)	Aug. 20-27
Far Eastern Division:	Educational Meetings and Institutional Visits	SeptDec.

THE JOURNAL OF ADVENTIST EDUCATION

30



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VOL. 30, NO. 1, OCTOBER-NOVEMBER, 1967

EDITORIA ost scripts

Questions & Montreal, Canada, proudly celebrated Answers the centennial of Canada with EXPO 67, a brilliant creation on land and

water of the possibilities of combining light, sound, and form. Many educational exhibits from medieval times to the contemporary showed the progress of man and his times, as represented in domestic and foreign pavilions. As a healthy antithesis to EXPO 67's over-all theme, "Man and His World," Sermons From Science provided some answers to questions raised in the Christian pavilion.

Class Many schools have maintained that class rank-Rank ing of students is a necessary index of academic ability. Other educators declare that this practice corrupts the student-teacher relationship and the basic academic process. Although seeking for objectivity in grading as far as groups and classes are concerned, some teachers find greater satisfaction in appraising a student's accomplishment in the light of his achievement against his own ability. In other words, he is pitted against himself with his own potential. Some teachers prefer to evaluate individual achievement by a standard irrespective of the rest of the class.

Interestingly enough, Columbia University has dropped all class ranking of students, one of the first major educational institutions to do so.

Environmental Powerful technical means are now Control at hand that can revolutionize the

future of environmental control. Data processing methods based on electronic computers can convert masses of data into meaningful quantities that the human brain can grasp. Cheaply controlled energy based on nuclear fission reactors and nuclear explosives will reduce hurdles of weight and distance. Development of systems analysis concepts and methods will help resolve complicated technological problems. To gain first scientific understanding to reach environmental control, higher education is a handmaiden. Astrophysics, biology, and geology constitute an important trio to contribNewest Maps Radio astronomy has pushed back the curtains in the sky to allow men to see for the

first time the major portion of our own galaxy, which was once possibly obscured by interstellar dust and gas. This development has led to the identification of a new class of galaxylike objects called Quasars by the powerful radio signals they emit, and has enabled astronomers to construct a radio map of the skies.

Identity Nations and institutions of late have been Crisis reviewing introspectively their raison d'etre. They are searching their purposes and re-evaluating their objectives. Each Seventh-day Adventist school—elementary, secondary, undergraduate, graduate, and professional—should do no less. Unless the church, institutional, and departmental objectives are annually achieved the respective school has no justification for operation. What is your school really accomplishing?

Upmanship That it costs more to go to school this year should come as no surprise. With increase in salary, labor, building materials, equipment, and supplies, cost of education goes up. Educational management, however, has the responsibility to keep overhead in operation and capital outlay as low as possible. Needless expenditures, frills, and twirls should be eliminated. Wise and judicious use of time and money is the hallmark of a conscientious steward.

Passing One of the conclusions in the first scien-On tifically planned survey on the status of

public school administration and organization by the U. S. Office of Education is that pupils are generally promoted from one grade to another only if their academic achievement justifies it. A small minority are passed primarily to enable the child to progress with his own age group. Schools report the child's progress to his parents by marking him by letter rather than by numeral. More than three fourths of the schools use the letter system alone or a combination of letter grades with parent conferences.

THE JOURNAL OF ADVENTIST EDUCATION

ute to these advances.