

*The Journal of*  
**ADVENTIST  
EDUCATION**

DECEMBER, 1967-JANUARY, 1968



# THE JOURNAL OF ADVENTIST EDUCATION

**A Professional Publication of the  
Seventh-day Adventist Church**

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

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Issued bimonthly, October through June, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington, D.C. 20012. Subscription price, \$2.75 a year. Rates slightly higher in Canada. Printed by the Review and Herald Publishing Association, Takoma Park, Washington, D.C. 20012, to whom all communications concerning change of address should be sent, giving both old and new addresses. *When writing about your subscription or change of address, please enclose the address label from the wrapper in which you received the journal.* Address all editorial and advertising communications to the Editor. Second-class postage paid at Washington, D.C.

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# The

WISE MEN departed alone from Jerusalem. The shadows of night were falling as they left the gates, but to their great joy they again saw the star, and were directed to Bethlehem. They had received no such intimation of the lowly estate of Jesus as was given to the shepherds. After the long journey they had been disappointed by the indifference of the Jewish leaders, and had left Jerusalem less confident than when they entered the city. At Bethlehem they found no royal guard stationed to protect the newborn King. None of the world's honored men were in attendance. Jesus was cradled in a manger. His parents, uneducated peasants, were His only guardians. Could this be He of whom it was written, that He should "raise up the tribes of Jacob," and "restore the preserved of Israel;" that He should be "a light to the Gentiles," and for "salvation unto the end of the earth"? Isa. 49:6.

"When they were come into the house, they saw the young child with Mary His mother, and fell down, and worshiped Him." Beneath the lowly guise of Jesus, they recognized the presence of Divinity. They gave their hearts to Him as their Saviour, and then poured out their gifts,—"gold, and frankincense, and myrrh." What a faith was theirs! It might have been said of the wise men from the East, as afterward of the Roman centurion, "I have not found so great faith, no, not in Israel." Matt. 8:10.

*The Desire of Ages*, pp. 63, 64





## As We See It

### COMMITMENTS TO THE FUTURE

Thirty-three years away is the twenty-first century—the 2000-2001 school year.

Goals of education are being reviewed by various institutions, professional groups, and nations. Literally dozens of organizations and groups are endeavoring conscientiously to try to shape the goals and objectives of education in terms of needs that can be foreseen in the coming century. These goals and objectives are being examined and refined.

With the present sophisticated, urbanized, industrialized, and scientific environment in which man lives, it may seem as though the twentieth century has rocketed us into such an era of materialistic whirl and grind that we are physically unable to keep pace with living and are not emotionally stable enough to make adequate decisions which our forefathers took in stride.

One observer expressed the apparent direction of civilization when he stated that "perhaps our 20th century civilization itself is heading for disintegration, and people like sheep are gaily following the path to their destruction." Brigadier Fisher carried this further with his cryptic description of the apartment dweller: "The way we live today in high-risers and with far-apartness breeds loneliness. The word *neighbor* is going out of style. In an apartment the only way to meet your neighbors is if you accidentally run into them in the laundry room." Knowledge is increasing at a rate that is exponential, doubling itself in incredibly short periods of time. Everything that man knows is being stored on computer tape. Electronic hardware, transistorized gadgetry, miniaturization, and automation are hallmarks of contemporary manufacture. A master international communications system; increased minimal requirements for general education; parent, compensatory, and occupational education; more competent educators; bionics; viable and relevant curricula; every possible technological and material aid;

learning parks; functional schoolhouse design and construction; programmed learning; instructional materials centers; assistant teaching; new instructional systems; and educational research—all these predict an exciting future.

Mapping management for the twenty-first century, a symposium of businessmen, educators, and government officials peered across the threshold of the turn of the century at the dedication of the new \$1 million Manager Learning Center of the American Foundation for Management Research in Hamilton, New York, last August. The idea for the center is for a company president and his top advisers to bring specific problems to the research center, seeking solutions in one of several conference rooms styled "substance center." Although currently available to corporate executives—no more than twelve to a study group—eventually the AFMR plans to cooperate with managers outside business, including those in government and nonprofit organizations.

But concern is in the air. "On its present course, humanity is doomed to extinction," socio-economist Robert Theobald told the National Consultation on Technology and Human Values in Chicago last May. Biologist Theodosius Dobzhansky of Rockefeller University in New York City said the size of the world's population presents a more urgent problem than its quality. As important as exploration of outer space is "the exploration of man's inner space," declared José M. R. Delgado of Yale University School of Medicine. The "need to develop new institutions" is more critical than inventing new technological hardware, opined Donald M. Michael of the Center for Research on Utilization of Scientific Knowledge at the University of Michigan.

In the conclusion of his paper on technology and the future, Kenneth E. Boulding, economics professor at the University of Michigan,



expressed his concern for people: "The educational system is peculiarly specialized in the production of people and it must never lose sight of the fact that it is producing people as ends, not as means. It is producing men, not manpower; people, not biologically generated nonlinear computers."

This past, present, immediate, and future goal and objective of Seventh-day Adventist education must be kept before every educator—the divine purpose of imparting to the youth an experiential knowledge of the true God, molding the character of the individual into harmony with His, restoring in man the image and likeness of his Maker, and preparing man to live for and with his God.

How long time will last no one knows. With bold leaps of the imagination and with the spirit of initiative and creativity every educator has the privilege and responsibility to prepare himself, his work, and his students for the future. This must not be left to chance. This cannot be haphazard planning.

Commitments should not only be corporate but private and individual. How well and solidly are you planning? Where will you and your students be in the year A.D. 2000? We as Seventh-day Adventists hope that as educators and learners all shall be enrolled at that time in the school of the hereafter.

T. S. G.

## LESSON PLANS: A FORMAT

By Zeph H. Foster

THE rewards of a well-planned lesson are legion. For example, a sense of security and personal well-being are realized as a result of careful preparation. Many potential discipline problems and related problems of control are eliminated. Also, the student teacher feels more at ease with his pupils and exhibits self-confidence and composure. He feels secure working with individual students, and equally important, he creates a sound environment for learning.

Time and its use are a major consideration in planning lessons. The student has not yet learned how to make best use of his time and frequently asks for assistance with this problem. A possible solution may be found by giving consideration to the lesson-plan format that follows.

Provision has been made for all the essential ingredients of a successful lesson, yet the amount of time required to use this format has been kept to a minimum. Attention is called to the format itself.

The writer would suggest that the student teacher limit his "specific objectives" to one or two items he hopes to accomplish and which can be evaluated after the lesson has been taught. The "procedure" on the plan may be an outline of how the lesson is to be presented and may include a sketch of the material to be covered in class. Space is provided for a notation concerning the assignment. The student may wish to amplify the assignment orally and use the chalkboard and other visual aids to help make it meaningful. One of the time-saving features of this plan is the daily

writing of future test questions or ideas for questions that the student finds as he makes his class preparation. From this material he can readily construct tests, quizzes, and other evaluative instruments. The section "progress report by periods" makes provision for other notations, which help the teacher to modify his class presentation as necessary throughout the day. A brief reminder concerning items such as make-up work, homework assignments, and late papers is frequently helpful for the teacher. Space for this need has been provided.

This plan may be used by teachers of English, social studies, and the sciences, and may be of help to them with lesson organization in addition to economizing their time. A number of student teachers have found this to be true.

Subject:		Date:	
Goal:		Periods:	
		Score:	
Title:			
Specific Objectives:			
Procedure:			
Background:			
Bibliography:			
Future Test Questions:			
Material Needed:		Visual Aids:	
Progress Report by Periods: 1. 2. 3. 4. 5. 6.		Other Comments:      	

Resident Coordinator of Student Teachers  
University Center of Idaho  
Boise, Idaho

Devotional given on July 12, 1967, at the  
North Pacific Union Conference seminar  
for Bible and English teachers.

## "BUT YOUR TEACHERS DON'T READ THEM"

By Kraid I. Ashbaugh

THERE are here this morning some English teachers; there are some Bible teachers; there are a few who teach both Bible and English; and there are also a few who are Bible teachers and church pastors, who could be termed preachers. Paul said, "I magnify mine office," and an interesting question might be asked, Who has the more important job, the preacher or the teacher?

Don't be too hasty in deciding the answer to that question. What does the Great Commission say? "Go ye therefore and *preach* to all nations?" No. "Go ye therefore, and *teach*." Suppose we ask Luther which office is the more important. He answers, "If I could give up preaching, or were compelled to quit, I would not wish to be anything else than a school-teacher; for I know this vocation is the best and most useful next to the ministry; and sometimes I don't know which of the two is the more important. For it is difficult to train old dogs or to reform old sinners, and this is just what the preacher tries to do, and so often in vain; but young trees can be bent, even if some of them should break." Luther, I'm sure, would congratulate you who are preacher-teachers.

But perhaps there are some who are reserving judgment on this question, feeling that perhaps Luther was just a little too exuberant. You may want a little more authority before you make up your mind. I have it here, and it's no less an authority than the Spirit of the Lord, the Testimony of Jesus, and it's found on page 498 of the book whose full title is *Counsels to Teachers, Parents, and Students Regarding Christian Education*, one of the three handbooks especially written for Seventh-day Adventist teachers: "Teachers should strive to realize the greatness of their work. They need enlarged views; for their work, in its importance, ranks with that of the Christian minister." Which is the more important, teaching or the ministry? Luther said he wasn't sure, but the Spirit of the Lord tells us they are both great and rank equally in importance.

I mentioned that *Counsels to Parents and Teachers* was one of the three handbooks given to Christian

teachers, the other two being, as you know, *Education* and *Fundamentals of Christian Education*. It is interesting to note that while the Holy Spirit has given Christian teachers three guidebooks, so ministers have been given three—*Gospel Workers*, *Testimonies to Ministers*, and *Evangelism*; and Christian doctors have three—*Medical Ministry*, *Counsels on Health*, and *The Ministry of Healing*. Do our doctors read faithfully their handbooks? But let's not attempt to throw our stones so far away for fear of breaking our own windows. Do you ministers, you teachers—and this takes in all of us—do we read regularly and systematically *Education*, *Counsels to Parents and Teachers*, and *Fundamentals of Christian Education*?

Why do I ask such a question? When D. E. Rebok was president of the Seventh-day Adventist Theological Seminary in Washington, D.C., he reported an interesting visit he had had with a noted Negro educator. This man had read, as I remember, at least two of these inspired handbooks for teachers, and he was enthusiastic over the message he found therein. When he learned that the author had had but a few grades in school, he marveled still more, realizing that such counsel could have come from but one source, the Master Teacher.

Apparently he was quite well acquainted with Adventist teachers, for he remarked, "Yes, these volumes are a very valuable gift to your church, but your teachers don't read them."

How did he know? Was there a gap between what Adventist teachers did and what they were counseled to do in these volumes for teachers?

Guy F. Wolfkill, former chairman of the department of education at Pacific Union College, used to say, "The *Testimonies* were written only for the 144,000," and then would follow his clincher, "for no one else in the church bothers to read them."

Yes, these inspired messages from God are not only for teachers but for all God's people, and will our non-Adventist neighbors say, as the Negro educator did to Elder Rebok, "But your teachers don't read them?"

What good does it do for me to have a beautifully bound Bible left in the bottom of my trunk? And

Teacher of English and Journalism  
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what good does it do me to have red-leather editions trimmed in gold of the Spirit of Prophecy volumes resting on a shelf undisturbed month after month? I wonder whether some Adventist teachers know for themselves what the Spirit of the Lord says, or have they been satisfied to let someone else interpret the force out of them?

For instance, do the words "fiction" and "novels" mean differently today from what they did when Sister White used them? I read, beginning on page 383 of *Counsels to Parents and Teachers*: "There are works of fiction that were written for the purpose of teaching truth or exposing some great evil. Some of these works have accomplished good." We would consider that *Uncle Tom's Cabin* could qualify at least to the clause "have accomplished good," for many were inspired by reading that book to work to remove the curse of slavery from our country. But we know that this book is condemned by name in the volumes of the Testimony of Jesus. And perhaps many social novels could fully qualify as having accomplished the feat "of teaching truth or exposing some great evil" and "have accomplished good." One might even say that they are among the "better works of fiction," and could qualify as "high-class fiction."

Yet the warning against them is clearly presented with the reason why: "Yet they have also wrought untold harm." Why? "They contain statements and highly wrought pen pictures that excite the imagination and give rise to a train of thought which is full of danger, especially to the youth." This is speaking of students the age of those we are teaching, teenagers. And why is such reading full of danger? "Such reading unfits the mind for usefulness, and disqualifies it for spiritual exercise. It destroys interest in the Bible. Heavenly things find little place in the thoughts." Good solid reasons for leaving fiction alone are given there.

But lest there be any question that she is not referring to so-called "high-class fiction," the writer continues: "Even fiction which contains no suggestion of impurity, and which may be intended to teach excellent principles, is harmful." Why? "It encourages the habit of hasty and superficial reading, merely for the story. Thus it tends to destroy the power of connected and vigorous thought; it unfits the soul to contemplate the great problems of duty and destiny." More good reasons why fiction is harmful. And if "good" fiction is harmful, what can be said of "bad" fiction? It would appear that *all* fiction comes under condemnation.

Harm to the mind has been discussed quite fully. Does the reading of fiction have a harmful influence on the body? Can it work adversely on the personality and the will? "By fostering love for mere amusement, the reading of fiction creates a distaste

for life's practical duties. Through its exciting, intoxicating power, it is not infrequently a cause of both mental and physical disease. Many a miserable, neglected home, many a lifelong invalid, many an inmate of the insane asylum, has become such through the habit of novel reading." What doctor would dare make such a statement? Would he not be immediately challenged by his medical contemporaries, who would insist that there are far too many contributory factors, such as health, environment, heredity, and diet, to name a few, which must be considered as well? But the Spirit of the Lord knows these bodies well, and He knows exactly what caused the breakdown.

If the youth has been reading "pulp" fiction of the "dime novel" stripe, couldn't he be weaned away gradually by substituting a better or classic type of fiction? "It is often urged that in order to win the youth from sensational or worthless literature, we should supply them with a better class of fiction. This is like trying to cure a drunkard by giving him, in place of whisky or brandy, the milder intoxicants, such as wine, beer, or cider. The use of these would continually foster the appetite for stronger stimulants. The only safety for the inebriate, and the only safeguard for the temperate man, is total abstinence. For the lover of fiction [be he teacher or student] the same rule holds true. Total abstinence is his only safety."

I have placed on the board six statements from the pen of Ellen G. White, which all say in substance, "God means what He says." If "fiction" and "novels" don't mean the same today, a little over fifty years since last she wrote, as when they were written at the dictation of the Lord, I could protest in the judgment that I was being judged unfairly, that the standard had changed and I hadn't been told about it. No, God knows what's harmful to these bodies and these minds He has created, and for our own good He has warned us against that which tears down body and mind.

What is my burden then, teachers, whose work ranks in importance with that of the Christian minister? First, read regularly the counsel God has been pleased to send to His remnant church so that it won't be said of us what the educator observed, "But your teachers don't read them," or as W. E. Barr, when as chaplain of the Glendale Sanitarium he presented studies on the Spirit of Prophecy to sanitarium workers, used to say, "Adventists have the red books, but they *aren't* read." Or have you heard of the simple soul, a Seventh-day Adventist church member, who declared that she wasn't going to read the writings of Sister White for this reason: "If I don't know what the Spirit of Prophecy says not to do, the Lord won't hold me responsible if I do it?"

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# RIVALRY— A Dangerous Motive!

By H. B. Hannum

CONTESTS to find the best singer or pianist! A talent festival in which the best performer will be awarded a prize! The spirit of rivalry, the spirit of competition to win over all others—such is too often the motivation of many musical performances today in our schools.

What is the motive behind the many things you do? If you sing or perform on an instrument, what is your motive in performing? Why do you seek an education? Why do you want to do a certain kind of work? What are the motives that drive you to accomplish anything?

These are important questions for every Christian to consider. The Bible is clear in teaching that a Christian will have different motives from a man of the world. One of the important results of conversion is this change of motive from selfish and egocentric motives to the unselfish and loving service of the Christian.

The thirteenth chapter of First Corinthians outlines the supremacy of the motive of love over all other incentives. It says that love is not jealous or boastful. Among the works of the flesh listed in Galatians 5 are "enmity, strife, jealousy, anger, selfishness, dissension, party spirit, envy" (R.S.V.).

In a world in which rivalry and selfishness are on every hand, it is sometimes hard for Christians to rise above adopting some of the world's motives in their own lives. Competitions and rivalry for first place are everywhere. In recent years the number of music contests has greatly increased, and the motivation of many a musician is to win some kind of award. This has even crept into some of the programs in our schools where talent festivals, or amateur hours, or programs of various kinds are given in which the element of winning a prize takes precedence over any other motive. When each one strives to do his best he is worthy of commendation. When he strives to outdo someone else his motive is questionable.

In an enlightening book entitled *The World of Music*, G. Wallace Woodworth of Harvard University says, "Three things are wrong with our highly publicized programs for the assistance of talented musicians and our reliance on contests as the operating basis for the awards:

- the winner gets too much;
  - the loser suffers a drastic curtailment of opportunities;
  - the entire philosophy of the contest belongs to the world of sports rather than to the world of art."
- Page 118.

Woodworth goes on to say that contests do more harm than good. The application of motivations in the field

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of games and sports to the performing arts and even to education is a sad mistake.

In the world this condition is undoubtedly here to stay, and not much can be done about it. But the Christian should be motivated by better and higher incentives in his artistic expression. The arts are a real blessing to man if he seeks through them to express some form of beauty, not to glorify himself, or to inflate his ego, or to win some contest, but to make his own life or that of someone else richer and more beautiful. Through the arts one can live to bless others. A beautiful selection of music, played or sung as an expression of the beautiful, may prove a blessing to someone else.

The motto of the life of Bach was, "For the glory of God alone." He wrote his music and he had it performed in the churches of his day for the glory of God. Every true church musician is not seeking to show off technical skill or to satisfy selfish desires. He is seeking to serve the church with beautiful music to the glory of God.

Often musical performances are judged by the wrong standards. A musical performance is not to glorify self, to show off technique, to gratify the selfish wishes of parents or teachers. A performance should be judged not on such matters as technical brilliance, difficulty of the music, but on artistic values and aesthetic appeal. This, of course, will involve technical matters, which are always subordinate to artistic values. Neither is the value of a concert to be measured in the fee that is paid to the performer, but in the quality of the music and the artistry of the performance.

It is unfortunate that the pressures of nonartistic values and commercialized influences are even affecting some of the programs in our own institutions. The contest, rivalry, prizes, entertaining factors, status seeking, and unworthy motives at times seem to offer a more attractive appeal to our human nature. "Whoever would be great among you must be your servant, and whoever would be first among you must be your slave; even as the Son of man came not to be served but to serve, and to give his life as a ransom for many" (Matt. 20:26-28, R.S.V.).

Sometimes the phrase "all men are created equal" is misinterpreted as meaning that everyone can succeed equally well or that everyone can reach the same goal if he strives hard enough. There are certain rights before the law in which all citizens of this country share equally. But in the matter of talent, natural endowment, physical health, mental ability, and in many other ways there are no two people equally gifted. The Bible recognizes that each is to develop his talent to the best of his ability, and for this he will be recognized as worthy of honor. This is taught in the parable of the Talents (Matt. 25:14-30).

Too many heartaches are caused in this world by individuals who are trying to equal or outdo someone else who may be more gifted or more talented in some area. This type of rivalry and striving is caused by the spirit of competition, which is foreign to the spirit of the gospel.

Frustrations caused by competition to get the highest grade in school, to win the first award, and rivalry to have first place may lead to physical illnesses of various kinds. Today it is recognized in medical circles that rivalry and the mad competition for first place may be a cause of sickness. Dr. S. I. McMillen, in the little book *None of These Diseases*, says:

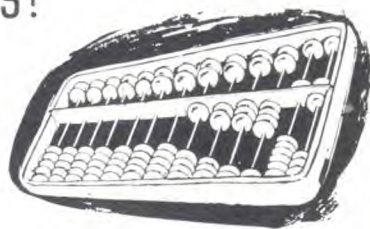
"Is it not a pity that we are cursed with an innate urge to be ever madly racing with one another like the participants in a stock car race? In our excitement to

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# Selling Modern Math to Parents!



By Harry C. Reile

MODERN math isn't teaching our youth any arithmetic," protested a parent recently to an educator. Remarks of this type are not uncommon. Possibly educators, because of deference to them, are not often addressed so directly on this subject, but it appears that modern mathematics enjoys more than its share of discussion of school subjects among lay people. Possibly there is some basis for this attention.

Educators and teachers have been well-informed about modern math, its development, usage, and advantages. The National Council of Teachers of Mathematics has made available much material and information in this area to teachers. Textbook companies have contributed greatly in the same way, and many workshops and institutes have been conducted specifically to acquaint and sell the modern-math concepts to school people. Such, however, has not been the case in regard to parents and the general public. There has been a woeful neglect of informing parents and other interested groups about modern math and its possibilities. It therefore does not seem strange and unusual that there exists some doubt and mistrust of the program.

Educators have frequently been accused of arbitrarily dictating and prescribing curricula with little or no consideration given to the wishes or ideas of the general public. There is probably some justification for the accusation. At times also it has become painfully obvious that such independent action does not result in optimum acceptance or effectiveness of curricular advancement. In relation to modern math, one educator has stated, "As for parents, let them get in or out. By that I mean that parents are either going to have to say, 'I'm sorry but I don't understand' or else get in and work with their kids and learn. Let them watch a roomful of kids working hard and enjoying it. Then they won't be so quick to say, 'This is bunk.'"

This disposes of the problem quickly and neatly from the standpoint of the educator, but it still leaves the problem for parents completely unsolved. The school still retains the responsibility of helping the parent learn, understand, and accept the curriculum. Informed, intelligent groups are usually more willing to support a worth-while proposition.

What can be done to win parental and community support for the modern math curriculum? The answer lies in part in the school's ability to sell its program to the public. Whose responsibility is this? Some would say it is solely the responsibility of the administrator, but it seems logical to suggest that greater effectiveness would result from the combined efforts of the faculty and the administration.

How does one go about "selling" modern math to the public? A number of successful attempts have been made in this direction. Several such efforts are worthy of consideration. Woodruff cites the program that was conducted in Rich Township, Forest Park, Illinois. While this program involved junior high parents, it could easily be adapted to the elementary level. This selling program consisted of a series of five informational meetings for parents.

The format for the meetings consisted of an hour and a half lecture followed by an hour discussion period. The lecturer used such instructional aids as projections, posters, geometric figures, and an abacus. Worksheets were passed out to the parents for homework.

The first meeting dealt with the background of modern mathematics, precise definitions, and deductive reasoning. The second meeting concerned itself with numeration, while the third, with operations on sets, intersections, unions, and venn diagrams. The fourth session involved basic principles and properties of the natural number system, and the last meeting was on geometric concepts.

After the conclusion of the series of meetings a questionnaire was sent to the participants. Ninety-six per cent of the respondents felt that they understood their child's mathematics better, while 90 per cent

expressed an attitude of support of the new mathematics curriculum. One by-product of the program was that parents were much more sympathetic with the school's curriculum problems and showed greater confidence in the math faculty of the school.

Another modern mathematics parent-orientation program sponsored by the Adult Education Department was carried on in Arlington County, Virginia. There was a tuition charge for the 15 weekly sessions of two hours each. The course was unadvertised and yet 120 parents signed up, necessitating the organization of four class sections. The course was well received as evidenced by the enrollment and the inquiries received from 20 other States. The book, *Mathematics for the Junior High School*, prepared by the University of Maryland Mathematics Project, was used.

Don Buttermore, the teacher, states, "I tell parents that the modern approach emphasizes the creative aspects of mathematics. We draw logical conclusions out of children instead of cramming the right answers in." He took 35 hours to cover with the parents the same material he covered in 108 hours with the students. The course has been a success in helping parents to understand and support the modern mathematics curriculum. In addition, the administration hailed the course as one of the best public relations projects ever undertaken at Arlington.

The Lakeview Public Schools in Michigan have experimented with a number of methods of fostering public support and understanding. Staff members have presented interpretative lectures and programs to PTA and other lay groups. They have also organized lay instructional classes. Under way is the preparation of a slide-tape program designed to interpret modern mathematics concepts and purposes.

But what about the parents who come directly to the teacher or the principal with questioning or even critical remarks about the modern math program? The gauntlet of their reactions can run from ecstasy to wild alarm when they discover that they don't understand what their child is doing in math, and they can't help them either. What answers can be given to their questions? Cunningham makes these helpful suggestions:

1. Point out that it is not necessary or even desirable for parents to explain everything to the child.
2. Tell the parents that they can help by asking the child to explain his math to them.
3. Help the parents to realize that your objective is to give the child the ability to think through mathematical concepts by himself.
4. Avoid attacking or defending your program. This only tends to put you on the defensive.
5. Assure the parents that the children will still learn to compute.
6. Tell the parents you are trying to give their children the best experience possible for their educational growth.
7. Be prepared to have the program blamed as the sole cause for the students' doing a poor job. This, in a

way, is a real blessing, because traditionally the blame has always been placed on the teacher.

Some parents feel that modern math is primarily designed for the above-average learner. This has been disproved quite conclusively by a research project carried on by the University of Minnesota. The findings indicate that when modern mathematics is taught by a knowledgeable teacher, many poor students are able to raise their grade by one or even two letters. The reason probably lies in the fact that modern math unveils the mystery of the short cut used in the traditional math algorithm.

Other parents feel that modern math is primarily the study of number bases other than ten. Since this is not so, how can the value of other base study be justified? First, since the use of base ten is so subconscious, the use of another base causes a person to stop, think, and analyze, which is one of the goals of the educative process, and second, students seem to enjoy the study of other bases if it is taught correctly, and whatever is fun is also motivating. Twenty-five years ago the base of two was thought to be of no value, but now it is the life pulse of the computer.

Who knows which base is next?

One of the most successful ways of selling the modern-math concepts to the parent and the public is probably the most obvious. That is simply to have it taught by a well-prepared, knowledgeable teacher. "Nothing breeds success like success." This becomes the responsibility of both the administration and the teacher. The teacher must want to be well-prepared and the administration must devise ways and means for this to take place. A variety of ways can be used for teacher preparation. A few primary suggestions would include course work on the subject area, workshops and institutes stressing modern math, and various types of in-service training programs.

The success of the modern mathematics program will depend to a large degree on the parents' acceptance of it. Parents, just like any other persons, will "buy" only that which they recognize as being of value or necessity to them. The school cannot afford to operate without the support of the constituency. Administrators and teachers alike must accept the responsibility of devising ways and means of "selling" their modern mathematics program to the parents and to the community.

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A black and white photograph of a person's silhouette standing in a dark field, looking up at a starry night sky. The person is positioned in the lower-left foreground, with their back to the camera. The sky is filled with numerous stars of varying brightness, and some faint clouds are visible. The overall mood is contemplative and serene.

## *They That Be Wise*

By Rosemae Hatstrom

*They that be wise shall shine as the brightness  
of the firmament; and they that turn many to  
righteousness as the stars for ever and ever.  
Daniel 12:3.*

It takes a wealth of patience  
To counsel and to teach;  
It takes abundant tactfulness  
To guide instead of preach.

It takes more than the usual  
Strength from One above  
To sit and listen quietly,  
Then speak the truth in love.

It takes a special person,  
Someone who'll understand  
And is not prone to criticize,  
But stretches forth his hand.

It takes outstanding teachers,  
Both qualified and wise,  
Whose lives will shine as good examples  
For youth whom they advise.

# Ideas for Morning Worship

## in the Church School Room

By Carl Coffman

1. Give the students a Bible text or some interesting illustration. The student is given a piece of paper on which he gives a commentary. These are then read anonymously. (This is done only occasionally.)

2. Read a passage of Scripture from a translation or two. Then have the pupils read from their translations, orally. The teacher has a number of translations to supply the students.

3. Use texts from various areas of teaching in the Bible that might interest the students enough to induce them to inquire more about these basic ideas and their application to life.

4. Use a key idea in a Bible verse, then have the students find in their Bible other uses of this same idea to develop understanding.

5. Use open-end stories from the Bible in which students relate how these Bible characters might react in modern life.

6. Picture Christ as revealed in modern-day experiences. Have students gather ideas from the *Review and Herald*.

7. Use stories, pictures (slides), incidents from the life and experiences of James and Ellen White.

8. Read a number of times the entire New Testament aloud (grades 1-8), with comments and explanations. This may take several months.

9. Conduct a short Bible study with students' help, the study being an extension of the Bible lesson of the week.

10. Taking Christ's childhood as the basis, find what He would do if He were one of us.

11. Taking Christ's adult life as the basis, find what He would do if He were the teacher.

How would He handle different problems in the school and in the home?

12. On Friday mornings discuss the Sabbath, its meaning, how to observe it, what young people can do to enjoy the Sabbath. Use Bible texts and Spirit of Prophecy quotations on the Sabbath.

13. Read the selections from *Early Writings* on the new earth. You might make this a series, once a week, particularly on Fridays.

14. Take a problem that has arisen and seek a solution in a discussion with the students, using the Bible as the basis for discussion.

15. Select a subject. Choose a key word and give it to the students. Allow approximately five minutes for the students to search for verses containing this key word. You may add previously chosen verses and draw a lesson from them.

16. Give a series on faith, the pioneers of the church, the miracles of Christ, et cetera.

17. Use a number of clues, such as an introduction to a Bible character, a Bible place, or an event, which you are to talk about.

18. Make use of your minister from time to time.

19. Develop object lessons from Bible texts relating to things of nature, using a felt board. Use slides, music, poems, and texts that show God in nature.

20. Develop personal experiences from your own life which show how God has led and how prayer has been answered.

21. Develop lessons from the lives of the early pioneers in the Advent Movement which show that it was human beings who were trying to do God's errands.

22. Students have problems. Many are too shy to talk about them. Have a question box. Students can put in their questions without names. Use these as basis for morning worship.

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# MASTERPIECES

By Gayle Hackleman

IN THE art gallery of my memory it would take approximately thirty different portraits to depict the teachers that have guided me since I began my education. Most of these portraits are commonly good, but some stand out like masterpieces.

No, the diminutive blue-eyed person with the golden blond hair sitting on the front row copying assignments was not an eighth-grade girl. She was a new college graduate spending her first year teaching in a one-room church school whose students represented most of the eight grades. Among the multiple problems that faced her each day was a fourth-grader whose hands could not use a pencil, whose speech was difficult to understand, and who just might take a tumble at an awkward moment. If memory's gallery had moving pictures rather than paintings, one film would show the young teacher walking this fourth-grader from door to door so that she could join her schoolmates in the spring Ingathering campaign of the Saginaw, Michigan, church. I know, because I was that fourth-grader for whom she literally walked the second mile.

The background for the next masterpiece was another one-room church school to which I transferred when the family made an unexpected move from Saginaw to Jeffersonville, Indiana. The predominant figure was a ministerial intern as teacher. Although I had nearly completed the fourth grade, typing with two sticks was my only mode of written communication. One day I managed to spell correctly all the words on the weekly spelling test. Perfect spelling plus perfect typing equaled an A plus. My new teacher was ready to commend for correct details as well as to penalize for mistakes.

Part of the busy days of my first year in a public high school for handicapped children in Syracuse, New York, found me operating an electric typewriter with one hand. The second year I was proficient enough on this instrument to join a whole chorus of typewriters. However, I was still too slow to become a full-fledged member of the pecking chorus. Like some of my fellow typists, I would need to be

a soloist. The material I practiced that year was chosen for me by my teacher as though I were her only student. I learned to type things that she thought would be the most valuable to me. Letters, manuscripts, memos, and tabulations were among the solos I performed that year. Her interest in individual needs contributes much to her portrait's ranking as a masterpiece.

During my senior year at Takoma Academy my journalism teacher helped me keep my typewriter busy and my stack of scratch paper shrinking. I had begun working on my first piece for *The Youth's Instructor*. The material for the article had to be obtained through an interview by mail. His assistance in this vital process went far toward making the story a success. It was not accepted until about a year after I had received my diploma. More time elapsed before the story appeared in print. Then, I received from him a letter congratulating me on a completed task. It contained encouragement—a characteristic qualifying him as a candidate for a blue-ribbon portrait.

Principles of accounting as offered by Columbia Union College proved to be somewhat of an obstacle course for me. A thoughtful and patient instructor made the rough spots easier. He knew how easily a miscopied figure or wrongly added column could cause a costly detour on the road to solving a problem. When homework assignments brought me to my extremity, a telephone call to the instructor's home inquiring the proper directions almost always put me back on the right track. I found it necessary to take my tests at home on my typewriter. Whenever possible, he had the tests ready in advance so that mother need not make an extra trip to the college just to obtain them for me. "The sweetest man I have ever known" is the caption one of my college mates gave the central figure in this last masterpiece.

Would you have your portrait considered a masterpiece in the gallery of your students' memory? Then use generously the color of consideration for their individual needs, and apply it freely with the brush of regard for their personal interests.

Student  
Columbia Union College

# COMPARATIVE EDUCATION

## SOME BASIC PRINCIPLES ON THE EVALUATION OF FOREIGN CREDENTIALS

When as educators or technicians we try to compare educational systems we often generate more heat than light. Foreign students coming to the United States often defend the superiority of their own system as they would their own flag. True, their vision broadens after having been in this country for a while, but the admissions officer has to deal with them at a time when they know only that no nation in the world has schools that can hold a candle to the schools in their homelands.

### *Comparative Education*

In spite of this, some persons have tried to make objective comparisons of educational systems and present their findings in a systematic form. This discipline is called Comparative Education. Numerous books have been published in the field.

There is agreement that there are no absolute "equivalencies." Too often things compared are incomparable.

### *The Work of the Admissions Office*

Although the admissions officer should be knowledgeable in the field of comparative education as a general background for his dealings with applications from abroad, his primary job is not that of an expert in comparative education. He is not so concerned about what is "superior" or "inferior" but how he can best help applicants from abroad who seek admission to United States institutions of higher learning.

### *Help Available*

A pioneer effort to provide materials that in a scholarly and organized way would guide admissions officers in the placement of foreign students was made by Keld J. Reynolds when he was an associate secretary of education of the General Conference of Seventh-day Adventists. Since then a number of organizations and individuals have taken an interest in this, and rather voluminous literature is available in the form of books, printed brochures, pamphlets, mimeographed releases, et cetera. Dr. Reynolds' studies are outdated now, but the methods he used have been imitated by many others.

### *United States Office of Education*

One organization organized for the sole purpose of doing research and preparing materials is the Comparative Education Branch, Bureau of Research of the U.S. Office of Education. As a side line this office has also made advisory evaluations of credentials presented to them. The evaluations have been couched in general and vague terms, however, and their plan is to phase out this particular side line.

DYRE DYRESEN  
Registrar and Director of Admissions  
Andrews University and Chairman of  
Committee on Credits for Study Abroad  
AACRAO

### *Other Organizations*

Other organizations involved in this matter are the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the National Association of Foreign Student Affairs, the Institute of International Education, the College Entrance Examination Board, the Council of Graduate Schools in the United States, the African-American Institute, the American Friends of the Middle East, the American-Korean Foundation, and the Agency of International Development in the U.S. Department of State.

A coordinating group is the Council on Evaluation of Foreign Student Credentials. Member organizations are the Association of Graduate Schools, American Association of Collegiate Registrars and Admissions Officers, Association of American Colleges, Institute of International Education, and National Association of Foreign Student Affairs. Observer organizations and representatives are American Council on Education, College Entrance Examination Board, United States Department of State, and United States Office of Education.

Placement recommendations are made after very thorough study and after experts are consulted from the respective foreign systems.

### *Publications*

In addition to the publications of the U.S. Office of Education, the *World Education Series* published by AACRAO is outstanding. Each booklet represents a tremendous amount of research. Usually the one doing the groundwork receives a grant, enabling him to put sufficient time into the project. The grant includes a stay in the country being studied. The completed draft is sent in mimeographed form to members of the appropriate committee of AACRAO and to other persons who are considered knowledgeable. Meetings are held to discuss the matter. The final draft goes to the Council on Evaluation of Foreign Student Credentials for placement recommendations. Since education is not static, least of all in America, evaluations are reviewed from time to time.

### *Emerging Patterns*

There are a number of differences between school systems in Europe and in the United States. We will not deal with these here. Only one relevant emerging pattern can be suggested.

Many countries have two or three separate school systems, each under its own ministry. Academic schools are directed from a ministry of education, business schools from a ministry of commerce, and vocational schools from a ministry of labor. Academic schools are selective, and they lead to a maturity certificate, which is issued upon the successful passing of comprehensive examinations prepared by an agency of the Ministry of Education. The names of these maturity certificates vary from country to country. Among the best known are *Abitur*, *Artium*, *Baccalaureate*, *Reifezeugnis*, and *Studentereksamen*.

The American comprehensive high school offers all three programs within the same institution, and all of them lead to a diploma from that institution. While a European maturity certificate stands for something specific, an American high school diploma, as such, means little to a university admissions officer. He needs a complete transcript of courses taken and grades earned. He also needs to know the accreditation status of the



particular high school. While a maturity certificate documents that the holder is qualified for admission to a university, a high school diploma does not.

There is a tendency for foreign educators to compare European academic schools with American business and vocational programs. The American high school suffers from this comparison. However, if European secondary school graduates are compared with graduates from American high schools offering good college-preparatory programs, the latter will not come out second best. In fact, because of the greater flexibility of the American system, it is possible for superior students to receive a better education in some good American secondary schools than in European secondary schools.

To help American admissions officers in their decisions there are nationwide admissions tests. The older and better known is the College Entrance Examination Board (CEEB), and another is the American College Testing Program (ACT).

A later development is the Advanced Placement and Degree Credit at Entrance. Some American high schools offer college-level courses the last year before graduation to selected students with high academic achievement. The quality of the work is controlled by the Advanced Placement Examinations from the CEEB. These examinations are usually given nationally during the third week of May. A large number of universities, among them Harvard, MIT, and the University of Michigan, cooperate with this program. Last school year one out of five freshmen entering the University of Michigan had some advanced standing.

In considering applications from abroad one basic principle is that foreign students should not be accepted for admission to American colleges and universities if they do not qualify scholastically for admission to the university or universities in their homeland. This means, in most cases, that they should be the possessors of a maturity certificate.

In placing such students in American institutions of higher learning, they may very well qualify for some advanced standing in certain fields along the same lines as if they had been on the Advanced Credit program of the CEEB. How much and in which fields depends upon the receiving institution, the student's major and minor, and other factors. In some cases the advanced standing can be settled by the admissions officer. In other cases a departmental interview or a proficiency examination may be necessary. Many universities in the United States will grant up to 30 semester hours of advanced standing for a European maturity certificate, depending upon the grades earned and contemplated program. No attempt has been made by any group of knowledgeable people to set up a standard evaluation of any given maturity certificate to be followed arbitrarily by all American educational institutions.

Some rules followed by many admissions officers are here adapted from a mimeographed copy for a forthcoming publication in the *World Education Series*:

1. No credit should be given for English learned as a foreign language abroad, regardless of the level or the loudness of arguments.
2. No credit should be given for a foreign language below the intermediate level.
3. Since the approach is so different, advanced standing in mathematics and sciences should be granted only on the basis of examinations—unless the admissions

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## 12 RESOLUTIONS FOR YOUR TESTING PROGRAM

By Melvin E. Wolford

1. To emphasize the recalling of significant concepts as well as specific details.
2. To remember that more important than testing techniques is the students' gaining the idea that the teacher will be fair.
3. To try to do testing with people, not just to them.
4. To make an effort to relate tests to basic goals of the course, not to just get information from the textbook or class discussion.
5. To incorporate into the test what the students will need to know twenty years from now.
6. To prefer giving several short tests rather than one long one so students will remember more.
7. To try consistently to give the students the knowledge of how they did on the test as soon as possible.
8. To make test items that require thinking (analyze, generalize, evaluate), understanding (classify, apply, translate), as well as remembering (recall, manipulate, reproduce).
9. To practice the concept of preview-test-review.
10. To use both objective and subjective (essay) tests.
11. To endeavor to focus on the most significant information. A hint—the priority list for kinds of questions is usually (from best to worst) why-how-what-where-when.
12. To grade essay tests by (a) establishing criteria first, (b) examining the best and worst students to gain an idea of the range, (c) assigning points to each question, (d) grading the same item on each test at the same time instead of grading all of the items on each test before grading the next test, and (e) trying to grade the tests so that you do not know whose test you are grading.

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# Question





# nings?

By W. John Cannon

ASKING questions is a very healthy occupation of any normal individual. By asking and resolving questions we learn more about life and the world around us. By this means we develop and expand our horizons. Some recent research says that it was shown that children of 3 to 4 years of age ask questions at the rate of more than 30 an hour. It is not at all clear how many questions an intelligent, vibrant person asks, but they would be many. There is nothing wrong—everything right—in asking questions. This type of questioning is constructive and positive. The objective is to extend one's compass of knowledge and understanding.

The assignment of this discussion is to inquire into doubt and how to handle it. The first point to settle is what the difference is between healthy questioning and unhealthy doubting. How would one define "doubt"? The Concise Oxford Dictionary<sup>1</sup> gives several shades of meaning to the word "doubt." It suggests "a feeling of uncertainty, undecided frame of mind, inclination to disbelieve, hesitation, uncertain state of things, want of full proof." A second definition suggests, "hesitate to believe or trust, call in question, to be afraid." This, then, would draw a line between the healthy positive approach of investigation and the negative destructive influence of doubt. Basically it is a question of a secure or an insecure approach to life and its problems.

The next point to make is that all are besieged with insinuations that cause one to doubt. There is so much that is far beyond our comprehension in the world of experience and the world around us that we have to accept much by faith. We cannot know the

answers. Unless we are willing to exercise that faith we are left in an attitude of uncertainty and insecurity, and negativism develops. There are realms of truth impossible for us to understand. Ellen G. White says:

If it were possible for created beings to attain to a full understanding of God and His works, then, having reached this point, there would be for them no further discovery of truth, no growth in knowledge, no further development of mind or heart.<sup>2</sup>

We know that we shall go on studying and investigating throughout the ceaseless ages of eternity. We will never reach the outer limits of knowledge. As long as there are fields of knowledge beyond our ken, so long the temptation to doubt will be strong to thinking minds. This temptation to doubt is used as an effective tool, especially against those with a scientific turn of mind.

This danger is increased when we deal with the Word of God. This is the expression of the mysteries of an infinite mind in human tongue. God wants us to know something of His love that is beyond comprehension. "His ways are past finding out." The difficulty is not His unwillingness to reveal, but it is our human limitation to understand. We read:

The Word of God, like the character of its divine Author, presents mysteries that can never be fully comprehended by finite beings. . . . But we have no reason to doubt God's Word because we cannot understand the mysteries of His providence. . . . The difficulty lies solely in the weakness and narrowness of the human mind.<sup>3</sup>

Let it be stated here that doubts do not arise, per se, from the pursuit of science. The definition of the scientific method makes quite clear that the legitimate use of science is limited to "meaningful"<sup>4</sup> propositions. This excludes "meaningless" propositions and admits the finiteness of human understanding. The basic premise from which we move, be it materialism or a fiat Creation approach, has to be accepted by an act of faith. The Christian makes clear his foundation of faith.<sup>5</sup> Faith is the most effective antidote to doubt. In turn, the harder it is pressed the stronger faith grows. "Faith grows strong in earnest conflict with doubt and fear."<sup>6</sup>

We must make it clear that we are not discussing faith as something that acts blindly without evidence. There is ample evidence upon which to build faith. God uses three channels of communication to convey this evidence—the world of nature, His Word, and our own experience. The evidence is adequate but will never be of such character that it will remove all cause for doubt. The basic difference is an attitude. The soul that is looking for evidence upon which to build faith will find that evidence to his satisfaction. The one who is looking to doubt will find what he is looking for.

You need not go in uncertainty and doubt. Satan is at hand to suggest a variety of doubts, but if you will open your eyes in faith you will find sufficient evidence for belief.

Chairman, Behavioral Science Department  
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But God will never remove from any man all causes for doubts. Those who love to dwell in the atmosphere of doubt and questioning unbelief can have the unenviable privilege. God gives sufficient evidence for the candid mind to believe; but he who turns from the weight of evidence because there are a few things which he cannot make plain to his finite understanding will be left in the cold, chilling atmosphere of unbelief.<sup>7</sup>

Again, "There is an evidence that is open to all—the most highly educated, and the most illiterate—the evidence of experience."<sup>8</sup>

One of the most compelling evidences of the certainty of the fact that God lives is His presence in our own life. The surety of His promises, the companionship of His presence, the evidence of His leading will enable us to say with conviction, "I know that my Redeemer lives." The best invitation we are to give to others is, "O taste and see."

I remember some years ago in London, England, I was visiting some homes in the west end. I was at the home of a world-famous archeologist. He was an evolutionist and expressed amazement at my belief in fiat Creation. He proceeded to produce evidence to show that nature was the creator of our world and that God, as Christians describe Him, was a myth. I was not qualified to debate in his field, but fell back on the simple expedient of personal testimony. I told of answered prayer and fulfilled promises. The evidence is certainly impressive, and he found it so too.

What are the causative factors that lead men to doubt? High on the list would be the "mark of intelligence." To some the need for status is so compelling that they cannot endure the sneer of the so-called "intellectuals." By some it is considered sophisticated to doubt and question negatively.

Satan has ability to suggest doubts and to devise objections to the pointed testimony that God sends, and many think it a virtue, a mark of intelligence in them, to be unbelieving and to question and quibble. Those who desire to doubt will have plenty of room. God does not propose to remove all occasion for unbelief. He gives evidence, which must be carefully investigated with a humble mind and a teachable spirit, and all should decide from the weight of evidence.<sup>9</sup>

The truth is that it is the one who fails to be thorough in his investigation that doubts, not the careful investigator. Writing to one doubter, Ellen G. White says:

You have just enough interest to see difficulties and start doubts, but have not the interest or courage to overcome the difficulties or dispel the doubts. At such times you need to surrender to God. You need force of character and less stubbornness and set willfulness.<sup>10</sup>

True science agrees perfectly with the truth that is in God's Word, and vice versa. It is our imperfect grasp of things beyond our understanding that produces apparent conflict. If we can accept this truth by faith it will save us from many pitfalls. It is when we exalt human reason to a place of infallibility (or a place near to this) that we lead ourselves to doubt. Always we must accept beyond question that God is right—it is our finiteness that is the problem.

A second causative factor is spending too much time

listening to specious arguments and reading too much of doubting insinuations and not allowing enough time for the solid arguments of truth. "Some have given a willing ear to the tempter."<sup>11</sup> If some give themselves to the study of the opposition and are always too busy for time with the Word of God, for devotions and prayer, then it will not be surprising that—

Satan has claims upon them, for they have not recovered themselves from his snare. They have conducted themselves like children who were wholly unacquainted with the wiles of the tempter. They have had sufficient experience and should have understood his workings. He has suggested doubts to their minds, and, instead of repelling them at once, they have reasoned and parleyed with the archdeceiver, and listened to his reasonings, as though charmed by the old serpent. A few texts that were not perfectly explainable to the satisfaction of their own minds have been sufficient to shake the whole structure of truth and to obscure the plainest facts of the word of God. These men are erring mortals. They have not perfect wisdom and knowledge in all the Scriptures. Some passages are placed beyond the reach of human minds until such a time as God chooses, in His own wisdom, to open them. Satan has been leading some on a trail which ends in certain infidelity. They have suffered their unbelief to becloud the harmonious, glorious chain of truth, and have acted as though it was their business to solve every difficult passage of Scripture, and if our faith did not enable them to do this, it was faulty.<sup>12</sup>

That which the mind dwells upon will color our decisions and conclusions. If we constantly read the arguments against, we will come to believe them. But the opposite is also true: When we spend most of our study and thought on God's Word and His truth we learn to accept its veracity, and the soul is filled with light. "By beholding we become changed." We should refuse to cherish doubt. To all come questions that are hard to understand. At such times we need to review the certainties so that faith is strengthened; but to encourage doubt by dwelling upon it is to encourage the tempter.

It is unsafe to cherish doubt in the heart even for a moment. The seeds of doubt which Pharaoh sowed when he rejected the first miracle were allowed to grow, and they produced such an abundant harvest that all subsequent miracles could not persuade him that his position was wrong. He continued to venture on in his own course, going from one degree of questioning to another, and his heart became more and more hardened until he was called to look upon the cold, dead faces of the first-born.<sup>13</sup>

It is a good rule to resolve questions prayerfully but dispel doubt, and refuse to encourage it to become an abiding guest.

We are also cautioned to beware of emotions as playing a part in the area of doubt. To allow feelings to control us is dangerous in many areas. Uncontrolled feelings are a sure forerunner to doubt. This connection may seem a little subtle, but when one remembers that both negative feelings and doubts cause increased negativism, it becomes clearer.

It is not wise to look to ourselves and study our emotions. If we do this, the enemy will present difficulties and temptations that weaken faith and destroy courage. Closely to study our emotions and give way to our feelings is to entertain doubt and entangle ourselves in perplexity. We are to look away from self to Jesus.<sup>14</sup>



Faith is not feeling. Feeling may be a counterfeit for faith.

Our faith must not stagger, but cleave through that shadow. We have an experience that is not to be buried in the darkness of doubt. Our faith is not in feeling, but in truth. The inspired apostle speaks of our being built upon the foundation of the apostles and prophets, Jesus Christ Himself being the chief cornerstone. The church of Christ is represented as being built for "an habitation of God through the Spirit." If we are "rooted and grounded in love," we shall be "able to comprehend with all saints what is the breadth, and length, and depth, and height; and to know the love of Christ, which passeth knowledge." Oh, precious possibilities and encouragement! In the human heart cleansed from all moral impurity dwells the precious Saviour, ennobling, sanctifying the whole nature, and making the man a temple for the Holy Spirit.<sup>15</sup>

All too often we allow feeling to interfere with our logic. It is so easy to see faults in others' logic and so hard to see our own. The reason? We *feel* sure we are right, hence often unconsciously bend facts to prove our feelings. So often the evolutionist complains of the creationist arguing in a circle, but fails completely to see that this is one of his failings.

Of course, it would be presumptuous to suppose that adequate coverage to this subject can be given at this limited time, but one more involvement demands consideration. Doubt can live only in an atmosphere of uncertainty. Frustration plus uncertainty aggravates the situation. Those who expect to understand the deeper mysteries of God's dealings will not make progress until they put into practice the things that have been made clear. In God's plan He reveals to us those things intended to improve behavior and to be of practical value. "Only those who are living up to the light they have will receive greater light."<sup>16</sup> Only as we utilize what we have is God willing to bless us with more. The armchair philosopher is in danger of running into trouble.

What are the principles that provide safeguards against doubt? (1) A basic philosophy of life centered in a dedicated relationship with God.<sup>17</sup> (2) Acceptance of God's Word as His infallible guide to man.<sup>18</sup> (3) Avoidance of useless controversies and evading Satan's enchanted ground. (4) Positive attitude avoiding negativism. (5) Love of righteousness. (6) Re-viewing God's leading in our own experiences. (7) Using what light and knowledge we already possess.



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

## Resenting Teacher Jokes

### Case Number Three

My problem deals with an intelligent girl whom I shall call Ruth. She is a student in my tenth-grade history class, although the problem actually began in the health and physical education class.

The regular health and physical education teacher was absent because of illness for two weeks, and so I was asked by the academy principal to substitute for the health class. Instead of having supervised study in the classroom I decided to go on with the regular lessons in the class. The regular teacher was well organized and the textual materials had been scheduled and distributed.

It was a very informal class of some twenty-five students, with their relating many of their personal experiences as related to the material. For example, when we were discussing skin burns a boy told about his neighbor buddy who had been burned in his own back yard. I permitted free discussion, and we got along well.

During the second week I was asked to continue as a substitute teacher. At this particular place in the health class the study was on fats, oils, and minerals in general. I asked Ruth to discuss the section on fats, telling her in a joking way that this was a subject very appropriate for her (since she was much overweight). Although I meant it as a joke, Ruth took it seriously. Immediately she walked out of the classroom with an air of wounded pride.

Discussion: What responsibility has the teacher with Ruth? Should a teacher ever joke in class? If so, under what conditions? Are girls more sensitive than boys?

<sup>1</sup> Concise Oxford Dictionary, Clarendon Press, London, 1964.

<sup>2</sup> *Steps to Christ*, p. 109.

<sup>3</sup> *Ibid.*, p. 106.

<sup>4</sup> "Meaningful" is used here in its technical sense.

<sup>5</sup> Hebrews 11.

<sup>6</sup> *Testimonies*, vol. 4, p. 117.

<sup>7</sup> *Ibid.*, pp. 232, 233.

<sup>8</sup> *Steps to Christ*, p. 111.

<sup>9</sup> *Testimonies*, vol. 5, p. 255.

<sup>10</sup> *Ibid.*, pp. 498, 499.

<sup>11</sup> *Ibid.*, vol. 1, p. 377.

<sup>12</sup> *Ibid.*

<sup>13</sup> *Ibid.*, vol. 5, p. 274.

<sup>14</sup> *The Ministry of Healing*, p. 249.

<sup>15</sup> *Testimonies to Ministers*, p. 387.

<sup>16</sup> *Ibid.*, p. 507.

<sup>17</sup> *Steps to Christ*, p. 110.

<sup>18</sup> See *Testimonies*, vol. 5, pp. 700, 705; *Christ's Object Lessons*, p. 41; *Prophets and Kings*, p. 170; *The Great Controversy*, p. 528.

# Elementary Education for the Quadrennium

IT HAD been a great session. The four-day professional meeting was over.

Closing as he did the North American Division Quadrennial Council for Elementary Education, which met at Newport Beach, California, November 12-16, 1967, the chairman echoed the keynote speaker, Charles B. Hirsch, General Conference secretary of education, when he challenged: "May I call upon you at all levels in the ranks of the educational labor force to be a militant group rather than a passive group? Militant in the qualitative demands of your positions, militant in the upgrading of your professions, militant in the God-given talents of transmitting knowledge to others, and militant in maintaining your spiritual ties with the Lord. Let not passivity launch you into the perpetual *status quo* and never-never-land of sterility of ideas. Let it not lead you to lack of personal growth, and the neglect of stimulating reading material in the pursuit of a dynamic relationship with those around you. Let not the organizational hammock rock you into the sleep of the mindless."

I. V. Stonebrook, associate secretary for elementary education in the General Conference Department of Education, organized a professionally rewarding experience for the three hundred educators who represented all the union conferences, local conferences, institutional departments of education, and many church schools and junior academies in the North American Division.

Among those featured at the quadrennial council

were (1) Florence Kidder, who received tributes and gifts, including the engraved silver bowl inscribed "In recognition of 65 consecutive years of dedicated service as a church school teacher"; (2) Earl V. Pullias, of the University of Southern California School of Education, with his perceptive address, "The Teacher as a Person," challenging the Seventh-day Adventist Church with six propositions for teacher growth in knowledge and being and to provide diligently effective inservice education, because "teachers are the key to education"; and (3) Mrs. Lena Mary Horton, consultant of Scott, Foresman and Company for the Seventh-day Adventist basic reader series, with her informative discussion of "Four Issues and Four Answers in Reading," pinpointing code emphasis versus meaning emphasis, phonics versus linguistics, language experience versus structured program, and common sense versus fads.

In-basket discussion techniques, audio-visual breakthroughs, progress reports on research and textbook preparation, teacher training and recruitment, health education, parent and home education, school finance, and diagnostic testing were other important areas of attention. Devotional studies morning by morning ushered in the inspiration for each day.

Delegates and representatives left Newport Beach to go north, south, east, and west in the North American Division to capitalize with renewed commitment during the new quadrennial period upon the needs and demands for *quality* education in every church school and junior academy.

L. E. Smart (left), secretary of education, Atlantic Union Conference, and J. F. Knipschild (right), superintendent of education, Northern California Conference, presented bowl and plaque to Florence Kidder (center), church school teacher, Southern New England Conference.





# INDIVIDUALIZED PROGRAM

at La Sierra College Demonstration School

By Margaret Sackett

THE principal of La Sierra Campus Demonstration School, LeRoy Weischadle, asked for a non-graded, individualized summer program.

The program would require the direction of several teachers. Roland Rhynus was the director of the school for the six-week session and also directed the upper-grade classes. Margaret Sackett was the director of grades one through four.

Subjects taught to the pupils in grades 1-4 for a four-week session were reading, arithmetic, and science, plus a character building worship period.

The subjects taught in grades 5-8 were reading, arithmetic, science, American history, art, and typing. Those studying typing under the direction of Mrs. Ruth Comm also studied art under the direction of Enn Magi. The American history students studied to fill a requirement. The rest of the 36 upper-grade students were included in the nongraded, individualized program. Student teachers worked with the supervising teachers, Jack Orr and Mrs. Vicki Waterman, in this program.

In grades 1-4 almost all of the pupils were given the Durrell Reading Placement Test before the summer session. Student teachers assisted Mrs. Genevieve Serns and Mrs. Carrie Martinez in giving individualized tests.

The first day of school all children were given the arithmetic section of the California Arithmetic Achievement Test.

The results of these tests were used as a basis for grouping. In one or two instances teacher observation plus previous test scores did not harmonize with the results of the individualized tests. The other test scores and the teachers' observations were used instead of the individualized test score.

Kenneth Smith, principal of Loma Linda Elementary School, who participated in the program, commented that the pupils had been placed quite accurately.

Groups were small, two to four in most instances. One child was alone but needed social success, so was placed with a peer group during science.

The range of abilities was wide; hence, it was

necessary to plan for remedial, regular, and enriched materials. The children were not aware of grade level.

Ginn reading books were used for the remedial and regular reading.

The enriched reading groups used an individualized reading approach.

The language-experience approach was used for all levels, especially those who were still in the early first-grade level. Most of the pupils at all levels were eager to participate in this program.

The math program for those above average was planned daily by the student teacher assigned to that group while the others worked on such activities as magic squares, games, and extended drills where the pupils made up many problems on their own level.

Student teachers assigned to the regular and remedial groups taught lessons to small groups according to individual needs.

A special science room was arranged with live animals, shells, science kit, a science file, carrels with filmstrip viewers, record players, slide projector, resource books, tables with microscopes, maps, electrical switches, batteries, and many other science materials.

The science room was in use from 8:45 to 11:30 A.M. Pupils were called from the basic classes at scheduled times to study in the science room, which was for the use of grades one through four.

## Evaluation

Many things were learned as the program came into operation. To work with each individual on his own level, teachers must know curriculum and what to teach at each level and at each phase of the level. Many materials must be available for each student to be able to make progress at his own speed, fast, slow, moderate.

The program must be very well organized. Some pupils were in one classroom for math, another one for reading, and then in the science room. This was confusing until the situation was remedied by placing group cards, with pupils' names, by clustered desks. This appeared to give the pupils more security.

Much teaching was done through the Listening Post. It was learned that much of the commercial

Supervising Teacher, Demonstration School  
Loma Linda University, La Sierra Campus

material was not paced right for most of the pupils. Although very time consuming, teacher-prepared lessons on tape were much more useful. The best commercial tapes are expensive, plus the fact that teachers must take the time to listen to them in order to be sure that the lesson on the tape is suited for the individual. Tapes are a valuable learning aid. With a tape a pupil is able to do an assigned lesson, write the answers, and correct it. Tapes should be considered only if they have these prerequisites.

Teacher aids or assistants are necessary in an individualized program. The assistant must be a well-qualified person with an understanding of children and equipment. The assistant will not teach but provide such help as setting up equipment, filing, passing out and preparing materials such as bulletin boards, and mimeographing. In other words, the teacher is left free to teach. The aid would also distribute prepared materials and direct simple activities while the teacher is working with other groups.

### *Teacher Conclusions*

The teachers concluded that it would be impractical to have a completely nongraded program during this coming school year, even though pupils are happier and make great progress scholastically. Each teacher learned that he could apply certain principles of individualized teaching for the coming year without changing too quickly. A few of these principles are:

1. Grouping in more areas as time permits.
2. Incorporating the use of the Listening Post.
3. Making more than one approach to reading.
4. Taking advantage of the individual interest and letting the pupil do more independent study.
5. Using carrels in classrooms to encourage independent study.

### *Parent Reactions*

The parents were very pleased with the program. One mother commented, "Barbie wishes that school would be this way all the time."

The mother of twins expressed: "The return for this school experience this summer has been worth more than the money I have paid out for it. This is the most profitable money I have spent on education."

A plumber, observing at open house, said, "If the parents saw what is taking place they would unloose their pocketbooks, and then the school would have the money to buy equipment."

### *Reaction of College Personnel*

Mrs. Mary Groome, director of elementary education declared: "This is the best program that we've

ever had here at La Sierra for the student teachers."

Williard Meier, another colleague in the department: "It is most gratifying to see students working at their own interests and pacing their work according to their ability. Now how can we incorporate this into our regular school program? We should look forward to working with teams of teachers and start making plans to modify our program to meet the demands of interest and ability."

### *Conclusions*

It was apparent at the end of the session that an individualized approach to teaching is successful only if it is well-planned and organized in every detail. Every day it was apparent that organization was necessary. It is only in organization and arrangement that the program differs from the traditional approach to teaching. If it is not well planned the teacher will of necessity have to return to old methods.

Planning began in the latter part of April, which was none too soon, for the summer school program. The full program was typed out and turned into the principal's office. Many conferences followed in discussing the details of the program.

Many books and mimeographed materials were studied before any were ordered for use, most of which were scanned in the curriculum laboratory of the college.

The program was studied by Mrs. Mary Groome with the principal and the director to see if there were weak spots.

After the program was planned, room plans which included the remedial laboratory, regular and enriched classroom, and the science room were drawn up on paper and turned in to the principal's office.

As the summer school session progressed it was apparent that there were weaknesses in the program that could not be foreseen on paper. It was important to have a workable program on paper or it would have failed in reality.

A director for this type of program will be challenged in ingenuity and time. The reward will come in seeing pupils of all abilities make much progress. Progress, of course, is based upon the God-given abilities a person has.

La Sierra College Demonstration School will not have a full-fledged individualized program this next year. It will be necessary to grow slowly into a program such as this. Teachers will need to be trained into such a program through workshops and in-service training. The school will need a good library of many materials before seeking to educate its more than 500 pupils with an individualized approach.



# CARPETING—for Schools?

By Hayden D. Lawson

THE really surprising thought about carpeting is the fact that carpeting did not come into common use in schools at an earlier date than it did. Not only did school plant planners fail to see the values of carpeting but manufacturers themselves failed to see the possibilities of its use in schools. For years carpet was promoted by a rather limited number of manufacturers as a status symbol.<sup>1</sup> Even though carpeting is coming into more widespread use today, one of the problems faced is that wall-to-wall carpeting still evokes an image of lavish decor.<sup>2</sup> Opposition to carpet stems from two sources: the hard-surface flooring manufacturers whose markets carpet is outdating, and the uninformed, who many times oppose it with the enthusiasm possible only in someone not in full possession of the facts.<sup>3</sup>

Carpet manufacturers and personnel in schools having carpeting claim numerous advantages in the use of carpet over hard-surface flooring. Some of the advantages claimed are: (1) Lower "use" cost. (2) It absorbs floor noises and "stops" them. (3) Carpeting reduces noise from constant sounds such as ventilators. (4) Teacher foot fatigue is reduced. (5) An atmosphere of informality is introduced. (6) There is less chance of injury from falls. (7) Floor drafts are reduced. (8) Students take more pride in their school. (9) Aesthetic appeal. (10) Ease of maintenance. (11) There are fewer airborne bacteria with carpeting. (12) Damage and vandalism are reduced.

It would be difficult to measure scientifically many of these claimed advantages. Perhaps because they are the easiest items to measure, most efforts on a controlled comparison basis have centered around floor maintenance and noise absorption. However, these comparisons cannot be completely relied upon.

According to a study published in the April, 1963, issue of *Buildings* magazine, the average total cost of carpet, including underpad and labor, will run roughly two thirds more than the average total cost of tile and installation.<sup>4</sup> Because of the higher initial cost of carpeting, the carpet industry has concentrated its studies on maintenance cost com-

parisons in an endeavor to prove that the total "use" cost of carpet is less than that for tile. One of the earliest studies was done in the Shaker High School, completed in 1958 and located midway between Albany, Troy, and Schenectady in New York. The American Carpet Institute underwrote an experiment in which the Shaker Senior High wing of the school was carpeted and the Shaker Junior High wing floors were covered with asphalt tile. In other ways the two wings were nearly identical. During Shaker High School's first school year Industrial Sanitation Counselors conducted comprehensive maintenance studies of the two areas of the school. The time required to clean each thousand square feet of tile averaged 64.5 minutes per day. The time required to clean each thousand square feet of carpet averaged 34 minutes per day.<sup>5</sup> Using a custodial wage rate based on \$1.50 per hour for a school year of 200 days, the total annual cost per thousand square feet of maintaining the asphalt tile floor was computed at \$350.75 while the total annual cost per thousand square feet of carpet was shown to be \$176.61.<sup>6</sup> The asphalt tile floor was maintained at a quality level of 65 while the carpet was maintained at a quality level of 92. Further calculation showed that the carpeted test areas were cleaned in 52.7 per cent of the time and at 50.4 per cent of the cost of cleaning the asphalt.

In Andrews, Texas, five first-grade schools were used to measure the cost of maintaining carpet as compared with vinyl tile. One school, Peter Pan, was carpeted. A three-year study, beginning when the schools were completed in 1957, showed that the three-year maintenance cost for the Peter Pan school was \$1,457.94. The lowest three-year maintenance cost for any of the other four schools was \$2,087.38.<sup>7</sup> After the three-year study it was estimated that at least nine years of satisfactory service could be expected from the carpet in Peter Pan school. The initial cost of the carpet was \$2,000. The initial cost of vinyl tile in the other schools was \$1,120. Projecting the maintenance cost over a nine-year period showed the total cost of installation and upkeep for the carpet to be \$6,194. The comparative cost of the vinyl tile was \$7,401.<sup>8</sup> The economy of maintenance for the carpeted floors is attributed to the fewer man-hours, the decreased amounts of detergents, waxes, wax strip-

Principal  
Pioneer Valley Academy  
New Braintree, Massachusetts

pers, cleaners, abrasives, and steel wool pads, and the small investment in mechanical equipment."

In East Covina, California, an interesting offer was made by the School Research and Service Corporation. They offered to carpet one of the schools free in return for a five-year maintenance contract for the school. The school records showed the cost of operations without carpeting to be \$71,000 for a five-year period. The company proposed a five-year contract at a cost of \$73,000. The contract was later reduced by \$428. Thus the school could have carpeting for an extra cost of less than \$1,800 over a five-year period. The school principal's job was made easier in that he did not have to supervise the custodial service.<sup>10</sup>

The Industrial Sanitation Counselors, Inc., of Louisville, Kentucky, in 1963 conducted a cost study comparing carpeted and noncarpeted floors in 43 heavily trafficked commercial installations. Included in the study were four schools. Points of evaluation were comparative installation costs, comparative wear serviceability experience, and comparative maintenance costs. The conclusion drawn from this study was that though the amortized installed cost of carpet is, on the average, greater than that of noncarpeted floors, and its combined maintenance costs are so much lower than noncarpeted floors, the carpet's total "use cost" varies from 40.8 per cent to 47.6 per cent less than noncarpeted floors.<sup>11</sup> The total "use cost" involves the cost of installation, life of the material, and what it will cost to maintain it.

The research of Harry E. Rodman and Carl J. Kuntz, Jr., of Rensselaer Polytechnic Institute in connection with the Shaker High School experiment revealed that carpet can reduce classroom noise by as much as 50 per cent. The essential reason for this is that noises diminish more rapidly in the carpeted rooms than in rooms with asphalt tile flooring.<sup>12</sup> In comparing noise levels in the corridors, the research indicated that noise levels during class changes measured 16 to 22 decibels lower in the carpeted corridors than in the asphalt tile corridors.<sup>13</sup>

The disadvantages in the use of carpet have been found to be very few in number. The problem of easy moving of furniture on carpet has been solved with the development of improved glides for furniture legs. No doubt carpet and equipment manufacturers will continue to study the development of improved vacuum cleaners specifically for school use.

Any school contemplating the use of carpet should give careful study to the selection of the carpet. Oliver A. Wyman has suggested some general guidelines to use for right carpet selection: (1) Do not use a residential carpet for school use. (2) In considering cost, be sure to consider maintenance costs. (3) Consider the carpet not only from the standpoint of wear but also from the standpoint of re-

tention of original appearance. (4) Be sure that you insist on competent installation. (5) Begin with the floor when you design any area. (6) Avoid having the color of the carpet too light.<sup>14</sup>

Though man-made fibers are becoming more prominent, wool carpet is still widely used. It has a long-lasting appearance and wears well. Acrylic is the synthetic fiber most similar in all characteristics to wool, which has clarity of color, excellent cleanability, and is allergy free. Nylon is exceptionally long wearing, but has a higher static electricity factor. It also soils somewhat more readily than wool or acrylic. Less expensive olefin has a low static factor, is very long wearing, is exceedingly easy to maintain, and is virtually stainproof.

School carpeting is here to stay. Its high appearance and cleanliness level, its acoustical and psychological benefits, and its comparative price advantage over hard surface make it the biggest major advantage in the American schoolhouse picture since we abandoned the one-room school.<sup>15</sup>

Carpeting—for schools? Yes!

<sup>10</sup> Oliver A. Wyman, "Carpet Maintenance and Selection," *American School Board Journal*, vol. 151, December, 1965, p. 12.

<sup>11</sup> Elizabeth Nabors, "School Carpet—Does It Make Sense?" *American School Board Journal*, vol. 147, October, 1963, pp. 34-36.

<sup>12</sup> Wyman, *Ibid.*

<sup>13</sup> Nabors, *Ibid.*

<sup>14</sup> *Excellence and Economy*. "A Report on the Benefits of Carpeting in Three Public Schools," American Carpet Institute, New York, p. 17.

<sup>15</sup> *Ibid.*, p. 18.

<sup>16</sup> *Ibid.*, p. 27.

<sup>17</sup> *Ibid.*

<sup>18</sup> R. N. Finchum, "School Building Maintenance Procedures," U.S. Department of Health, Education, and Welfare, Office of Education, 1964, Bull. No. 17.

<sup>19</sup> "Can Carpeting Cut Your Maintenance Costs?" *School Management*, vol. 9, May, 1965, p. 107.

<sup>20</sup> "Cutting Costs With Carpet," The American Carpet Institute, New York.

<sup>21</sup> *Excellence and Economy*. *Ibid.*, p. 21.

<sup>22</sup> *Ibid.*, p. 22.

<sup>23</sup> Wyman, *Ibid.*

<sup>24</sup> Nabors, *Ibid.*

## "But Your Teachers Don't Read Them"

(From page 7)

We know that human government says, Ignorance is no excuse before the law, and how much more so before the bar of God when His will has been made known so widely and He has urged His children to become familiar with it?

Next, having read the three special handbooks for teachers, regularly and systematically, accept the counsel and follow it. Remember, "God means what He says,"<sup>1</sup> and "to disregard light is to reject it."<sup>2</sup>

Teachers, let me leave with you this fine statement from one of our handbooks: "Amidst all life's perplexities and dangers and conflicting claims the one safe and sure rule is to do what God says."<sup>3</sup> What does God say? "For the lover of fiction the same rule holds true. Total abstinence is his only safety."<sup>4</sup>

<sup>1</sup> *Testimonies*, vol. 5, p. 365.

<sup>2</sup> *Ibid.*, p. 680.

<sup>3</sup> *Education*, p. 229.

<sup>4</sup> *Counsels to Parents and Teachers*, p. 384.



# Just Slow, Careless, and a Nuisance

By Jad Kabrib

MRS. ABDO, the ninth-grade English teacher, came to me one day with an expression of complaint and enormous fatigue. "Again Sami," she said. "I cannot handle him any more. He is just slow, careless, and a nuisance to all the class. I am seriously planning to quit teaching because of him."

"Please relax, Mrs. Abdo; I'm sure with some careful study of the problem, we'll be able to come to a reasonable solution."

"I am glad that you discovered Sami and identified him as a troublesome slow learner. Do you know that one of the most frequently cited sources of discipline in the secondary school is the slow learner? His difficulties may arise from a variety of causes, but he is almost always a slow reader. His comprehension of abstract material is very poor, and he finds it difficult to apply any given principle to a new situation. Do you agree with me on this definition?"

"Yes, indeed; these are the same characteristics I discovered in Sami!"

"Fine, then we can proceed."

"There is no doubt you have discovered some of the major differences between the slow learner and his normal peers, especially when he is asked to read and when he is asked to string together facts and to generalize from them. He finds great difficulty in even remembering facts unless he is highly motivated. The teaching must be direct, repetitive, and quickly reinforced by applications. Transfer of training from one learning situation to another is nearly hopeless. He does not understand that attention-seeking by misbehavior in class is wrong because it interferes with the learning opportunities of other students."

"What does Sami need?"

"Many of the needs of the slow learner are similar in kind, if not in degree, to the needs of all youngsters of his age. On the other hand, Sami has some special needs which you, Mrs. Abdo, should be aware of. Some of these are:

1. Individual professional evaluation. You need to determine carefully the reason for Sami's condition.
2. A meaningful and appropriate curriculum should be selected for him. Appropriate material should be selected from the usual fields of social studies, English, mathematics, and science, as well as from the nonacademic areas.
3. Appropriate remedial instruction, particularly in reading.
4. Success at some academic tasks. Like any other youth, Sami needs success.
5. Firmness and consistency. You must never surrender, Mrs. Abdo, in the struggle to keep Sami working up to his capacity. He never should be permitted to feel that you don't care.
6. Patience. The slow learner responds best to a mature, well-balanced teacher who likes her work and has a tremendous amount of patience and understanding.

"In conclusion, let me give you these five principles that I am sure are effective for Sami and others like him:

1. Be especially careful to ask the student to do things that you are reasonably sure he can do.
2. Through your activity and through the development of consideration on the part of the class, provide an increasingly sympathetic atmosphere.
3. Provide group work for a part of the time in which the slow learner shares with a representative group of the entire class. This adds greatly to his sense of belonging and serves as a stimulation to do the best he can.
4. Try to report progress to the slow learner as regularly as possible. Discuss his situation with him frankly, but do not neglect opportunities to comment on strong points.
5. In setting up evaluation procedures and plans, use a broad enough base that a pupil at least sometimes will experience a feeling of success."

"Thank you, Mr. Jad, for helping me to understand Sami, his problems and behavior, and in turn, other slow learners I may meet in my future classes."

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Get your happiness out of your work or you will never know what happiness is.

—HUBBARD

Principal  
Middle East Secondary School  
Beirut, Lebanon



# Our Schools Report...

## OVERSEAS

► Home Study Institute opens another foreign branch. The new organization will function on the campus of **Korean Union College** and is mainly designed to provide in-service training in adult education for the large body of national workers in Korea who lack advanced training.

## ELEMENTARY

► The **Riverview Intermediate School** in Norridge-wock, Maine, presented a series of sacred concerts and open house to encourage pupil attendance at the Christian school, grades 1-10, pleasantly located in a rural setting.

► Mrs. Eva Pitcher, who attended the first SDA elementary school at Salem (now Sullivan) SDA church in the **Indiana Conference**, was featured in the seventieth anniversary program, "Pageant of Christian Education in Indiana," under the direction of G. E. Hutches, secretary of education of the Lake Union Conference.

► Having given 30 years of love and devotion to the young people in the **Florida Conference**, Miss Grace Bush, 84 years young, was honored at Lake City, Florida, as she completed fifty years of teaching in Seventh-day Adventist church schools.

► With 13 schools and 349 students participating, the **Florida Conference** elementary schools and junior academies held their tenth annual music festival May 5-6, 1967, with the theme "On Wings of Song . . ."

## SECONDARY

► In denominational employ for 34 years, P. P. Anderson, currently heating engineer at **Adelphian Academy**, received his service pin at the 1967 graduation exercises.

► The whole school family of **Broadview Academy** welcomed and honored the N. R. Hallocks and C. R. Smiths, Sr., two couples retiring after some 35 years at the school, at a special farewell program. They featured wheelbarrows of S&H stamps—after the names of Smith and Hallock.

► Ten Seniors at **San Gabriel Academy** are discovering what Freshman English is all about a year before they attend college. For the second year at the academy, extension classwork with college credit is now offered for enrichment and advanced placement.

## HIGHER

► Employed by **Loma Linda University** for 15 years, Mrs. Hulda Crooks, a vegetarian for 53 years, is still at 71 years of age research assistant in the School of Public Health. For many years her husband was a respected professor of anatomy in the School of Medicine.

► Under the new honors program beginning September, 1967, the superior student at **Andrews University** may exercise more freedom in the choice of courses, may be excused from certain beginning courses in his major field if he can demonstrate competence in these areas, and will be eligible to take special honors courses.

► Twenty students of nursing registered at the **Madison Extension Campus of Southern Missionary College** for their second and final year of the Associate of Science degree program in nursing. The school expects to receive full accreditation in January, 1968.

► In June, 1967, ceremonies before the merger of **La Sierra College** and **Loma Linda University**, 176 graduated on the Bachelor's and Master's levels from LSC and 325 received Bachelor's, Master's, and Doctor's degrees at LLU. The summer school graduates of 48 Bachelor's and 25 Master's degrees constituted the first commencement ceremonies since the merger.

► With 132 students the **Kettering College of Medical Arts** at Kettering Medical Center opened its doors with three instructional divisions—paramedical science, institutional health care science, and general education.

► The high light of the diamond anniversary commencement weekend of the **Walla Walla College** campus was when President W. H. Shephard conferred the honorary Doctor of Laws degree on two past presidents of WWC: Dr. John Weaver, president 1930-1933; Dr. Percy W. Christian, president 1955-1964.



## Ideas for Morning Worship

(From page 12)

► Robert Gentry, nuclear physicist and staff member of Columbia Union College, while visiting Denver, Colorado, this past May appeared on radio station KTLN, where for five hours he defended his scientific conclusions regarding evolution and time dating. He also appeared for similar interviews on two TV programs during the same visit.

► Hans-Jorgen Holman, professor of music at Andrews University, read a paper on "Compositional Techniques and Concepts of Originality in Monophonic Church Music from the Ninth to the Thirteenth Century" at Montreal, Canada, in August, 1967, and a paper on "The Problem of Historicity in European Folk Song" in Ljubljana, Yugoslavia, in September, 1967.

► Coming of age as the fifteenth school in the United States, the School of Public Health of Loma Linda University was granted recognition and full accreditation June 23, 1967, by action of the American Public Health Association. It is the first private school of public health west of the Mississippi River.

► Changing to "blocked working time" and staggered schedules, Canadian Union College with the 1967-1968 school year has improved its work program for student study and labor.

► On its La Sierra Campus Loma Linda University begins with the 1967-1968 school year a two-year curriculum in quantity food production leading to the degree of Associate in Arts.

► At the Southern Missionary College Board of Trustees meeting of June 27, 1967, the following action was taken regarding future educational plans: "VOTED, That in counsel with the Southern Missionary College Board the administration make a study in depth of the collegiate educational needs in the Southern Union [Conference], taking into consideration the possibility of extension campuses."

► Dean of men Richard Orrison of Loma Linda University-La Sierra Campus has announced the formation of a new residence hall government. Each floor of the men's dormitories will elect a four-person floor council to help run the affairs of the floor, combined floor councils in each dorm would form a hall council, and the chairmen of the floor councils with the resident student assistants will constitute an advisory committee to the dean of men.

► Those who are taking the four-year business and commerce courses in Ontario, Canada, high schools may now transfer to Kingsway College to finish in a Christian school. Kingsway College has now begun a four-year program in the arts and sciences terminating with grade twelve. Professional and preprofessional courses are available on the junior college level.

► During August, 1967, Bruce Johnston, chairman of the department of religion at Southern Missionary College, conducted with translation the largest evangelistic campaign ever to be held by the Seventh-day Adventist Church in Korea. Seventy Korean workers received instruction in techniques of pastoring and evangelism.

**23. Conduct a series of lessons on last-day events, using, possibly, the last chapters of *The Great Controversy*.**

**24. Discuss what Seventh-day Adventists believe and why.**

**25. Have worship period outdoors, on nature topics.**

**26. Hear by tape, record, or actual guest speaker interesting and important stories of missions, phases of the work, or other items of interest.**

**27. Study, discuss, act out, and/or hear the answers to reasons for certain things in the Bible. For example, Why did Christ say some of the things that He said?**

**28. Use texts on the Beatitudes, faith, the fruits of the Spirit, the parables, the miracles of Christ, the Ten Commandments, the Ten Commandments in the New Testament, et cetera. Show background, explain what the verses mean, show how they apply to the student, how Ellen G. White's writings aid in understanding the Bible.**

**29. Discuss a unique phase of the message of our church, such as the three angels' messages of Revelation 14. Through these develop the students' acquaintance with the real message and leadership of Adventism. Use such tools as *The SDA Bible Commentary* to help explain. Get youth acquainted with their church.**

**30. Read through certain chapters of the Bible, looking for specific things. For example, read Matthew 26 and 27, searching for "the sins that crucified Christ." You will find Pilate's apathy, et cetera. Show how these apply in our own day and how we can witness by the positive experience.**

**31. Have a series of worship studies on persons in the Bible whose lives teach us one lesson, or different phases of one lesson. For example, show the importance of obedience and the dangers of disobedience in the early and later life of Abraham; Moses' mistake of striking the rock after a great life of obedience, and his leadership of Israel.**



## Research Notes



Title of Thesis: **The Influences of Reading on the Attitudes of Third-Graders Toward Eskimos**

**ROULAND HERMAN TAURAN**

*Doctor of Philosophy, 1967*

Thesis directed by: **KENNETH O. HOVET**  
Professor of Education  
University of Maryland

IT WAS the purpose of this study to test the hypothesis that reading material of a literary nature would change the attitudes of children toward the psychological object about which they read. The negative effect of unfavorable material following the reading of favorable material was also examined.

Eight classes of third-grade children in Montgomery and Prince Georges counties, Maryland, participated in the study. Each class was randomly divided into two groups. The resulting eight groups in each school system were randomly assigned to experimental and control groups.

A scale to test the attitudes of third-graders toward Eskimos was constructed by utilizing the Scale-Discrimination Technique of Edwards and Kilpatrick. The attitude scale was administered to four groups as a pretest and to all eight groups as a post test. The same procedure was followed in the other school system. The children who participated in the study came mostly from Caucasian middle-class families.

An eight-group Solomon-type design was used. This design takes into consideration the threat of pretest-

ing to external validity. Especially in attitude change studies, where the attitude tests themselves introduce considerable amounts of unusual content, it is quite likely that the person's attitudes and his susceptibility to persuasion may be changed by a pretest. The eight groups in this extension of a control group design were a combination of three classification dimensions, each with two categories.

Stories and articles about Eskimos were selected and prepared in mimeographed form for the use in the treatment groups. The unfavorable material was prepared by the experimenter.

The results of this study show that the racial ideas of third-grade children can be influenced in the positive or negative direction depending upon the kind of reading material presented. Studies of the development of racial awareness show that racial ideas of children are less rigid and more easily changed than the racial ideas of adults. The direction these attitudes take, their intensity and form of expression, will be determined by the type of experiences that the child is permitted to have.

The results of this study further show that it is possible to strengthen an initial positive attitude in children in such a way that they will be able to resist unfavorable information. Evidence is available from other sources which indicates that the effect of propaganda contrary to the attitude of the reader leads to a mental state of confusion and irritation, rather than to change of attitude.

It is recommended, therefore, that all possible means should be taken for the strengthening of those attitudes that are most desirable for the welfare of the individual and of society.

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### Foreign Credentials

(From page 15)

officer or department chairman, by personal experience with students from a particular school or system abroad, knows he can grant credit without examination.

4. Advanced standing for one's mother tongue should be by examination only and limited to advanced courses, such as United States universities give at third- or fourth-year level and higher.

Andrews University admissions policies for international students as voted by the college faculty are as follows:

All credentials are to be evaluated on the basis of standards published from time to time in the *World Education Series* by the Committee on Foreign Students of the American Association of Collegiate Registrars and Admissions Officers with placement recommendations by the Council on Evaluation of Foreign Student Credentials. Other professional services may also be utilized.

Foreign students from countries where English is not the main language must prove that they have sufficient knowledge of English to be able to do college work on this campus. Andrews University, therefore, utilizes the services of one of the organizations that exist to check applicants' proficiency in English and provides its own test for those students living too far from an established center.



## Rivalry—A Dangerous Motive!

(From page 8)

be first we become oblivious to the damage we inflict on others and ourselves. The stock cars that are battered, banged, dented, and noisy are no worse off than bruised humanity broken down with many a disease from life's competitions."

The Christian will not be lazy or unwilling to put forth effort to accomplish things. The fault is not with our striving to reach high goals, but with the motivation. The Christian will realize that not all have equal talents, and he will be happy to do his best with the gifts God has given him, without jealously comparing himself with others, and without a spirit of unholy emulation.

Listen to the advice of Paul in Romans 12:1-3, Phillips' translation:

"With eyes wide open to the mercies of God, I beg you, my brothers, as an act of intelligent worship, to give him your bodies, as a living sacrifice, consecrated to him and acceptable by him. Don't let the world around you squeeze you into its own mold, but let God remold your minds from within, so that you may prove in practice that the plan of God for you is good, meets all his demands and moves toward the goal of true maturity. As your spiritual teacher I give this piece of advice to each one of you. Don't cherish exaggerated ideas of yourself or your importance, but try to have a sane estimate of your capabilities by the light of the faith that God has given to you all."

Positions of leadership in the church, in education, first place in talent festivals, social rank, the highest status in the community, or any other attainment which might be worthy in itself—these are not what the Christian strives for. Rather, he strives in humility to be a servant of all.

\* From *The New Testament in Modern English*, © J. B. Phillips 1958. Used by permission of The Macmillan Company.



### WE BELIEVE THIS—

That our boards of control—school boards, boards of trustees, and boards of managers—carry responsibilities for the church, local conference, union conference, division, and General Conference institutions unsurpassed by any other group of church representatives. Individuals on these boards are obligated to take leadership and initiative to provide ever-improved educational programs, strengthened support, and better facilities for learning. Although sensitive to the wishes of the constituencies in general, they must maintain independence of action and independence of policy making.

The members of the representative board have no powers as individuals but only as committees of the whole. Delegated authority may be invested, however, for certain missions or projects.

The board must recognize where control ends and administration begins. This fine line has brought misunderstanding and confusion to many a school. No board should dip into the administrative functions of the institutional operations.

The board should recognize as its aegis the following functions:

1. Planning and formulating of policy.
2. Providing the fiscal structure and physical plant.
3. Adopting a realistic financial budget.
4. Selecting and hiring personnel as recommended by the chief school administrator.



## BUSES, TRUCKS, CARS, AT RAILROAD CROSSINGS



"It's shocking to find that during last year 167 school buses were involved in near-miss incidents at railroad grade crossings according to train crews' reports," observed an official of the National Safety Council.

Crews of 22 railroads cooperate in identifying vehicles involved in near-miss incidents and in reporting them. There were 547 such reports received at NSC headquarters on 1966 activity in 33 States. In addition, one railroad reported 48 near-miss incidents without identifying the States.

Beyond trucks carrying flammable cargoes, there were 134 other trucks involved in near-miss acci-

dents at grade crossings, the council report showed.

"Nevertheless," Hill said, "we must recognize that the bulk of actual train-motor vehicle accidents involves not trucks or buses, but passenger cars. Almost three quarters of the crossing accidents involve passenger cars."

The NSC executive noted that the council is inaugurating a new program to further improve school bus safety. "In many cases," he said, "school bus routes can be revised to avoid grade crossings. Such action should certainly be taken whenever it's possible, or at least to make the fullest use of the safest possible protected crossings."

## **BETWEEN THE BOOK ENDS**

**Kimball Wiles, *Supervision for Better Schools*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967. Third Edition. 343 pp. \$7.50.**

Recognizing that the basic function of supervision is to aid and improve the learning situation for students, the author pioneered in the advanced guard with his first edition. This "how to" book is a must for all who are interested in instructional and educational supervision, and this includes student teachers, supervisory teachers, elementary school supervisors, superintendents of education, and school principals.

The Preface introduces a conveniently arranged concept outline of the book with corresponding paging, including six assumptions and eight inferred hypotheses. The Appendix gives a pen description of four stereotyped principals at work, and the reader is left to select which principal encourages better supervision.

Logically arranged, the elements and functions of supervision, the role of the central office supervisory staff are outlined. The principal is introduced with his unique role as instructional and curriculum supervisor, and guidelines are offered for staff selection, orientation, and development. Sequential steps are easy to follow in the textbook in working through a practical and functional approach to supervision.

As both educators and students have time to consider and answer the 28 significant questions in chapter XV, the self-evaluation will be most rewarding.

**Stephen Dunning, *Teaching Literature to Adolescents: Poetry*. Glenview, Illinois: Scott, Foresman & Co., 1966. 119 pp. \$1.75.**

Interestingly enough, this paperback is addressed to three fictional people—the undergraduate English major, the Ivy League College honor student who will contribute to English teaching, and the English teacher who has had a decade of teaching experience.

This volume has an inspirational message and practical approach for each kind of teacher, employing examples and illustrations from contemporary poetry.

More important than burdening the adolescents with concerns of structure and technique will be the rewards of imagery and ideas.

Practical suggestions are given to all who wish to teach poetry in an effective manner.

**Pierre E. Dostert, *Africa* 1967. Washington, D.C.: Stryker-Post Publications, 1967. 89 pp. \$1.75.**

**Hartley F. Dame, *Latin America* 1967. Washington, D.C.: Stryker-Post Publications, 1967. 74 pp. \$1.75.**

Refreshingly up to date, these volumes present the continents and countries as they are. Brief but comprehensive, each nation is described with a simple but forceful format. Vital statistics, historical sketches, maps, statements on the culture, economy, and future round out a knowledgeable description of each land.

These publications are excellent for contemporary reference, especially for teachers and students of social studies and for orientation of travelers and tourists who want a reliable preview.

**James F. Wenner, *A High School Orientation Course in Data Processing*. Dallas, Texas: South-Western Publishing Co., 1966. Monograph 114. 81 pp. \$0.20.**

Program and computer instruction has been a specialty offering in certain technological and adult schools. Based on an analysis of employment requirements, the author concludes and recommends that the teaching of data processing at the secondary school level is not only feasible but desirable. Specific suggestions are given to school administrators and teachers as well as implications for research in data processing.

This is an educational monograph that constitutes the main body of a Doctoral dissertation entitled "An Analysis of the Minimum Data Processing Employment Requirements in Selected Iowa Businesses for the Purpose of Developing a High School Data Processing Orientation Course."

Students and teachers of business administration should keep abreast of such developments.



# Missionary Volunteer BOOK CLUBS 1968

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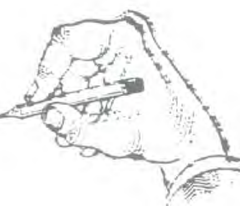
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## EDITORIAL

# Postscripts



**Institutions 400** Placed as number 186, SDA educational and medical institutions in North America for food service volume in millions of dollars ranked with "the 400 dominant organizations who set the trend and tempo in the food/lodging business today."

*Institutions Magazine*, an attractively printed monthly concerned with mass feeding and housing, published in Chicago, Illinois, featured its "third annual report on the giants of the food service/lodging industry" with seventy-two illustrated pages.

Among "The 100 Leaders in Lodging" SDA educational and medical institutions ranked number 28.

Interestingly enough, *Institutions Magazine* calculated that the commercial equivalency for the Adventist institutions for 1966-1967 amounted to \$12.4 million, with 65 units controlled for food service, and \$29.7 million, 100 units, and 22,812 beds for lodging accommodations.

Once again the denomination must appeal to its administrators and managers to keep overhead and expenditures to a minimum so as not to outprice Christian education and medical service for the constituents of the Seventh-day Adventist Church.

**Ventilation Provisions** The first Protestants ever to be employed full time on the Jamaica, New York, campus of St. John's University as faculty are Armin Wildermuth, a Lutheran 36 years of age, who was associated with Paul Tillich and Karl Barth during and following his doctoral work at the University of Basel in Switzerland, and Robert C. Schultz, a Lutheran theologian and minister. They will teach philosophy and modern Protestantism, respectively.

Although such faculty recruiting may appear to savor of scholastic objectivity, freedom of inquiry, and academic freedom, yet in Seventh-day Adventist institutions of higher education for their accomplishment of institutional purpose there can be no such provision of ventilation.

**Best Translation** To the question, "What is the best modern translation of the Bible?" how would you respond?

Among possible answers would be: "The *best* translation is the one that speaks most meaningfully to me"; "The *best* translation is what I see in the life and not on the printed page"; "The *best* translation is the effective interpretation that I find in the pew."

Relevant and applicable to themselves, translating the Holy Bible into the contemporary vernacular is not the only important means to enable people to grasp the significance of the message; people must learn how to read the Scriptures. Getting both a bird's-eye view as

well as the scholar's appreciation for detail have their advantages. To appreciate fully a Gospel, one should at a single sitting catch the inspiration and see the overview of the whole book of Luke or John; then one can appreciate more fully the dramatic sequences, the interplay between parts, the over-all structure, and the central theme of salvation.

One must study in depth the whole, feel the thrust, and see the purpose of the message. Translation of the Holy Bible, though not easy, is essential. Children and youth see daily translations of the work in the lives of their teachers. Are these faithful translations?

**Independent Study** Can independent study be both a panacea and a fraud? Such is the question that

the Ohio State University College of Education asks in its latest *Theory Into Practice*. Although there is a reasonable understanding of what independent study can and cannot do, too many unanswered questions still exist. Frederick R. Cyphert, guest editor of the special issue, points out: "The current evidence, lack of evidence, and pertinent generalizations must be appraised if independent study is to be understood."

**Real Places** Events of recent weeks and months have brought alive the place names long used in Bible and history classes.

Their currency in everyday news should give new luster and significance. Alert Christian teachers will help their students to understand and reason from cause to effect.

Damascus, Jordan, Jericho, Jerusalem, Gaza, Sinai—these are some of the familiar names that have leaped from news headlines as epochal events flamed through ancient lands of the Bible.

How strange that history should return so often to the heartland where it all started . . . to the Fertile Crescent, arching from the banks of the Tigris to the valleys of the Nile; where man first worshiped God and recorded his devotions for the sake of coming generations; where man tamed the seasons to almanac and calendar; where he first grouped his dwellings into towns and cities; and where Christian, Moslem, and Jew claim heritage.

How reminiscent is the counsel of *Prophets and Kings*, page 547:

As we near the close of this world's history, the prophecies recorded by Daniel demand our special attention, as they relate to the very time in which we are living. With them should be linked the teachings of the last book of the New Testament Scriptures. Satan has led many to believe that the prophetic portions of the writings of Daniel and of John the revelator cannot be understood. But the promise is plain that special blessing will accompany the study of these prophecies.