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## OUR EXAMPLE

AS JESUS worked in childhood and youth, mind and body were developed. He did not use His physical powers recklessly, but in such a way as to keep them in health, that He might do the best work in every line. He was not willing to be defective, even in the handling of tools. He was perfect as a workman, as He was perfect in character. By His own example He taught that it is our duty to be industrious, that our work should be performed with exactness and thoroughness, and that such labor is honorable. The exercise that teaches the hands to be useful and trains the young to bear their share of life's burdens gives physical strength, and develops every faculty. All should find something to do that will be beneficial to themselves and helpful to others. God appointed work as a blessing, and only the diligent workers find the true glory and joy of life. The approval of God rests with loving assurance upon children and youth who cheerfully take their part in the duties of the household, sharing the burdens of father and mother. Such children will go out from the home to be useful members of society. . . .

Jesus is our example. There are many who dwell with interest upon the period of His public ministry, while they pass unnoticed the teaching of His early years. But it is in His home life that He is the pattern for all children and youth. The Saviour condescended to poverty, that He might teach how closely we in a humble lot may walk with God. He lived to please, honor, and glorify His Father in the common things of life. His work began in consecrating the lowly trade of the craftsmen who toil for their daily bread. He was doing God's service just as much when laboring at the carpenter's bench as when working miracles for the multitude. And every youth who follows Christ's example of faithfulness and obedience in His lowly home may claim those words spoken of Him by the Father through the Holy Spirit, "Behold My Servant, whom I uphold; Mine Elect, in whom My soul delighteth." Isa. 42:1.

—*The Desire of Ages*, pp. 72-74.



## As We See It

### WANTED: *People*

The church, government, industry, education, research, and more—all are looking for *people*.

People who know where they are going . . . people with purpose and objectives . . . people who have far horizons.

People who are committed and dedicated.

People who want challenge, adventure, and tasks.

People who are unafraid, undaunted, unflinching.

These are not easy to find. Publicity and recruitment programs may produce many applicants from the want ads, but the selection is limited. So many persons seek ease, comfort, convenience, and expediency.

It is uncommon today to find a man who can be characterized as having such multiple possessions as ability, belief, certainty, character, confidence, conscience, conviction, enthusiasm, initiative, integrity, optimism, peace, perseverance, and rectitude.

We can still hear the echoing description of the animal owner as he talked with Henry Ward Beecher who was buying a horse:

"This horse is perfectly sound. He can go any gait. He will stand without hitching and work any place you put him—on the off side or near side—buggy, plow, or wagon. He is perfectly gentle, though full of spirit; goes when you want him or stops when you say, 'Whoa.' He has no bad traits; will neither bite nor kick; comes when you call him, and does not run off when he sees anything strange."

Looking at the animal wistfully, Beecher opined, "Ah, I wish that horse were an attendant of my church!"

Speaking for the church, however, personnel are needed.

*Wanted* are ministers, Bible instructors, singing evangelists, literature evangelists, pressmen, editors, accountants, managers, departmental secretaries, teachers, office secretaries, stenographers, electronic technicians, programers, dentists, physicians, surgeons, nurses, paramedical specialists, and more.

Of this premise, all should understand: In the Christian community there can be no inferior and superior occupations. Every job and occupation is a vocation, a calling. With diverse specialization the church can fulfill its mission. The primary work of the Christian is to go about *his Father's business*. His secondary work only helps to pay living expenses.

With your aptitudes, interests, needs, and capacities where will you make your best contribution?

T. S. G.

# MEMO: to the Faculty

By H. E. Douglass

READ 2 Corinthians 10:12, 13. The weaknesses of humanity are on vivid display as we move through Paul's letters to the Corinthians. The main reason why these letters remain today rests in the fact that the good Lord knew that these same problems will ever beset men whether in or out of the church. We need to hear Paul today just as the Corinthians needed him years ago.

In this passage Paul is concerned with those who are easily satisfied. At this point the Corinthians seemed to be satisfied with their rate of growth, with their concepts of excellence, with their degree of Christian service. With some justification they could point to many good reasons why they can be self-congratulatory with their present state. They probably had charts, graphs, and testimonials from their co-workers. But Paul called them fools!

For many years this passage has been a burr in my sock. It is not easy to be comfortable and satisfied with Paul looking over your shoulder. This Corinthian incident has become the foundation for the thoughts we will discuss at this time. Our remarks, like Gaul, are divided into three parts:

1. The euphorial of limited success depends upon the mental trap wherein we measure ourselves by ourselves; Paul observes that this is the state of the fool.

2. Seventh-day Adventist educators are not immune from Paul's observations; they must be exceedingly clear as to the philosophy behind and the reasons for their educational practices or we may be basking with the fools in their lotus land.

3. Before Atlantic Union College is the recurring task of clarification and interpretation of the basic purposes of Christian education in the most specific

details of campus life, without being lulled into the fool's euphoria by comparisons with our own traditions on the one hand, or, on the other, by pious comparisons with secular systems.

Let us look at the first part: fools alone measure themselves by themselves. All of us can cite the example of whole civilizations that have hauled up the drawbridge and attempted to live in their own castles. We think quickly of the Chinese over the centuries, and the Arabs, and the Jews, and we cannot overlook the dire consequences that have come to them even to this day.

We think of religious groups and social groups in Christian lands that convinced themselves they would be safer with this special self-appointed mission if they cut off all but the most necessary communication with the "outsiders." The road is strewn with the wrecks of these groups, which had the best intentions, the loftiest aspirations—but who were the fools that Paul talks about in Second Corinthians? We readily think of some aspects of the Amish in our country, various groups of fundamentalists, or perhaps the many splinter Adventist groups over the years.

They maintained their courage and confidence by reading their own books printed by their own publishing houses, and listening to leaders who maintained their posts by becoming experts in cultivating the group euphoria of self-praise. The big "we" always stood for their tight little circle, the misunderstood few who knew the truth and who would be one day vindicated by the God who keeps the records. The big "they" always referred to the "world," the "outsiders," to those who have rejected "the truth."

We all know, however, that whenever a group hoists the drawbridge, the time bomb of their own destruction begins to tick. They have a form of security, but at the price of sterility. They enjoy their reports of success, but it is the chorus of a mutual

---

President  
Atlantic Union College  
South Lancaster, Massachusetts



admiration society. They have drawn up a blueprint for disaster; it is evangelism in reverse. The narrowing circle encourages an inflation of importance that would be annihilated if they looked at what was really going on over the wall and in the world where God is really at work.

The pathetic state of limited success, the euphoria of the fool, is basically a mixture of selfishness, Pharisaism, and conceit; it is the monstrous attempt to usurp infallibility. The one-eyed is easily king among the blind.

Seventh-day Adventists are not immune from this myopia and, thus, from Paul's condemnation. The unnecessary pile up of generation upon generation since 1844 is directly caused by an unwillingness by some and an unawareness by others; unwillingness to break new ground and innovate a fundamental reformation in educational practice and theological thinking, and an awareness that such a reformation is necessary.

The question always before us as Seventh-day Adventists is not whether we excel others, or even our own past performances, but whether we have attained to the measure for which God created and endowed us. For God's people doing His work today, there should be no practice, no policy, no doctrine, immune from careful, critical scrutiny, for what has been done has not been good enough.

There is a healthy, holy boldness in the observations of Ellen White when she urges us:

Shall we not challenge every doctrine and theory, and put it to the test of God's word?

We should not allow any argument of man's to turn us away from a thorough investigation of Bible truth. The opinions and customs of men are not to be received as of divine authority.<sup>1</sup>

It is important that in defending the doctrines which we consider fundamental articles of faith, we should never allow ourselves to employ arguments that are not wholly sound. They may avail to silence an opposer, but they do not honor the truth. We should present sound arguments, that they will not only silence our opponents, but will bear the closest and most searching scrutiny.<sup>2</sup>

Ellen White chose to be no fool in the matter of truth. Her writings are, in a large part, an embellishment of Paul's warning that they are fools who measure themselves by themselves, to find in themselves their own standard of comparison.

Consequently, the destiny of the Seventh-day Adventist Church lies in its ability to measure its educational philosophy by the explicit will of God, and not necessarily by its own traditional pattern nor by current secular practices. Adventist education is not merely an interesting competitor in the academic market—it is destined to be the means whereby a generation of people is made ready to be God's exhibit A in His controversy with evil. This is something more than vocational competence.

As we have said before on other occasions, the task before Seventh-day Adventists today is to repre-

sent Christ's way of life in such a way that all honest men and women will recognize and desire its superiority. This is no phantom goal or a pious wish. For the lack of this achievement, the return of Jesus has been delayed.

The work of our schools is specific; they must set up conditions whereby students are stimulated to desire excellence in every phase of their life and they must be challenged to use their excellence in serving their fellow men. Nothing would be more calamitous than to produce X-ray technicians and nurses, research biologists and mathematicians, and even physicians and ministers who are educated to pass the world's standards, but who fail to reach God's standards, for which He has waited a century.

Much is said and written in secular circles today regarding the pursuit of excellence in education. But for Seventh-day Adventists, this is not a new emphasis. For many years the fundamental principle of Seventh-day Adventist education has been "to awaken the love for goodness and truth and beauty—to arouse the desire for excellence" in order "to fulfill the purpose of the Creator and to receive His likeness."<sup>3</sup> Nothing less than excellence would do if "the true object of education is to restore the image of God in the soul."<sup>4</sup>

For Adventist educators, apparently, the question is not a choice: that is, we do not recognize a fundamental tension between excellence and commitment, between truth and faith. Yet, too often we see what seems to be one without the other. Excellence in any line of work may be desirable advertising along worldly standards, but without commitment to service and Christ's way of doing things, mere academic or professional excellence is either, at the least, an irrelevance; at the most, a curse. On the other hand, there is too often a certain kind of commitment that seeks to bypass excellence, hoping that in the process God will mysteriously make up the difference. To them Ellen White has said:

Ignorance will not increase the humility or spirituality of any professed follower of Christ. The truths of the divine word can be best appreciated by an intellectual Christian. Christ can be best glorified by those who serve Him intelligently.<sup>5</sup>

Genuine commitment seeks excellence whereby it can best fulfill its mission. The issue is not solved even when we coin the motto, Excellence and Commitment, for we are not dealing with the joining of two separate worlds. We may get close when we emphasize excellence in commitment or, perhaps, "committed excellence."

Committed Excellence would be a helpful motto for every classroom, in every dormitory room, or over the door of any Adventist school, for two reasons: the responsibility for achieving God's expectations for the last generation rests upon both teacher and student.

(To page 29)

# EDUCATIONAL SUPERINTENDENT: HIS BEHAVIOR

By Bernard Mohan Lall

## (Part II)

WEBSTER defines *behavior* as the mode of conducting oneself, or in one word, deportment.

Behavior is anything that a living creature actually does. The word often refers to acts that other persons can observe if they happen to be present. Actually, all responses and ways of acting are behavior. These include a person's thoughts, emotions, feelings, needs, and the responses of his muscles and glands. . . . Behavior that can be observed is called *explicit* behavior, and the other type is known as *implicit* behavior.<sup>1</sup>

Habits play a large part in all human behavior. People usually continue doing what they are used to doing as long as they possibly can. For adults and older children, good behavior means choosing among behavior possibilities rather than merely being able to behave, which involves learning a set of values to guide behavior.

Right from the beginning of the preparation of an educational administrator, some emphasis is placed upon the behavioral change. In this regard Willower states:

Educational administration as a discipline is undergoing extensive changes, and preparation programs are being revised to keep pace. While no one can be sure of what the future holds, it seems reasonable to assume that by 1970 there will be a growing understanding of what has been called the administrative theory, and an increased emphasis in preparation programs on objectives geared to behavioral change.<sup>2</sup>

Willower further points out that there is a growing body of knowledge in educational administration and that teaching administration involves much more than transmitting knowledge. The administrator in practicing his profession must develop certain skills. These essentially depend upon the ability of translating knowledge into behavior.<sup>3</sup>

Useful in examining leadership theory, a proposition has been made by Halpin<sup>4</sup> for the study of administrative behavior in education. His purpose of developing this model was to facilitate research in

administrative behavior and to contribute in developing a theory of administration, administration seen with the following four components—the task, the formal organization, the work group, the leader of leaders.<sup>5</sup>

Halpin feels that leader behavior associated with group goals must be delineated. He accepts the Ohio State group's two major dimensions of leader behavior: (1) initiating structure in interaction, and (2) consideration. In a study conducted by Halpin on the relationship between the two leader behavior dimensions, initiating structure and consideration, and the two group goals, group achievement and group maintenance, Halpin found that effective leaders score high on both dimensions of leader behavior.<sup>6</sup>

Morphet, Johns, and Reller discuss the areas of critical behavior in educational administration, citing the school-community development study project, coordinated by the College of Education of the Ohio State University, which identified the following nine areas of critical behavior of educational administrators:

1. Setting goals
2. Making policy
3. Determining roles
4. Appraising effectiveness
5. Coordinating administrative functions and structure
6. Working with community leadership to promote improvements in education
7. Using the educational resources of the community
8. Involving people
9. Communicating<sup>7</sup>

These nine areas classify observations of administrator behavior with respect to interpersonal and environmental factors that have been found to make a difference in administrative behavior. Then a conceptual scheme for studying administrative behavior was developed, based upon these nine areas.

Assistant Professor of Education  
University of Saskatchewan, Regina Campus



Griffiths, discussing motivated behavior, states that practically all writers in the area of motivation do categorize motives in one way or another. Anderson with a short categorization has grouped the drives and needs of man in four areas: (a) appetites, (b) reproduction of the race, (c) association with other people, and (d) curiosity and manipulation.<sup>8</sup>

Administrative behavior can hardly be studied without considering authority in administration, which Simon has defined in terms of superior and subordinate, offering the following for behavioral relationship:

The superior frames and transmits decisions with the expectation that they will be accepted by the subordinate. The subordinate expects such decisions, and his conduct is determined by them.<sup>9</sup>

He further states that unless this kind of behavior is exhibited, there is very little or no authority relationship, regardless of the theory of organization.

Griffiths observes some general groupings within which various kinds of authority holders can be placed in order to examine some of their characteristic behavior. In discussing this very topic Dubin distinguishes three types of authority:

1. That which is based upon rational grounds.
2. That which is based upon traditional grounds.
3. That which is based upon charismatic grounds (derived from *charisma*, the "gift of grace").<sup>10</sup>

In the field of education, the only type of reputable authority is that based upon rational grounds.

In other words, we expect the superintendent to exercise his authority because he holds a position with clearly defined powers and responsibilities. He also holds the position because he has required knowledge and skills. His authority is rational because the position is clearly defined and he has the knowledge and skills necessary to fill that position. His authority should not be conditioned by his personal characteristics.<sup>11</sup>

Looking at the bureaucratic behavior of the school administrators, it is found that such administrators owe their authority to position and not to merit. The subordinates owe allegiance to the position and not to the man in the position. Be he a superintendent or be he a principal, his respect comes from the teachers, not because of him, but because of his position. Studies by Bakke and Horney<sup>12</sup> point out that bureaucracy breeds impersonality. The administrator, tuning himself to a norm of impersonality, behaves in a way to minimize personal relationships with teachers, parents, and students.

Does behavior change when the administrator advances higher and higher on the scale of leadership within the organization? This question could well be asked of a business manager, industrial organizer, military chief, or a school administrator.

One of the first things which a newly appointed chief school administrator learns when he steps into his job is that his relationships with the other members of the faculty undergo an abrupt change. If he attempts to maintain the relationship he had established before assuming his new position,

he finds constant rebuff. When he walks into the men's faculty room, for instance, he notices that the topic of conversation changes quickly and that the atmosphere of the group also changes.<sup>13</sup>

His work possibly keeps him too busy; thus he has less contact with the faculty.

As men rise in the hierarchy of authority, there is evidence to believe that they become more and more removed from the human beings in their organization. Katz in his study of top executives offers the following conclusion:

As we go higher and higher in the administrative echelons, the number and frequency of these personal contacts decrease, and the need for human skill becomes proportionately, although probably not absolutely, less. . . . The human skill of dealing with individuals then becomes subordinate to the conceptual skills of integrating group interests and activities into a co-ordinated whole.<sup>14</sup>

Zillboorg observes the paradox that is constructed as an executive escalates in the administrative organizational structure:

What is happening is that as a person rises in an institutional structure, his power over the people in ranks increases. In fact, the increase in power over people is probably proportional to the increase in position. At the same time, he is becoming increasingly farther removed from the people over whom he is exercising this power.<sup>15</sup>

That the behavior of individuals in the power structure is affected by their position within the structure is easily seen. Men in high positions of authority seem to have different behavior from the men in low positions of authority. Authority and behavior in a democratic organization differ widely from those in the totalitarian organizations, because democratic organizations function through appeals to reason.

<sup>1</sup> *The World Book Encyclopedia*, vol. 2 B, p. 173.

<sup>2</sup> Donald J. Willower, "Knowledge, Behavior, and the Case Method," in *A Forward Look—The Preparation of School Administrators 1970* (Eugene: 1960), pp. 80, 81.

<sup>3</sup> *Ibid.*

<sup>4</sup> Andrew W. Halpin, "A Paradigm for the Study of Administrative Research in Education," in *Administrative Behavior in Education* (New York: Harper and Brothers, 1957), chap. 5.

<sup>5</sup> *Ibid.*, p. 161.

<sup>6</sup> *Ibid.*, p. 170.

<sup>7</sup> Edgar L. Morphet and others, *Educational Administration* (Englewood Cliffs: 1964), pp. 93-99.

<sup>8</sup> Daniel E. Griffiths, *Human Relations in School Administration* (New York: Appleton-Century-Crafts, Inc., 1956), pp. 29-34.

<sup>9</sup> *Ibid.*, p. 125.

<sup>10</sup> *Ibid.*, p. 126.

<sup>11</sup> *Ibid.*, p. 127.

<sup>12</sup> Karen Horney, *The Neurotic Personality of Our Time* (New York: Norton, 1957).

<sup>13</sup> Griffiths, *op. cit.*, p. 130.

<sup>14</sup> *Ibid.*

<sup>15</sup> *Ibid.*, p. 142.

Although a teacher cannot teach what he does not know, he can sure enough inspire students to learn what he doesn't know. A great teacher has always been measured by the number of his students who have surpassed him.

Don Robinson



A teacher in nursing education expresses her appreciation with warmth.

# Confrontation

Before an open door I stood in conflict.  
(Safe in comfort to remain, or enter?)

And so, I hesitated.

Yet, as I vacillated

I moved toward that door, and to retreat  
Impossible became. (Advance and enter!)  
And thus it was I let you touch my life.

Enriched and more complete I've come away  
From our encounter. Though brief in terms  
of time,

'Twas deep in quality,

Effect, and meaning too;

At least in terms of its effect on me.  
With questions raised, distortions clarified,  
I've come to view my world in different light.

A bond I feel with each and all of you;  
Developed through our mutual need to know—

First of all, ourselves!

But also, one another—

Because it is through knowing we become;  
And furthermore, becoming we can know,  
And thereby ease our sense of isolation.

My faith in college youth is reinforced.  
That you could face yourselves and be involved  
Became quite evident,

More so than I'd dared hope.

Perhaps more so than many "oldsters" know.  
Your search for truth must be in your own way,  
And as I searched with you, I grew encouraged.

A part of me you now have all become.

A part of me I also gave to you.

And thus we changed and grew.

Rewarded, risking pain.

I thank you each for what you gave to me  
Through our encounter: yourselves, a time to give,  
And a view of things in me which needed changing.

God grant me strength of courage to really change  
these,

And may He send me more of those like you,

Who call a spade a spade,

And with kindness give of self,

And thereby help me really know who He is,

And may He grant you each the courage you'll need  
To search for truth, to experience self-realization.

LORRAINE S. GATTEN





## Encouragement and Help

Just a short note to let you know that I believe real progress is being made in the format, content, and readability of *The Journal of Adventist Education*. The last number, the December-January issue, is a very attractive magazine and I believe should bring great encouragement and help to our teachers as well as to others.

Neal C. Wilson  
Washington, D.C.

## Oldsters, Hold Steady

I am now a pastor but spent eight years in academy work, so I am still very interested in education. Your *Journal of Adventist Education* is appreciated. I like the new title.

I was very interested in the article in the October-November issue entitled "Is There a Generation Missing?" The philosophy therein described is not surprising, because this is the prevalent view in the world about us; and at least some of our TV-bred youth (and older folks) are bound to be swept away.

This seeking after something new, and by false assumption better, is expressed frequently in a discussion group of about fifty ministers, university professors, and civic leaders from all denominations, which I attend every Tuesday morning. Usually the discussion is unstructured. I have found it very enlightening. Most of the men are very confused and bewildered about the world, God, religion, themselves, and society.

I'm sure the author of "Is There a Generation Missing?" is a sincere young person. Her philosophy is typical of the collegiate mind. My intention is not one of fault finding; to the contrary, I am just trying to "answer the question she is asking."

Maybe when we start looking back ("We have nothing to fear for the future, except as we shall forget . . . our history") for the direction of our church instead of seeking to allow the youth to dictate the curriculum and standards, maybe we will see some of this "neat religion" the author referred to. Much of the leadership of today is like two men sitting in

a café. One turned to the other and explained: "There go the people! I am their leader. I must follow them!"

The youth of today are no worse than the youth before them, especially if we compare them with the adult world. No doubt the spirit of inquiry is being awakened by God to prepare a people for heaven. However, this can take on the form of rebellion, as has been true since Cain. The only difference today is that the evolutionary premise has cut us loose from all that has gone before and has given youth encouragement in skepticism. Mark Twain observed that when he was a youth his father was lacking in intelligence but he was amazed at how much the old fellow learned in such a short time.

Perhaps if we as educators and leaders don't panic and flee for refuge into the caves from which some youth feel we emerged, maybe we won't "throw the baby out with the bath water." We need to get down on our knees and pray for power and then stand on our two feet and hold the reins. These youth too will grow up and be a credit to the God we serve. We must not gear the world to fit their immature desires, lest in the future, when years have added experience and wisdom, they feel we have betrayed them.

To be sure, the youth have reason to despair because some older folks don't always practice what they preach; but I have a feeling that the Josephs and the Daniels and the Isaiahs have always been scarce, and it appears doubtful that Pauls were a dime a dozen in the early church either.

Maybe the old-time religion doesn't sound as exciting as LSD, but as I witness the bewilderment on the faces of leaders of "modern man" I choose to stay by it until "that which is perfect is come."

Lewis C. Brand  
Terre Haute, Indiana

## Filing Whole Issue

Just finished reading the December-January issue of *The Journal of Adventist Education*. I want to express my appreciation for the fine



articles presented in this magazine. Ordinarily, I would save one or two articles for future reference, but I am filing the whole issue this time. Certainly the ideas presented are sound ideas based upon a philosophy that will be for the saving of our youth.

J. V. Scully  
Washington, D.C.

### Church School Rewards

The biggest reward I have from my teaching is to know of those [of my students] who have become ministers, teachers, nurses, doctors, and other workers in the denomination.

It makes me feel that my life has not been lived in vain.

Annie Bell Hall Patterson  
New Sharon, Maine

### Problems Unfaced and Misunderstood

When I picked up the December-January copy of *The Journal of Adventist Education* I was surprised to find the article by Kraid Ashbaugh, for that very talk caused quite a stir in retrospect here among the group at the English seminar. I'm sure you must be aware that his understanding of Mrs. White's counsel about literature is sharply diverse from that published by the General Conference in its *Guide to the Teaching of English in Seventh-day Adventist Secondary Schools*, 1964. . . .

I am wondering if by publishing this position, which disagrees with that in the *Guide*, the General Conference is espousing a new interpretation. If not, then I wonder if it might not be well to refer readers of *The Journal of Adventist Education* to the *Guide* for help. . . .

I personally think the committee did a scholarly job and one which can be of real help to our young people as they come to realize that Mrs. White was not self-contradictory in her writing about literature.

Unfortunately, we do find the kind of reasoning used in the article espoused by some others who really do not understand some of the problems involved or else are unwilling to face them head on. That is, Mr. Ashbaugh in no way supports his thesis that fiction and novel mean the same now as they did when Mrs. White used them. He does not prove what Mrs. White's definitions of them were, nor does he indicate what the current definitions of the words are. He only repeats the cautions we have been given about reading literature that is unwholesome. This is not the basis of the

problem. We all agree that that which is unwholesome should be put aside. In other words, Mr. Ashbaugh simply doesn't speak to the problem he introduces. The irony of the thing (at least seems this way to some of us who have been discussing the article) is that Mr. Ashbaugh denies his own thesis. Not that he has not read the Spirit of Prophecy, but that he apparently hasn't read *all* of it about literature, or he would be faced with problems which he certainly does not discuss in his article.

Name Withheld  
North Pacific Union Conference

### A Princess Has Fallen

The passing of Florence Kidder must have some recognition. I knew her at her best during the "slim" years of our educational work in New England. . . . Teachers had long been unpaid. In those days we campaigned for the Harvest Ingathering from the time of the June camp meeting until the next February 1. Half of my elementary teachers were paid about thirty weeks of the year and had not been paid up for a year or more. They stayed at their posts, however, and about eight to ten returned to their schools with the promise of "boarding around" in church families and hoping to get five dollars a month for pin money. Florence Kidder was included in this group. . . .

Everybody sacrificed to keep the school intact. It was then that Miss Kidder housed and boarded several children besides teaching a full-time program. She trained well the children in her home and enjoyed their company. Remarkably, few discipline problems ever needed attention. The parents stood solidly behind the teachers. . . .

I have corresponded with Florence Kidder once or twice a year since I worked in New England. About Thanksgiving of 1967 I sent her my holiday greetings, calling some of our mutual experiences to her attention. The enclosed greeting card was penned by her the day before she died during the night. I send it to show that she still had plans to teach and was still tutoring a child in her own home. . . .

"I enjoy my work here, but I am not quite decided as to next year. I love these Berkshires, also the people here. They are so kind to me. I am not alone this year; a little girl from Springfield school is with me and taking her ninth grade by correspondence. Now I must go to the schoolroom and prepare for the coming week. Love, Florence [Kidder]"

(To page 29)

# A MODEL SCHOOL

By James M. Lee

## I. INTRODUCTION

To prepare adequately for the greatest space flight of the ages is undoubtedly the sincere desire of every true Seventh-day Adventist, and, thereby, should become the purpose, or aim, of "A Model School," which is the assigned title of this article. The prophet Amos urges us "to prepare to meet thy God, O Israel" (Amos 4:12), and the apostle Paul informs us that we "shall be caught up . . . to meet the Lord in the air" (1 Thess. 4:17). What a blessed hope is that of the eminent return of our Lord and Saviour, and also what a powerful incentive it is to prepare for that day! Preparation Means Survival might well be the motto of such a school.

The "children of light" (Luke 16:8) should be no less careful in following the detailed instructions

given to the remnant church in operating their model schools than are the space engineers at Cape Kennedy in following their blueprints and count-down instructions. They are merely preparing to place a man on the moon; whereas, we are preparing for a seven-day space flight to our new homes beyond Orion (*Early Writings*, p. 41).

In these days, when the only thing certain in education is that everything is undergoing change, it is appropriate for us to pause long enough in our educational activities to take a careful shot of the sun with our modern sextant, the Spirit of Prophecy, and recheck our position on the ocean of time with the events of the past and with those of the future, and thus re-establish where we are, and from our present position determine what to expect of our model schools, wherever their location.

"Enoch . . . represents God's loyal people in the last days, who will be separate from the world. . . . Like Enoch, they will be fitting for translation to heaven."—*The Story of Redemption*, pp. 60, 61.

"The work of the people of God is to prepare for the events of the future, which will soon come upon them with blinding force."—*Selected Messages*, book 2, p. 142.

"God's faithful messengers are to seek to carry forward the Lord's work in His appointed way."—*Testimonies to Ministers*, p. 459.

"Seek most earnestly to know God's way."—*Sons and Daughters of God*, p. 259.

### Part One

#### PROBLEMS AND EVENTS WHICH DETERMINE THE PROGRAM

##### I. INTRODUCTION

Preparation for a faultless space flight.

Enoch represents those "fitting for translation."

##### II. LESSONS FROM "HIS TEACHING IN OUR PAST HISTORY"

"So long delay" caused by insubordination.

##### III. PROBLEMS TO BE MET BY GOD'S LOYAL PEOPLE

A. PROBLEM of how God's people can sustain physical life when laws will prevent their "buying and selling."

B. PROBLEM of how God's people can proclaim the loud cry when "religious aggression subverts the liberties of our nation."

C. PROBLEM of how God's people are to be prepared to receive the latter rain, give the loud cry, escape the plagues, and be translated.

##### IV. SUMMARY AND CONCLUSIONS

A. In the future the earth is to be lightened with the glory (the character) of God.

B. Nature of the PROBLEMS determine the nature of the PROGRAM that assures space flight at the Second Advent.

### Part Two

#### PROGRAM OF A MODEL SCHOOL WHICH PREPARES FOR THE PROBLEMS

##### II. THE LESSONS FROM "HIS TEACHING IN OUR PAST HISTORY"

"We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history."—*Life Sketches*, p. 196.

"God's unwillingness to have His people perish has been the reason for so long delay [1868]."—*Testimonies*, vol. 2, p. 194.

"Had Adventists, after the great disappointment in 1844, held fast their faith . . . Christ would have come ere this to receive His people to their reward [1883]."—*Evangelism*, p. 695.



"We may have to remain here in this world because of insubordination many more years [1901]."—*Ibid.*, p. 696.

So, if we wish to hasten His coming, we must be certain that we "know God's way," and then set about doing His work "in His appointed way."

### III. THE PROBLEMS TO BE MET BY GOD'S LOYAL PEOPLE

We are assured that "the events connected with the close of probation and the work of preparation for the time of trouble, are clearly presented."—*The Great Controversy*, p. 594. It is, then, left with us to "study to shew thyself approved unto God, . . . rightly dividing the word of truth" (2 Tim. 2:15), and thus discover these *problems*, or *events*, of the future and the solutions to them.

The writer's research into the writings of Ellen G. White has led him to observe that there are three outstanding crises, or *problems*, which face the loyal people of God. The very nature of them should determine the nature of the educational program our model schools must be striving to conduct. Part One of this article will be devoted to presenting in some detail the evidences that delineate these three outstanding problems; whereas, Part Two will give the evidences for the educational program that will assure the sincere student of a part in the greatest mass space flight in the history of this earth.

As is so often true in the modern engineering world, it will be found to be true in this assignment, that the detailed specifications given for manufacturing a certain product are often far more voluminous than the concise description given of the end product itself. It is the faithful adherence to the many specifications that assures success in the enterprise. In modern manufacturing parlance, it is the individual who has the responsibility for quality control who is the most responsible for maintaining the objectives of the concern. Just so, in our Adventist educational concern, it is our solemn responsibility to control the quality of the educational program.

We will now study these three outstanding problems, and then search for the solutions to them which can be used in our educational program.

A. *The PROBLEM of how God's people are to sustain physical life when legal restrictions will prevent the "sealed" ones from "buying and selling."*

"The work of the people of God is to prepare for the events of the future, which will soon come upon them with blinding force."—*Selected Messages*, book 2, p. 142.

"In the last great conflict of the controversy with Satan those who are loyal to God will see every earthly support cut off. Because they refuse to break His law in obedience to earthly powers, they will be

forbidden to buy or sell."—*The Desire of Ages*, pp. 121, 122.

"Again and again the Lord has instructed that our people are to take their families away from the cities, into the country, where they can raise their own provisions; for in the future the problem of buying and selling will be a very serious one."—*Selected Messages*, book 2, p. 141.

"Educate our people to get out of the cities into the country, where they can obtain a small piece of land, and make a home for themselves and their children. . . . But ere long there will be such strife and confusion in the cities, that those who wish to leave them will not be able. We must be preparing for these issues."—*Ibid.*, p. 142.

"The time is coming when we cannot sell at any price. The decree will soon go forth prohibiting men to buy or sell of any man save him that hath the mark of the beast."—*Testimonies*, vol. 5, p. 152.

"The commencement of the time of trouble,' here mentioned, does not refer to the time when the plagues shall begin to be poured out, but to a *short period just before* they are poured out, while Christ is in the sanctuary."—*Early Writings*, p. 85.

"Enoch, separating himself from the world, . . . represents God's loyal people in the last days, who will be separate from the world."—*The Story of Redemption*, p. 60.

B. *The PROBLEM of how God's people are to proclaim the loud cry when "religious aggression subverts the liberties of our nation."*

"As religious aggression subverts the liberties of our nation, those who would stand for freedom of conscience will be placed in unfavorable positions. For their own sake, they should, while they have opportunity, become intelligent in regard to disease, its causes, prevention, and cure. And those who do this will find a field of labor anywhere. There will be suffering ones, plenty of them, who will need help, not only among those of our own faith, but largely among those who know not the truth."—*Counsels on Health*, p. 506.

"I wish to tell you that soon there will be no work done in ministerial lines but medical missionary work. The work of a minister is to minister. Our ministers are to work on the gospel plan of ministering."—*Ibid.*, p. 533.

"The truth for this time, the third angel's message, is to be proclaimed with a loud voice, meaning with increasing power, as we approach the great final test. This test must come to the churches in connection with the true medical missionary work, a work that has the great Physician to dictate and preside in all it comprehends."—Ellen G. White letter 121, 1900.

"Wonderful scenes, with which Satan will be closely connected, will soon take place. God's Word

declares that Satan will work miracles. He will make people sick, and then will suddenly remove from them his satanic power. They will then be regarded as healed. These works of apparent healing will bring Seventh-day Adventists to the test."—*Selected Messages*, book 2, p. 53.

"Servants of God, with their faces lighted up and shining with holy consecration, will hasten from place to place to proclaim the message from heaven. By thousands of voices, all over the earth, the warning will be given. Miracles will be wrought, the sick will be healed, and signs and wonders will follow the believers. Satan also works with lying wonders, even bringing down fire from heaven in the sight of men. Revelation 13:13. Thus the inhabitants of the earth will be brought to take their stand."—*The Great Controversy*, p. 612.

God desires His people to "combine medical missionary work with the proclamation of the third angel's message."—*Testimonies*, vol. 6, p. 267.

With hearts filled with love for lost souls, God's people will be impelled to "hasten from place to place to proclaim the message," and thus give an actual demonstration of Christian love as they *unselfishly minister to suffering humanity*. This will be *true medical missionary work* in which the health reform principles and the gospel are perfectly blended in His appointed way. This type of ministry will be putting the message and spirit of Isaiah 58 into practice.

"With the work of advocating the commandments of God and repairing the breach that has been made in His law, we are to mingle compassion for suffering humanity."—*Ibid.*, p. 83.

"Genuine medical missionary work is bound up inseparably with the keeping of God's commandments, of which the Sabbath is especially mentioned."—*Ibid.*, p. 266.

It will be the medical missionary method of working that will prove such a blessing when all other avenues of labor are closed.

"The health reform is as closely related to the third angel's message as the arm to the body; but the arm cannot take the place of the body. . . . The message is to be proclaimed with a loud cry, and is to go to the whole world. The presentation of health principles must be united with this message. . . .

"The Lord has given instruction that the gospel is to be carried forward; and the gospel includes health reform in all its phases. . . . Health reform is to stand out more prominently in the proclamation of the third angel's message."—*Counsels on Diet and Foods*, p. 75.

"Our preachers should teach the health reform. . . . Its place is among those subjects which set forth the preparatory work to meet the events

brought to view by the message; among these it is prominent."—*Testimonies*, vol. 1, p. 559.

Note how Enoch worked in his generation:

"He did not make his abode with the wicked. . . . At times he went forth to the inhabitants of the world with his God-given message. . . . After proclaiming his message, he always took back with him to his place of retirement some who had received the warning."—*The SDA Bible Commentary*, Ellen G. White Comments, on Gen. 5:22-24, pp. 1087, 1088.

"With all the fervor of his soul he sought to reveal that love to the people among whom he dwelt."—*Gospel Workers*, p. 51.

C. *The PROBLEM of how God's people are to be prepared to receive the latter rain, give the loud cry, escape the plagues, and be translated.*

"Christ is waiting with longing desire for the manifestation of Himself in His church. When the character of Christ shall be perfectly reproduced in His people, then He will come to claim them as His own."—*Christ's Object Lessons*, p. 69.

"Long has God waited for the spirit of service to take possession of the whole church so that everyone will be working for Him."—*The Acts of the Apostles*, p. 111.

"He is anxiously waiting to see His professed followers revealing the spirit of self-sacrifice."—*Counsels on Health*, p. 511.

"There is nothing that the world needs so much as the manifestation through humanity of the Saviour's love. All heaven is waiting for channels through which can be poured the holy oil to be a joy and blessing to human hearts."—*Christ's Object Lessons*, p. 419.

These thoughts help us to answer the question, How important is the development of character in this life?

"A character formed according to the divine likeness is the only treasure that we can take from this world to the next."—*Ibid.*, p. 332.

"The honor of God, the honor of Christ, is involved in the perfection of the character of His people."—*Our High Calling*, p. 154.

"To restore in man the image of his Maker, to bring him back to the perfection in which he was created. . . . This is the object of education, the great object of life."—*Education*, pp. 15, 16.

"The last rays of merciful light, the last message of mercy to be given to the world, is a revelation of His character of love. The children of God are to manifest His glory."—*Christ's Object Lessons*, pp. 415, 416.

"Not one of us will ever receive the seal of God while our characters have one spot or stain upon them. It is left with us to remedy the defects in our characters, to cleanse the soul temple of every



defilement. Then the latter rain will fall upon us as the early rain fell upon the disciples on the Day of Pentecost."—*Testimonies*, vol. 5, p. 214.

What are God's means for aiding us in attaining this perfection?

"Thy word have I hid in mine heart, that I might not sin against thee" (Ps. 119:11).

"The knowledge of this Word will insure our happiness, and our success in the perfection of Christian experience."—*Sons and Daughters of God*, p. 299.

"As a means of intellectual training, the Bible is more effective than any other book. . . . And even greater is the power of the Bible in the development of the spiritual nature. . . . It transforms the nature and re-creates the soul in the image of God."—*Education*, pp. 124-126.

"Through trials and persecution, the glory—character—of God is revealed in His chosen ones."—*Sons and Daughters of God*, p. 307.

"There Jesus . . . will explain to us the dark providences through which on this earth He brought us in order to perfect our characters."—*Testimonies*, vol. 8, p. 254.

"The work of health reform is the Lord's means for lessening suffering in our world and for purifying His church."—*Ibid.*, vol. 9, pp. 112, 113.

"This is a work that will have to be done before His people can stand before Him a perfected people."—*Ibid.*, p. 154.

"It is the Lord's design that the restoring influence of health reform shall be a part of the last great effort to proclaim the gospel message."—*Counsels on Diet and Foods*, p. 75.

"December 10, 1871, I was again shown that the health reform is one branch of the great work which is to fit a people for the coming of the Lord."—*Testimonies*, vol. 3, p. 161.

"You have stumbled at the health reform. . . . You are stumbling over the very blessing which Heaven has placed in your path to make your progress less difficult."—*Ibid.*, vol. 1, p. 546.

"God desires His people to bind medical missionary work up with the work of the third angel's message. This is the work that will restore the moral image of God in man."—*Medical Ministry*, p. 160.

"The people of God are equally in need of opportunities that draw out their sympathies, give efficiency to their prayers, and develop in them a character like that of the divine pattern."—*Testimonies*, vol. 6, p. 261.

"Skill is gained in the work itself. It is by training in the common duties of life and in ministry to the needy and suffering, that efficiency is assured. . . . It is in the water, not on the land, that men learn to swim."—*Education*, p. 268.

"God's people will separate themselves from the

unrighteous practices of those around them and will seek for purity of thought and holy conformity to His will until His divine image will be reflected in them. Like Enoch, they will be *fitting for translation* to heaven. While they endeavor to instruct and warn the world, they will not conform to the spirit and customs of unbelievers."—*The Story of Redemption*, p. 61.

#### IV. SUMMARY AND CONCLUSIONS

Two thousand years ago the hills of Bethlehem were bathed in a heavenly light as the angelic choir sang: "Glory to God in the highest, and on earth peace, good will toward men" (Luke 2:14). But it will not be by angels' voices that earth's last generation will hear the song of God's glory, but rather, His glory—His character—is to shine out through His loyal people as a heavenly influence, which will lighten the whole earth with His glory—His character.

The problems facing God's people in the future can be solved only by following His appointed way. God's people will still be able to witness through the medical missionary method of working. The beneficial effects of the health reform principles on body, mind, and soul will bring the sanctification which comes through obedience to the truth.

Through one of His *means* for perfecting His people—the Spirit of Prophecy—God has given a number of principles on just how a model school is to be conducted.

(To be continued in Part Two)

#### TEACHERS AND ADMINISTRATORS IN HIGHER EDUCATION TO MEET

Information and preregistration forms are now available for the North American Division Quadrennial Council for Higher Education. All SDA teachers, administrators, and others interested in SDA higher education are invited to participate in this council to be held at Andrews University, Berrien Springs, Michigan, August 20-27, 1968.

Those who are employed in non-SDA schools should write directly to the Department of Education (QCHE), General Conference of SDA, 6840 Eastern Avenue NW., Takoma Park, Washington, D.C. 20012, for the above materials.

Charles B. Hirsch  
Secretary  
Department of Education

Mr. Principal,

The front door was standing open this morning. I know I left it locked last night at 11:00. There have been vandals in public school on Main St. last month. You are new here but you'll soon find out just about everybody in this church has a key to this building!

John,  
your janitor

Mr. Smith,

I've been driving my car to school bringing some students with me right and morning.

I have just been informed by the lady who lives next door who teaches at public school, that they are not allowed to give students rides. It has something to do with insurance.

She said that parents could sue in case of an accident and in such cases in the past teachers have been made responsible for large sums of money to cover medical bills and disabilities following the accident.

Are we teachers covered by insurance for this kind of thing? Does the conference cover us? If not, what kind of insurance should I have?

What about field trips when I take them in my car? In the public school the board will not allow the teachers to take them in their own vehicles for this reason. Are we in danger? Please let me know right away what I should do.

Mrs. Read



# A Training Useful for A and

By MARI

THE JOURNAL OF ADVENTIST EDUCATION

Ms. (9/10/10)

I just sent home a girl to change her shirt because it didn't meet the standard the schoolboard set in the last meeting.

Later her mother came back and brought her back into the room with the same dress on and "blew her top at me" in front of all the parents. She made a terrible scene. I left the classroom and am not coming back until I can do something.

I heard you say the schoolboard sent out invitations to parents to visit the school. That mother said she was here by invitation of the board.

Sam

(8th grade teacher)



Dear Mr. Principal,  
 Your teacher, Mr. Tidson, has been keeping all the money the Pathfinders raised selling Tom's Watt kits. He won't give us any report on how much there is and some of us believe he has spent it! He is the only one who has any record and we feel you should find out what happened to all of it.

Mrs. Dean  
 Pathfinder Helper -

Mr. Superintendent,

Dorothy Read, First Grade (is ill). Could you send the Supervisor to substitute for her until the 10th?

Smith, Principal  
 X-ville School

<b>DOMESTIC SERVICE</b> Check the class of service desired, indicate the message will be sent as a full rate message.		<b>WESTERN UNION TELEGRAM</b> W. P. MARSHALL, PRESIDENT 1212 (4-24)	<b>INTERNATIONAL SERVICE</b> Check the class of service desired, indicate the message will be sent as a full rate message.
TELEGRAM <input type="checkbox"/>	NIGHT LETTER <input type="checkbox"/>		FULL RATE <input type="checkbox"/>
NO. PES-CL. OF SVC.	AD. BY CODE	CHRG. TO ACCT. NO.	TIME FILED
Send the following message subject to the terms on back hereof, which are hereby accepted.			Sept. 1 1967
To: Mr. Smith, Principal			
Street and No. X-ville S.D.A. Elementary School			
Care of or Apt. No. Place			
AM DOWN WITH HAY FEVER ATTACK. DOCTOR ORDERED BED REST.			
CANNOT RETURN UNTIL SEPT. 10. LETTER TO FOLLOW.			
DOROTHY READ FIRST GRADE			
Sender's name and address (For reference)			Sender's telephone number



# Technique Administrators thers

. BERRY

## Need for On-the-Job Training

Business and industry invest millions of dollars in research and on-the-job training to improve administrative management for financial benefit. School systems promote education in administration because it pays off in organizational progress and stability. In business or education, promotions which fill administrative vacancies reveal a need for on-the-job training. Teacher training does not prepare for administrative responsibility, but promising teachers, the most likely candidates, are constantly placed into various niches of administrative positions.

## Responsibility Within the Profession

When untrained personnel are placed in positions of leadership, it is a primary responsibility of the

Elementary Supervisor  
 Ohio Conference

Mr. Principal,

Could I please slip down to get my hair done the last hour. The teacher helper will fill in very well and I've told her just how to handle the test and she can do it as well as I. I want to be ready for Home & School when I introduce the mayor tonight.

Miss Jones

X-ville S. D. A. School  
May 1

Dear Mr. Principal:

Billy Bond is my third grade pupil with whom I have had much trouble in every way. His I.Q. is only 61. His reading placement is only 1.4.

His mother only is a church member and is determined that Billy shall not be sent to the school for the retarded as she wants him to have Christian influence. Billy's father is a garbage collector for the city. He beats Billy if he gets report card grades below "C". I tried to show him that Billy does not have ability, but he insists that he could do it if he'd try. So I have been putting "C" on the report card.

Billy has a speech handicap and I can not always understand him. He is unkind to other children and does not fit in with them on the playground or in the classroom. I don't know what his father will do to him if I fail him.

Shall I put him back in first grade where he can work better or promote him to 4th grade?

Sincerely,

Miss Dorothy Jones

Mr. Smith, Principal  
Seventh-day Adventist School

Dear Mr. Smith

Our daughter Judy will be starting school this year. Last year Dr. Black's daughter started school in the first grade as the School Board allowed her entrance as she was six the 10th of October and a bright child who was reading some before she came to school. There have been others in the past few years who have been allowed to enter school under special consideration when their birthdays have come soon after September 13. Our daughter will be six, the 27th of November and she is well able to handle first grade work. Mrs. Arts is assisting in the lab and will not be home during the day and it is best for Judy to be in school.

I understand that there are some who are opposing Judy's entrance as her birthday is this late, however, I may as well state that with Mrs. Art's working, Judy will be placed in school and whether she will be placed in our Christian church school or in the public school system will be the responsibility of the administration in their decision.

This matter should be settled at the next Board Meeting and I would like your previous statement before the meeting as to the stand which you will be taking on this matter.

Sincerely,

Dr. F. Arts  
School Board Chairman

Mr. Smith, Principal

I have just heard that Judy Arts will enter first grade this year. Already I have five children in my room who are immature and they cannot keep up, have emotional problems or require an undue amount of my time for special help.

As you know, my room is overcrowded and I hear that if Judy enters, Mrs. Teaneck plans to enter go as his birthday is Nov. 14 before Judy's.

Go Teaneck is entirely too young and a very nervous child. I don't see how I could handle him. Judy would do well to wait too as her parents "push" her.

It seems to me, that we really must draw the line. I feel that I will just get anymore of these babies in my room. What are you going to do?

Mrs. Read  
1st Grade



department of education at all levels to recognize the need and provide administrative on-the-job training for professional growth. Experience is not necessarily the best teacher. Many people go from one bad experience to another, from one kind of mistake to a different kind, with no rational guidelines. True education provides efficiency of learning, which means studying, analyzing, generalizing, anticipating, and judging from the accumulated wisdom of mankind. Every department of education should be searching for on-the-job techniques that fill this need, which can be adapted to unique problems within limitations of distance, time, and finance.

There is a need for training techniques which are useful at a teachers' convention, a drive-in, a school board meeting, or workshop, which deal practically with problems and bring participants into immediate involvement.

### *Invention of a Technique*

In 1955 the Kellogg Foundation made a grant to the Teacher's College of Columbia University to establish the University Council for Educational Administration (UCEA). This is composed of 43 universities, 42 in the United States and one in Canada, and the goal of this organization is to provide better education for administrators in American schools. Deans and professors of member universities engage in activities aimed at the improvement of preservice and inservice programs for educational administrators. They are active in research and have introduced the on-the-job training technique known as the in-basket.

### *Explanation of In-Basket*

The in-basket is that container which every administrator has on top of his desk into which incoming mail, notes from his secretary, reminders—all kinds of problems—are placed. Experienced administrators know that many of these problems occur in many schools, repeating themselves year after year. The in-basket training technique is a method by which experienced administrators may share their skill with the inexperienced or less skillful, or by which an instructor in administration can demonstrate principles of administration in lifelike situations.

### *How It Works*

Participants attending an in-basket workshop are each given an in-basket of several problems. These typical, recurring administrative problems are simulated with fictitious names and places. Those attending are provided with notepaper, pencils, desks, and time in which they decide individually how to solve each problem. Each person writes down in *detail* what he would write in a letter and outlines a telephone conversation or lists items to be done with all essential points enumerated and outlined. When this

assignment is completed, a discussion follows. Various ones are called upon to tell in detail with reasons what they would have done in each given situation. These decisions are discussed and guided by an experienced administrator who is acquainted with the objectives of the technique.

The in-basket technique would be valuable, if for no other reason than that of sharing views and information, especially with newcomers. It helps a person to know that certain problems are common to administration and not due to one's lack of ability.

### *Objectives of Technique*

The skillful, competent instructor will use this technique to reinforce experiential background, place personnel problems and relationships in professional framework, bring emotionally charged situations into objective perspective, define administrative roles and responsibilities, generalize details into principles of administrative technique, and call attention to policies and their use.

Administrators are often confronted with emotionally charged situations. These can result in deteriorating relationships and low morale, due to subjective views in which blame is placed upon certain ones, as though this would solve or offer solution. One of the primary purposes of the in-basket technique is to lift the vision into an objective perspective, into which emotionally charged situations can be classified into categories of problems in communications, organization, interpretation, and recognition of policy and its application.

The astute instructor will insist upon detailed descriptions as to how each problem would be handled, as there is a tendency to generalize, to "pass the buck"—which is an evidence of one intrinsic problem in administration, the need to meet problems squarely before they burst.

Whenever an in-basket session is held, it soon becomes evident how great the need is to acquaint new administrators with policy books and for all to review the various applications of policy. It also brings into sharp focus the need for clarification of role and responsibility.

### *Courses in Technique*

Many schools and institutions offer workshops and courses which use the in-basket technique. Those who plan to conduct sessions with principals would find such a course of study valuable. Principals should be directed toward such coursework whenever possible.

### *In-Basket Materials*

As the superintendent and supervisor meet recurring problems in the field, a simulated situation can easily be set up in the form of a written letter, with enough copies to distribute to all who come to

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## Among the PILLARS and FOUNDATIONS

# Sutherland in the Southland

By Zella Johnson Holbert

### (Part II)

BY MAY of 1904 Mr. Sutherland and Mr. Magan were prospecting for a location near Nashville, Tennessee. With them were J. E. White, president of the Southern Missionary Society, his brother W. C. White, a minister of the gospel, and their mother, Mrs. Ellen G. White.<sup>17</sup>

Mrs. White encouraged these young educators in their new adventure except that she had much larger plans than they. Probably due to their limited resources their plans were to obtain a small place in the hills. There they would apply themselves to uplifting the poorer classes of white people, especially the mountaineers. Recognizing the large capacities and broad experience of both Sutherland and Magan, she encouraged them to buy the 414-acre Nelson place situated twelve miles from Nashville. A training school for many workers could be established and students from this school could go out to fill the needs of the land.

One hundred dollars was scraped together and an option was taken on the place, which included all stock and implements. The purchase price was \$12,723 and \$5,000 of that was to be paid within ten days. The price seemed right and the advantages

many. Magan stayed by to think through the initial planning for the new college. Sutherland returned to Michigan to secure funds and faculty. Soon he returned South with both, and immediately action began. The farm contained valuable fruit land and one hundred acres of virgin timber. Three acres were set aside for strawberries, with twenty more planted in fruit trees. Fields were planted with corn, cowpeas, cane, and grass, which would provide feed for the cows and horses. Other fields were planted with a great variety of vegetables which furnished food for the table. During the summer months plantings were made every few weeks, which supplied a steady stream of fresh vegetables.

Classes started October 1, 1904, with a company of fourteen, including the faculty. The teachers were all experienced college teachers and the students were nearly all advanced in either academic or industrial subjects, and they taught as well as studied.<sup>18</sup> Nellie H. Druillard, an efficient businesswoman who had served as treasurer and financier in several positions, was the treasurer and business manager.<sup>19</sup>

From the beginning the day was divided into two parts. Half was devoted to study and half to work. The students were predominately of the class who must work their way through school, and this was the purpose of the school. At the beginning it was named the Nashville Agricultural and Normal Institute, which name was changed to Madison College in 1930.<sup>20</sup>

The old plantation house with the appearance of a typical Southern mansion served as a school and meeting place during the day. It doubled as sleeping quarters until other buildings were constructed. Three years later nineteen buildings, including a rural sanitarium, had either been erected or were in the process of being built. The cottage plan of housing students used by Jefferson at Charlottesville was adopted. The construction work was accomplished by the students and the faculty, who were experienced in the trade. Four cottages were built by members of the faculty, using their own funds.<sup>21</sup>

This school was to be the center of a system of schools which would include primary Christian schools and intermediate schools with an industrial program. The Bible was to be given a prominent place in the curriculum, and its principles were to be revealed in the everyday life of the students and teachers. Manual arts were to be given a position of equal importance with literary subjects.<sup>22</sup>

Mr. Sutherland's philosophy of education included the development of the physical powers in conjunction with the intellectual and spiritual. His plans included a sanitarium-hospital where people could come to learn how to care for the body. At the same time students not only would be taught physiology and the care of the sick, but also would obtain a



practical experience. However, his hand was forced toward the establishment of the sanitarium earlier than he had expected. A year had not passed when a businessman from Nashville appeared in the president's office. He had poor health and wanted help. The plantation house, Probation Hall, and five new cottages were bursting at the seams and there was no place to accommodate him. But he had heard about the place, and he insisted on staying. The picturesque setting, the sweet spirit of the place, the fresh country air, the quiet, the Christian influence, and the good food all appealed to him, so he offered to sleep on the porch. His desire was granted, and a portion at the end of the porch was curtained off and a room improvised. His recovery was rapid and his praise profuse, which started a movement of patients that could not be ignored.<sup>23</sup>

The original sanitarium was erected on a unique plan, with three cottages having all rooms on the ground floor. There were "extended long wings that make a pleasing pattern of patios and coves." Many patients came, rested, learned more about the laws of life and the love of God, and went away to praise. "As a result," Sutherland wrote, "there is a constant waiting list. The capacity is one hundred." Dr. Lillian Magan, wife of the dean, was the first staff doctor. Dr. Newton Evans was added as medical superintendent. Dr. Evans' ability was unusual, and the administration knew that there would be demands for his services. To achieve the measure of success they desired there must be in the medical staff a stable continuity, so after much thought and prayer it was decided that both Sutherland and Magan should study medicine. While carrying on their work at the new college, they took the full medical course at Tennessee and Vanderbilt universities, graduating four years later.<sup>24</sup>

The sanitarium served many purposes. It helped to provide an income for the college; it was a training center for those who could be encouraged to carry on a similar work on a smaller scale in other rural schools, and at the same time it provided care for the students who became ill.

The administration of the sanitarium endeavored to minimize the institutional spirit. To do this the one-floor plan was of value because it made outdoor living easy. Many of the patients spent a large portion of the time on the large covered porches. In the beginning the cottage system was an experiment, but later it was recognized by the medical fraternity as having peculiar advantages. It made possible a complete building, though small and inexpensive, with which to begin operations. This was an advantage, since the students could see what could be done with a small outlay of money and simple equipment. As the need was felt, additions could be made. Patients appreciated the contact with the student

body and frequently visited with them as together they picked grapes or berries or strolled over the lawn. The patients, faculty, and students associated professionally and fraternally, each benefiting by the experience.

The management of the school adopted the principle of making every improvement, every study, and every industry educational. It was to be educational not only in theory but in practice, and was to be so suited to the needs of the people in the needy areas of the South as to require little modification when applied to their situation.

Extracts from a letter written in 1906 by the business manager give a vivid picture of just how practical the training was at this unique school. The principles of buttermaking were studied in the dairy room. Each student spent one month in this activity, learning how to care for the cream from the time it was brought to the room until it was churned and later sent to market. Each month a new group of students was assigned to this branch of learning. Reports of the Government experiments were studied, together with the best published materials obtainable on the care of butter and milk. The students were proud of their accomplishments because the butter they sold demanded five to ten cents a pound more than other butter sold on the market. At one time one of the best hotels in Nashville used their product exclusively. Students rotated from one industry to another, learning the science of each. In this way they did not seem to get tired of the work, and by the end of a school year they were accomplished in many practical skills. Girls returned to their homes equipped with the principles of bread-making, able to introduce for the first time good light bread.<sup>25</sup>

Students were taught scientific farming. Soil and climate conditions were studied and crops best adapted were used. The science of the soil became a reality to students who had come from land that was unproductive. This was not necessarily the fault of the land, but the result of mistreatment of it. In the early days of the school the slopes of the farm that were rocky and washed were of value in that the school was able to demonstrate how to build up such soil to the point of fertility. This reinforced the instruction in agriculture given in the classroom, which was a valuable lesson to the student who would return to improve the land in the hills. It fitted other students to teach in the mountain areas. Young men were taught how to buy cattle, horses, and sheep. These, together with the poultry, were fed scientifically with skilled workmen in charge.<sup>26</sup>

Dr. Sutherland felt that no high degree of morals could be established or maintained without physical labor. He contended that five hours of manual labor would support a student and at the same time add to



his intellectual vigor and lead to better physical, mental, and spiritual development. To work intelligently, Dr. Sutherland maintained, is education, and through manual training boys could be kept from questionable practices, idleness, and dissipation. The money spent in a manual training program would be more than met by the saving on reformatories and hospitals.

Madison College attempted to solve a problem that most schools have believed incapable of solution. The school was not endowed, yet a student could receive an education without the payment of tuition and could leave the campus with a Bachelor of Science degree not only free of debt but with all money intact that he may have deposited with the college as a freshman. In the early years of the school, P. T. Magan made the observation in writing that three cows purchased for one hundred dollars would produce enough butter to support a boy in school for a year.

Dr. Sutherland didn't find it hard to attract the best in the way of faculty. Being a man of letters, he encouraged his faculty to continue their education. The close proximity of Vanderbilt, Peabody, and the University of Tennessee, and the fine existing professional relationship made this possible.

"Every possible means should be devised to establish schools of the Madison order in various parts of the South,"<sup>17</sup> was the counsel from the pen of Mrs. White to Dr. Sutherland in Madison's early years, and since one of his objectives was to train men and women for self-supporting missionary work he endeavored to give to each student a vision for service.

"The needy places of the world are calling for trained self-supporting workers," was the challenge continually kept before the student body, and they early caught the spirit.

In less than two years from the founding of Madison, the first hill school, or unit, as it was termed in the South, was opened. Two mature young men secured two hundred and fifty acres, planted crops, cut timber, repaired buildings, and made friends. The hill people found the activity at the new school interesting. Parents as well as children came to learn. They trekked back to their homes with new impulses awakened and with visions of a new life ahead. The program they carried on is pretty well described by a mountain man: "They he'p the pore; they he'p the sick; they l'arn our children, they hold Sunday school."<sup>18</sup>

As was expected, Dr. Evans' services were in demand. The College of Medical Evangelists on the West Coast invited him to become its president in 1914. Evans found the growing institution in need of an expert in sound business judgment. Dr. Magan was this man. Madison felt the sacrifice keenly. Perhaps the one to feel it most was Dr.

Sutherland, but the bond of Christian friendship was secure.

Dr. Magan found the medical college in need of more land, which could be purchased, but \$10,000 must first be raised. Magan returned to Madison, for he knew that a friend of the school had promised Sutherland \$10,000. Madison needed this money; so did the medical college. Loyalty to a friend and a cause prevailed. Sutherland got the money; Magan took it away. And this was not the only such experience. Eventually fifty thousand dollars went the same way as the result of Dr. Sutherland's influence. But Madison did not suffer, and Sutherland never regretted it. Advantages came to the college from other sources. It prospered, and its influence was felt.<sup>19</sup>

Dr. Sutherland's philosophy of life and his desire to serve humanity were contagious. This was evident in the changes made in the lives of many who worked and associated with him. By way of an example, the life of Mrs. Lida Funk Scott can be cited. Mrs. Scott, daughter of the late Dr. Isaac K. Funk, cofounder of the Funk and Wagnalls Publishing Company, went to Madison as a patient. Mrs. Scott had been reared in wealth and culture and surrounded by luxury from childhood. Her inheritance from her father's business had made her a millionairess. Just before going to Madison she lost her only child by death. She was all alone. So impressed was she with the practical application of "Thou shalt love thy neighbour as thyself" and "Whatever ye would that men should do to you, do ye even so to them" that she found on campus, she decided to devote the rest of her life and her fortune to the promotion of the objectives of Madison.

Under her leadership the Laymen Foundation came into existence, which was a nonprofit corporation organized under the Welfare Act of the State of Tennessee. Its function was to promote both the work being done at Madison and that being done by the hill schools, or units, which Madison students established. Into this foundation Mrs. Scott transferred her entire fortune of more than a million dollars.<sup>20</sup> (To be continued)

<sup>17</sup> E. M. Cadwallader, *A History of Seventh-day Adventist Education* (Lincoln, Nebraska: Union College Press, 1956), p. 104.

<sup>18</sup> Felix A. Lorenz, ed., *Golden Anniversary Album, Fifty Years of Progress at Madison* (Madison, Tennessee: Madison College, 1954), p. 25.

<sup>19</sup> Arthur W. Spalding, *Origin and History of Seventh-day Adventists* (Washington, D.C.: Review and Herald Publishing Association, 1962), vol. 3, p. 174.

<sup>20</sup> *Ibid.*, p. 177.

<sup>21</sup> E. A. Sutherland, *Studies in Christian Education* (Madison, Tennessee: The Rural Press), p. 52.

<sup>22</sup> ———, *Advocate of Christian Education*. Folder 114 A. (Aug., 1904), p. 5.

<sup>23</sup> Spalding, *op. cit.*, pp. 177, 178.

<sup>24</sup> *Ibid.*, p. 178.

<sup>25</sup> Mrs. Nellie Druillard, extracts from a letter written Nov. 15, 1906.

<sup>26</sup> Cadwallader, *op. cit.*, p. 107.

<sup>27</sup> Ellen G. White, *The Madison School*, p. 35.

<sup>28</sup> Spalding, *op. cit.*, p. 179.

<sup>29</sup> Lorenz, *op. cit.*, p. 37.

<sup>30</sup> *Ibid.*, p. 131.



*How some schools  
deal with seniors . . .*

# Valedictorian and the Community Feud

By Ralph P. Bailey

EVERYONE knows that Mary is such a nice girl and that Jim—well he doesn't deserve being valedictorian of any class. After all, his grade-point average is just one point above that of Mary."

Faculty meeting was in progress, and a second faculty member exclaimed, "Had I had any inkling that Jim was anywhere near being considered for valedictorian, I would have fixed that. He isn't at all the student that Mary is!"

Then there was the case of another of my fellow colleagues of the educational profession who reported that his faculty had wrangled for two successive days over one point in the selection of a valedictorian.

We would readily agree that these surely are the finer points of education, if by chance we could agree that this is education. One observation is that whatever becomes a cleavage at school may well become a feud in the community, especially if there have been sensational overtones of disagreement among the faculty. In the community, memories of acclaimed injustices live on from one generation to another to haunt the citadel of learning.

I well remember the beautiful spring morning when Mr. Roberts and his brother-in-law, Mr. Brown—as we will call them—stopped by my office during their brief visit to the school of which I was principal. During the course of their casual visit I became somewhat better acquainted with the two men and offered to show them around the school.

Mr. Roberts was from one of the local churches that supported the school on a regular pro rata financial basis. He was a man well respected in the

church community where he held a church position of importance. He had lived in that community for a number of years and had faithfully educated two children in the twelve-grade church school. Both young people had already completed their academic work and their graduation pictures hung majestically upon the walls of the school that had given many years to the education of the church community.

Upon my learning that Mr. Brown was a superintendent of education from another part of the country, we were soon engaged in routine educational exchange. As we strolled down the hallway, suddenly Mr. Roberts, an ordinarily calm, gentle sort, exploded with words, "Come, I want to show you men something!" We followed him to where he pointed out a picture of a young lady from a class in the early 1950's. Mr. Brown immediately recognized the picture and exclaimed, "Well, it surely is Sue. Looks exactly like her. It is a good picture of her, John."

"Yes, it is, Ray, but I want to tell you about these pictures. You see this one here. That is where Sue's picture should have been—valuedictorian of her class! At the last minute they gave it to this fellow," he said, pointing to a young man's picture, "and there was only one point difference. She should have been valedictorian! Nearly all the young people said Sue should have had it, as she worked for what she got, and besides, they couldn't understand how that fellow could have had such a high grade-point average.

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Principal  
Bass Memorial Academy



## Computer Grade Assignment

By Peter R. Monge

THIS article deals with a perennial problem: how can teachers give their students the most accurate and fair grades with the least expenditure of time, effort, and money? While I was a faculty member during the 1965-1966 school year at Orangewood Elementary School, Principal Kendall Butler and I began a careful study of this problem.

We were concerned with the fairly wide range of meanings that a given letter grade had for different teachers at the same school, and the even wider lack of uniformity between schools. We noticed that teachers awarded many more A's than F's and an unusually large number of B's. And, of course, there was the teacher's ever-present problem of 95 per cent of the parents who believe that their children are "above average" and should receive above-average grades.

Butler and I began to search for solutions. I had had some experience with computer test scoring and item analysis and began wondering whether some of the computer methods used for grading a test couldn't be applied to the calculation and assignment of grade. We took the problem to Jim Horning,

Fig. 1—For the teacher the computer prints out the name, identification number, raw score, scaled score, per cent score, percentile ranking, and letter grade of all students as well as summary data about the class as a whole.

MONTEREY BAY ACADEMY, ENGLISH 2

STUDENT NAME	NUMBER	RAW SCORE	SCALED SCORE	PERCENT SCORE	PERCENTILE RANKING	LETTER GRADE
BAKER, DONIESE	201	339.	71.5	73	92	A-
BAUMGARTNER, DI	202	217.	50.3	47	50	C
BAIN, GARY	203	164.	41.1	35	27	C-
BROWN, ROXANNA	204	171.	42.3	37	30	C-
CAPORNO, LINDA	205	225.	51.7	48	54	C
DANIEL, JANIS	206	298.	64.4	64	83	B
DENNIS, STEPHEN	207	211.	49.3	45	48	C
DIRKSEN, ENGA	208	300.	64.8	65	84	B
FURMAN, MARY	209	244.	55.0	52	63	C+
GLOVER, LARRY	210	101.	30.1	22	8	D-
GOW, MARIA	211	299.	64.6	64	83	B
HANSON, JUDIE	212	166.	41.4	36	28	C-
HUMMEL, HEIDE	213	299.	64.6	64	83	B
HUNTER, DENNIS	214	284.	62.0	61	79	B-
JONES, VIRGINIA	215	230.	52.6	49	56	C
KEITZ, FRIEDA	216	362.	75.6	78	95	A
LONGWAY, ERNEST	217	269.	59.4	58	73	C+
MAKOSKY, GLORIA	218	213.	49.6	46	48	C
MASON, JESS	219	94.	28.9	20	7	F
MC ALLISTER, WE	220	215.	50.0	46	49	C
MERCELL, DANENE	221	341.	71.8	73	93	A-
MONTGOMERY, TER	222	270.	59.5	58	74	C+
NELSON, SHARON	223	218.	50.5	47	51	C
PENROD, CORA	224	194.	46.3	42	40	C
PETERSON, BARBA	225	162.	40.7	35	26	C-
PETERSON, ROBBI	226	194.	46.3	42	40	C
RITZ, CAROL	227	378.	78.3	81	97	A
ROCKWELL, CHRIS	228	100.	29.9	22	8	F
SAATY, RUTH	229	182.	44.2	39	34	C-
WALTERS, DAVID	230	102.	30.3	22	9	D-
WALTERS, JANET	231	139.	36.7	30	18	D
WESSON, LINDA	232	396.	81.5	85	98	A
WINKLE, BOB	233	115.	32.5	25	11	D
WRIGHT, EDDY	234	273.	60.1	59	75	B-
YATES, JOAN	235	228.	52.2	49	55	C
HEIDERICH, PETE	236	78.	26.1	17	5	F
LONGWAY, LEONAR	237	184.	44.6	40	35	C-
TAMAYO, ALFONSO	238	145.	37.8	31	20	D+
POWER, TERRY	239	152.	39.0	33	22	D+
KILGORE, MIKE	240	99.	22.8	13	3	F

NUMBER OF SCORES	40.
AVERAGE SCORE	215.27
INTERQUARTILE DEV.	57.42
MAX. POSSIBLE SCORE	465.

DISTRIBUTION	B+	U	C+	3	D+	2	F	4
A	3	B	4	C	10	D	2	
A-	2	B-	2	C-	6	D-	2	

Chairman, English Department  
Monterey Bay Academy



then director of the scientific computational facility for Loma Linda University, and asked for his advice. He told us that they already had a system in operation that could easily be adapted to our situation. Called GRADI, the program was originally designed by Milton Barber for analysis of test scores at the Pacific Union College data processing center, then under the direction of Ivan Neilsen. It is currently in use at the Loma Linda University Scientific Computation Facility, which is under the direction of Jere Chrispens.

Briefly, the GRADI system takes in raw data supplied by the teacher (in most cases the sum of each student's scores over a given period of time) and does the statistical analysis that a teacher concerned with objectivity and standardization would do plus some that most teachers can't do.

This includes calculating the mean, standard deviation, interquartile range, percentage of the total possible achieved by each student, percentile ranking, and computing the skewness and kurtosis of the distribution of the scores.

Using these data the computer can then derive an amazing amount of information for both the teacher and the student. For example, the computer can assign a scaled score, percentage score, percentile ranking, and a letter grade for each student. It also arranges a distribution of all the scores.

These items of information are prepared in two separate forms, one for the teacher and the other for the student. For the teacher the computer prints out all the information just mentioned on a continuous sheet of paper (see Fig. 1) which enables the teacher to tell at a glance what each individual student has accomplished, what the class as a whole has done, and the statistical justification for all grade assignments. (Fig. 2 shows a chart that accompanies the sheet.)

For the student the computer prepares a special grade

card containing his name and identification number, his raw score, per-cent score, percentile ranking, and his letter grade,

thus giving the student far more information about his performance than has ordinarily been available to him (see Fig. 3).

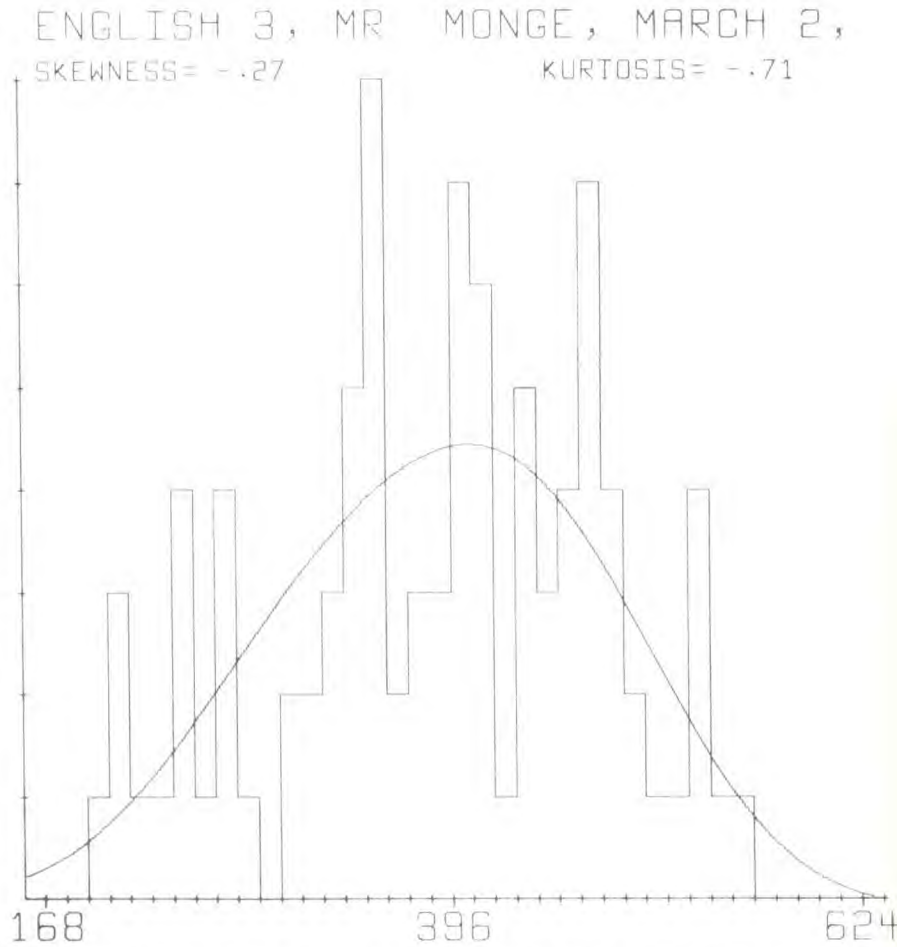



Fig. 2—The computer can plot a graph that represents the distribution of student scores specifying both the skewness and kurtosis dimensions of the group's scores.

Fig. 3—The computer prepares a card for each student with complete data about his performance in the class.

232	396	81.5	85	98	A	WESSON, LINDA	ENGLISH 11	MBA
STUDENT NUMBER	RAW SCORE	SCALED SCORE	PERCENTAGE	PERCENTILE RANKING	LETTER GRADE	STUDENT NAME	COURSE / EXAMINATION IDENTIFICATION	



**LOMA LINDA UNIVERSITY**  
SCIENTIFIC COMPUTATION FACILITY  
**SCORE CARD**





grades may now be compared accurately with physics, English, biology, and all other classes, with the difference in performance among any classes precisely determined.

To illustrate this, let us compare two sets of raw scores, one from a physics class and one from a Bible class. The physics class has only thirteen student scores with relatively few points possible during the grading period while the Bible class has thirty-nine student scores with many points possible. By looking at Fig. 4 you can see that while there is a great deal of difference between the two classes, the scores of each class have been converted into scores on the same standard scale, and therefore, they may now be directly compared with each other. (The mathematics for doing this is not shown.) Also, since there is a standard point for determining letter grades on the standard score scale, letter grades are equivalent.

The fundamental point behind this discussion is that a standard or scaled score remains invariant even under a variety of conditions. Thus, the scaled score used by GRADI is a very powerful descriptor, far more informative than the traditional letter-grade system. It is my belief that scaled scores and other statistically derived grades ought eventually to replace the traditional letter-grade system.

Another advantage of the scaled score is that it can contain more information than a letter grade. For example, a scaled score of 62.3 tells a Bible student much more precisely how well he did in Bible compared to his classmates than a letter grade of B. A score of 37.6 in German class is much more precise and informative than a letter grade of D.

There is also the advantage that once the computer has processed the data the teacher has supplied, it is a very simple thing to store the results in a form that is easy for the computer to use as a highly efficient bookkeeping system capable of making the

work of the registrar much easier.

You have probably recognized by now that the grading system that has been described reduces the importance of the teacher's subjective estimate of the student's effort as distinguished from his accomplishment. This, I believe, is one of the advantages of this method of grading; it measures achievement relative to the performance of other members of the class and nothing else unless the teacher has adjusted the numerical score which represents student achievement to include some estimate for effort. While there is still subjectivity in the teacher's assignments, daily work, quizzes, tests, and the weight attached to each, GRADI eliminates the subjective elements, such as a teacher's estimate of a student's effort, and improvement, in the processing of the final data that are turned into a grade for each student.

This points up the fact that many teachers want to measure and reward student effort. While considering this problem I came up with a possible solution that I present here with the hope that it will be tried and its advantages and limitations discovered. Let us assume that at the beginning of a year a certain class is given an achievement test in the particular subject to be taught. While it is possible to get national norms for most of these tests, I suggest that the raw scores on these tests be given to the computer to be treated as any set of raw scores would be treated. The score that is most important for us to get from the computer is the scaled score. Thus, we have a scaled score for each student in this subject area before the class has been exposed to any teaching. Now, we would expect that students exposed to the same teaching for the same period of time should achieve approximately at the same level relative to each other as they had achieved on the achievement tests relative to each other prior to the exposure to the teaching. If this is so, we can use the scaled score from the achievement test

at the beginning of the course as a *prediction* of the student's placement at the end of the teaching period. Then, at the end of the teaching period when the grades are submitted to the computer, another scaled score would be produced on the basis of actual accomplishment over the material taught. When these two scaled scores are compared, and a difference score is derived for each student, we could say that a student has achieved more or less than the predicted amount and attribute this to a lack of, or an unusual amount of, effort. This difference score I call the effort index. Thus,  $E = A_p - A_o$  where E is the effort index,  $A_p$  is the predicted achievement, and  $A_o$  is the observed achievement.

Let us look at some examples: If a student had a predicted achievement score of 55.5 (slightly above average; remember that 50 is the mean and one standard deviation equals 10.0 points) and an achieved scaled score of 62.5, we would say that some factor (we believe effort) had caused him to achieve a score 7 points higher in relation to his group than we expected. Thus, his effort index score would be +7.0. If his achieved scaled score had been 47.3 with the same predicted scaled score, his effort index score would have been -8.2. It can be seen that a very slow student who had a low predicted achievement scaled score and a low observed achievement scaled score would receive an effort index score near zero. Likewise, the bright student who received the top score and was predicted to do so, would get an effort index score that approached zero. In other words, zero is the expected effort index score for all students, and any deviation—positive or negative—is the description of any magnitude of effort or lack of it. A student within a predicted score at the bottom of the class who achieved a score toward the middle (thus yielding a *positive* effort index score of 10-15 points) could feel that his effort was rewarded, even though his scaled score would run somewhere be-



tween 35-45 and his actual letter grade might be a C or a D. And the student with a predicted high score who only achieved above average (thus yielding an effort index score of *negative* 10-15 points) could be admonished to try harder.

The effort index score is *not* designed as a replacement for the current grading system, but as an additional tool for describing student effort in academic affairs.

When used in conjunction with a scaled score grading system for describing student achievement, it should provide a balance between a rigorous description of student achievement and a reasonable measurement of student effort. The effort index should also help teachers to discover habitual overachievers and underachievers. An overachiever would be identified by the effort index as a student who consistently gets a high effort index score; an underachiever is a student who consistently received a low effort index score.

But a word of caution ought to be injected here. It is possible that the difference in predicted achievement and observed achievement is attributable entirely or in part to some factor other than effort. If there are uncontrolled variables (such as fondness for teacher or subject, teaching methods) researchers could isolate them by experimentation. We would then be able to ascertain the validity of the Effort Index rather than just assuming its validity as I am now. It should also be noted that in the Effort Index, as in the GRADI system itself, the larger the number of students being graded the greater the reliability. Neither system should be used on a class with fewer than ten students.

In this paper I have proposed three things: (1) that subjective letter grades should be replaced by statistically derived grades; (2) that computers should be utilized to automate the process; and (3) that a new measuring instrument, the Effort Index, be used to evaluate student effort. Taking

the last item first, I invite any interested reader in the community of educators to react via letter to the notion of an effort index on both theoretical and pragmatic levels.

It is my personal feeling that while the third notion is valuable, the first two are extremely important. There are many reasons why GRADI can be a sizable educational advance. With GRADI, objectivity can be achieved to a far greater extent than with most other grading systems. Standard scores and other rigorous statistical measurements can replace letter grades. If they must be retained, letter grades can be standardized and assume a uniform value. GRADI saves the teacher precious time, and it provides far more, better, and powerful information for both teacher and student. It is capable of being turned into a highly efficient registrar's system. And, if it is invested in carefully, it will cost less than we are now spending on comparable methods.

I know that many readers of this article will probably say, "Well, this is all fine, but I don't have access to a computer." That may be true, but technology is going to make computers available to all. Before long, time sharing computers and telephone data links (telephone data link equipment is available which allows users to call up and use a central computer anywhere in the country) will make computer service as near as your telephone.

People in our denomination are becoming increasingly aware of the service that a computer can render them. Loma Linda University-La Sierra campus and Pacific Union College have data processing centers and computers. Orangewood Academy has experimented with computer applications to grading on the elementary school level. Lodi Academy has handled all of its grading by computer this year. Teachers at Mountain View Academy and here at Monterey Bay Academy have experimented with grading systems and registration applications and are interested in teach-

ing math, science, and business classes with the aid of a computer. (You will note that my knowledge is limited to a few schools in California.) I have heard that Atlantic Union College has a data link to a large time sharing computer at the Massachusetts Institute of Technology and that they are teaching computer programming.

But looking at the long-range picture, what computer system could give the greatest amount of service to the greatest number of people? Each conference department of education might invest in a small computer to be kept at the conference office. From the conference office telephone data links would be installed at the major schools or locations in its constituency at minimal cost. Each of these locations would act as a center for smaller schools in a prescribed area, so that with careful planning and thought there could be a constellation of data processing centers and a web of communication networks that would serve every institution that could use its services, including the smallest and the most remote. With the central computer and data links everything could be processed with no overlapping of expense and a minimum of effort. The computer would handle everything from payroll to grading to bookkeeping to registration procedures to registrar's work, and still be free to handle any decision-making problems for which conference officials might want to utilize its services.

It may seem that I am offering you Aladdin's proverbial lamp that will do your every wish. I'm not. I recommend caution, careful study, and a thorough cost analysis before any action is taken. But I am urging that now is the time to begin.

[The author did not append a bibliography, but he recommends as an excellent survey of the field of computer technology as applied to educational problems the volume by Richard A. Kaimann and Robert W. Marker, *Educational Data Processing: New Dimensions and Prospects*. Boston, Massachusetts: Houghton Mifflin Co., 1967. 326 pp. \$4.95, paperback.—THE EDITORS.]





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

## HOMework

Do you agree with these homework policies?

1. Homework should never be given as punishment.
2. Assignments must never be merely "busywork."
3. Assignments should be less book centered in content and more home and community centered. Such as: Find out the reasons for traffic jams downtown; calculate the size of the property on which your house stands; compute the area of the rooms in the house.
4. Teachers should take ample time in giving an assignment—never while the closing bell rings.
5. No teacher should usurp more than a fair share of each pupil's after-school time—one hour should be an average maximum.
6. During the latter part of a school period the pupil should begin his homework. Under teacher supervision he may begin with proper direction.
7. The pupil should learn to develop personal responsibility and should not depend upon parental support for homework.
8. Listing homework assignments by the pupil in a special writing pad should help keep assignments clear and accurate.

## Memo to the Faculty

(From page 6)

To defer the Advent by poor teaching and poor learning not only delays the return of Jesus, it jeopardizes our own fitness to belong to the redeemed who are actually safe to save. This is why it is so mandatory that teachers and students should work out a mutually understood program whereby it is evident that they "possess more intelligence and clearer discernment than the worldling," remembering all the while that God "is displeased with those who are too careless or too indolent to become efficient, well-informed workers."<sup>8</sup>

Hence, for alert Seventh-day Adventists, no task is done well if it can be done better, no question is answered if there is some discussion or point of

view unrecognized or smothered, no authentic representation of Jesus if either material or method is shoddy or inaccurate.

(Continued in next issue)

<sup>1</sup> *Fundamentals of Christian Education*, pp. 127, 128.

<sup>2</sup> *Gospel Workers*, p. 299.

<sup>3</sup> *Patriarchs and Prophets*, p. 595.

<sup>4</sup> *Ibid.*

<sup>5</sup> *Fundamentals of Christian Education*, p. 45.

<sup>6</sup> *Christ's Object Lessons*, p. 333.

## In-Basket Technique

(From page 19)

the workshop. A transparency for an overhead projector makes the discussion more clear. Generally, the questions may fall into areas of personnel relations, curriculum questions, policy, and discipline. The instructor needs policy books and references at hand. Samples of typical problems, which were demonstrated at the 1967 North American Division Quadrennial Council for Elementary Education, accompany this article. Some institutions have sample copies of in-basket materials adapted for their own use. The best materials are adapted from problems arising right within the field. Experience has demonstrated it is necessary to emphasize repeatedly that these simulated case studies are make-believe. Because they are so typical, it is not unusual to have someone inquire: "How did you ever find out about that?"

Occasional but continued use of the in-basket technique brings to the staff a close and professional relationship. Try it out!

## Editorial Cross Winds

(From page 11)

... Here is a born teacher with a true Christian education vision. I am sure she left little of this world's goods but she certainly left many friends who were influenced greatly by her life. It is good to say some kind words about those who stood the stress and strain of our growing work and whose deeds are recorded in heaven.

Louise C. Kleuser

Takoma Park, Maryland

The editorial staff of The Journal pay high tribute to the exemplary service of eighty-three-year-old Florence Kidder, and many other self-effacing Christian teachers like her—unsung heroes who stand tall in the hearts and lives of countless students. See the December, 1967-January, 1968 issue of The Journal, page 20.

## Valedictorian and the Community Feud

(From page 23)

Ray, I'll never forget that. Here I have supported this school tooth and toenail all these years and then to have this happen to me! Just one point difference! And this fellow's school bill, I understand, has never been paid to this day!"

Needless to say, Mr. Brown and I fully understood the problem of which he spoke, for we both could well recall similar incidents in the educational past.

But what can we do to eliminate the community feud? A few years ago I talked with a principal regarding this evident educational problem of honor for the top-ranking students. He said, "We consider that all our students are honor students when they graduate, or else we don't graduate them."

This reply along with others created an impetus for probing deeper into a systematic honor system that would leave the top of scholastic achievement open to all aspirants.

My major professor in school administration once said, "If you want a community feud just set about to select a valedictorian." And might we add that if the feud doesn't come from without, it may well come from within.

Following a cursory research of the problem, I found that some colleges and universities had long since dropped the valedictorian idea in favor of broadening the pinnacle at the top of the educational ladder as a means of reaching higher educational objectives. At this point the faculty and student body were brought into the planning stage. A suggested honors plan was outlined by the faculty. Students began probing the possibilities for change.

The following interview which an interested senior did for the school paper proved helpful in the formulation of public appraisal.

"Good morning, Mr. Bailey, may I interview you for an article for the school paper?"

"I think we have time for that, Alvin. What's on your mind?"

"Well, it's the honor system we have been hearing about lately. I understand that there is a plan in vogue in many American schools which encourages scholastic attainment."

"Alvin, you must be thinking of the Scholastic Honor and Highest Scholastic Honor system, which includes all students of high scholastic ability."

"Yes, I believe so. Could you further explain just how this works?"

"Alvin, first I should say the Scholastic Honor system rewards students in, let's say, the 3.75 to 4.0 group as receiving Highest Scholastic Honors and those students in perhaps the 3.25 to 3.74 group as receiving Scholastic Honors. This grade attainment

for the four-year average greatly enhances the very thing students and teachers are working for—the best scholastic record achievable."

"Yes, I can see that would be true. How many students would you suggest could normally reach these requirements from perhaps a class of one hundred seniors?"

"I would imagine from 5 to 10 per cent would be in the Highest Scholastic group and perhaps 10 to 15 per cent or as much as 20 per cent in the Scholastic group, which would be the B to A-minus group. You can see there really is more room at the top than we have many times thought."

"Yes, and just think, perhaps my four-year average may reach one of those pinnacles."

"You are right, Alvin, and think also of the rewarding opportunities open to those underclassmen who can still basically change their grade-point average."

"But, Mr. Bailey, what about the other students, let's say the excellent all-round student who does so much for the school; the student who is really an inspiration to all of us, yet who does not have the higher scholastic qualifications?"

"Alvin, perhaps the all-round inspirational student could receive a designation of Honors. However, this category would be based upon character development, worthy attitudes, and successful basic habit patterns. We might say worth-whileness to the school and fellow men. The faculty could make these selections, whereas the student's own scholastic record determines the scholastic selections."

"It has been a pleasure to have interviewed you today, and I appreciate your taking the time. Several of us have been quite eager to learn more about the Highest Scholastic and Scholastic Honors. Could it go into effect with this graduating class?"

"I see no reason why not, if it is considered desirable and worth while."

"Thank you. And please let's consider this worth while."

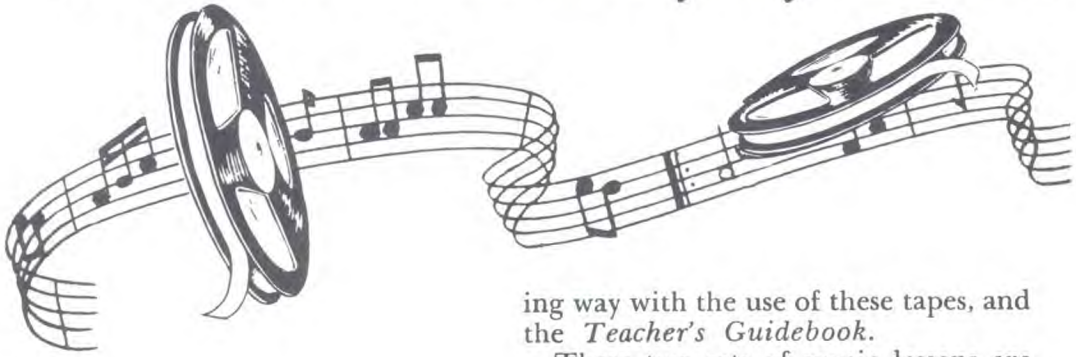
Meanwhile upon recommendation of the senior class, the faculty voted an honor system. Public recognition was given each individual student of all honor groups when he was presented his diploma at the commencement ceremony.

It is my firm belief after following the reaction of students in four schools that have adopted the Scholastic Honor system, that when upperclassmen are allowed to view the space at the top of the scholastic ladder, they will choose the broader view. Furthermore, it bears interesting comparison in succeeding years to hear underclassmen say, "I know I am going to make the Scholastic Honors and I am working for the Highest Scholastic Honors."

This broadening effect is almost totally amenable to aborting a community feud anywhere, any time.



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## BETWEEN THE BOOK ENDS

**John Caffrey and Charles J. Mosmann, *Computers on Campus*, Washington, D.C.: American Council on Education, 1967. 207 pp. \$3.00.**

Designed for generalists, this paperback volume is a nontechnical report, especially prepared for the principal administrators of colleges and universities. Serving as it does as an indispensable adjunct of research and of the administration and management of larger institutions, the computer is a valuable resource. Even in the smaller college it is used both as a teaching tool and as an object of teaching. Summarizing the basic principles of the book, the last chapter entitled "In Other Words" explains the role of the computer in the organization; the issue of centralization; cost and planning; and identification, involvement, and imagination. The prose glossary is a helpful feature.

Significantly the authors state that "it is extremely important for the administrator to understand this proposition: The computer never makes decisions. It carries them out. The decisions are made when the system is designed—decisions to gather specified kinds of data from particular sources, to examine alternatives and take appropriate actions, to compare current status against criteria, and to create danger signals when things go wrong."

Any college or university administrator who has not studied this book has not done his homework on important hardware.

**Anatole G. Mazour, John M. Peoples, *Men and Nations*, New York, New York: Harcourt, Brace & World, Inc., 1968. Second Edition. 878 pp. \$5.10.**

"This book tells you, a student of history, the story of men and nations. It is more than a record of events. For those who have imagination it is a dramatic account of what happened to actual men and women as they strove and searched for a good life. And it tries to tell not only what happened, but why it happened."

In this completely new world history textbook, the authors are able to do this not only

by a well-written textual narrative but also by the invaluable inclusion of the following distinctive features.

The use of color throughout the text in maps, charts, and pictures adds much to the interest of the book. More than 550 superb illustrations reinforce the text and represent outstanding art of the ages. Of special interest to the reader will be the series entitled "History Through Art." These picture features of sculpture, architecture, and paintings range from one of the earliest known portrait carvings through the abstract painting of today. Some of these picture features appear for the first time in a high school text. Time-line tables, showing what was happening in widely separated areas of the world at the same time, are a definite asset to teacher and student alike, enabling them to see an over-all picture of history that reading alone cannot give. Charts, such as the organization of the United Nations, will prove very helpful to the reader. Every chapter and unit ends with a review, summary, several questions for discussions, lists of individual projects, and group projects. A list of books for further reading is also included at the end of each unit.

This outstanding text serves as a fascinating guide through the past history of this world in which we live.

**Joan Walsh Anglund, *What Color Is Love?* New York: Harcourt, Brace & World, Inc., 1966. 30 pp. \$1.95.**

Teachers looking for gifts for children, youth, and student teachers would do well to think of this artistic volume.

While colors are important because they make the big, wide world beautiful, yet they are not so significant as how one feels, thinks, or does. Color is seen with the eyes, but love is seen with the heart.

Reflecting her deep concern, the author poses the question of insight: "What color is love?" The beauty of the text is appreciated in word, but it is definitely enhanced by cheerful full-color paintings and delicate line drawings.

The thoughtful reading of this volume will sensitize both young and old, both student and teacher.