

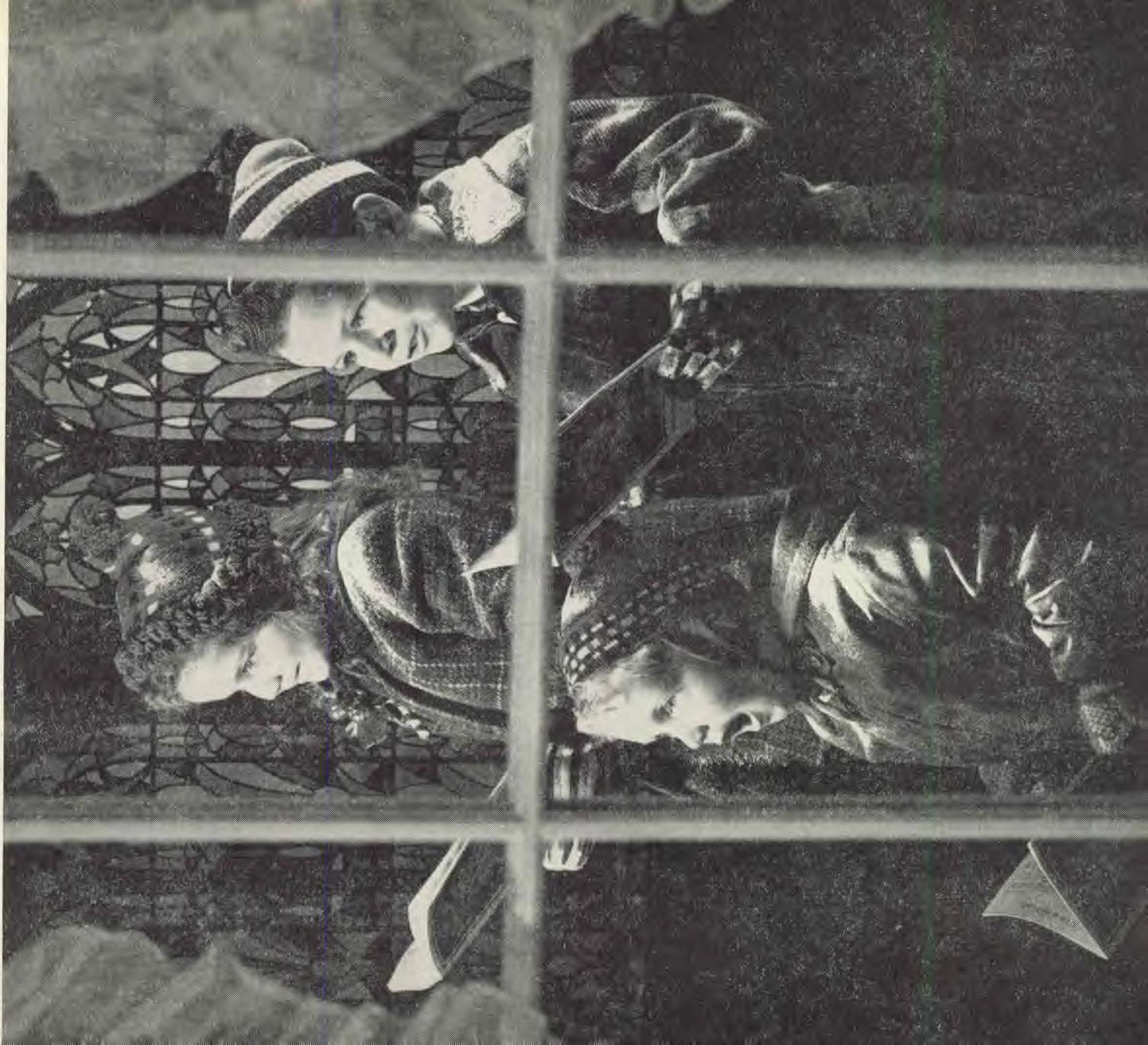
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THE BLIND SPOT IN EDUCATION

-An Editorial

THE other day we heard a speaker say that the blind spot in American education is the lack of religious instruction. We remembered that in the study of optics, in physics, we learned that the human eye has blind spots. The illustration therefore seems very apt. Its significance lies in the ominous fact that the blindness is in the very area where there should be the clearest vision for the good of society as well as for personal spiritual fulfillment.

It is not inappropriate to ask whether that blind spot has been removed in the Christian school and in the Christian teacher; whether, instead we have a bright spot, the brightest spot, as it should be if we are to fulfill our obligations and live up to our privileges. The Christian educator has reason humbly to thank God that he is not like other educators. He has received more light on human problems and divine principles. He can point to religion in the classroom and on the campus in significant contrast to the schools that are forbidden by law to give such place to it. He can show lists of students and alumni who have been converted and have dedicated their lives to the Lord's service. He recognizes the Christian school as an integral part of the organization of the Christian church.

It is still appropriate to ask whether the blind spot has been removed from the Christian school. Blindness and vision are relative conditions. In this case the relation is to the light we have received, the insight we have achieved, and the service we perform. The greater the spiritual stature and maturity of the Christian teacher, the more positive and constant should be the religious emphasis on the campus and in the classroom. It is possible to have classes in Bible, worship periods in the school homes, and compulsory chapel, and yet the school be

sounding brass and a tinkling cymbal so far as true religion is concerned. It is strangely possible for a teacher to labor in a school spiritually vital in staff and student body, yet himself be without life.

As this is written an Autumn Council is in progress. It is a great annual business meeting of the church, when policies are voted and budgets are set up. This Autumn Council is much more than that. It is a period of Bible study and much prayer and heart searching, when the leaders of the church are pleading for faith and cleansing and for an outpouring of the Holy Spirit upon God's people.

If there are blind spots on the campus or in our hearts, let us ask the Lord to dispel the darkness with light from His throne. It is a terrible thing to stand between the light and the children, and thus become a candidate for a millstone around the neck. It is a glorious thing to help kindle the light of spiritual appreciation in young eyes and to warm young hearts by the hearth fires of Christian zeal and love.

It is a solemn responsibility to be a Christian teacher in these times, and it is a wonderful privilege. The preacher-evangelist recruits souls; the teacher trains the winner of many souls, and thus multiplies himself. Today in the classroom of the church-related school is being molded the church of tomorrow. When the church is praying for purity and power the most earnest prayer should come from the heart of the Christian teacher. When the church pleads for the outpouring of the Spirit it is the Christian educator who should be longest on his knees. Come to the upper room, fellow teacher. When we are all of one accord the Lord will be able to do a work through us such as we have scarcely dreamed of up to now.

Student Evangelism Techniques

George E. Vandeman

ASSOCIATE SECRETARY,
MINISTERIAL ASSOCIATION, GENERAL CONFERENCE

AMONG the varied lines of professional courses offered by our colleges, ministerial training certainly demands serious attention and an occasional re-evaluation. As in other fields of study, there has been of late a radical shift to practical emphasis, particularly in the closing years of specialized training. What are we doing about this trend?

First a word about the demands of the ministry at large, for which the college program is preparing candidates. The minister deals primarily with spiritual matters, and there are those who discount the ability and mental discipline needed to function acceptably in this sphere. Perhaps the ministry is somewhat to blame for this attitude. However, heavy demands are made upon the man who would heal the world's aching heart and instruct and prepare a people to meet their God. Surely he must know his God, his Bible, and his people.

The Seventh-day Adventist minister is first of all a teacher of religion, asked to guide the spiritual lives of men and women who possess above-the-average Scriptural insight. The Spirit of prophecy, strong Sabbath school study plans, a well-outlined doctrinal formula—all contribute to advanced spiritual understanding among the laity. Surely the worker must "know the way, keep ahead, and cause others to follow."

The Seventh-day Adventist minister needs to be an able administrator. The church is "big business" in a very real sense. From the local church organization—with its physical plant and church school—to districts, conferences, and institutions, there is a continual demand for wise administration. Akin to the ex-

ecutive phase of our work is financial ability. Balanced judgment in the control of funds presupposes some practical instruction along these lines.

The heart of every true minister is possessed of a consuming passion to preach to and work for the lost. Yet in our training program one vital factor must be kept in mind. We all recognize the need for specialists, and there is place in our program for men of proven ability along certain lines, but the average minister, though primarily a preacher, must be able to do many other things well.

There is the problem of supporting a world church program. To clothe mission appeals in their rightful spiritual dress and to conduct financial campaigns in harmony with their high purpose and calling are not small tasks. Then there are the many pastoral problems, and the great work of evangelism. The inner needs to be met and the tangled mess some people seem to make of their lives, challenge the common sense and the practical background and experience of the minister. A worker is transparent before his people. When he has discovered that his religion *works* and has solved his own problems, that glowing fact will be evident in his preaching and visitation.

Last, but most important, is the practical ability to deal with minds and lead men from confusion, rebellion, and darkness to peace and light. This is the work of soul winning. However pointed the classroom instruction, young men need to try themselves while yet under the wise and sympathetic counsel of instructors.

General educational standards are rising; social and religious problems are becoming more complex. And other de-

nominations are making radical shifts in their ministerial training program to cope with the situation. The large Protestant denominations, as well as the Jewish and Catholic systems, now require a full liberal arts degree before beginning the specialized training, which in most cases extends to three years, leading to a B.D. or a Ph.D. degree. Their training is being made intensely practical. Several seminaries are affiliating with mental hospitals and other institutions to provide observation facilities and clinical practice in counseling. Fundamentalist schools that cope with the full ministerial requirement on the four-year basis, as we do, are genuinely interested in the practical emphasis. Some are installing radio stations; many are directing field evangelistic enterprises to increase the effectiveness of the theory taught; one provides instruction in speech and music to every student on a tuition-free basis. Now, what are we doing?

Very well, to say the least. Of course we are a conservative body, and have avoided many mistakes by moving slowly; but there are encouraging signs that we are moving out into some productive areas of practical training ideas. Four colleges—Emmanuel Missionary, La Sierra, Southern Missionary, and Union—have experimented in holding summer field schools of evangelism.

Take Southern Missionary College, for example. The Bible department, in close counsel with a sympathetic administration, arranged to hold this school off campus in a favorable city setting. Twelve hours of credit were arranged, and E. C. Banks conducted the school. The mornings were given over entirely to study and classwork; the afternoons, to visitation; and the evenings, to participation in the large evangelistic meeting. The college music department and Dr. Wayne McFarland, from the Medical Department of the General Conference, assisted in classwork in their respective fields. It is evident that such a program

carefully executed would provide for actual field contacts and an appreciation of the work offered, far beyond that enjoyed by students in the classroom.

In visiting the various colleges that have made attempts along these lines one recognizes in the practical theology classroom an alertness and an understanding that is most difficult to engender without this practical outlet.

I am convinced that with such a program we could far more surely and readily discover the ministerial aptitude of our large number of Bible department enrollees than we could ascertain through counseling and classroom contacts. I believe that such experimentation, carried on with due regard to academic standards, would prove to be the very evidence that conference administrators are seeking relative to the fitness of graduates for placement.

I recognize full well that in making these suggestions we face many problems. Successful school programming can be carried on only under a carefully scheduled regime. Yet the results certainly merit study and fair trial before the plan is considered unworkable.

There is considerable merit in the "Personal Evangelism Crusade" that has been successfully carried on at Pacific Union College. Those who have studied the plan recognize it as an evangelistic outlet for the entire student body and a most wholesome campus activity. The entire school benefits from the crusade, but specialized help is given to the ministerial student body. Mimeographed material regarding this plan states its objectives: to provide systematic training for effective Christian service and practical experience in various lines of personal evangelism in preparation for the loud cry of the third angel's message. The value of this objective cannot be overestimated. We deal continually with young ministers in the field who flounder for several years because they have not learned by visitation and personal evan-

gelism the priceless lesson that their chief task is not merely to preach but to know *what* and *how* to preach.

The "crusade" covers twenty-five thousand homes regularly, and aims at developing interests and organizing the results into active companies and churches. Naturally such a plan, involving so large a group of participants, needs to be carefully organized. These plans a young man can adapt when he carries on his own program. Four cards are used at Pacific Union College. One is placed with the pamphlet in the homes of the people; another reports the area covered and the interest created. A third card requests mileage assistance, and the fourth is a personal-work chart on which full information may be given regarding the progress of individual interest. One definite asset in such a program is the impression made upon the student's mind that details in planning, however small, make for success in the over-all picture. He learns to make a report, and to work carefully with an organization, regarding finances. He also learns that genuine interest may easily slip through his fingers unless there be complete and careful analysis of each individual's growth in interest, and that this material must be tabulated for his continual reminder. It is encouraging to note that thus far there have been forty-five baptisms, with fifteen branch Sabbath schools organized.

Atlantic Union College is at the present time experimenting with a plan that is bound to become a most helpful asset in ministerial training. G. H. Minchin, chairman of the Bible department, and H. F. Maxson, chaplain of the New England Sanitarium, have been for more than a year working in collaboration with the medical staff on a scheme of affiliation in clinical counseling. Several students have been in residence at the sanitarium, assisting the chaplain in his visitation and studying with the staff there and at the nearby Boston mental

hospital. Although the plan is new, and as yet only a few have benefited, they are enthusiastic in the belief that this avenue gives promise of strong preparation for the field. Elder Maxson has written two articles relative to his findings in this adventure, which appear in the November and December, 1950, issues of *The Ministry*.

Nevertheless I am deeply concerned over the fact that we are not producing the preachers or the quality of preaching that the nature of our message demands. We all recognize that our four-year curriculum is taxed to the limit. However, one weakness would seem to lie in our attempt to train a *class* of thirty or forty young men in preaching, when such training needs to be personalized, and might better be compared to the giving of individual voice lessons. It is true that a class lends inspiration; but the size of the class certainly should be limited, even if additional sections of the course are required to meet the demands. No man can adequately learn to preach with opportunity for only three or four ten-minute sermonets during the year. It is true that young men must see art and method in sermon preparation; and much valuable theory and instruction can be given to a large class. Yet sufficient practical outlet is necessary so that the individual student may acquire some freedom and skill in handling these rhetorical devices and preaching methods while still under the teacher's guidance.

Emmanuel Missionary College is providing a representative outlet for ministerial practice in pastoring nearly thirty churches within a radius of one hundred miles. A profile chart has been prepared for each of these churches, and by consulting this the ministering student knows something of the congregation and its needs. Every week a member of the Bible department joins the young men who occupy the pulpits. These instructors listen to the young men preach, and a careful, constructive report of the prog-

ress of each junior and senior is filed in the Bible department office to assist in personal counseling. Even with a fairly large enrollment, it is possible in this way for the juniors and seniors to preach at least once a month. Not all schools are so fortunately situated, and nearby church openings are often at a premium; but I do believe that some substitute might be made in the various meetings about the campus, prayer meetings and church services in nearby congregations, or the sheer creation of a non-Adventist audience in the neighborhood.

There is growing concern that we need to restudy our practice of sending a young man out on his own to carry through an evangelistic series in a nearby town. Usually these "message-hardened" towns about an institutional center would discourage the stoutest heart of the most able evangelist who, with money, equipment, and experience, would find it difficult to reap a harvest. Yet we have again and again sent our young men into the difficult places. What has been the result? Either the young man makes a success of the effort (which is unlikely under the circumstances) and a failure of his schoolwork, or he makes a failure of the effort and a success of his schoolwork. In either case, his first trial is under discouraging circumstances. These efforts are usually held during the senior year, and about the time interested persons are expected to make a decision on the evidence presented, the young man discovers his obligations surrounding graduation—and the effort is dropped and the interest is lost.

These young men have not as a rule had the privilege of listening through a well-organized, carefully presented campaign of evangelistic truths—since many of them have grown up in the message. The conviction is therefore growing in many schools that it would be far better to permit the Bible department spokesman for evangelism—a man of rich experience from the field—to present a

typical strong evangelistic series in which the students-under-preparation could observe and participate. There is much actual assistance and valuable experience to be gained in home visitation, organization, and finance, and almost every phase, with the exception of the actual message presentation.

The argument might then be raised that the young man does not himself get experience in presenting the message. This objection can be overcome by his listening to a Sunday night series throughout the fall and winter, conducted by the evangelist in the department, and then preaching his own message on the same subject the next Sabbath morning in a nearby church. He then sees the response of the people, how the evangelist carries the audience from step to step, and he in turn can apply this instruction to his own preaching in a Sabbath morning evangelistic review.

Such a program, carried on in one of our college centers, yielded fifty-four converts in twelve weeks. The students participated in the Sunday night meeting, actively absorbing the inspiration and influence of the sermon and evangelistic setting; then they carried their own messages into several nearby churches the following Sabbath morning. In the twelve weeks the students themselves interested and prepared for baptism a large number of those fifty-four.

We can here set forth only suggestive plans and ideas and report what is being done, in the hope that increasing emphasis will be given to practical plans and implementation of classroom instruction. This work is not easy. Nothing is more taxing than the individual attention required. Long hours should be spent with each student, for we are developing men, not masses, when we prepare for the ministry. To help a man find himself and to inspire him to continual growth is the objective. The college Bible departments are doing a splendid work, and deserve every encouragement.

The Christian Quality of a College — How Shall We Determine It?

The Late William A. Harper

PROFESSOR OF RELIGIOUS EDUCATION, 1932-41,
SCHOOL OF RELIGION, VANDERBILT UNIVERSITY

IN ORDER to determine the Christian quality of a college, by the method of the survey, objective data should be gathered which will enable the surveyors to answer the following questions:

I. The Administration

1. Has the college adopted for itself an aim in the field of character building?
2. Is the administration in hearty sympathy with this aim?
3. Do the trustees by their official policies further or hinder the achievement of the objective of the college?
4. Do the trustees share the determining of the policies of the college with administrative officers, faculty, students, alumni, the citizens of the college community, and the sponsoring communion?
5. Does the college employ Christian bases in selecting and dismissing faculty members and its other officers and employees?
6. Does the college use Christian bases respecting the tenure of office, retirement, and pensioning of faculty members and its other officers and employees?
7. Is academic freedom guaranteed?
8. Is the administration consciously engaged in efforts to achieve this aim?
9. Do the administrative officers and employees in the conduct of their work and in their personal living exemplify the highest type of character?
10. Does the administration share with the faculty, the students, the alumni, and the citizens of the community the shaping and the execution of the policies of the institution?
11. Are all the administrative officers and employees openly committed to the Christian way of life? and what is their attitude toward the church?
12. Do the administrative officers use their homes as constructive agencies for fostering or shaping the homemaking ideals of the students?

II. The Faculty

1. Are the faculty members information-centered or student-centered in their professional approaches?
2. Do the faculty members exemplify the highest type of character? Are they openly committed to the Christian way of life?
3. Does the personal influence of the faculty members outside their classrooms tend to foster or to weaken the development of the Christian character of the students?
4. Do the faculty members share with students the decisions as to items to be included in their courses?
5. Do the faculty members use their homes as constructive agencies for fostering or shaping the homemaking ideals of the students?

III. The Citizens of the Community

1. Does the larger social unit, of which the college is a part, contribute positively toward achieving the college's objective?
2. Are adequate laboratory opportunities for Christian service offered by the college campus and the community? Are they utilized?
3. Do the citizens of the community use their homes as constructive agencies in fostering or shaping the homemaking ideals of the students?
4. Do the citizens of the community share with administrative officers, faculty, students, and alumni in shaping the policies of the college, and in the execution of the same?

IV. The Curriculum of Instruction

1. Is the instruction highly departmentalized?
2. Are courses in religion offered, and does the religious instruction of the college tend to become departmentalized?
3. Are orientation courses provided? Why?
4. Are scientific methods of educational guidance employed?
5. Is the subject matter of the courses presented from the "situation-problem-response" approach?
6. Are the students encouraged to make their own experience means of participation in the content of the curriculum courses?
7. Does the administration of the curriculum enable the student to enter intelligently into the significant developments of the racial experiences, and so does it give his present experience a universal setting?
8. Does the administration of the curriculum tend to help or hinder the student to formulate for himself a Christian philosophy of life and program of living consonant therewith, with commitment thereto?
9. Does the curriculum tend to equip students to become religious leaders after graduation?

V. Religious Provisions and Agencies

A. Provided by the college:

1. Are adequate religious provisions and agencies sponsored by the college?
2. Is attendance on religious services required? Why?
3. Does compulsory attendance on religious services have a helpful or a hurtful effect on the character-building values of these services?
4. Does the chapel service tend to contribute to or retard character building?
5. Does the preaching service tend to contribute to or retard character building?
6. Is the Sunday school organized for the discussion of student problems or to impart Biblical information?
7. Do the other religious provisions and agencies provided by the college tend to contribute to or retard character building?

8. Do administrative officers and faculty members share with students, alumni, and citizens of the community in shaping the policies and programs of the religious provisions and agencies sponsored by the college?

B. Student initiated:

1. Are adequate provisions and agencies initiated by students a part of the college service to the Christian way of life?

2. Do these student-initiated religious provisions and agencies tend to contribute to or retard character building?

3. Do students share with administrative officers, faculty members, alumni, and citizens of the community the determination of policies and programs of these student-initiated religious provisions and agencies?

C. Provided by others:

1. Are there adequate religious provisions and agencies provided by the community, the denomination, and other off-the-campus groups or bodies?

2. Do administrative officers, faculty, students, alumni, and citizens of the college community share in the program-building of these religious provisions and agencies?

3. Do these religious provisions and agencies integrate with the college and student-initiated programs in building character?

VI. Extracurricular Activities

1. Are there adequate or excessive extracurricular activities present on the campus?

2. Is the attitude of the administrative officers and faculty members toward these extracurricular activities friendly, and are they recognized as integral elements in the character-building process?

3. Do the students consider these extracurricular activities worth while?

4. Do students and faculty cooperate in the management of the extracurricular activities?

5. Do the various committees and agencies dealing with these activities cooperate with each other genuinely so as to produce a unified impact on campus problems?

6. Are the programs they inaugurate based directly on the local situation in each case?

7. Are these committees so organized that they are able to adjust their programs promptly to significant situations as they arise on the campus?

8. Are their programs so constructed as to lead to Christian attitudes in relation to the various campus problems?

9. Is the outreach of these programs limited to the horizon of the campus, or do they include the Christian world in their scope?

10. Is any constant effort made to train those who lead in the management of campus activities?

11. Do their programs provide for student initiative, participation, leadership, and ultimate control?

12. Are the committees managing these activities able to reach any considerable number of students with their programs?

13. Is the total effect of these activities and of their programs upon the Christian character of students positive or negative? Do they promote or retard its growth and development?

VII. Student Counseling Program

1. Does the college provide an adequate personnel service for its students?

2. Is the student's individuality the uppermost

consideration in the conduct of the personnel work?

3. Is there complete cooperation between the educational and counseling program of the institution?

4. Are the methods of securing contacts such as to breed sympathetic understanding and friendly relations and do they reach all who need the services of the personnel office?

5. Are all the interests of the individual student adequately provided for in the program of personnel service?

6. Are the programs they inaugurate based directly on the local situations in each case?

7. Are these committees so organized that they are able to adjust their programs promptly to significant situations as they arise on the campus?

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13. Is the total effect of these activities and of their programs upon the Christian character of students positive or negative? Do they promote or retard its growth and development?

VIII. The Students

1. Do the students approve the aim of their college?

2. Does Freshman Week tend to build Christian character in students?

3. Does the college spirit help or hinder the development of Christian character?

4. Are there tensions between faculty and students, administration and students, citizens and students that affect the character-building aim of the college?

5. Do the students think the college is honestly endeavoring to achieve its aim?

6. Do the students have greater or less interest in the Christian way of life and institutions as their college experience enlarges?

7. Do the changes produced in the students between their freshman and senior years, by the college programs, evidence a growing insight into and appreciation of the Christian way of life and of its institutions?

IX. The Alumni

1. Has the college helped to build Christian character in its alumni?

2. Do the alumni participate in shaping the policies of the college and in their execution?

3. Do the alumni tend to further or hinder the achievement of the objective of the college?

4. Do the alumni relate themselves positively to the church and its work?

X. Summarizing Question

Does the college make a positive contribution toward the building of Christian character in those who come under

—Please turn to page 29

The School Newspaper Can Promote Learning

Thomas E. Robinson

SUPERINTENDENT OF SCHOOLS,
MERCER COUNTY, NEW JERSEY

DR. ARNOLD, the eminent English schoolmaster, was once asked why he continued so assiduously the study of Latin, since he already was a recognized authority in that field.

"Surely," commented his questioner, "you need no longer study to meet the needs of your young pupils."

"My dear young man," replied Dr. Arnold, "I prefer my boys to learn from a flowing spring, not from a stagnant pool."

School journalism should never be a stagnant pool, nor should the school it represents ever be content to present to its thirsty learners a program that never changes or grows.

We have all seen school newspapers that were perfectly geared to growing schools. They seemed to pulse rapidly, to crave release from the limitations of prosaic school journalism, to beat frantic wings in an attempt to find wider space and heavier air to support their strivings. Dynamic newspapers and dynamic schools are inextricably intertwined. The one could not exist without the other.

But we who have been interested in school journalism for several decades have also seen dynamic newspapers suddenly or gradually lose their distinguishing spirit and pass into decline. Like civilizations, they have passed through eras of growth, of triumph, of complacency, of decline.

There has never been, in my memory, a better time for schools and their newspapers to begin a steady, guided era of growth. No school today can stand still. It must either progress or regress.

During the next few years new newspapers are going to move toward the top,

Established papers which see the vision are going to climb into prominence. And the present leaders, unless they keep pace with the times, will falter and decline, like burnt-out civilizations.

It is my belief that the school newspapers which will blaze new trails in the next few decades will be those which promote learning processes. The good newspaper of this era will be the newspaper that becomes, to a greater degree than ever before, an educational instrument.

A newspaper can no longer be a mirror, a reflector of the school. It must be a participant in the promotion of the educational program. It must be able to affect the attitudes and improve the learning of all its readers. For education is now in the throes of a critical struggle to see whether it can become the foundation of a better world. The school newspaper has a prominent part to play in this struggle.

The school newspaper of the emerging era should add the following seven functions to those which it already has:

It should provide a training ground in educational philosophy. Only a pupil reporter who knows why a school play is a part of the educational program can write a suitable account of it for the school paper.

A pupil who knows the educational objectives of the school shop courses can better interpret news emanating from those courses. In fact, only as he understands the objectives can the student truly determine what has news value.

Several years ago I became acquainted with a school whose new members of the newspaper staff were given a concen-

trated course during the first month of the school year in the educational philosophy underlying every course and activity in the school while the veteran staff members carried on the required publication tasks.

The new members learned the seven objectives of education, and they were trained to check every activity against the desired outcomes. They learned to see that the class election, with all its machinery, was designed chiefly to give training in citizenship; that repairing an automobile in the auto shop had vocational values; that the problems brought up in homerooms provided growth in personal ethics.

The staff members became as conscious of the values inherent in the parts of the total school program as were the teachers. The articles they wrote reflected their keen knowledge of the objectives.

The staff members themselves, good students though they were, improved noticeably in their own scholarship because they knew *why* they were performing the work they had formerly done blindly. Moreover, parents and pupil readers were able to receive through the newspaper a more intelligent understanding of the school program.

The newspaper should become an instrument to promote reading skills. The newspaper, whether it is a professional daily or a school monthly, should be able to defend itself as a learning or teaching instrument.

One school paper publishes on its last page a column called "Reading Well." This contains a list of questions designed to develop certain reading skills. One of the results has been to encourage English teachers to use the newspapers in their classes on the day of publication.

Thus the newspaper is tied into the instructional program, giving teachers the opportunity to teach with live materials. Since this paper serves as important a function as a textbook or a reference

book, the school subsidizes its publication, enabling every pupil to own a copy, regardless of his economic status.

The newspaper should attempt to portray teaching technics. The need for public understanding of the teaching process is greater today than ever before. Parents want especially to see the procedures that make possible the results.

Many newspapers have carried, from time immemorial, literary columns, poetry corners, and creative sections. The parents have seen the excellent poetry and the admirable prose efforts and have been singularly unimpressed. They have wanted to know how their sons and daughters have been inspired to produce creative expression. They have wanted to know the relationship between the art of teaching and the finished product.

Several schools have successfully revamped their creative columns to show the teaching procedures as well as the results of these procedures.

One column, in its introductory paragraph, explained that the teacher had asked his pupils to walk exactly 153 steps from their homes in any selected direction. They were then to write, in the best sentences they could construct, what they observed from that vantage point. The sentences of a score of pupils were reproduced. The precise diction and careful grammatical construction that helped make the sentences outstanding were pointed out.

Subsequent columns illustrated such assignments as autobiographies, from which excerpts were presented; three-sentence descriptions of friends; and research on the comprehension vocabulary of pets.

Because the interest of readers in teaching technics is so great, several papers have seized every opportunity to develop news stories around instructional procedures.

We find one describing in detail the presentation of slide views of Washington, D.C., just before the annual trip to

the capital by the senior class. The article clearly showed the educational benefits to be derived from the trip.

Another article showed the number of pages of reference reading required by a class to find the answer to one question asked by the history teacher.

Still another article showed that the pupils in a stenography class had twelve sermons, which had been copied in shorthand one Sunday as an assignment, typed and bound in a book.

Much can be said for a school newspaper as an inspirer of unusual, original lessons. Newspapers that report such technics find that the number increases with each passing month. Thus the newspaper stimulates stimulating approaches.

The newspaper should help improve the status of teachers. The heart of education is the teacher. As the status of the teacher improves, education as a profession will attract more and better recruits. A crisis—the teacher shortage—is now at hand. Every instrument, including the school paper, should be enlisted in the campaign to keep all schools open and adequately staffed.

The public has little conception of the responsibilities of the teacher, or of the skills, time, and effort required in the task of teaching. One school newspaper carried an article showing the number of miles traveled by the teachers in one year to secure university extension courses better to prepare them for the courses which they taught.

A follow-up article revealed the amount of money spent by the teachers in the one school for such travel and course tuition.

Later articles attempted to show the average work week, in hours, of a typical teacher, the cost of his post-high-school education, the financial demands of community agencies and professional organizations, and the typical budget of a teacher in the school.

The newspaper should keep its read-

ers informed of important educational happenings and conditions in other communities and in the world. Newspaper reporters should be trained to gather pertinent educational news from educational magazines, from the daily press, and from exchanges.

One newspaper runs a full-length, front-page column giving educational news which directly or indirectly affects the community. The contents of the column are clipped from the *NEA Journal*, State educational journals, popular magazines, and newspapers. Often editorial comment is inspired.

The newspaper should keep its readers informed of the numerous studies being conducted by the faculty and classes. When the student council's survey revealed that the average allowance per pupil in the senior class was \$1.50 per week, parents were grateful.

Parents also applauded when faculty surveys showed that no pupil should ever need to study more than two hours per night on his assignments; that a major characteristic of an above-average pupil is that he reads at least one book per week for recreation. . . . They were interested in studies which proved the educational values of auditorium programs and showed the changes in breakfast habits brought about by a course in nutrition.

The numerous studies described in some newspapers make an indelible impression on the readers' minds that the school is alive to its problems and is waging a skillful and tireless struggle to make a better school and provide a better education for the pupils.

The newspaper should keep its readers informed of various aspects of educational research, with comparative data relative to the community school. A recently published column illustrates how this function can be achieved:

“Research Studies—and Our School

“A research study conducted by Dr. X

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Freshman Orientation Techniques in Colleges and Universities

Gladys Bookman

DEAN OF WOMEN,
KANSAS WESLEYAN UNIVERSITY, SALINA, KANSAS

SINCE the first world war there has been a significant growth in organized effort to help beginning students "bridge the gap" between high school and college. Orientation, in one form or another, has been the method most often used by universities and colleges to give a unified adjustment to incoming freshmen. Much experimentation has been carried out, using various techniques, since the first orientation course was inaugurated at Brown University in 1888. The activities of Freshman Week, the testing program, counseling, and the orientation course are the most commonly used techniques. Wide variance necessarily exists in the use of these techniques since adaptation of the orientation program must be made to fill the needs of each college most satisfactorily.

The Investigation

The purpose of this study was (1) to determine the use made of orientation techniques by the colleges in relation to those suggested by authorities in the field of guidance, (2) to show uniformity or lack of uniformity in each technique by the schools using it, and (3) to evaluate the orientation procedures as currently used.

The study was limited to those colleges and universities with a normal enrollment of from 1,000 to 3,000 students.

Letters were sent to 220 institutions asking for their cooperation in this study. The major sources from which the basic data have been drawn include letters, catalogue announcements, fresh-

man-week programs, handbooks, outlines and syllabi of orientation courses. Directors of personnel programs were asked by the writer to point out the strength and weakness of their programs. To directors who submitted only the mechanics of the program, a follow-up letter was sent asking wherein they considered their program most effective and if there appeared to be room for improvement.

Replies were received from 188 institutions. Forty-five colleges answered that no orientation with freshmen had ever been done, or if it had been done in the past was now discontinued. One hundred and forty-three institutions indicated that some of the techniques of orientation were in use; and they further signified their willingness to contribute to the present study.

Practices Recommended by Authorities

From a review of the writings of thirty-four authorities in the field of guidance from 1926 to the present time, the following practices in an orientation program were found to be advocated.

1. A testing program adapted to the needs of the college should be administered. Test results should be interpreted by trained counselors. If faculty counselors are used they should be given training in the use and interpretation of test results.

2. Some days should be set aside before the opening of school in order to acquaint the students with the school, and the school with the students. This period should include (a) a testing program, (b) arrangements for the details of registration, (c) establishment of student-faculty contacts, (d) a series of lectures on aims and purposes of the institution, its history, organization and administration, rules and regulations and curricula offered, and (e) a social and religious program.

3. Counseling should be available prior to registration and throughout the freshman year. Faculty counselors should be given in-service training and adequate time to perform counseling duties; at

* Abstract of author's thesis for Ed.D. degree, written at the University of Wyoming.

the same time, colleges should maintain a staff of trained counselors to whom special problems could be referred. Close cooperation should exist between the personnel office and the faculty counselors.

4. An orientation course should be given that would further help freshmen with their problems of adjustment. The "enabling courses" such as voice improvement, use of the library, reading-speed improvement, and corrective exercises were recommended by the more recent writers to take the place of the general orientation course.

Practices in Use as Shown by Survey

A survey and tabulation of the techniques in use by the 143 institutions included in this study, as disclosed by directors, catalogues, handbooks, and course outlines, indicate that the following practices are in use:

1. Every institution responding used an intelligence test; the one used most frequently was the American Council on Education Psychological Examination.

2. An English test was administered by every school; the three most often used were the Co-operative English Test, the Iowa Silent Reading Test, and the Nelson-Denny Reading Test.

3. Uniformity in the testing program included only the administration of the intelligence test and the English test.

4. The purpose for which the intelligence test was most frequently used was to assist counselors in guidance.

5. The English test scores were used by fifty-four colleges for counseling, by thirty-two for sectioning, and by nineteen for remedial work.

6. Placement tests in subject matter fields were most often used by those colleges with highly selective student body.

7. Personality tests were administered to all freshmen in forty schools, and interest inventories to freshmen in twenty-nine schools.

8. Information blanks were used in sixteen schools where the counseling was done almost entirely by the teaching staff.

9. One hundred and thirty-four schools devoted from one to seven days prior to the formal opening of school to the problem of incoming freshmen; the average time spent was four days.

10. Nine junior colleges arranged interviews, gave tests, and registered students during a three-week period preceding the opening of school. This practice would be possible only when most of the students lived in the immediate vicinity.

11. A full freshman week gave more time and scheduled more activities devoted to the social adjustment of students.

12. The administrative events necessary for registration were included in all the freshman-week programs.

13. Counseling was used by 130 schools in this study during freshman week and by 124 colleges throughout the freshman year.

14. Faculty members were used as assigned counselors by all the schools.

15. Schools maintaining personnel offices with staffs of trained counselors drew a sharp line as to the specific counseling areas to which faculty members were assigned.

16. Some schools used an upperclassman coun-

selor as well as a faculty member to help each freshman.

17. Methods of counseling varied greatly. They ranged from one scheduled conference a semester to one every two weeks, and from all conferences on a voluntary basis to all on a compulsory basis.

18. Group meetings of freshmen with their faculty counselors were scheduled from one to twenty times during the freshman year.

19. Less uniformity existed in the use of the orientation course than in the use of any other technique. Sixty-one colleges gave a required course and twelve others a series of required lectures.

20. Twelve colleges offered a substitute course but it was not required; rather, students were steered into it.

21. The method of instruction most frequently used was the lecture, a combination of the lecture, discussion and quiz, or the lecture and the workbook.

22. Forty-nine colleges gave courses carrying credit from one to four hours. Twenty-two gave no credit.

23. Sixty-one colleges used an "adjustment to college" type of orientation course, and twelve used the "adjustment to the social and intellectual world of today" type of course.

24. Little uniformity existed as to the titles of courses, number of hours the course met, the teaching staff, and the personnel assuming responsibility for the course.

25. Seven items—how to study, college life, recreation and extracurricular activities, social development, vocations, personality development, and the use of the library—were included in half or more of the orientation courses.

26. Several colleges reported that they were experimenting with the individualized orientation course which classifies students according to need for remedial work in voice, library usage, corrective exercises, or social orientation.

Conclusions Drawn From Study

As a result of the study of practices recommended by authoritative writers in the field of guidance and of the survey of techniques in use by colleges, the writer concluded that certain criteria established as guides were used satisfactorily while others were inadequately practiced. The following statements contain conclusions drawn at the end of the study:

1. Although the four techniques of orientation; namely, the testing program, freshman week, counseling, and the orientation course, varied from sixteen to twenty-one times in importance among the authorities, still greater variety existed among the colleges in the use of the techniques.

2. Although all the schools administered a testing program, only twenty-nine reported that test results were used by trained counselors. Among those schools indicating that faculty counselors used the test results for guidance purposes, fewer than ten gave any in-service training on interpretation and use of tests.

3. Although 134 schools designated from one to
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Forgotten Facts in Denominational History

H. O. Olson

ASSISTANT PROFESSOR IN CHURCH HISTORY,
EMMANUEL MISSIONARY COLLEGE

OUR denominational literature has, during the last fifty-three years, stated that the first normal department in our schools was established in Battle Creek College in 1896-97. We have taught this in our classes in denominational history, and no one has questioned its validity. However, the age of an error never makes it true.

Board of Trustees' reports and catalogs of the early years of Battle Creek College divulge many facts, some of which now belong to the forgotten lore. The *Second Annual Catalog* reveals that the normal department was established in 1875-76, the first school year that the college building could be used during the fall term. The names are given of 123 students (54 ladies and 69 men) who were enrolled in the normal department that year—58 in first and second years, and 65 in third and fourth years.

In the descriptive remarks on the normal course the following paragraphs occur:

"This Course is designed especially for teachers in our District, Grammar, and High Schools. So large a number of our students are teachers in our District Schools, and so many have made teaching their chosen vocation, that a course of study and training, expressly for the accommodation of these, has been urged. In this Course, besides what may be learned in regard to methods, by observation and general class work and the practical instructions from the teachers, from time to time, with respect to the same, there will be an opportunity granted each to conduct the class exercises, under the supervision of the teacher in charge. Lectures will also be delivered weekly, during the latter part of this Course, upon the following topics:

"Principles and Methods of School Government; Grading and Classification; Objects and Aims of Education; School Laws; The History of Education; The Essentials for the Progress of Pupils—on the part of teachers, on the part of pupils; Relations of Teacher to Pupils, to Parents, to Society.

"In this country, where our systems of education are perfecting, and where all that is weak in them is rejected, the day is not far distant when none

but those who have received a special course of professional training for teaching will find a place as teachers in our Common Schools."¹

The following year 233 students were enrolled in the normal department, and it continued a strong department until the college closed for the school year 1882-83. When the school reopened, this department was not re-established.

Ellwood P. Cubberly states: "Originally the normal school was established on the same entrance basis as the high schools. Pupils entered from the elementary schools, and were given a three-year, and later a four-year course, largely academic in nature. Up to about 1875 there was very little of a professional nature to teach."² It is significant that 1875 was the very year that the normal course was added at the Battle Creek College.

During 1880 the college advertisement appeared quite often in the *Review and Herald*, in which one statement under the heading "Normal Department" was, "The course in this department includes all the branches required for a *first-class* certificate in any State."³

By 1888 it was apparently forgotten that Battle Creek College had ever established a normal department. In the *Seventh-day Adventist Year Book* of that year we find under South Lancaster Academy and the subsection "Normal Department," the following statement: "This Academy was the first among S.D.A. educational institutions to establish and thoroughly organize such a department. It was opened in the winter of 1885-6, and affords first-class preparation for the vocation of teaching in church and other schools."⁴

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Emerging Trends in Guidance

Arthur E. Traxler

EDUCATIONAL RECORDS BUREAU,
NEW YORK CITY

IF I had reviewed the observable trends in this area four or five years ago, I would have been obliged to take note of more backward steps than forward progress. For, during the war, guidance did move backward in several ways, but during the period since the war there have been positive and hopeful signs of progress. Some of the trends are just beginning to emerge. It would be incorrect to say that they are nationwide or that they affect a large number of schools, but there can be little doubt that they are present in a considerable number of forward-looking schools.

1. *The first trend is one toward more adequate training of guidance personnel.* It is now rather generally accepted that many of the functions of guidance are highly specialized and that guidance directors and counselors should have a broad background of training in psychology and mental hygiene, and preferably practical experience in a psychological clinic, as well as work experience in one or more of the common vocations. In various states, a minimum number of hours of graduate credit in psychology and in counseling is now prerequisite to certification for a guidance position in a school. The tendency of the states to examine and define the qualifications of counselors has been stimulated by the George-Barden Act, which authorizes the use of federal funds to reimburse states for vocational-guidance activities.

2. *The second trend is toward making guidance an all-faculty function and toward co-operation between guidance specialists and classroom teachers.* There is a rapidly growing tendency to recognize that a successful guidance program

must have the active and enthusiastic co-operation of the teaching staff. Usually the first job of the director of a newly instituted guidance program is to lay the foundation for an in-service training program for the teachers.

The guidance department and the instructional staff need to work together in closest harmony. Teachers inevitably carry on incidental functions of guidance in their day-to-day activities, and one of the tasks of the guidance director is to help them do this job better. The teachers can, in turn, greatly assist the work of guidance specialists through contributions to the individual records and through bringing to the attention of the guidance department the pupils with problems that require individual attention. Thus, at the same time that guidance is calling for more highly trained specialists, it is extending its boundaries to train and to use in its work a host of nonspecialists.

3. *The third trend is toward closer co-operation of the guidance services of the school with the home and other agencies in the community.* Cooperation with the home can be implemented by means of improved report forms, which are guidance-oriented in that they provide the parents with understandable information concerning the growth of the pupils, and by means of a system of mutual reporting and exchange of information between the school and the home.

There is a growing tendency for school guidance functionaries to co-operate with health and social-service agencies in the community and to draw upon the resources of expert psychiatric, psychological, remedial, and clinical services

for the treatment of badly maladjusted individuals. In fact, in many schools there are no experts of these kinds on the school staff, and the only opportunity the guidance department has for the assistance of specialists in the building of mental health is to use community agencies.

4. *The fourth trend is toward the orderly accumulation and recording of a variety of information concerning each individual.* Early in the development of guidance work in the schools, it became apparent that the conventional permanent records did not provide enough information or a sufficient variety of information to serve as a dependable basis for guidance. The first tendency was to try to supplement the traditional records of subjects, marks, and credits with loose sheets of information filed in large individual folders. These folders were frequently built up until they contained useful guidance data, but, as a rule, the material was unwieldy and poorly organized. A form on which a variety of information could be entered periodically and which would present a picture of the growth of the individual from year to year was greatly needed. The cumulative record, which first made its appearance in schools about 1928, was developed to fill this need. Comprehensive cumulative records are now published by several organizations, including the American Council on Education, the National Association of Secondary-School Principals, and the Educational Records Bureau, and many thousands of these forms are distributed annually for use in guidance programs.

Cumulative records of the type that are published and made generally available can provide schools with many useful suggestions, but it seems preferable for schools to devise their own systems of cumulative records to take account of local objectives and programs. Encouraging evidence of vitality and leadership in guidance programs is found in the

number of new cumulative-record forms prepared by individual school systems during the last few years. In addition to the values inherent in improved records, one of the best ways for a guidance department to establish a close working relationship with the instructional staff is to launch a project in the development of a new cumulative record and related forms. Before the project is finished, it will, if it is broadly conceived and carried out, touch upon, and lead to thoughtful reconsideration of, every aspect of the school's program.

Some of the newer cumulative-record forms set up for local use in different school systems do not present a clear picture of the growth of the individual pupil because they are not well organized. Any school planning to publish its own cumulative-record forms could profit from a study of the organization of the American Council on Education Cumulative Record Folders.

On the other hand, many of the cumulative records recently issued by local school systems seem excellent so far as the kinds of information included are concerned. The majority of them contain information on the individual's home and family, his school history, his general scholastic aptitude, his specific aptitudes, his achievement in the common fields of study, his health history, his out-of-school experiences, his interests and attitudes, his personal qualities, and his educational and vocational plans. There is a tendency to give increased space to personal qualities and to objective data relative to ability, achievement, and interests.

5. *The fifth trend is toward increased use of objective measures in guidance programs.* This trend merges with the one just discussed and is one of the most definite of the recent trends in guidance. The exact volume of objective testing in the schools of the United States at the present time is not known, but it is unquestionably large. It has been estimated

that in 1944 more than twenty-six million tests were administered by educational institutions, business firms, and personnel consultants to over eleven million individuals (12). The use of tests in military service during the war familiarized numerous persons with objective measurement and gave impetus to the use of tests throughout the United States. This emphasis on objective appraisal as applied to the schools is evidenced by the growth of nonprofit test-making and test-service organizations, such as the Educational Testing Service and the Educational Records Bureau.

Much of the testing in the earlier stages of guidance was carried on at irregular intervals, was based upon instruments whose results were not comparable, and was lacking in long-term planning and organization designed to reveal growth patterns of individual students. In recent years, schools have gradually developed programs that have placed testing on an organized basis. Many schools have been able to co-ordinate the testing programs of the elementary and secondary schools, so that the kinds of objective information most serviceable in guidance are slowly but systematically accumulated for each individual over a twelve-year period.

6. *The sixth trend is toward differential prediction of success on the basis of test batteries that yield comparable scores in broad areas.* Schools are showing a realization of the fact that a test which yields simply one score showing the general level of the individual in a field, such as general intelligence, reading ability, or knowledge of English, has limited usefulness for prediction and guidance. On the other hand, it is apparent that it is not practicable to try to measure specifically for prediction of success in all the thousands of occupations that might be considered by a person. Measurement instruments are not available for such a variety of occupations, and, even if they were available,

there would not be time for any individual to take more than a small number of the tests for purposes of counseling.

In line with this trend, and interacting with it, several test batteries that have great potential usefulness in guidance have been developed, and some of these are of recent origin. In the field of mental ability, four test batteries measuring aptitude in broad areas are: the Chicago Tests of Primary Mental Abilities, for ages eleven to seventeen,¹ the Yale Educational Aptitude Tests,² the Differential Aptitude Tests,³ and the SRA Primary Mental Abilities Test.⁴

The Chicago Tests of Primary Mental Abilities are based on factorial analysis studies by L. L. Thurstone and Thelma G. Thurstone. They include a single booklet edition, which requires about two hours of working-time and yields scores for six areas, and an edition in separate booklets which is less highly speeded.

The Yale Educational Aptitude Tests, prepared by A. B. Crawford and Paul S. Burnham, are used in Grades X, XI, and XII, and with college Freshmen. This battery contains seven tests, each of which requires forty-five minutes of working-time. The battery is primarily a series of power tests at a high-ability level.

The Differential Aptitude Tests consist of seven booklets and provide eight scores intended to be useful in educational and vocational guidance. The average working-time per test is about twenty-five or thirty minutes. The battery is intended for junior and senior high school pupils.

The SRA Primary Mental Abilities Tests, like the Chicago Tests of Primary Mental Abilities, were prepared by the Thurstones. These tests have a wider age range than the Chicago, Yale, and Differential Aptitude Batteries. They consist of three overlapping batteries covering ages five to seven, seven to eleven,

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The New Teacher Shouldn't Forget

E. A. Barrell, Jr.

CHAIRMAN, LANGUAGE-ARTS DEPARTMENT,
DOVER HIGH SCHOOL, DOVER, DELAWARE

AS A beginner in a great profession, you may already be oversupplied with advice. But let me repeat these axioms, which I have found to be well worth remembering during my years of teaching:

1. Interested and busy children are seldom discipline problems. Most disciplinary cases arise from a pupil's boredom or feeling of being unappreciated.

2. If a discipline problem does arise, it is usually the teacher's responsibility to solve it himself. Only under exceptional circumstances does he send or take the offender to the principal's office.

3. An effective teacher is usually friendly with his students but not "chummy." Pupils lose respect for the teacher who tries to put himself on their level.

4. A good teacher is usually a good housekeeper. Pupils also lose respect for a teacher who appears unable to keep his things in good order. Furthermore, if a teacher writes neatly on pupils' papers and on the blackboard, he is encouraging the important habit of neatness.

5. The wise young teacher realizes he should not stop learning merely because he has made a graceful exit from a school of education. Only by reading the latest in pedagogical books and magazines will he advance and mature in his teaching.

6. If the teacher is interested in the classwork, the pupils are usually interested. Interest, like enthusiasm and the measles, is contagious. Without interest, the pupil learns little.

7. A textbook is meant to be an aid, not a dictator. "Textbook teachers" are still numerous, even in our so-called enlightened era. The good teacher uses many different materials that fit into his plans.

8. Talking too much is the commonest error in the teaching profession. The good teacher gets his pupils to talk and guides their discussion.

9. Homework is never done well unless it has first been thoroughly planned, honestly justified, and clearly explained. The teacher who shouts, "Pages 54 to 60 for tomorrow!" just as the dismissal bell begins to clang reaps a meager harvest of effective homework.

10. The average parents-in-distress who visit the teacher are highly cooperative but somewhat baffled. The good teacher deals frankly, patiently, and calmly with them. They will appreciate it, and their children's work will improve as a result.

11. Teaching promptness is largely a matter of example. The good teacher is habitually prompt.

12. The methodical return of corrected papers to the student enables him to discover his errors and to estimate his progress—or lack of it. Some teachers never return pupils' papers, others return them only after such a lapse of time that the pupil has completely forgotten what the requirements of the job were. Students do not rate highly a teacher of either type.

13. The teacher who abandons his professional ideals, yet continues to teach, belongs elsewhere than in a school. The significant is achieved only through the possession of ideals.

14. Any teacher who fails to derive some degree of pleasure from working with boys and girls and observing their expanding personalities and knowledge, should hand in his resignation at once. A square peg doesn't fit a round hole.

15. The well-planned lesson has the best chance of success. Making lesson plans isn't always thrilling, but every serious human endeavor gains by careful planning.

16. A ready sense of humor is valuable. Pupils generally despise the solemn face, the sepulchral voice. They like to laugh with the teacher. But the good teacher returns quickly to the work at hand.

17. The wise teacher doesn't continually "talk shop" when away from school. To do so makes him appear shallow.

18. The wise teacher does not discuss with others any matters which common sense indicates are confidential. To do so is a sure way of running into trouble.

19. The teacher owes it to his pupils to keep physically fit and mentally alert. Only then can he do his best work.

20. Every good teacher possesses what is, to him at least, an acceptable philosophy of life, which enables him to achieve some degree of poise, tolerance, and serenity. The ship without a rudder seldom reaches port.

21. The intelligent teacher joins professional organizations—local, county, state, and national. They are our shield. "United we stand; divided we fall."

22. The good teacher is usually consistent, not mercurial. Children like to know what to expect. —*NEA Journal*, vol. 39, no. 6 (September, 1950), p. 438. (Used by permission.)

LA SIERRA COLLEGE has added 16 acres to its land available for experimental growing of garden vegetables and fruits for the college cafeteria. Several varieties of a number of fruits and vegetables are being observed, to determine which will best grow and produce under southern California conditions. Scientific data on production and cultivation methods are being exchanged with the University of California experiment station and the United States Department of Agriculture branch, both at Riverside.

A Teachers' Institute on Wheels

John F. Knipschild, Jr.

EDUCATIONAL SUPERINTENDENT,
WISCONSIN CONFERENCE

IT WORKED! Fifteen days of real adventure for Wisconsin's thirty elementary and intermediate teachers, with guests from Michigan and Indiana to make up the bus load of thirty-five argonauts!

Leaving Madison, Wisconsin, August 20, at 6 A.M., the group spent fifteen full, exciting days visiting historical, literary, and denominational centers and "shrines" in Michigan, Canada, New York State and City, New England, Pennsylvania, Maryland, Virginia, and Washington, D.C.; with a day of sightseeing in Maine and in the White Mountains of New Hampshire thrown in for good measure. It all added up to a most profitable trip. There was only one regret—the trip was too short!

Such an institute gave to the Wisconsin teaching staff sources of material never to be had in any other way, enriching the teaching of the social studies, history, literature, and Bible. Each teacher took exten-

sive notes and snapshots to bring added color to the schoolroom program. Miss Louise Ambbs, associate professor of elementary education at Emmanuel Missionary College, accompanied us, and a valuable exchange of ideas under her leadership in discussion has also enriched the teachers' repertoire of "tools" for developing their pupils, mentally, physically, and spiritually.

Was it really worth while? What do the teachers have to say?

"The most wonderful thing that ever happened to me," says Belle Peterson, veteran teacher of twenty-four years' experience, now teaching her fifth year at Madison.

"Unbeatable," states her sister Delilah, with twelve years' experience and in her third consecutive year at Columbus.

"I couldn't ask for a more profitable institute," says Jim Kaatz, teaching his third year at Beloit, Wisconsin.

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Wisconsin Teachers. Picture Taken at Washington, New Hampshire, Near First Seventh-day Adventist Church

SCHOOL NEWS

THE CHRISTIAN HOME AND EDUCATION have been featured in a five-minute weekly program under the auspices of La Voix de l'Esperance, broadcast over the French National Network and relayed by 21 of the largest French stations. M. Tieche, educational superintendent of the Franco-Belgian Union Conference, is the speaker, and an estimated 20,000,000 people hear the program each week.

THE PLYMOUTH CHURCH SCHOOL (England) is a soul-saving agency. Last July 1 a father, mother, and 15-year-old son were baptized and united with the church—drawn into the faith by the little daughter, a loyal and enthusiastic pupil in the church school and Sabbath school. The two teachers tactfully fostered the interest created by the child.

DR. AND MRS. FRANK L. MARSH, of Union College, joined the staff of Emmanuel Missionary College in June; Dr. Marsh as professor of biology, and Mrs. Marsh as associate professor in home economics. Both are graduates of E.M.C.

MAPLEWOOD ACADEMY (Minnesota) welcomes four new teachers this year: Enok Anderson, German, mathematics, and maintenance; Mrs. Pearl Bradley, matron; Martha Jane Breech, piano; Mrs. Jeanette Rennie, dean of girls.

WALLA WALLA COLLEGE is this year initiating a new teacher-training program that leads to qualification for a general certificate allowing the holder to teach in either elementary or secondary schools.

EMMANUEL MISSIONARY COLLEGE kitchen and bakery have outgrown their quarters. The new addition of 300 square feet permits reorganization of the kitchen units for work and storage.

NEWBURY PARK ACADEMY (California) rejoices over a new well drilled last spring which more than doubles the water supply, producing 250 gallons a minute.

WILTON H. WOOD is the new principal of the Malayan Union Seminary (Singapore), and Mrs. Wood heads the music department.

ENTERPRISE ACADEMY (Kansas) reports a "full house" with 123 happy students.

THE NEW DEAN OF BOYS at Oak Park Academy (Iowa) is Carl W. Jorgensen. Mrs. Jorgensen is teaching music.

THE COLLEGE WOOD PRODUCTS at Emmanuel Missionary College has a new addition of 10,000 square feet for storage of lumber and finished furniture.

FRANK E. MECKLING, associate professor of history at Walla Walla College, received his Ph.D. degree in history from the University of California at Los Angeles in June of 1950.

BROADVIEW ACADEMY (Illinois) is justly proud of its new dairy house, of glazed tile with glass block and stainless steel sash windows. A large walk-in refrigerated storage room and stainless-steel processing equipment ensure milk products of the highest order.

NEWCOMERS ON THE PACIFIC UNION COLLEGE STAFF include the following: John E. Weaver, president; Wesley Carter, assistant registrar; Clarence Cole, baker; Cyril Dean, instructor in physical education; Ronald Drayson, visiting assistant professor of education; Dan Edge, teacher of construction engineering; A. L. Foster, manager of the college store; Dean Friedrich, music instructor in the preparatory school; Myra Kite, teacher of grades three and four; Don Lake, Medical Cadet Corps instructor; Fred A. Landis, in charge of construction of new men's dormitory; Eleanor Lawson, instructor in nursing education; Joe Maniscalco, instructor in art; H. K. Martin, pastor of college church; Verna Moser, English teacher; Mary M. Putnam, instructor in home economics in the preparatory school; Ariel Roth, biology instructor; Evelyn Rittenhouse, instructor of secretarial science; Dorothy Ann Shipley, teacher of grades five and six; Mrs. Margaret Turner, instructor of girls' physical education; H. Voth, foreman of college garage; Mrs. Lois Williams, manager of college laundry. As director of its Hawaiian Branch, A. R. Tucker, new principal of Hawaiian Mission Academy, is also a member of the P.U.C. staff "by remote control."

REUBEN G. MANALAYSAY, education and music head at Philippine Union College, is the first Filipino Seventh-day Adventist to receive a Fulbright Scholarship award for advanced study in the United States. He is pursuing courses in secondary education administration and supervision at the University of Indiana, and plans to return to Philippine Union College upon completion of his study period.

AN \$800,000 BUILDING AND IMPROVEMENT PROGRAM has been authorized and is under way at Madison College (Tennessee), to spread over a period of three to five years. Included in the project are new buildings for administration, industrial arts, nurses' home, diet-therapy, and psychiatry; also many improvements to existing buildings and the campus.

LODI ACADEMY (California) reports an enrollment of 270 (34 more than last year) and new staff members: L. M. Stump, principal; Ruth Lust, instructor in piano; Walter Berthelson, instructor in woodwork and auto mechanics; Mrs. D. A. Whisenhunt, dean of girls.

NEW STAFF MEMBERS AT ATLANTIC UNION COLLEGE this year include: Dorothy Evans, voice; Ruth Nelson, secretarial; L'Marie Porter, prenursing; Geraldine Hale, commercial in the academy; Clifton F. Calkins, superintendent of the bindery.

THE FARM, DAIRY, AND POULTRY DEPARTMENTS of Champion Academy (Colorado) are flourishing under the direction of M. C. Nash, who joined the staff last January as manager of these departments.

TWO NEW TEACHERS' COTTAGES have been added at the Chile College (South America), also a modern dining room and kitchen, and new barns. A new home for the girls is also in construction.

LA SIERRA COLLEGE reports the largest enrollment in its history—approximately 865 at the end of September; 33 States and 12 "outside" countries and islands are represented.

UNION COLLEGE LIBRARY has been enriched by a gift of 232 volumes, valued at \$800, from the United States Department of Agriculture branch library in Lincoln, Nebraska.

ROBERT J. BORROWDALE has connected with the Emmanuel Missionary College department of music as associate professor of music and director of string organizations.

HELDERBERG COLLEGE (South Africa) reports a record enrollment for 1950 of nearly 300, with 36 young children of missionaries in the junior hostel and attached elementary school.

APPROXIMATELY 800 STUDENTS are enrolled in the 15 schools of the Northeast India Union Mission. Five of these schools are boarding schools, two of them being high schools.

FORTY-ONE 1950 GRADUATES OF PHILIPPINE UNION COLLEGE are taking their places in denominational service in union and local institutions and field work in the Far Eastern Division.

THREE FINE HOMES FOR TEACHERS and a new elementary school building have been erected at Brazil College (South America), and a new tractor, with all modern attachments, has been purchased for the farm.

ELEVEN EMMANUEL MISSIONARY COLLEGE TEACHERS were studying toward advanced degrees in their respective fields during the summer. V. H. Campbell, instructor in agriculture, is continuing his work at Michigan State College through the first semester of 1950-51.

MISSIONARY VOLUNTEER PROGRESSIVE CLASSES are a vital part of the educational program in our schools in India, where practically the whole student group is included in this "training for service each year. Our largest harvest of souls is gathered in our schools yearly."

NEW STAFF MEMBERS AT SOUTHWESTERN JUNIOR COLLEGE include Jay Clymer, superintendent of college press; Merle M. Roller, manager of college store; William Adams, press sales manager; Paul Galbraith, mill salesman, and Mrs. Galbraith, librarian; Max Trevino, mill accountant; Lawrence Claridge, instructor in industrial arts; Harold Doering, instructor in organ and piano; Merritt Schumann, choral director and instructor in voice; O. E. Torkelson, dean of men; Mary Jane Douglas, teacher in grades five and six.

GLENDALE UNION ACADEMY (California) welcomes six new teachers this year: Edward B. Matheson, history and Bible; Miriam Turner, home arts; Gilbert H. Gibson, mathematics and science; Mrs. Gibson, registrar; Mrs. Ruth Sutton and Mrs. Florence Weyand, grades three and seven respectively. Mavis Smith, who has taught for nine years in the elementary school, is principal thereof this year.

CEDAR LAKE ACADEMY (Michigan) has a beautiful new gymnasium-auditorium building, 60 by 117 feet, with full basement for classes in shop and auto mechanics. The auditorium provides ample space for Saturday night programs and large church gatherings, as well as for gymnasium classes and recreation.

CARIBBEAN TRAINING COLLEGE (Trinidad) is happy over its new laundry building, 26 by 85 feet, of locally made hollow tile and concrete, constructed by students under supervision of Irvil Williams. Another welcome change is the enlargement of the chapel to seat an additional 100 students.

INDIANA ACADEMY has been fortunate the past summer in securing two near-by farms, with a total of 110 acres, which adds greatly to the opportunity for student labor as well as to the cash income to the school.

CHARLES E. WINTER, recently returned from his second term of teaching service in China, is the new head of the biology department at Washington Missionary College.

CEDAR LAKE ACADEMY (Michigan) welcomes Gentry Spaulding as superintendent of the mill, which furnishes work for many students and a good income to the school.

AT HELDERBERG COLLEGE (South Africa) 52 students joined baptismal classes in response to the services of the Week of Prayer last August 11-19.

LA SIERRA COLLEGE was host to the Pacific Union secondary teachers' council, August 31 to September 3. About 250 were in attendance.

A TOTAL OF 370 BOYS AND GIRLS are enrolled in the 18 church schools of Illinois, taught by 23 Christian teachers.

INGATHERING FIELD DAY for Walla Walla College yielded approximately \$4,000, of which the academy brought in \$173, and the campus school, \$828.

ARVIL N. BUNCH, who received his Ph.D. degree in educational administration from the University of Maryland in June, is the new head of the secondary education department at Washington Missionary College.

PACIFIC UNION COLLEGE WAS HOST this summer to three conventions: Seventh-day Adventist college teachers of Bible, history, and music, July 23-31; Sabbath school teachers, August 13-22; and Country Living Workshop, August 18-24.

MADISON COLLEGE AND SANITARIUM (Tennessee) graduated a class of 78 on August 27, from eight courses: senior college, professional nurses, X-ray technicians, laboratory technicians, business administration, secretarial, attendant nurses, and high school.

A NEW LAUNDRY BUILDING is the pride and joy of Champion Academy (Colorado). The building is 30 by 46 feet, of light jumbo brick with white tile inside walls and red cement floor. Equipped with new washer, extractor, and clothes drier, it is a safe and attractive place for the students to work.

WALLA WALLA COLLEGE welcomes several new staff members this year: John C. Kozel, business manager; Clinton Wall, director of food service, assisted by June Bishop; Paul Gruzensky, instructor in chemistry; Robert Reynolds, instructor in physical education; Florence Bernhardt, instructor in piano; Edna M. Alexander, graduate assistant in English and assistant dean of women in South Hall; Mrs. Nellie Sharman, assistant dean of women in West Hall; Audrey Stockton, assistant librarian; Orpha Osborn, assistant registrar; Mrs. Lyman Miller, R.N., director of Health Center; Stanley Sargent, instructor in building construction. New instructors in the academy are William Kelly, English and history; and Delbert Shankel, science and mathematics. Last but not least are new teachers in the campus school: Mrs. Frank Meckling, grade one; Mrs. Cleve Henriques, grade two; Mrs. Ed Guthrie, grade three; Alice Osborn, grade four.

UNION COLLEGE ANNOUNCES NEW STAFF MEMBERS: H. C. Hartman, president; Hilmer Bisel, mathematics; Donald M. Brown, head of biology department; R. T. Carter, Bible instructor in the academy; Clifton Cowles, instructor in instrumental music; Mrs. Norman Doss, assistant dean of women and North Hall nurse; Mable Flemmer, instructor in home economics; Mazie Herin, director of Union College School of Nursing; P. G. Hildebrand, instructor in business administration and superintendent of laundry; Earl Leonhardt, assistant instructor in mathematics; Lee Minium, instructor in agriculture; Charles Read, assistant instructor in secretarial; J. J. Williamson, instructor in religion and speech.

INGATHERING FIELD DAYS conducted by Emmanuel Missionary College and the academies of the Lake Union have yielded good returns: Emmanuel Missionary College, \$8,295.84; Broadview Academy (Illinois), \$2,750; Indiana Academy, \$1,137; Wisconsin Academy, "over \$1,100."

HIGHLAND ACADEMY (Tennessee) reports an enrollment of 69, and several new staff members: J. H. Bischoff, principal; Alvin J. Hess, accountant, manager of the school store and teacher of bookkeeping; Robert E. Snell, maintenance supervisor.

A \$15,000 PIPE LINE has been installed at La Sierra College, replacing the old line, and providing a better water supply system to keep up with institutional needs. Nearly a mile of 16-inch pipe and over a half mile of smaller pipe were laid.

CHARLES STOKES, associate professor of economics and business at Atlantic Union College, received the Ph.D. degree in economic theory from Boston University last May.

AUSTRALASIAN UNION CONFERENCE reports six new elementary schools and nineteen new teachers for the 1950 school year.

AN ADDITION TO CALKINS HALL, one of the two men's dormitories at La Sierra College, provides rooms for 48 students.

PLATTE VALLEY ACADEMY (Nebraska) reports a record enrollment of 136 in the secondary and elementary departments.

PHILIPPINE UNION COLLEGE was host to 950 Missionary Volunteers attending a mission-wide rally on September 9.

RIVER PLATE COLLEGE (Argentina, South America) this year has the largest enrollment in its history—110 boys and 96 girls.

NEW STAFF MEMBERS AT CAMPION ACADEMY (Colorado) are Audra Ching, registrar and instructor in typing and shorthand, and Lura Newkirk, cafeteria director.

MOST OF THE 25 THEOLOGY GRADUATES in the 1950 class of Washington Missionary College have been placed as ministerial interns in conferences of the Columbia Union.

ENTERPRISE ACADEMY (Kansas) announces Lester Ball as the new instructor in mathematics, woodworking, and general mechanics; Peter Roehl, instructor in science; and Mrs. Roehl, instructor in home economics and librarian.

CARIBBEAN TRAINING COLLEGE (Trinidad) reports a record enrollment of 279 students in all grades, and three new teachers: Mrs. Walter Low, English; Lionel Lawrence, mathematics, physiology and hygiene, French, and religion; B. L. Richards, health principles.

HERWARTH F. HALENZ, head of the chemistry department at Emmanuel Missionary College, has been elected member-at-large of the executive committee of the American Chemistry Society, Saint Joseph Valley section. Dr. Halenz has been a member of the E.M.C. faculty since 1937.

ENROLLMENT IS UP in the schools of the Philippine Union Mission. According to an incomplete report for September, there were 6,270 pupils in the elementary schools, 1,297 academy students, and 656 students of collegiate level—including 42 nursing students at the Manila Sanitarium.

FOREST LAKE ACADEMY (Florida) is "full to overflowing" with more than 200 students. New staff members include J. M. Ackerman, principal; Francis Cossentine and George Walper, music instructors; Charles DeArk, instructor in biology, woodwork, physical education, and Medical Cadet; Mrs. Grace Keith, registrar; Eloise Rogers, instruction in English; Gordon Schlenker, accountant.

SOUTHERN MISSIONARY COLLEGE is reorganizing and extending the facilities and offerings of its department of education to meet the demand for well-qualified secondary teachers. Included in the program is the development and strengthening of Collegedale Academy for its new role as a "laboratory school" for demonstrating the best and most modern methods in education.

ARIZONA ACADEMY welcomes five new staff members: Ray Hartlein, dean of boys and Bible instructor; Mrs. Ella Mae Hartlein, instructor in English and sewing; Kenneth Juler, accountant and manual arts instructor; Alma Riter, matron and instructor in baking; Mrs. Samuel Alberro, instructor in Spanish.

BAPTISM OF THREE LEPERS has resulted from the work of the Philippine Union College Ministerial Association in the leprosarium. Government officials in charge of the leper colony are encouraging the students to continue their work with the inmates, which was started two years ago.

WILTON HALL, boys' dormitory at Platte Valley Academy (Nebraska), presented a "new look" to the students when they arrived. Among the much-needed repairs made are the new knotty pine walls, built-in seats, and indirect lighting in the parlor, and redecorated basement rooms.

LESLIE HARDINGE has joined the staff of Washington Missionary College as assistant professor of religion. He received his M.A. degree from the Theological Seminary last May, with major in homiletics and speech.

IDAHO CONFERENCE happily reports two new church schools opened this year. The total enrollment in all the elementary schools of the conference is 364.

A NEW TEN-INCH WELL has been drilled at Emmanuel Missionary College. It supplies 136 gallons of water per minute to the college family.

UNION COLLEGE STUDENTS raised approximately \$2,400 ingathering funds on their annual field day in late September.

A 13 PER CENT INCREASE IN ENROLLMENT is reported in the church schools of the Indiana Conference.

NEW TEACHERS AT INDIANA ACADEMY are Marion Merchant, commerce, and Esther Grundset, English and French.

RIVER PLATE COLLEGE (Argentina, South America) has a very beautifully remodeled church, a new model primary school building, and a fine library.

FOREST LAKE ACADEMY (Florida) is proud and happy over a beautiful new concert Baldwin organ, gift of a friendly and generous doctor in Orlando.

TOTAL SALES OF \$14,187 were made by 22 student colporteurs from La Sierra College last summer, and 225 persons were enrolled in Bible correspondence courses.

THE RESPONSIBILITIES OF REGISTRAR at Emmanuel Missionary College are now carried by Claude D. Striplin. Mrs. Wanda MacMorland is the director of admissions.

EARL WILSON, who received his M.A. degree in physical education from Baylor University in June, is heading the physical education department at Washington Missionary College and will supervise all activities in the new gymnasium.

AUBURN ACADEMY (Washington) has really had a face lifting during the past year. Dormitories have been completely renovated and redecorated, interior repairs and redecorating have been done in the administration building, cement walks have been laid about the campus, and other minor projects have been completed.

BOLIVIA TRAINING SCHOOL (South America) has been transferred from the desert east of Cochabamba to the all-year farming area near Vinto, west of Cochabamba. Here a girls' dormitory, with two apartments for teachers; a boys' dormitory, with one apartment; a dining room and kitchen; and an administration building have been or are being constructed.

MONTEREY BAY ACADEMY (California) reports completion of the two dormitories and the dairy building; a capacity enrollment of 256 students; and new staff members: Alban W. Millard, Bible teacher; Georgia Nelson, librarian and English teacher; Mrs. Standish Hoskins, secretary to principal D. J. Bieber; Mrs. Boster, laundry superintendent.

LA SIERRA COLLEGE reports new staff members: R. W. Woods, dean; Mary I. Champion, registrar; Ola K. Gant, home economics; Edward Nachreiner, German; H. Allen Craw, piano; W. J. Napier, physical education; Harold F. Lease, dean of men; Lois McKee, dean of women. There are also three new teachers in the elementary school: Eugene Bates, grade 8; Frances B. Craw, grade 5; and Rhoda J. Helm, grade 4.

A COMMODIOUS NEW EDUCATION AND RECREATION BUILDING has been erected at Jacksonville, Florida, through the sacrificial cooperation of all members, at a cost of \$45,000. Of concrete and steel construction, 47 by 85 feet, the two-story building provides a church school, recreation facilities, Sabbath school rooms for 250 children, and a permanent meeting place for the Dorcas and Welfare Society.

SOUTHWESTERN JUNIOR COLLEGE reports an all-time high enrollment of 435, of whom some 340 are earning a total of approximately \$2,350 per week in the various school services and industries. To meet the needs of this larger group, the industries have increased their personnel, and the college mill is running a night shift.

MONTEREY BAY ACADEMY (California) has "the finest truck garden . . . seen in any of our schools," according to one visiting educator. It provides nearly all the vegetables served in the cafeteria. A new orchard of 150 trees has been planted, also four acres of a variety of berries.

A BEAUTIFUL NEW CHURCH SCHOOL BUILDING was dedicated August 26 and 27 at Springfield, Ohio. Product of a cash outlay of \$15,000 and \$10,000 in donated labor and materials, the school is a worthy representative of Christian education.

ROBERT H. BROWN, assistant professor of physics at Walla Walla College, received his Ph.D. degree in physics last June from the University of Washington.

EMMANUEL MISSIONARY COLLEGE LIBRARY has added 350 volumes to its social science department alone during the past year.

MOUNT ELLIS ACADEMY (Montana) has enrolled more than 100 students—the largest number in several years.



A Teachers' Institute on Wheels

(Continued from page 20)

"I started teaching at the right time," says beginner Carol Cottrell, at Raymond.

"Who ever could ask for more?" chimes in Ellen Widmer, in her sixth year of teaching, but the first at Rhinelander.

"The results of this trip will benefit a lifetime," volunteers Harold Sample, principal of Milwaukee Junior Academy.

"It was a whole lot more than O.K.—it was superb," concludes Marjorie Danielson, teacher for five years and her second at Oakland.

The Wisconsin Conference Department of Education thanks the conference president and committee for approving this trip. Many thanks to the teachers also for their part in this first "institute on wheels" which has strengthened the educational program of our schools.

Our deep appreciation goes also to Adelpian Academy, Atlantic Union College, Washington Missionary College, and Mount Vernon Academy for their generosity, helpfulness, and friendship while in their localities.

This traveling institute was of such great value to those participating that we are recommending similar trips for other groups. There is scarcely a corner of our land which will not, if adequately assayed, yield good returns to a group of traveling teachers properly exploiting its resources.

The School Newspaper Can Promote Learning

(Continued from page 12)

of State University shows that the average highschool faculty in the United States contains 15% non-degree teachers, 70% teachers with bachelor's degrees, and 15% with master's degrees.

"Comment: According to Principal Jonathan B. Ames, Concordet Highschool faculty contains no teachers without a degree. Sixty-five per cent of our teachers have bachelor's degrees and 35% have master's degrees."

The seven functions described above are primarily intended to make the school newspaper a better vehicle for education of students and lay citizenry. They frankly make of the newspaper a public-relations instrument.

But, so conceived, the newspaper becomes a promoter of better instruction, a stimulus for creative teaching, a medium for community understanding, a solicitor of public support, the well-spring of school improvement, and an instrument for developing skills.

Education can no longer afford not to use all the potentialities of the school newspaper.—*NEA Journal*, vol. 36, no. 3 (March, 1947), pp. 210, 211. (Used by permission.)

MOUNT ELLIS ACADEMY (Montana) is building up its dairy with "quality Holstein milk cows," and erecting a new house to process the milk so that Grade-A products may be sold, and thereby largely increase the school's financial income.

AT SOUTHERN MISSIONARY COLLEGE a new milk house has been built, and the creamery is being remodeled to meet the growing demand for College Farms' dairy products.

A SERVICE CENTER has been erected at Emmanuel Missionary College this summer. It houses a post office, barber shop, beauty shop, and the college store.

GROUND WAS RECENTLY BROKEN for the new \$52,000 physical education building at Mount Vernon Academy (Ohio).—

DONALD M. BROWN, new head of the biology department at Union College, received his Ph.D. degree in June from the University of Maryland.

GLENDALE UNION ACADEMY (California) is host to the Glendale Medical Cadet Corps, which meets each Sunday morning under command of Captain E. B. Seitz.

She Won Three Hundred

I CAME from a poor home and did not have the opportunity to get much of an education. Then, at fifteen, I received the Advent message. On fire with the desire to serve the Lord, I wanted to go to the training school at Toivonlinna, Finland. I still was poor, but the Lord arranged with someone to give me money so I could get a Christian education.

The years at the mission school were like heaven to me. The teachers helped me to dig deep into the Word of God. I caught a new vision of the Advent message and our mission in the world. I dedicated my life to the Lord's work.

Since then a few years have passed, and I have been busy working for the Lord. By His help I have been able to raise up three churches, and bring more than three hundred converts to a knowledge and acceptance of the third angel's message.—Northern Europe, Elsa Luukkanen reporting.

California College of Medical Technicians

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(High school graduation minimum requirement)

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An interesting series that emphasizes words that the child will need.

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Forgotten Facts in Denominational History

(Continued from page 15)

The lapse of the normal department at Battle Creek College may be accounted for by the fact that our leaders in those early years lacked a clear concept of Christian education. Yet the idea of a system of denominational schools—elementary, college preparatory, and college—was entertained by some. In 1872 a local church elder in Michigan, by the name of A. Smith, wrote in the *Review and Herald*:

"Although the heart of the work will be at Battle Creek, I confidently expect it will quickly assume proportions that will enable it to extend branches into all our churches of large membership, for the instruction of children and such as cannot avail themselves of a course of study at Battle Creek.

"Among the gifts to the church are not only apostles, prophets, &c., but also teachers. I do not know why young ladies could not qualify themselves, by a course of study at Battle Creek, to serve as teachers of select schools in our large churches, giving instruction in the common and higher branches of English, and in the principles of our faith and hope."⁵

In the report of the Educational Society, dated December 4, 1881, is a resolution reading: "That in those conferences where it can be done to advantage, we recommend the establishment of schools, their establishment, location, and grade to be under the advice of the General Conference Committee." The article preceding refers to these as "preparatory schools in different States."⁶

At the thirteenth annual meeting of stockholders of the Seventh-day Adventist Educational Society, held November 17 to December 12, 1887, the following action was taken: "That we favor the establishment of local or church schools for the purpose of teaching the common branches, and that we recommend the managers of our colleges and academies to give special attention to the training of teachers for such schools."⁷

However, not until about 1896 was there adopted a comprehensive plan of denominational schools from elementary to college. This was in response to in-

struction from Mrs. E. G. White in the middle 1890's, while she was in Australia. The beginning of the church school movement created a real need for normal departments; and in response this department was re-established in Battle Creek College in 1896-97, and normal departments were later opened in all our training schools in the United States and in some other countries.

¹ *Second Annual Catalog of . . . Battle Creek College, 1875-76, pp. 36, 37.*

² Cubberley, Ellwood P., *An Introduction to Study of Education and to Teaching*, pp. 365, 366.

³ *Review and Herald*, Feb. 19, 1880, p. 127.

⁴ *Seventh-day Adventist Year Book, 1888*, pp. 116, 117.

⁵ *Review and Herald*, June 25, 1872, p. 10.

⁶ *Ibid.*, Dec. 20, 1881, pp. 394, 395.

⁷ *Ibid.*, Dec. 13, 1887, p. 782.

The Christian Quality of a College

(Continued from page 9)

its influence toward the formulation of a Christian philosophy of life?

My College

My college is a friendly place
 In a quiet little town,
 It nestles on a green-grassed hill
 With towering oaks around.
 I knew each student there by name
 And every prof knew mine.
 It was a kind of peaceful place
 You don't so often find.
 It filled my life with busy days
 With football games and choir
 And dashing 'round from class to class
 My credits to acquire.
 It gave me everything I'd want
 To make my college years
 The friendships, happy memories
 And just a couple tears.
 But now that I'm a graduate
 And stop to reminisce
 I realize just how much more
 It gave than merely this.
 My college wasn't interested
 In just my A's and B's.
 It wanted me to find a life
 Surpassing mere degrees.
 It tried through every teacher
 In the classroom, everyday
 To build a strong foundation
 That would help me on my way.
 And so I feel a gratitude
 That words can never tell
 To Luther for its greatness
 In the task it does so well.

Georgianna Johnson, '48

Luther College, Decorah, Iowa.

—*Christian Education*, vol. 32, no. 2 (June, 1949), pp. 156-162. (Used by permission.)

Freshman Orientation Techniques in Colleges

(Continued from page 14)

seven days prior to the formal opening of school as "freshman days," the shorter programs allowed little time and few events that would contribute to the social adjustment of students.

4. Although all the schools reported that counseling was given to all freshmen prior to the opening of school, the time allotted for this on freshman-week programs showed little opportunity for the establishment of faculty-student relationships; instead, the time was more often spent in the mechanics of registration.

5. Although 124 schools indicated that counseling was continued throughout the freshman year, only a few had a systematic, organized counseling program. Many schools left the conferences entirely to the discretion of the counselor or the counselee. Only twenty-nine schools maintained a personnel staff of five or more trained counselors to whom students might be referred for specialized counseling.

6. Although seventy-three of the 143 schools required an orientation course, many directors felt that the course lacked continuity because too many people taught it, and that a meeting once a week failed to hold the student's interest. The colleges experimenting with the "enabling" courses were more enthusiastic about the value that students received from them.

7. Although the majority of schools reported that the orientation program they were using adequately met their needs, complete programs from many schools seemed to show a lack of coordination between the numerous persons administering orientation techniques and the central office of personnel.

Recommendations

Several recommendations may be made from an analysis of the data presented in this study. Certain cases involve expenditure of money, a difficult problem for many schools, whereas others are matters of organized planning. Each of the recommendations is presented as a suggestion for further study and action.

1. Schools should administer *only* those tests the results of which they will actually use in helping freshmen.

2. Test results should be interpreted and used by trained counselors. If this is impossible, faculty members should be given in-service training in their use.

3. Freshman week should be planned with time enough to allow freshmen to make friends with some of the upperclassmen, with each other, and with faculty members. A more leisurely program would not create such a "let-down" feeling as freshmen are generally apt to have when school formally opens.

4. The use of upperclassmen as guides during freshman week should be encouraged.

5. During freshman week, counselors should have time to become acquainted with their counsees in individual conferences not entirely devoted to

registration procedures. They should have the opportunity to meet each other in small social groups.

6. Faculty members chosen as counselors should be given credit on their teaching load for counseling and should have some educational or in-service training in the field.

7. Experimentation should be carried out with the individualized type of orientation courses.

8. A personnel office with a staff of trained counselors, including a psychologist and a psychiatrist, should be maintained to supplement the work of faculty counselors and orientation course instructors.

9. An integrated and coordinated program for all who work with freshmen should be executed in order to achieve effective orientation.

10. The techniques of freshman orientation should be only the beginning of a continuous process—available to every student whenever necessary.

11. A follow-up study should be made of the student's progress through college; thus, the values of orientation techniques could be studied at first hand.

—*Occupations, The Vocational Guidance Journal*, vol. 27, no. 3 (December, 1948), pp. 163-166. (Used by permission.)

Emerging Trends in Guidance

(Continued from page 18)

and eleven to seventeen. Each of the first two batteries is designed for administration within an hour, and the third is planned for a class period of forty-five minutes. Thus, speed is a much more important element in the scores on these tests than it is in the results of tests such as the Yale and Differential Aptitude batteries.

In the field of achievement the attention of school-guidance departments is turning toward tests that are diagnostic in broad areas. For example, in the measurement of reading ability there is active interest in the extensive series of tests known as the Diagnostic Reading Tests,⁵ which are planned for use in Grades VII through XII and with college Freshmen.

For the measurement of interests, broad-area tests have been available for ten years or more, and the use of this type of inventory has grown rapidly. This kind of measurement is exemplified especially by the group scales on the Strong Vocational Interest Blank for

Men⁶ and by the Kuder Preference Record—Vocational.⁷ The latter inventory is available in both a nine-scale and a ten-scale edition.

In a considerable number of guidance departments, it is now standard practice to administer an interest inventory to all pupils and to follow up with tests of special abilities of individual pupils as needs are indicated by the results of the interest inventory.

There is now great need for comprehensive and sustained studies of the value of all these newer differential measures for the prediction of educational success and especially for the prediction of vocational success and adjustment.—*The School Review*, vol. 58, no. 1 (January, 1950), pp. 14-23. (Used by permission.)

¹ Published by Science Research Associates, Chicago, Illinois.

² Published by Department of Personnel Study, Yale University, New Haven, Connecticut, and distributed by Educational Records Bureau, New York, New York.

³ Published by Psychological Corporation, New York, New York.

⁴ Published by Science Research Associates, Chicago, Illinois.

⁵ Published by Committee on Diagnostic Reading Tests (Frances Triggs, Chairman), 419 West 119th Street, New York 27, New York.

⁶ Published by Stanford University Press, Stanford University, California.

⁷ Published by Science Research Associates, Chicago, Illinois.

(To be concluded)

THE COLLEGE OF MEDICAL EVANGELISTS announces enrollment of 651 students for the 1950-51 school year, of whom 456 are in medicine, 141 in nursing, and the remainder in dietetics, physical therapy, and laboratory and X-ray technique. These students come from 44 States, the District of Columbia, Alaska, Hawaii, Puerto Rico, and 34 foreign countries and islands.

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You Should Read

Guidance Services in Smaller Schools, by Clifford P. Froehlich. New York: McGraw-Hill Book Company, Inc., 1950, 352 pp.

Administrators of small schools often declare that an adequate guidance program is impossible. The usual complaints are no money in the budget, lack of time in the daily schedule, and no one on the staff trained to do expert counseling or to take care of the special services needed to operate an effective guidance program.

Mr. Froehlich points out and proves that the size of a school can be no excuse for either offering or not offering guidance services on an organized basis, using ample illustrations of smaller secondary schools throughout the United States. It is pointed out that small schools are much different from large schools, and that many smaller schools fail in their guidance program by attempting to copy the larger schools.

The majority of schools have some type of guidance functions, regardless of the type of organization or lack of it. Smaller schools have an advantage in the opportunity for teachers and students to know one another personally. Guidance is no longer recognized as a field for experts only, but for every teacher. The author stresses the ways and methods of organizing a successful guidance program; mentioning that before the organization, many services were available on a "hit or miss" basis—such as pupil-teacher interviews, achievement tests, records, and scholastic aptitude tests. Because of this lack of organization effectiveness of the program was limited, since some students were overlooked and some services overlapped. Even a basic organization will reduce overlapping and increase interlocking.

It may be necessary for the school administrator to organize an in-service training program for his faculty. In the majority of cases it is advisable to have the entire faculty plan and help with the details of the organization. The democratic method takes more time but is much more effective.

Some of the points listed are The Service of Orientation, Disseminating Occupational Information by Group Methods, Aids in the Dissemination of Occupational Information, Studying the Individual, Counseling, Placement of Individuals,

Teachers and the Guidance Program, The Guidance Program and the Curriculum, Public Relations and the Guidance Program, Research and Evaluation.

An excellent sourcebook for academy principals and teachers, *Guidance Services in Smaller Schools* could easily be used for faculty meetings and in-service training programs.—LEE TAYLOR, M.A.

Home Economics in Higher Education and Criteria for Evaluating Undergraduate Programs, by the American Home Economic Association, Washington, D.C., 1949, 181 pp.

This recent publication, the result of five years of study and work on the part of the committee on criteria for evaluating college programs in home economics, is an attempt to answer such questions as What is good home economics? What are the philosophy and purpose of home economics? How can college departments be improved?

The criteria developed are based on conclusions derived from analyses of the home economics departments of sixty selected colleges, but the committee disavows "the intention to set up one way of meeting situations as the best procedure under all circumstances."

The report is of particular value in the following respects:

It assists in clarifying the major purposes of home economics.

It describes the characteristics of good departments.

It provides detailed criteria that may be used to identify points of strength and points needing improvement.

One chapter consists of a discussion of minimum facilities in order to conduct an effective program. Another deals with the administration of home economics from the standpoint of the president, the dean, and the head of the department or division. Ample space is given to a discussion of home economics in a liberal arts curriculum.

A college staff interested in professional improvement and in self-appraisal will profit from this book. It is designed not only for those engaged in the study or teaching of home economics but also for administrators of schools in which any work in this area is offered. "The book offers excellent yardsticks for evaluating college departments."—ESTHER D. AMBS, M.S.

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