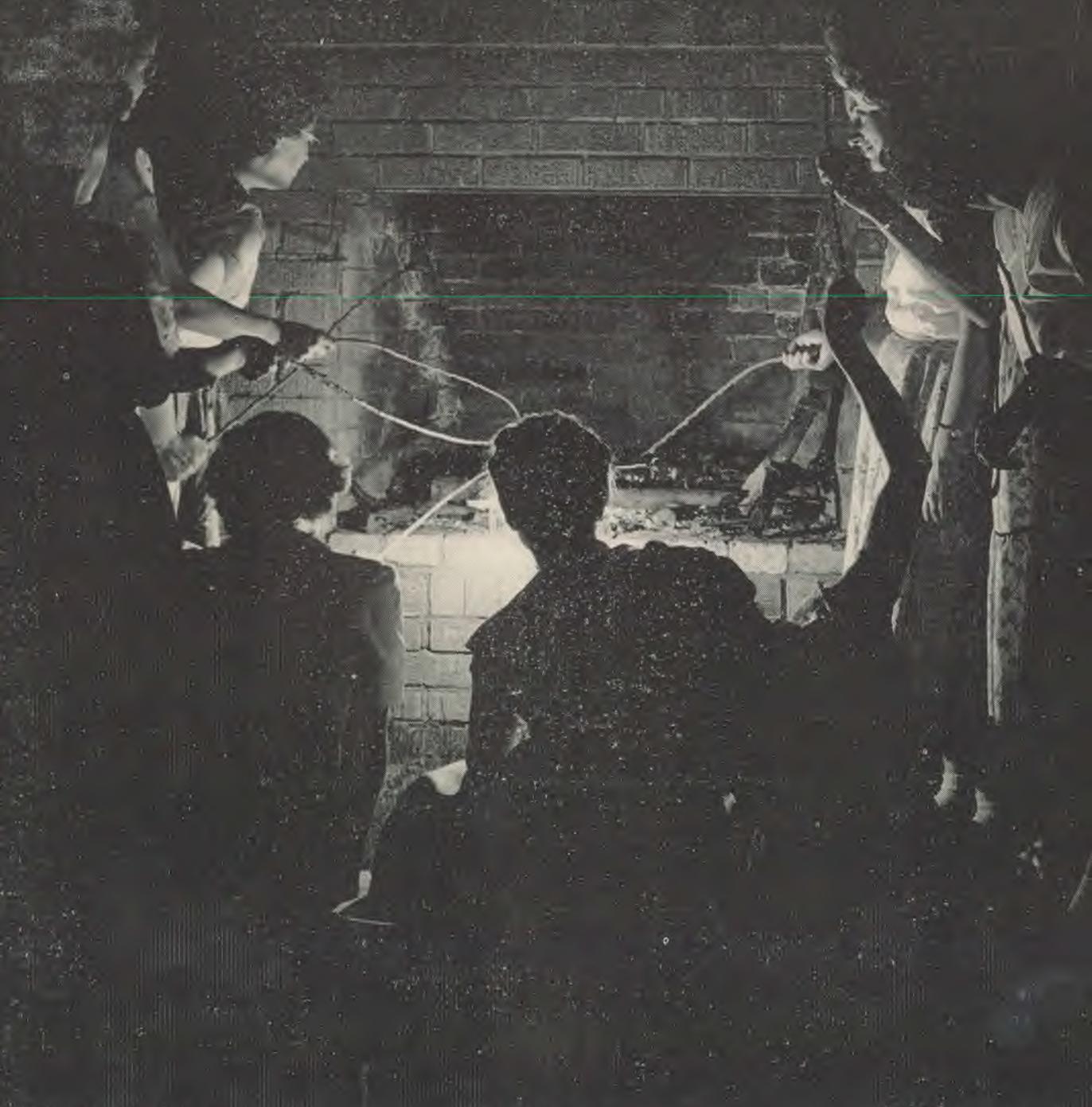


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The JOURNAL of TRUE Education

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* By request we are designating the classification of articles listed in our table of contents: (1) Elementary, (2) Secondary, (3) College, (4) General.

ISSUED BIMONTHLY, OCTOBER THROUGH JUNE, BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, \$1.50 A YEAR. PRINTED BY THE REVIEW AND HERALD PUBLISHING ASSOCIATION, TAKOMA PARK, WASHINGTON 12, D.C., TO WHOM ALL COMMUNICATIONS CONCERNING CHANGE OF ADDRESS SHOULD BE SENT, GIVING BOTH OLD AND NEW ADDRESSES. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

Be Sure You Are Teaching Values

An Editorial

CONSCIOUSLY or unconsciously, every teacher is demonstrating values and advocating values. All of us, in one way or another, are influencing the value judgment of the children and young people we teach. The basic question we must face—and as Christian teachers we must face it in the final judgment as well as here and now—is this: Am I giving deliberate, active, and intelligent assistance to the Holy Spirit in restoring the image of God in children and young people? Upon the answer to this question hangs the genuineness of our claim to be participants in Christian education.

It is very heartening to see the growing interest in education for value judgment, and to discover the earnestness, intelligence, and sense of deep personal responsibility with which great numbers of teachers are working at the problems of character education, in public schools as well as in those that are church connected. Particularly fruitful on the secondary level has been the Kentucky Movement, carried on in several high schools; and, on the college level, the work of the Fairchild Committee, sponsored by the Edward W. Hazen Foundation.

Fundamental in the activities of these and other programs for character education is the thesis that moral and spiritual values are potentially present in any and every experience of developing young people, in their contacts with nature, society, and the subject materials of education; that they are not abstract generalizations to be learned, but that, on the contrary, if they are to be real and convincing, they must be experienced by the young people themselves. In other words, character is viewed as a creative achievement of an active and self-realizing person, not as the veneer result of external pressures or persuasions, or the rote learning of formulas or platitudes.

In these programs the school and the teacher are assigned the task of leading young people into experiences involving spiritual and moral values, helping them to identify those values, to become convinced of their validity as rules of life by comparing possible outcomes, and finally to make personal decisions and carry these commitments through to action. By making many choices in concrete behavior situations under intelligent and consistent guidance, personal

attitudes and principles take shape, and satisfactory and dependable behavior patterns are established. The school thus becomes a social laboratory in which the daily experiences of living, observing, and learning are subjected to analysis, appraisal, and testing.

Teaching methods are of the utmost importance in such a program. Great skill in the teacher is required to shift the focus of education from instruction to learning, from spoon-feeding to self-direction. Personal competence in living and a good degree of character maturity in the teacher is needed to develop in young people the abilities and habits of intelligent choice, self-criticism, self-reliance, and responsiveness to fundamental and eternal values.

The role of the teacher as an example as well as a trusted guide in assisting young people to achieve competence in dealing with moral issues and learning to live by a code, assumes unprecedented importance. It is a responsibility that cannot be adequately discharged by the immature, the person who has not himself achieved integration, the person in whose soul the battle between good and evil is not yet decided, the teacher whose personality is unattractive and does not inspire confidence and love, the person whose attitudes and daily decisions are out of harmony with those his lips pronounce.

It is heart warming to step into the classroom of a Seventh-day Adventist teacher whose soul has been illuminated by the Holy Spirit, whose lips have been touched with the divine spark, and whose lamp is fed with the oil of wisdom from the great books on Christian education, which are our most precious professional heritage. Such a teacher knows and practices the methods under which children and young people grow in moral and spiritual perception and insight. Such a teacher, by the example of his own devotion to truth and his courage and consistency in its practice, inspires developing young persons to follow in his footsteps until they too come into fellowship with the Master Teacher. Such a teacher, and only such a teacher, justifies the effort and sacrifice required to establish and maintain a system of Christian schools and colleges. We who have long had the light on teaching spiritual and moral values should be leaders in its practice.

Fostering Spiritual Life on a College Campus

Godfrey T. Anderson

PRESIDENT, LA SIERRA COLLEGE

THE SPIRIT is the significant ingredient of any living thing. The spiritual life of a college makes it a vital, moving force in the lives of its students. To promote this life on a campus it is important that both faculty and students understand the nature of true spirituality and the ideal toward which both must strive in their reach toward God.

Because of its easy use, and sometimes misuse, the word *spirituality* carries an unpleasant connotation to some, being tainted with the air of sanctimoniousness and ostentatious piety rather than of true righteousness. To students whose future appointments hinge to some extent upon recommendations by teachers, the temptation to pay lip service to standards that are privately disregarded is very strong. Fellow students who observe instances of this brand of hypocrisy come to distrust professed spirituality. Others who insist that true devotion must always be openly avowed feel that there is no spiritual life in a college unless there is much bustling display. Today, as in Elijah's day, God speaks to us not in the wind or earthquake or fire, but in the still, small voice. On our campuses an active missionary program, full attendance at meetings, and other obvious religious accomplishments are significant only if accompanied by a spirit of kindness, understanding, and personal devotion to true ideals, with consideration for the differences of others.

To foster spiritual life on a campus the goal must ever be kept clearly in view. This goal is that the fruit of the Spirit—love, joy, peace, and all its other manifestations cataloged by the apostle Paul—may be demonstrated in the personal lives of all. It is that the students in relation to their classmates and teachers, and the



faculty in relation to the students and their colleagues, may be motivated and guided by the spirit of Christ.

In the first paragraph of the book *Education* we find the familiar passage that states that education has to do with the harmonious development of the whole being. It is heartening to Seventh-day Adventists to find prominent educators today coming more and more to agree with this ideal, and in fact to state it in almost identical words. The following excerpt appearing in a recent pamphlet is a case in point:

"The ultimate goal of liberal general education is today, as it has been for centuries, the harmonious development of all our powers. At bottom this is a moral and spiritual undertaking. . . . Here, as elsewhere, we must learn to put first things first."¹

If we are to put first things first in the schools of the church, we must give primary attention to fostering spiritual life on the campus. To bring the mind of man into communion with the mind of God is the highest education.

A Seventh-day Adventist college will have fulfilled its mission only if it leads its students to a high level of spiritual attainment. At the same time it will offer a sound educational program of studies. The Christian teacher must never presume that his religious convictions—primary in importance though they be—can substitute for mastery of his subject and the presentation in a stimulating manner of material appropriate to his field. His religious perspective will enable him to see facts in a deeper dimension, and to relate the descriptions of them to a more ultimate and definitive interpretation.

Without this spiritual emphasis by its faculty, a college that purports to be Christian will fail in accomplishing the main purpose for its ex-

istence. Faced as we are today with a rising tide of secularism and the trend toward conformity to the superficial standards of the world, the Christian college must put forth every effort to maintain and strengthen its Christian witness. Continuous vigilance is required.

Sometimes in our zeal for conformity to accepted norms of conduct, we saddle upon our students rules and regulations, prohibitions and restraints, which become to them almost too grievous to be borne. In any organized communal group, rules are essential. But at the same time we might well turn our efforts more in the direction of bringing our young people to experience genuine conversion to Jesus Christ. If this is to be accomplished, every person in a position of responsibility and every feature of the school program must bear the impress of true Christianity. The spirit of Christ must be all-pervasive. The curriculum will give prominence to Bible instruction, but more than a perfunctory amassing of specified units in religion will be necessary. Every teacher and every class must bear the unmistakable stamp of a living Christian faith. Then the academic standards will be raised, not lowered. Intellectual honesty and fearlessness in the search for and presentation of truth will be apparent.

Spirituality on a college campus, as anywhere else, does not thrive under a regimen of neglect or indifference. The unsleeping hosts of evil are not negligent or indifferent in carrying forward their unholy crusade. Administrators and faculties must give constant and diligent attention to promoting this vital phase of their work. It is a task that calls for complete unity, single-mindedness, and dedication of all members of the faculty and staff. With full appreciation for the work and influence of the Bible teachers, it can be said that more than their best efforts are required. The total impact on a student in favor of religion will be well-nigh irresistible when he finds that all who are a part of the college, be they teachers, office workers, or industrial supervisors, carry on their hearts a real interest in his spiritual well-being.

First and foremost, then, in any attempt to foster the spiritual life in our colleges must come the personal dedication to Jesus Christ of each teacher and staff member. Without this, every effort to promote spirituality will fall short of the mark. A teacher who is merely subject-conscious will always be a misfit in a Christian college. It must constantly be borne

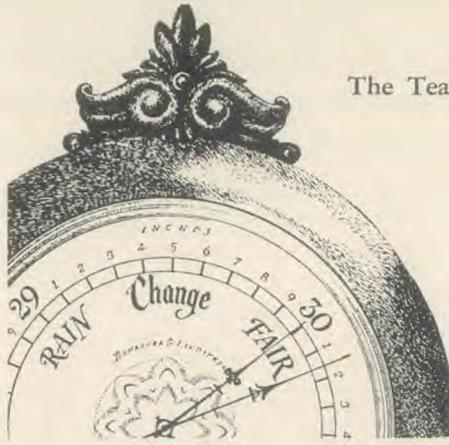
in mind that a true "religious perspective may often be expressed more effectively through *the personal qualities and attitudes* of the teacher than through anything he says."² Unless the teacher shows by his daily conduct that he has access to a source of strength and inner peace, students are not likely to treat his religious pronouncements with much respect. Unless in addition to professional competence he displays good cheer and kindness, respect for the students as individuals, and genuine concern for their development, the teacher will have scant success in his efforts to arouse in them an enthusiasm for the things of the Spirit.

When a large number of persons of differing backgrounds and viewpoints are gathered into one institution, it is of prime importance that each one should properly understand his relationship to others—that differences of race, belief, or background should cause no one to feel inferior or scorned. Feelings of resentment, distrust, or dislike are deadly enemies of spiritual life. To eliminate these from the emotional life of the campus, will be to prepare the way for God's Spirit to influence and direct young lives.

Recently a faculty committee at La Sierra College distributed to the students a questionnaire dealing with personal religious practices and attitudes. In listing the factors that had been of most help in their spiritual life, a very large number gave credit to the influence of their fellow students; and conversely a large number felt that the attitudes of their friends had been the greatest hindrance to them. Listed high among helpful influences were personal contacts with teachers, and the chapel and church services. Thus it would seem that personal attitudes and contacts, along with religious services, are among the strongest forces for the development of a true Christian atmosphere in a college.

In appraising their own religious experience for the past school year, many mature students noted that their own attitudes were responsible for any lack of spiritual advancement. One young lady wisely wrote: "If my own heart is right nothing can hurt me." It is essential in the development of a sturdy character that each student learn to accept responsibility for his own decisions and standards of conduct, and at the same time to refrain from judging those of different convictions. A spirit of intolerance and censoriousness is the archenemy of spiritual-mindedness.

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The Teacher Makes

The Classroom Climate

George M. Mathews

ASSOCIATE SECRETARY, DEPARTMENT OF
EDUCATION OF THE GENERAL CONFERENCE

OF EVERY 100 children in the United States, failure to reach emotional maturity will blight the lives of 13: four will end up in mental hospitals, one will turn to crime, eight will be shattered by emotional breakdowns."¹

All children share and reflect the tensions, worries, dreads, fears, and distrusts of their parents. Three out of every four children have a sound emotional underpinning, which allows them to meet these tensions and problems easily, but the fourth cannot meet them without assistance. Unless we do something to help the fourth one to emotional stability, his health, happiness, and success in adulthood are endangered. Since true education is the harmonious development of all the factors of life, we have a definite responsibility with regard to the emotional development of our pupils.

Success in the learning process is at stake. How one feels about a situation affects his level of production. This is true not only of abnormal children but of all children. Every pupil is definitely affected by the emotional climate in the classroom. A veritable wall of feelings may prevent the learning projected by the teacher from ever reaching the pupil at all.

Our schools can and must do something about it! True, we have incomplete information concerning the effects of emotions upon boys and girls, but we have enough information to do a much better job than is now being done.

Some teachers are like weather vanes—they show which way the wind is blowing; others are like mountains—they determine which way the wind shall blow! Success in our teaching demands a majority of the latter group.

Children exposed to the same situations will react differently, in an attempt to satisfy their individual needs. There are two main classes of pupils—the first, self-assertive and aggressive; the second, passive and withdrawn. Let us briefly study these two classes of pupils.

The self-assertive, aggressive type. Children in this classification have possibly been deprived of paternal or maternal affection, or both, and they do not depend on adults for success or happiness. They may not have known much about love, therefore have formed the opinion that love as a way of life has failed to win success. In an effort to gain attention and approval, which they desperately desire, they resort to aggression. When maladjusted, these pupils, in an effort to evade adjustment problems and difficult situations, often resort to temper tantrums, disobedience, defiance, fighting, and other unconventional activities. Unless these symptoms are recognized early and something is done to help these boys and girls to gain stability and security, they are likely to develop into juvenile delinquents and turn to crime. Every teacher would do well to study carefully the boys and girls in his classroom, to discover whether he has any who are of this type. It is not wise to attempt to prevent these boys and girls from bidding for the attention of their fellows, as this usually develops into a battle that will be unpleasant both for the teacher and for the children concerned. Instead, the teacher should recognize that each pupil needs a certain degree of attention and approval from his fellows; then the teacher should attempt to provide legitimate ways by which these boys and girls may achieve success.

The passive, withdrawn type. Boys and girls in this category have probably been overprotected by their parents, and are too dependent upon them. They have had little experience in meeting difficulties, as their parents have always solved the hard problems for them. When maladjusted, they try to evade adjustment by fearfulness, sulkiness, dreaminess, shyness, suspicion, and social inadequacy. Unless these symptoms are recognized early and the pupils are helped to gain self-confidence, they will develop into neurotics—social failures, the queer folk of the community, and some of them will even become mental cases. This type of pupil needs to experience success, to learn to depend upon himself and not too much on others. He needs encouragement and much praise as he faces small difficulties, in order that he may achieve success in these; then he should be encouraged to attempt things a little more difficult, until he has gained enough self-confidence to be socially adequate in his world. Since pupils of this type are usually loyal to the teacher and give no trouble, they are likely to be neglected in favor of the more energetic, aggressive ones, who get on the teacher's nerves and so demand attention.

These classroom practices will aid the children to achieve and maintain emotional health:

1. *Make the classroom atmosphere relaxed and easy.* The schoolroom should be a place where people have fun working together; where boys and girls are interested, active, and happy. The idea has so long been fixed in some people's minds that the process of learning must be a hard, uninteresting, unexciting experience, that they are immediately suspicious of fun and happiness in the classroom. On the contrary, in a classroom atmosphere that is relaxed and easy the boys and girls will be able to achieve much.

Pupils must feel secure, comfortable, and happy. Unhappiness paralyzes effort and ambition, unbalances the mind, weakens the character, and is a major factor in all nervous troubles. Furthermore, some children cannot bear teasing and ridicule from their associates. Three out of four can take it without serious trouble, but this fourth will need some protection and help until his emotional underpinnings become stronger.

2. *Be a real adult friend.* Every child needs at least one adult who is a real friend—any time, anywhere, no matter what he does, one who accepts him as a person worth knowing, one who believes in him and trusts him. Fortunate

indeed is the pupil whose teacher is always approachable, and interested in his problems.

Pupils need to know that their teachers love them, though not some of the things they do. To be a friend of this caliber, the teacher must be emotionally well adjusted. He must be able to take objectively and without personal involvement such statements as "I hate school," "I don't like you," or "Why do you always pick on me?" If he can do these things, he should be well equipped to help the emotionally unadjusted pupils in his room. His personality is a far more potent factor in the total education of the children than his skill or technical knowledge. Surveys show that the mental health of teachers directly affects the behavior of children.

3. *Include cooperative activities in the teaching procedures.* The timid child and the socially inadequate child have little chance in a schoolroom where competitive activities are in the majority. There should be many activities in which each child's effort is valued for its real contribution to the project and not in comparison with the efforts of the other children. Each child must be made to feel that his help is wanted and needed, and that he is a valued member of the group. To achieve this atmosphere it is well now and then to have long assignments or units or projects, so that it is possible to make individual assignments to pupils according to their abilities and interests.

4. *Make reasonable goals for children's achievement and behavior.* Self-confidence is destroyed by constant pressure toward unreasonably high standards. This can lead to serious personality problems. If the pupils feel that the goal is too far beyond them, they will not have the courage to attempt it. The timid, and those who have not had to solve problems, will be easily discouraged unless given the assurance that the goal is within their reach. Pupils must find daily satisfaction through doing a few things well enough to rate with their fellows and, if possible, with their teachers. They should have daily opportunities for success and earned praise and approval. Of course, we should not give the pupils less than they are capable of doing, or they will have too low an estimate of their ability and will fail later. Pupils need to recognize the differences in ability and background between themselves and others, and to know that each child must grow as fast as he can, comparing himself with himself and not with others.

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This Is Discipline

*Ellen G. White**

THE rules governing the schoolroom should, so far as possible, represent the voice of the school. Every principle involved in them should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed.

Rules should be few and well considered and when once made, they should be enforced. Whatever it is found impossible to change, the mind learns to recognize and adapt itself to; but the possibility of indulgence induces desire, hope, and uncertainty, and the results are restlessness, irritability, and insubordination.

It should be made plain that the government of God knows no compromise with evil. Neither in the home nor in the school should disobedience be tolerated. No parent or teacher who has at heart the well-being of those under his care will compromise with the stubborn self-will that defies authority or resorts to subterfuge or evasion in order to escape obedience. It is not love but sentimentalism that palters with wrong-doing, seeks by coaxing or bribes to secure compliance, and finally accepts some substitute in place of the thing required. . . .

In our efforts to correct evil, we should guard against a tendency to fault-finding or censure. Continual censure bewilders, but does not reform. With many minds, and often those of the finest susceptibility, an atmosphere of unsympathetic criticism is fatal to effort. Flowers do not unfold under the breath of a blighting wind.

A child frequently censured for some special fault, comes to regard that fault as his peculiarity, something against which it is vain to strive. Thus are created discouragement and hopelessness, often concealed under an appearance of indifference or bravado.

The true object of reproof is gained only when the wrong-doer himself is led to see his fault, and his will is enlisted for its correction. When this is accomplished, point him to the source of pardon and power. Seek to preserve his self-respect, and to inspire him with courage and hope.

This work is the nicest, the most difficult, ever committed to human beings. It requires the most delicate tact, the finest susceptibility, a knowledge of human nature, and a heaven-born faith and patience, willing to work and watch and wait. It is a work than which nothing can be more important.

* *Education*, pp. 290-292.

STRAIGHT from the BLUEPRINT

This is the sixth in a series of outline studies in Christian education from the writings of Ellen G. White.

Educational Administration in the Christian School

I. THE PLAN OF DENOMINATIONAL EDUCATION

A. The birthright of every Seventh-day Adventist child

1. Christian education is everybody's business
"He [Jesus] said: 'The subject of education should interest the whole Seventh-day Adventist body.'" (6T 162)

"The work that lies nearest to our church members is to become interested in our youth." (6T 196)

"As a people who claim to have advanced light, we are to devise ways and means by which to bring forth a corps of educated workmen for the various departments of the work of God." (CPT 42)

"The churches in different localities should feel that a solemn responsibility rests upon them to train youth and educate talent to engage in missionary work. When they see those in the church who give promise of making useful workers, but who are not able to support themselves in the school, they should assume the responsibility of sending them to one of our training schools." (CPT 69)

"Workers in new territory should not feel free to leave their field of labor till the needed facilities have been provided for the churches under their care. Not only should a humble house of worship be erected, but all necessary arrangements should be made for the permanent establishment of the church school." (6T 108)

"The Lord would use the church school as an aid to the parents in educating and preparing their children for this time before us. Then let the church take hold of the school work in earnest, and make it what the Lord desires it to be." (CPT 167)

"In educational lines everything is arranged for an earnest reform, for a truer, more effective education. Will our people accept this holy trust?" (6T 204)

"As long as time shall last, we shall have need of schools." (CPT 417)

2. Christian education for all according to capacity

"All the youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God." (6T 197)

"Some would be content with the thorough education of a few of the most promising of our youth; but they all need an education that they may be fitted for usefulness in this life, qualified for places of responsibility in both private and public life." (6T 206, 207)

"So long as the great purpose of education is kept in view, the youth should be encouraged to advance just as far as their capabilities will permit. But before taking up the higher branches of study, let them master the lower." (Ed 234)

B. The pattern of school organization

1. The church school or parochial school

"Wherever there are a few Sabbathkeepers, the parents should unite in providing a place for a day school where their children and youth can be instructed. They should employ a Christian teacher who, as a consecrated missionary, shall educate the children in such a way as to lead them to become missionaries. Let teachers be employed who will give a thorough education in the common branches, the Bible being made the foundation and the life of all study." (6T 198)

"In some countries parents are compelled by law to send their children to school. In these countries, in localities where there is a church, schools should be established if there are no more than six children to attend." (6T 199)

2. The intermediate school

"The word of God is to lie at the foundation of all the work done in our intermediate schools. [This term is sometimes applied so as to cover all secondary work, and is sometimes restricted to the intermediate level.] And the students are to be shown the true dignity of labor. . . . Let every teacher take hold heartily with a group of students, working with them, and teaching them how to work." (CPT 203)

"It should be the great aim in every intermediate school to do most thorough work in the common branches." (CPT 210)

"It is important that we should have intermediate schools and academies." (CPT 209)

3. Advanced education

"The Lord opened before me the necessity of establishing a school at Battle Creek [the college] that should not pattern after any school in existence." (FE 221)

"God would not have us in any sense behind in educational work. Our colleges should be far in advance in the highest kind of education." (CPT 45)

"In the future there will be more pressing need of men and women of literary qualifications than there has been in the past; for broad fields are opening out before us, white already for harvest." (FE 192)

II. THE PHYSICAL PLANT

A. Location of schools

1. Secondary and advanced schools in rural localities

"No pains should be spared to select places for our schools where the moral atmosphere will be as healthful as possible; for the influences that prevail will leave a deep impress on young and forming characters. For this reason a retired locality is best. The great cities, the centers of business and learning, may seem to present some advantages; but these advantages are outweighed by other considerations." (FE 421)

2. Land for cultivation—opportunity for nature study

"Schools should be established where there is as much as possible to be found in nature to delight the senses and give variety to the scenery. . . . Let our students be placed where nature can speak to the senses, and in her voice they may hear the voice of God. Let them be where they can look upon His wondrous works, and through nature behold her Creator." (FE 320)

"It would be a great aid in educational work could every school be so situated as to afford the pupils land for cultivation, and access to the fields and woods." (Ed 212)

3. Accessible to cities

"We shall find it necessary to establish our schools out of, and away from, the cities, and yet not so far away that they cannot be in touch with them, to do them good, to let light shine amid the moral darkness." (FE 313)

4. Schools and sanitariums near each other

"Whenever it is possible to have a school and a sanitarium near enough together for helpful co-operation between the two institutions, and yet separated sufficiently to prevent one from interfering with the work of the other, our brethren should give most careful consideration to the benefits that would accrue through placing the institutions where they can help each other." (CPT 519)

B. Buildings and facilities

1. Simplicity and economy

"In the erection of school buildings, in their furnishing, and in every feature of their management the strictest economy must be practiced. Our schools are not to be conducted on any narrow or selfish plans. They should be as homelike as possible, and in every feature they are to teach correct lessons of simplicity, usefulness, thrift, and economy." (6T 208)

"In . . . the furnishing of our school building, we want to preserve the simplicity of true godliness." (TM 179)

2. Health factors to be considered

"School-rooms generally have not been constructed in reference to health, but in regard to cheapness. The rooms have not been arranged so that they could be ventilated as they should have been without exposing the children to severe colds. And the seats have seldom been made so that the children could sit with ease, and keep their little, growing frames in a proper posture to ensure healthy action of the lungs and heart. Young children can grow into almost any shape, and can, by habits of proper exercise and positions of the body, obtain healthy forms." (*How to Live* [1865], Part II, p. 43)

"Special attention should be paid to ventilation and sanitation. The teacher should put into practical use in the schoolroom his knowledge of the principles of physiology and hygiene. He may thus guard his pupils from many dangers to which they would be exposed through ignorance or neglect of sanitary laws." (CPT 298, 299)

3. Practical education facilities

"Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training." (Ed 218)

"Various industries should be carried on in our schools. The industrial instruction given should include the keeping of accounts, carpentry, and all that is comprehended in farming. Preparation should be made for the teaching of blacksmithing, painting, shoemaking, and for cooking, baking, washing, mending, typewriting, and printing. Every power at our command is to be brought into this training work, that students may go forth well equipped for the duties of practical life." (CPT 310)

III. THE STAFF

A. The characteristics of the Christian staff

1. Careful selection

"In selecting teachers we should use every precaution, knowing that this is as solemn a matter as the selecting of persons for the ministry. Wise men who can discern character should make the selection, for the very best talent that can be se-

cured is needed to educate and mold the minds of the young and to carry on successfully the many lines of work that will need to be done by the teacher in our church schools. No person of an inferior or narrow cast of mind should be placed in charge of one of these schools. Do not place over the children young and inexperienced teachers who have no managing ability, for their efforts will tend to disorganization." (6T 200, 201)

2. Spiritual qualifications

"There should not be a teacher employed, unless you have evidence by test and trial, that he loves, and fears to offend God." (FE 260)

"In dress, in deportment, in all their ways, they should exemplify the Christian character, revealing the fact that they are under wise disciplinary rules of the great Teacher." (FE 191)

"Principal and teachers should have a living connection with God and should stand firmly and fearlessly as witnesses for Him." (CPT 89)

"In order that the teacher may accomplish the object of his work, he should be a living embodiment of truth, a living channel through which wisdom and life may flow." (CPT 31)

3. Personality traits

"He who seeks to transform humanity must himself understand humanity. Only through sympathy, faith, and love can men be reached and uplifted." (Ed 78)

"The teacher's obligations are weighty and sacred, but no part of the work is more important than to look after the youth with tender, loving solicitude, that they may feel that we have a friend in them. Once gain their confidence, and you can lead them, control them, and train them easily." (ChE 49)

"In no case are teachers to lose self-control, to manifest impatience and harshness, and a want of sympathy and love. Those who are naturally fretful, easily provoked, and who have cherished the habit of criticism and evilthinking, should find some other kind of work, where their unlovely traits of character will not be reproduced in the children and youth." (CPT 197)

4. Health of staff members

"The importance of the teacher's physical qualifications can hardly be overestimated; for the more perfect his health, the more perfect will be his labor. The mind cannot be clear to think and strong to act when the physical powers are suffering the results of feebleness or disease. The heart is impressed through the mind; but if, because of physical inability, the mind loses its vigor, the channel to the higher feelings and motives is to that extent obstructed, and the teacher is less able to discriminate between right and wrong. When suffering the results of ill health, it is not an easy matter to be patient and cheerful, or to act with integrity and justice." (CPT 177)

5. Professional competence

"To the teacher is committed a most important work,—a work upon which he should not enter without careful and thorough preparation. He should feel the sacredness of his calling, and give himself to it with zeal and devotion. The more of true knowledge a teacher has, the better will be his work." (CPT 229)

"God wants the teachers in our schools to be efficient. If they are advanced in spiritual understanding, they will feel that it is important that they should not be deficient in the knowledge of the sciences. Piety and a religious experience lie at the very foundation of true education. But let none feel that having an earnestness in religious matters is all that is essential in order to become educators. While they need no less of piety, they also need a thorough knowledge of the sciences. . . . He is a Christian who aims to reach the highest attainments for the purpose of doing others good." (FE 119)

"A teacher's advantages may have been limited, so that he may not possess as high literary qualifications as might be desirable; yet if he has true insight into human nature; if he has a genuine love for his work, an appreciation of its magnitude, and a determination to improve; if he is willing to labor earnestly and perseveringly, he will comprehend the needs of his pupils, and, by his sympathetic, progressive spirit, will inspire them to follow as he seeks to lead them onward and upward." (Ed 279)

6. Extra qualifications of administrators

"Those who are placed in charge of the Lord's institutions are in need of much of the strength and grace and keeping power of God, that they shall not walk contrary to the sacred principles of the truth. . . .

"God calls for men whose hearts are as true as steel, and who will stand steadfast in integrity, undaunted by circumstances. He calls for men who will remain separate from the enemies of the truth." (FE 501)

"Those who are placed in positions of authority are the very ones who need most fully to realize their amenability to God's law and the importance of obeying all His requirements." (FE 511)

"Secure a strong man to stand as principal of your school, a man whose physical strength will support him in doing thorough work as a disciplinarian; a man who is qualified to train the students in habits of order, neatness, and industry." (CPT 213, 214)

"Wherever schools are established, wise managers must be provided, 'able men, such as fear God, men of truth, hating covetousness,' men who will do their very best in the various responsibilities of their positions. Business ability they should

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Individual Parent-Teacher Conferences

Marion Hartlein

SUPERVISING TEACHER IN ELEMENTARY SCHOOL
WASHINGTON MISSIONARY COLLEGE

TODAY educators are becoming more and more aware of the need for cooperation between parents and teachers. Many schools are using individual parent-teacher conferences as one very successful means of establishing this relationship. Such conferences provide a time for parents and teacher to discuss the child's needs and to plan together to meet those needs. If they are to be a success, parent-teacher conferences must be planned—they don't just happen. First of all, plans must be made for holding the conferences; second, the conference must be executed; and third, follow-up work must be done.

1. Preparing for the Conference

a. Set a time for the conference

The number of children you teach will determine the amount of time needed. Most of the mothers probably can come during the afternoon, but since some of the mothers—and doubtless most of the fathers—work during the day, you should plan to set aside at least one evening for meeting them.

b. Make a definite appointment for each parent

This will avoid having a number of parents arriving at the same time. It is absolutely essential that you talk with each parent in private. He will feel more responsible to come if he has a definite appointment. The appointments could be made by phone or by notes. Some schools duplicate and send out notes of this type:

DEAR PARENT:

Will you come to the school for a parent-teacher conference on *Wednesday, October 20*, at 3:30 P.M.? If you cannot come at this time, please call me by phone so that we can arrange another appointment. It is very important that we meet to discuss your child's progress.

Sincerely yours,
MRS. GRAY

You should allow about fifteen minutes for each conference. If you are to have a series of conferences in one afternoon or evening, you should allow about five minutes after each conference for making notes and preparing to meet the next parent.

c. Choose and prepare a place for holding the conference

Ordinarily the classroom itself is the best place to hold the conference, since samples of the children's work are accessible there. Arrange several adult-size chairs in an attractive corner of the room. If you sit at your desk and the parents sit in the children's seats, they will feel less at ease.

d. Decide upon your objective for holding the conference

Some conferences may be held just to become acquainted with the parents, but in most cases you will have in mind something definite you would like to accomplish. It may be that Joan is having trouble with arithmetic, and you want to enlist her parents' help in drilling her at home. Or perhaps Helen is very nervous, cries easily, and seems afraid of any new experience. Your objective here might be to discover the cause of the nervousness, and if possible to plan with the parents to help overcome it.

e. Gather samples of the child's work and notes on his behavior

A folder containing samples of the work a child has done will reveal more to the parent than anything the teacher can say. Show some of his good work as well as his poor work. If the child's behavior is a problem, brief sketches of actual happenings are more effective than a general statement such as, "Johnny is very rough on the playground, especially with the smaller children."

f. *Become acquainted with the child before talking with the parent about him*

If you actually know very little about a child, his parent will sense this immediately, and will resent the fact that you regard his child so lightly. Be sure you know what you are talking about before you talk.

2. Executing the Conference

a. *Greet the parent warmly*

You should act as if you are genuinely glad the parent came. In fact, you *should be glad!* Open the conference on an encouraging note. This is a good place to apply the principle that there is something good to be said about everyone.

b. *Assume some responsibility for children's problems*

"Johnny's temper tantrums are ruining my classroom," one teacher exploded; "you just have to do something about it!" "Well, I don't seem to have trouble with him at home," replied the mother, coldly. It is easy to understand why the mother shoved the blame right back to the teacher. In all probability the mother was responsible, and Johnny *had* fits of temper at home too; but the mother's pride was hurt. Not only was her child being singled out as the worst behaved in the room, but the teacher was insinuating that she had failed as a mother. In defense, she turned on the teacher. All hope of cooperation was lost. Her reaction would undoubtedly have been quite different had the teacher used an approach similar to this: "Perhaps you could help me to understand Johnny. Somehow, I don't seem to be able to reach him. Several times he has lost his temper. Do you have this problem with him at home? How do you handle it?"

Now that the teacher has admitted that she does not understand Johnny, that she is probably doing something wrong, and that she needs the mother's help, the mother will not need to put up a wall of defense. It will not hurt her pride to admit that Johnny has tantrums at home too. She may even be able to suggest some causes for this behavior.

Then the teacher can follow up by asking, "What do you think we can do to help Johnny?" Notice the "we can do," not

"you have to do something." In this way the teacher can guide the mother to do some constructive thinking about Johnny's needs and how to help him.

c. *Let the parent do most of the talking*

You will learn more about the child and his background if you permit the parent to talk while you act the part of a sympathetic listener. Try to guide the conversation through questions. Many parents are carrying heavy burdens which they would gratefully share with someone. If the teacher is sympathetic and conducts herself in a professional way, she can be that one. Through listening to the parents' problems and praying with them she can build a solid relationship between the home and the school. Her influence may help not only the child but also the parents. Her appreciation of the work they are doing can show them that their part in the development of their children is important, and worth their every effort. And of course, it would be not only unethical but disastrous to her career as a teacher, should she repeat any information that is given her in confidence during a conference.

d. *Don't hand out advice*

Perhaps this is one of the hardest things to remember, especially when the parents ask for advice; but for several reasons you would better refrain from giving it. First of all, plans made by the teacher are the teacher's plans, and the parent feels less responsibility for following them than if he has worked out his own plans. Second, the teacher cannot possibly understand all the circumstances in the child's home, and is therefore not in a position to give advice. Again, even though parents may ask advice, they will probably resent someone's telling them how to rear their children.

Sometimes the teacher's suggestions will not work, and the parent's attitude may be, "She certainly doesn't know what she is talking about. I knew it wouldn't work, but I tried it anyway."

Then what *can* you do? Try to direct the parents' thinking so that they will work out their own plans for helping their child. This takes skill that can be ac-

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TEACHING VALUES

EVERY Seventh-day Adventist school and college administrator, and every teacher, might well give attention to the efforts being made in public education to teach values. Interesting experiments have been carried on for the past several years, some with notable success. While the philosophy of Christian education provides a satisfactory battery of eternal values, supported by the Word of God, the Christian teacher can always improve the method and the vehicle employed. The following examples are offered to the readers of THE JOURNAL because of their practical value:*

A Message on Democracy Through Song

"Many events which formerly had been accepted as matters of course became recognized as occasions for emphasizing moral and spiritual values. The All-State Chorus, an annual event for many high schools, provided a good illustration. In 1950, this event at Lexington proved to be the first of many happy and meaningful experiences in appreciation of values (especially through various means of symbolic expression) for the students.

"The leader of the chorus was a very capable young man from a big-time radio show. The program he had planned included Irving Berlin's 'Give Me Your Tired, Your Poor,' from the musical show 'Miss Liberty,' words for which had been taken from the inscription on the Statue of Liberty, the sonnet 'The New Colossus' by Emma Lazarus:

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me—
I lift my lamp beside the golden door!"

"As the students learned to sing this song they were thrilled deeply, and at its conclusion the whole chorus applauded wildly. They requested it repeatedly during practice sessions and sang it on the final program as if they were inspired by a new light. Both leaders and audience felt their inspiration.

"What happened was significant. Some of the leaders discussed and tried to point out the values. All could sense kindness, generosity, faith in people, sympathy, and loyalty, all principles and values inherent in democracy. It was clear that pupils

* Send in samples of your successful experiments or experiences in seeing students catch values. The editors will be glad to publish these contributions, and you will be giving help to other teachers by this means.

had gained a new insight into the meaning and ideals of the great American experiment in making and keeping a free country for all.

"After their return home the students continued to ask for this selection and shared it with the entire student body. This was followed by many discussions in class and by homeroom groups about the Statue of Liberty, immigrants to America, the rich contributions of 'Americans from many lands,' and of democracy, freedom, sympathy, and the like. One observer summarized the episode succinctly: 'a little appreciation never ends; it leads on and on to more and better values.'"¹

A Teacher Asks, "What Do You Think We Should Do?"

"Whenever a problem arises in my room, I say 'What do you think we should do?' or, 'What do you think Jack should do?' or 'What do you think I should do?' The children know that I am always ready to explore suggestions and solutions with them. Once established, this way of working carries over into all classroom activities. It leads to constant appraisal of values and constructive criticism of self and situations."²

She Wanted It so Much

"The loved doll of the kindergarten was missing. One day after school a mother and a tearful child came bringing the doll. 'I want her so much,' wailed the child. 'You know she belongs to all the boys and girls and this is her home,' the teacher said. 'Tonight you may take her home and wash her clothes. Then tomorrow you will bring her back. She will visit Mary next.'"³

Eddie Wanted to Put It Back

"Eddie was getting ready to go home from school. He dropped some pennies on the floor. After the other children had gone I helped him find them.

"'Now you can walk home with your sister and buy some candy,' I remarked.

"'Oh, don't tell her I have money,' he said.

"'Don't you want to share?' I asked.

"'She would ask where I got it,' Eddie replied.

"'Where did you get it?' I asked.

"'He hesitated and then said, 'I took the money from the cup on the newsstand.'

"'Do you know why the money was in the cup, Eddie?' I asked.

"'To pay for the papers,' was his prompt reply.

"'Did you buy a paper and put any money in the cup?'

"No," he said.

"But the people who did buy papers put that money in the cup to pay for their papers," I said.

"But the man won't know I took it," said Eddie.

"He will think that someone who took a paper wasn't honest and did not pay," I replied.

"Why will he?" asked Eddie.

"Because there will not be enough money in the cup to pay for all the papers that are gone and he will have to pay for that paper himself. Would you like to pay for something that someone else took?" I asked.

"No," said Eddie.

"What do you think would be a good thing to do with the money now that we have talked it over?"

"Put it back," said Eddie.

"Will you?" I asked.

"I'm afraid to go back," he said.

"I'm going to buy a paper at that same store. Would you like to go that far in the car with me?" I asked.

"Yes!" said Eddie.

"Fine! Let's get our things on," I said.

"While Eddie returned the money to the cup, I bought a paper and placed my money in the container, too."⁴

They Put Themselves in Larry's Place

"Larry, a six year old, was transferred from a city school to our four-room rural school. Pupils, teachers, school activities, and surroundings were completely new to him. Larry cried and worried continually for three days. The children began to look upon him with disgust. They told him he was a baby and he cried so much they couldn't do their work for the noise. Larry was fast becoming unpopular.

"Next day Larry was absent. This gave an opportunity for open discussion of the problem of Larry. One child said, 'He's an awful mamma's baby.' Some were sympathetic toward him. Carole told about her three weeks in a large city school. She was afraid and lonesome. Others told of their experiences among strangers. We decided to close our eyes and pretend we were in Larry's position.

"The children responded with: 'I'd be scared.' 'I'd cry, too.' 'I'd be worried.' 'I wouldn't go to school at all.' We decided it really wasn't Larry's fault and that most likely he wasn't any 'mamma's baby.'

"These are the things we decided to do:

"Invite him to play with us at noon instead of letting him stand alone.

"Choose him often in our games at play period.

"Invite him to the play corner and let him help build houses, put puzzles together, and play with games.

"Show him the books we like best in the library.

"Help him to hang up his clothing and button and unbutton the tight buttons on his jacket.

"Let him help collect papers and materials and show him where the different things belong.

"We kidded him in a friendly way about his tears and told him he was making rain and we'd all have to get our umbrellas. Larry laughed and we all laughed.

"A few days later Larry said, 'I like this school. I don't want to go back to the city.' He's quite content now and is not at all a 'mamma's baby.'"⁵

Values Through Literature

"In our study of Modern American Poetry we read Robert Frost's 'Mending Wall,' 'The Road Not Taken,' 'The Death of the Hired Man,' and 'The Minor Bird.' The discussions following these poems, in which the pupils identified different values and discussed them in view of their own experiences, were simply wonderful. In the poem, 'The Minor Bird,' when the truth was brought out that there was nothing wrong with the bird's song, that the trouble was in the listener's heart, every student seemed to analyze himself and wanted to tell of his own experience to illustrate the same truth."⁶

¹From Bourbon County Vocational High School, reported in "Emphasizing Values in Five Kentucky Schools," *Bulletin of the Bureau of School Service*, vol. 24, no. 4 (June, 1954), p. 24.

²*Their Future Is in Our Hands* (Department of Education, State of New Jersey, 1953), p. 46.

³*Ibid.*, p. 47.

⁴*Ibid.*, p. 48.

⁵*Ibid.*, p. 58.

⁶"Emphasizing Values in Five Kentucky Schools," p. 35.

Are You Teacher or Keeper?

The youth must be impressed with the idea that they are trusted. They have a sense of honor, and they want to be respected, and it is their right. If pupils receive the impression that they cannot go out or come in, sit at the table, or be anywhere, even in their rooms, except they are watched, a critical eye is upon them to criticize and report, it will have the influence to demoralize, and pastime will have no pleasure in it. This knowledge of a continual oversight is more than a parental guardianship, and far worse; for wise parents can, through tact, often discern beneath the surface and see the working of the restless mind under the longings of youth, or under the forces of temptations, and set their plans to work to counteract evils. But this constant watchfulness is not natural, and produces evils that it is seeking to avoid. The healthfulness of youth requires exercise, cheerfulness, and a happy, pleasant atmosphere surrounding them, for the development of physical health and symmetrical character.—Ellen G. White, *Fundamentals of Christian Education*, p. 114.



If Your Outlook Is Monolingual, Read—

Languages Are Open Windows

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STRANGE to say, there are among Adventist educators two definite and opposing schools of thought with respect to the teaching of modern languages in our institutions. One group is fully committed to the idea of leaving language study entirely out of the academy program, and only grudgingly concedes it a place among college-level requirements for the B.A. degree. The other school is equally convinced that the study of modern languages should begin in the elementary school and be continued through academy and college. Why should there be such divergent ideas?

Language teachers have been struggling for years to break through the monolingual-isolationist attitude that was a natural outcome of our political attitudes. As a nation we have felt all-sufficient and not "beholden" to anyone. We could get along very well in the world speaking only English. If other nations wanted to deal with us, they were welcome; provided, of course, they talked to us in our own tongue; for we knew no other, nor cared to learn.

This attitude bred disinterest in and often ill-concealed contempt for foreign tongues, which too often included nations or individuals who spoke those languages. Then, with the increased emphasis on science in all the schools because of production demands, language study was pushed further and further over toward the fringes of the curriculum. At the outbreak of World War II, language study would doubtless have lost out completely except for the new impetus given it by those

responsible for recruitment and placement of the military forces. These men realized that the abbreviated program in the conventional schools was robbing our country of the trained linguists so necessary to intelligent international negotiations in advancing the welfare of our nation. Military men, realizing the importance of the program, threw the weight of their influence in favor of language teaching. Brigadier General M. K. Deichelmann, of the U.S. Air Force, had this to say:

"In this air age and shrinking world, with everyone a next-door neighbor, it becomes increasingly important that we be able to communicate intelligently with our neighbors, and also with those not so neighborly, in their own tongues. Of course, we can insist that all others speak our language, as we generally have in the past. But as world leaders, shouldn't we be the first to start breaking down present enormous language barriers which are bound to cause misunderstanding? To fully assume the responsibility of our world leadership, we must have knowledge and a working facility of the languages of those with whom we deal."¹

The Army, sensing the tremendous task that lay ahead, was willing to invest millions of dollars in a program to teach thousands of men something about the languages, customs, and environments of people with whom they would come in contact. The success of many a hard-fought campaign hinged on a knowledge of customs, tongues, and psychological reactions of the people about whom we had previously known very little. The investment paid rich dividends; and for a time the enthusiasm for language study thus generated spread to high schools, colleges, and universities. But with cessation of actual war operations, the old pres-

asures again made themselves felt, and reaction came. Throughout the nation, thousands of high schools have now dropped modern language studies completely out of their curriculum, and one hears of widespread movements to drop the language requirements for the B.A. degree. Administrators and department heads who are indifferent to modern language study might well heed the warning of James R. Foster, chairman of the Department of English at Long Island University:

"The English teacher who does not see that his fate is tied up with the fate of the teachers of modern languages had better look again. If he fails to come to the defense of these, he is out on a limb and sawing away like a fool."²

Dr. Earl J. McGrath, president of the University of Kansas City and recently United States Commissioner of Education, has courageously admitted that the importance of modern languages in our schools hasn't always been recognized even by outstanding educators interested in the welfare of the country:

"For most of my professional life I have been interested in the subject of general education and the college curriculum, and for some years unwisely took the position that a foreign language did not constitute an indispensable element in a general educational program. This position, I am happy to say, I have reversed. I have now seen the light and I consider foreign languages a very important element in general education. . . . The social, the political, the international reasons for the study of languages deserve the thoughtful consideration of all who determine the character of American education. . . . This small world is one in which . . . our children will live even more intimately than we with their contemporaries in other lands. . . . Only through the ability to use another language even modestly can one really become conscious of the full meaning of being a member of another nationality or cultural group. It is in our national interest to give as many of our citizens as possible the opportunity to gain these cultural insights. . . . Educators from the elementary school to the top levels of the university system ought to give immediate attention to this matter."³

David O. McKay, president of the Mormon Church, speaking of the need for men and women who could speak the languages of the countries in which his church is working, told a meeting of church officers in April, 1953:

"I should like to encourage our young men and young women, young men particularly, to include in their high school and college courses some of these languages."⁴

President McKay continued:

"Modern languages are not as widely or as successfully taught in United States schools as they should be to meet the requirements of the nation's position. . . . The need to learn foreign languages should be accentuated and the acquisition and use of such languages stimulated. When men can talk together, they can get together."⁵

Those who would drop modern language study from the high school program point to its inefficiencies, its ill-prepared teachers and its cost in proportion to the good gotten from it—meaning, of course, its value as a means of earning a livelihood. They forget that too often the language teacher was an individual who, having admitted taking a minimum course in French, Spanish, or German some years before as a requirement for his B.A. degree when majoring in history or journalism, found himself assigned to teach a language course for which he had no particular liking and for the teaching of which he had no preparation or skill. It is no wonder, then, that those who studied language under that type of teacher, later questioned the advisability of retaining language courses in their programs.

It would be most unfortunate if Adventist educational leaders and administrators were to develop such attitudes. Our global commission is "to every nation, and kindred, and tongue, and people." It would be a sad day if our schools and colleges turned their backs on the important responsibility of opening the windows on the languages and cultures of other people, the foundation for future more intensive study of languages and national mores.

Recently one of our own educators voiced the idea that in this age the study of modern languages is quite unnecessary, if not actually a waste of time, as far as prospective missionaries are concerned. He stated that no longer need the missionary set up his little school on the edge of the jungle and bring the heathen into his compound. He assured his hearers that our workers now deal with the more educated classes, and that those educated classes almost always speak English. God forbid that we as a denomination should imbibe that doctrine, which our nation has followed for so many years—with such devastating results to our foreign relations! This attitude, seen, for example, in the American soldier who laughs at the "ignorant foreigners" who cannot speak his language, but who makes absolutely no effort to learn theirs, is a major cause of the growing dislike of Americans the world around.

Americans are too self-sufficient. We feel that all men should learn our language, bow to our whims and caprices, dance when we jingle the dollar! What do we care about other nations' men of letters, Mexican murals, French philosophers, Russian musicians? We have

money! We have power! Too many of our countrymen go on world tours, taking pictures of carefully selected squalor in a hundred countries, buy their wives costly souvenirs in every port, and return to the good old U.S.A., having "circumaggravated" the globe!

The picture is not overdrawn; it's only too true. Sad to say, occasionally our own well-meaning missionaries have almost as blindly antagonized those whom they have been sent out to save—antagonized them by indifference to social custom, by unwillingness to learn their languages, by belittling attitudes—in other words, by neglecting some of the basic factors making for success in mission endeavor.

Other denominations have their language schools in this and other lands, schools where their recruits spend months in language study under well-trained instructors. Is it unreasonable to require that, as the bearers of God's last message to a dying world, our missionaries should be equally prepared to give that message clearly, correctly, and forcefully, speaking the idiom of the country in a way that will command attention and respect?

Many of our missionaries who have spent years in foreign service still speak the language of their adopted country in a way that would cause an educated native to blush. True, they have, under God, had some success; but how much greater might have been that success if they had been given the privilege of effective language training! It is entirely conceivable that they would ere now have reached a class that could have put its shoulder to the financial and administrative wheels and helped us push this movement to a finish. How strange that we should emphasize the study of Bible, Greek, Hebrew, comparative religions, sermon preparation, et cetera, and neglect the modern-language vehicle we shall need to use in planting these carefully developed seeds of truth. What will all our knowledge do for us—or anyone else—if we cannot express ourselves? if we fail in communication?

Someone will say now that, in any case, studies in foreign languages are unnecessary for our young workers who will stay in this country. Setting aside all the arguments that could so easily be mustered to refute such a provincial attitude, let us recognize that most of our young missionaries are drawn from among those who have specialized in theology or education and who have spent some time

in ministerial or teaching work in the homeland. What preparation in language is given them before they embark for—or even after they arrive on—a foreign shore? It is true that for a time various of our colleges and the Theological Seminary provided classes in a number of languages to prepare men and women for foreign service—Arabic, German, Russian, Urdu, et cetera. Was that program a failure? No. But it was born of the same inspiration and urgency that moved the Army to prepare its men for intelligent service abroad; and it died with the movement that brought it into being. The normal place for language preparation is in our own schools, all along the line; for no language can be effectively learned in a few weeks or months.

To young people who protest that they have had no language training and don't relish the idea of landing on a foreign shore practically deaf and dumb, the promise is usually made that they will have opportunity to study the language once they are in the field. They are assured that easy languages like French and German, Spanish and Portuguese, can be "picked up" in a few months, and that the best way to learn them is to get out and speak them. Fellow educators, that is an unrealistic approach to the whole program, and its victims can be found in every mission field—limping about, butchering the language, doing a fraction of the good they might do, and reaching only the poorest and most ignorant elements of society, who are flattered that any foreigner will pay attention to them.

Does it make no difference how the story of salvation is told? Then listen, someday, to a man telling a tale that is wonderfully moral and good. Hear him, though, rasp it out with a nasal whine, breaking all the rules of grammar and mispronouncing the most common words. How long will you be willing to put up with this?—especially when you are informed that he has come, let us say from Argentina, because he thinks you really need his help! Then recognize that you are in the position of many educated persons of other lands who listen, perhaps with pity, to the stumbling efforts of a man or a woman who has been sent to convince them that their whole way of life needs to be changed, and that their church has been teaching them error! Yes, God *has* worked mightily through ill-pre-

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The Teaching of History

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in a Small Denominational College

THE teaching of history in the small denominational college is often handicapped by the absence of many things that are taken for granted in the larger college or university. History instructors discover in a short time the numerous and varied hurdles facing them, some of which are common to the average school and should be given some attention.

In planning his courses, the instructor invariably finds that the facilities of the campus library limit the scholastic demands he can make on his students. It does not take him long to discover the weak spots in the library's holdings in the various fields of history that he may be teaching. His ingenuity is thus taxed to give his students their full tuition's worth of history beyond his lectures and the prescribed textbooks. On further investigation he usually finds that, owing to pecuniary inadequacies—the basic reason for insufficient library facilities—there is little or no provision for the use of visual aids in the classroom.

As a neophyte in the profession he usually finds himself with a teaching load of sixteen or seventeen hours, plus extracurricular activities; and often he must teach courses for which he has had little preparation. In addition, he may very likely be asked to teach classes in political science, sociology, economics, or even geography, which are really outside of his own field. He soon discovers that there is no immediate need for his specialized work in eighteenth-century England or the American Revolution. His must be the broader approach of survey and general courses.

As he surveys his students, who sometimes may number over two hundred, the history teacher finds that their grade-point average may run from about a point five to a two point eight. He learns that some probationary students have come in under the minimum

standards, who for one or a dozen varied reasons have not gotten down to business before, but now are really going to devote their energies to making a success of college life. The instructor is a bit dubious, and after the first six-week period he is more confirmed in his doubt; but after counseling with his probationers he finds them insistent on continuing college work, for now that they have found out how he teaches, and what kind of questions he asks on examinations, they are certain that they can make a go of it. Remembering that he is still a human being, the teacher concedes, for there is still the possibility that the probationers may work toward a higher level.

The teacher, keeping in mind the continuum of the grade-point averages in his classes, soon discovers not only that there is a wide range in the caliber of his students, but that, for the most part, little preparation has been made on the secondary level for undertaking a basic college history course. Although most precollege students have taken a unit in United States history and civics, few if any have taken a course in world history. Where world history does appear on the secondary curriculum, it is usually an elective chiefly for the pupil planning on college work, but can be substituted by vocational courses such as auto mechanics, cooking, woodwork, home-making, printing, and voice.

Not only is the study of the past becoming a thing of the past on the secondary level, but the college history teacher finds he must defend the teaching of the past on the college level. With the usual exceptions, he finds that his students are taking the basic history courses because they are required.

Such blunt, unscholarly questions as "What is the minimum outside reading?" "Do we have to write a term paper?" "How long must it be?" "What shall we study for the examination?" often raise the blood pressure of the in-

* Condensation of a paper read before the Council of History Teachers held at La Sierra College in June of 1954.

structor; but being a Christian, he swallows his feelings. Such, then, are a few of the problems facing the history teacher in the small denominational college. What resources has the instructor for dealing with such problems?

He usually finds that he can do little to alleviate conditions stemming from insufficient finances. At best, he can concentrate his share of the library budget on those areas of his field in which the library is the weakest; but too often his department's share has been depleted long before the end of the fiscal year. If his campus is distant from any other sizable library, his only recourse is to put on reserve as many books as are available and to require his students to purchase books of readings, source materials, and other supplementary works.

The assignment of a variety of term-paper topics is somewhat difficult, due to the lack of available materials; but this should not be an excuse for eliminating research work. Limited as the materials may be, the student should still be introduced to the mechanics of term-paper writing and historical research, for where else will he have this opportunity?

As for visual aids, the history professor may find a fair collection of maps in his classroom, but not much more. Yet too often the maps are not used to full advantage. Teaching history without a knowledge of geography would be quite frustrating, yet how often are students shown the location of places important in history? In a recent national survey among college students it was found that only 5 per cent could list the States bordering the Atlantic coast; and few could name even one country that touched upon Yugoslavia. Those who did venture forth included Belgium, Egypt, Manchuria, Portugal, and even Canada as supposedly bordering on Tito's province. Although 98 per cent of the students had no notion of Canada's population, less than half knew even the approximate population of the United States.¹

It might be said that these facts should have been learned in a geography class; but, conceding that they did take such a course, does that excuse the history teacher from reiterating such information in conjunction with history? Is it not his responsibility to teach how the flow of the rivers in Russia affected its history? or how the direction of the railroads affected the cause of the North during the Civil War? Maps are one of the best visual aids the historian has at his disposal, and they can be used ef-

fectively in making history alive to the student.

Filmstrips and moving pictures can also be used in the history classroom, but with caution. Does the instructor purpose to entertain or to teach his students through these media? Moving pictures purporting to be of historical value often say too little in too many minutes. In any use of these aids the instructor must determine which will most benefit the class in the time allotted. He will find that many of these visual aids can be obtained free of charge or at a very low rental. One difficulty is that the projection machines on the campus are in such demand by other departments that it is difficult to schedule them to coincide with a particular phase of history under discussion. One obvious answer is to schedule the use of film and projector long in advance—then hope the machine does not break down or that the film is not delayed en route!

There is little doubt that, with proper library facilities and visual aids, the teaching of history can be improved; but the true measure of a successful course is in the grasp of the instructor himself. No single, nationally approved method of teaching history has yet been found, for which we should be thankful.

Remembering that one objective in education is to influence behavior, that certain forms of behavior are more desirable than others, and that the proper teaching of history helps to promote these desirable behaviors, the history professor must face up to this obligation. He must always keep in mind that his students are not mere animated receptacles in human form, to be filled to the brim with assorted historical facts. They are individuals, for whom educational centers were developed, not the subjects or vassals of an educational system, obliged to conform or else stand the censure and reprimands of their overlords. The instructor should guide the youth in the development of understanding and character by instilling in them a social consciousness, a belief in the prerogatives of others, and above all a love for truth.

Understanding can be fostered by tying in "the facts of history to their experiences and their emotional backgrounds as carefully as a surgeon would join the ends of the severed nerve or blood vessel."² True, the student needs information, but this is of little value unless coupled with understanding. Before the youth can achieve a proper attitude toward the institutions and agencies of government about

us today, he must understand their origins, evolution, and present achievements. This understanding becomes evident "in an appreciation of the past, of the customs which, by long usage, have become part of our social life; of the gains made through the experiences of the ages; and of the contributions of the past in shaping our present institutions."³ Further evidence will be manifest in the way the student relates himself to the agencies of church, school, and government. The desire for truth will be readily perceived in his use of facts in forming independent opinions, in systematic research and investigation, in historical-mindedness, and in refusal to accept single causes as bases for historical events.

The student should be led to realize that history is the story of man; not only recording his thoughts and deeds, but in further detail unraveling his endless struggle for life, liberty, happiness, and property! Man's successes and failures, hopes and fears, powers and weaknesses, traditions and customs—all are a part of that record. History contributes further by awakening a realization that for too long man has superstitiously respected convention and tradition, and that by eliminating fear of the new and the untried he is able to progress toward broader horizons.

One practical value of the study of history is its power to develop reasoning. Why did the Reformation succeed in one country and not in another? Of what significance is the woolsack in the House of Lords? Why are there in the Senate two senators from each State? These and similar questions will force the student to seek the answers, which only history can reveal. By setting the stage for students to ask questions of their own volition, the teacher actually encourages wisdom instead of merely insisting on knowledge. By asking his students, for instance, "Does this or that event or series of events in the past give you any clue as to what the future might be like?" the instructor is challenging their thinking.⁴

The instructor must provide motivation for his students. He must recognize that they will see history through art, religion, science, literature, geography, politics, economics, and other fields. As a history teacher he must consider all these factors, which collectively determine historic resultants. Students who view history only from their own corner should not be considered "wrong." Conversely, if the professor is

narrowly molding history only to his personal pattern, it is he who is wrong. He must present history from different sides of the field; he must rise above bias and prejudice; he should present history as a jewel in perfect balance. In this sense, as a research historian, he will go along with Ranke's well-known statement regarding history that "*Es will bloss zeigen, wie es eigentlich gewesen ist.*" As a teacher, however, he must go a step further.

True, the history teacher will be somewhat of a historicist; but in his pedagogical capacity he is obliged to combine some historicism with his training as a historian. Without question, the true historian should aim toward objectivity; yet only too often, after both sides of the picture have been presented to the class, objectivity is used as an escape from public commitment on a dominant political philosophy. Students will soon see in this wall of objectivity either a hypocritical dodge to cover up implied assumptions or an escape from a stand on vital issues of the moment. The history teacher in a democracy has the added responsibility of arousing in his students deep-seated convictions about their own way of life. They should be informed about democratic values and inspired to a moral support of democratic traditions.

The Christian teacher in a denominational college should display a Christian attitude toward history. St. Augustine was probably one of the first Christian thinkers to deliberate on the problem of the Christian's outlook on history. This church father saw in history neither a deterministic system nor a meaningless chaos, and it is with this attitude that the Christian teacher must approach his students. Paradoxically God both reveals and conceals Himself in history, as suggested by Martin Luther:

"For this shall you know, that God's word and grace are a passing shower of rain, which never comes again where it has once been. It was with the Jews, but what is gone is gone, they have nothing now. Paul brought it into Grecian land. What is gone is gone again, now they have the Turks. Rome and Latin land had it also. What is gone is gone, they now have the Pope. And you Germans must not think that you will always have it. So grasp on and hold to, whoever can grasp and hold."⁵

How does one identify a Christian teacher? Partly by his outlook on history. Professor Harbison provides a good measuring stick for evaluating a Christian teacher:

"The attitude of the Christian historian toward the past will be like that of the Christian toward his con-

—Please turn to page 29



What the SCHOOLS ARE DOING

- ▶ A Home Health Education program was initiated in September by the juniors of the C.M.E. School of Medicine. This offers to families, without cost, a 12-week course of instruction featuring a health habits inventory questionnaire, home health education counseling, and health education classes in cooperation with the family physician. The course has been prepared for use in connection with evangelistic meetings, and names of interested persons will be solicited by colporteurs. Dr. Harold Mozar, head of the Department of Preventive Medicine and Public Health, is in charge of the program.
- ▶ Pacific Union College launched its eighth annual personal evangelism crusade on Sabbath, October 23, under direction of the Bible instructor, Robert Cunningham. Audrey Johnson and Clark McCall are student associate leaders. Over 4,000 pieces of evangelistic literature were distributed by 78 crusaders within a 75-mile radius of P.U.C. In areas where the students had worked before, friendly and enthusiastic welcomes awaited them.
- ▶ The Iceland Mission School last summer followed the pattern of several Northern European schools in conducting a summer sanitarium. Every bed was occupied from the opening day, and the income for the month of July alone was 50,000 IKR (\$3,125). Three teachers are now busy providing a Seventh-day Adventist Christian education for the 25 students enrolled.
- ▶ Madison College was host last October 5 and 6 to the annual meeting of the Association of Self-supporting Institutions, for which 120 registered, and which many more attended, especially in the evenings. This was followed on October 7 by appropriate celebration of Madison's fiftieth anniversary.
- ▶ Malayan Union Seminary (Singapore) reports enrollment of 526 students for the 1954 school year—an increase of 37 over last year's total. Of the 134 enrolled in the secondary division, 77 per cent are Seventh-day Adventists.
- ▶ Niles, Michigan, has a fine new 2-room church school this year. Roy Churchill teaches grades 5-8, and Mrs. Ada Mae Hicks has grades 1-4.
- ▶ Two new Forney 180 amp. A.C. welders have been added to the industrial arts department of Walla Walla College.
- ▶ Oakwood College welcomes to its staff Mr. and Mrs. Herbert Alexander. He is an instructor in science, and she in commerce.
- ▶ Oshawa Missionary College presented more than 60 young people in the largest investiture service in its history, from the 15 Master Guides down through the preliminary classes to Busy Bees.
- ▶ Groundbreaking ceremonies were held the latter part of August for the new White Memorial church. When completed, the new \$685,000 structure will accommodate the growing membership and student body, and release Paulson Hall to fill other school needs.
- ▶ Gamma globulin shots were given to all Union College students the last week of September. This wholesale immunization was occasioned by diagnosis of polio in one student, Kathleen Prentice. No paralysis has resulted, and Miss Prentice is recovering nicely.
- ▶ Laymen of Colorado are on the march, led by Harold Miner, of Julesburg. They have accepted the responsibility and challenge to raise enough funds and donate enough labor to build a much-needed dairy barn and pasteurization plant at Champion Academy. Clear the way, Champion!
- ▶ La Sierra College is this year introducing new professional degree courses in engineering, three years' work to be done on the L.S.C. campus and the final two years' work on the campus of a co-operating university. Another new course offered this year is a 2-year pre-dental hygiene curriculum for young women.
- ▶ C.M.E. School of Medicine's 18th annual Alumni Postgraduate Convention, at Los Angeles, was attended by 3,500 physicians, exhibitors, and others. This was preceded by an intensive two-day refresher course, all aimed to brief busy doctors on new and improved methods of diagnosis, treatment, and developments in medicine.
- ▶ Twenty-seven boys and girls of the Spencerville Junior Academy (Maryland) last summer participated in an experimental scholarship plan for distribution of *Life and Health*. In less than two months these energetic youngsters (ages 7 to 14) delivered nearly 11,000 copies of *Life and Health*, and took in over \$3,000 cash. Twenty-three scholarships were earned, and all were enabled to attend junior camp.

- ▶ Reuben G. Manalaysay, president of Philippine Union College, has been elected president of the Philippine Fulbright Scholars' Association, whose stated purpose is to promote greater fellowship among its 200 members, to enhance intellectual advancement of the Filipino people, and to foster closer Philippine-American relationship.
- ▶ Union Springs Academy (New York) reports several new staff members: M. E. Moore, principal, and Mrs. Moore, librarian; Mrs. Josephine Frank, French; Mrs. Ethel Wagner, dean of girls; Wilfred Henderson, industries; and Alexander Boyd, maintenance. The enrollment is 111, and the spirit is "very fine."
- ▶ Atlantic Union College is operating a new extension school at Fort Devens, Massachusetts, with an enrollment of 77 officers and enlisted men and women. Courses are taught in barracks classrooms at the post, which is eight miles from the college campus. More than half of the tuition cost is borne by the Army.
- ▶ New staff members at La Sierra College include Mrs. Mary P. Byers, head of the home economics department; William H. Barringham, dean of men; Wilber Alexander, assistant in the religion department; Robert Williams and Mrs. Norma Hilde-Downs, assistants in the speech department.
- ▶ The Northern European Division reports 666 teachers and 16,790 pupils in its schools. West Africa alone has 14,294 pupils in 113 schools, taught by 499 teachers. The increase in enrollment has been more than 5,000 in two years. Approximately 200 students are baptized each year.
- ▶ Emmanuel Missionary College campus was far from dead during the summer months, since 225 students were enrolled in summer classes and 195 were working to earn labor credit for another school year. Campus industries operated at top rate to provide labor for all.
- ▶ In the first week of school at Newbury Park Academy (California) 235 students were enrolled. During this same week 5 tons of sugar beets were harvested, and shortly thereafter 350 tons of tomatoes and 10 tons of walnuts.
- ▶ Last June 12 was a high day at Malayan Union Seminary (Singapore), for 14 students were baptized and "received their legal papers of adoption into the royal family of heaven and earth."
- ▶ New staff members at Madison College are J. M. Ackerman, head of the Teacher Training Department; Mrs. Ackerman, music; and J. N. Grosboll, credit manager of the sanitarium.
- ▶ R. L. Hubbs is the new principal of San Pasqual Academy (California).
- ▶ Union College students and teachers solicited \$2,600 for missions on Ingathering field day.
- ▶ Broadview Academy (Illinois) was host last spring to the annual music festival of the Lake Union academies.
- ▶ Last May 20 Fletcher Academy (North Carolina) graduated a class of 20 seniors. Two months later, on July 20, they welcomed Miss Marie Culvey to teach English and typing.
- ▶ Southern Missionary College reports an opening enrollment of 434 students, 180 of whom are freshmen. In addition, 138 are attending Colledge-dale Academy, and 126 are registered in the elementary school—a total of 698.
- ▶ Mount Aetna Academy (Maryland) was host to the Columbia Union Conference senior youth last August 22-29. Under the leadership of A. J. Patzer, union MV secretary, nearly 100 young people enjoyed an unforgettable experience.
- ▶ Maryland's Governor Theodore R. McKeldin was guest speaker at the convocation, October 10, celebrating the fiftieth anniversary of the founding of Washington Missionary College at Takoma Park, just over the line from Washington, D.C.
- ▶ The Seventh-day Adventist Theological Seminary conducted two summer extension schools in Inter-America this year—one in Jamaica and one in Trinidad. Dr. W. G. C. Murdoch was the director of these schools, assisted by Elders M. K. Eckenroth and L. E. Froom.
- ▶ Newbold Missionary College (England) welcomes several new staff members this year, including W. I. Smith, principal; V. N. Olsen and George Keough, Bible; A. J. Woodfield and Myrna Dorland, English; Irene King, commercial. The summer school enrollment was 100.
- ▶ Major improvements on the Washington Missionary College campus last summer included complete renovation and redecoration of Columbia Hall, with new seating in the chapel, and of the store, with books and supplies conveniently available and an attractive refreshment and quick-lunch room adjoining.
- ▶ Southern Missionary College reports advanced degrees received by several of its faculty: Adrian Lauritzen, chairman of the division of fine arts and professor of music, received his doctor's degree last summer from the Chicago Musical College. Master's degrees were received by R. M. Dahlbeck, instructor in physical education, and H. W. Hulsey, instructor in industrial education. R. M. Craig, C. G. Bushnell, and Leif Kr. Tobiasen have completed course work for Ph.D. degrees, and are now working on their dissertations.

- ▶ Destination—Tropics was the goal of 39 Walla Walla College adventurers, headed by R. A. Underhill, Beatrice Emery, and Agnes Sorensen, who banded together last summer to study biology and the Spanish language in old Mexico. In just over five weeks the biologists collected and classified nearly 30,000 insect specimens, which are now being used in entomology classes at the college. We are not informed as to the number of new words the Spanish students acquired!
- ▶ Pacific Union College reports an on-the-campus enrollment of 805, more than half of whom are freshmen, and more than 100 of whom are from overseas countries and Hawaii. There are 16 veterans of World War II and 65 veterans of the Korean war. In addition, 30 students of Australasian Missionary College are registered for P.U.C. affiliate courses.
- ▶ Students and teachers of Malayan Union Seminary (Singapore) gave strong and enthusiastic help in the Crusade for Christ meetings begun last June in Singapore, under the leadership of W. J. Hackett, division MV secretary. At the same time, special meetings at the seminary helped non-Adventist students to reach decisions for Christ.
- ▶ Ingathering field days in Emmanuel Missionary College and the Lake Union boarding academies netted \$23,988.85: Wisconsin, \$1,387.86; Indiana, \$1,639.16; Cedar Lake, \$2,580.90; Broadview, \$3,031.73; Adelpian, \$3,071.35; E.M.C. \$12,277.85. In spite of inclement weather in most instances, the financial rewards exceeded last year's record.
- ▶ Mount Ellis Academy (Montana) reports an opening enrollment of 79. New staff members include M. E. Smith, principal, and Mrs. Smith, piano and organ; Paul Johnson, Bible; Eileen Allaway, dean of girls, office accountant, and teacher of bookkeeping.
- ▶ Three new instructors in the C.M.E. School of Dentistry faculty are announced: Drs. Harold Schnepfer from Washington and Melvin Lund from Michigan, operative dentistry; Dr. Elizabeth Zwemer from Michigan, orthodontics.
- ▶ Through complete reorganization of its curriculum, Pacific Union College this year offers challenging opportunities to freshmen in its 4-year Liberal Arts School and Professional School, and the new 2-year Technical School.
- ▶ Mrs. Reuben G. Manalaysay, instructor in education at Philippine Union College, was granted the M.Ed. degree last April 6, by the University of Philippines.
- ▶ Washington Missionary College enrollment is up, with a total of 671 on October 8.
- ▶ Wisconsin Academy reports a record enrollment of 207, with four boys in some of the rooms. F. W. Bieber is the new principal.
- ▶ Platte Valley Academy (Nebraska) welcomes Ralph T. Carter, principal; Robert O. Gunst, dean of boys; Mrs. Gunst, teaching piano and organ; and Idella Krueger, dean of girls and teaching home economics and English I.
- ▶ Thirty carloads of enthusiastic students and teachers of Mount Vernon Academy (Ohio) solicited \$2,218.10 for world missions on Ingathering field day, last September 22.
- ▶ Sumatra Training School (South Pacific) reports an enrollment of 133 during 1953-54, its second year of operation—increased from 80 for the first year! Near the close of last school year 48 students were baptized.
- ▶ Thunderbird Academy (Arizona) reports enrollment of 142—practically 50 per cent more than last year. The new wood products shop and the laundry-and-dry-cleaning industry provide work for 50 to 60 students.
- ▶ More than \$3,000 was raised by Walla Walla College students and faculty on Ingathering field day, September 28. The 355 boys and girls of the grade school added some \$1,220, to make a total of over \$4,000 toward the \$5,000 goal.
- ▶ Sandia View Academy (New Mexico) welcomes Mr. and Mrs. I. C. Levering. He is teaching English, Bible, and history, and is organizing, training, and conducting the very new band. Mrs. Levering is teaching the elementary grades 1-4.
- ▶ A new course in church leadership for laymen is being offered at Pacific Union College this year, to prepare nonministerial graduates to serve their home churches more successfully in Sabbath school, Missionary Volunteer, home missionary, Dorcas and other church activities.
- ▶ The British Union Conference reports 110 students enrolled at Newbold Missionary College, 300 in Stanboroughs Secondary School, and 168 in the 5 elementary schools. The 116 non-Adventist pupils in the elementary schools and 204 non-Adventists in the secondary school present an evangelistic challenge and opportunity.
- ▶ Lodi Academy (California) reports an opening enrollment of 287 students; new courses in driver education, medical cadet training, and physical education; and new staff members—James Hottal, assistant dean of boys and instructor in physical education; Elfriede Koelling, dean of girls; C. W. Mayor, science; D. G. Prior, dean of boys, driver education and physical education; G. W. Walper, piano and organ; Mrs. Gloria Westerberg, assistant dean of girls.

► Pacific Union College welcomes a number of new faculty and staff members this year, including: Henry L. Sonnenberg, president; Ray W. Fowler, dean; C. S. Wallace, assistant dean of men; Ethel Walder McKeague, professor of nursing education; Ingrid Johnson, physical education; Mrs. June Townsend, art; Dorothy Ferren, assistant librarian; Louis W. Normington, acting head of secondary education department; W. H. Meier, assistant in history and secondary education; Vernon A. Winn, assistant in chemistry; Richard J. Larson, associate in agriculture; Robert Strickland, assistant business manager; Robert Cunningham, instructor in religion; Ivan Higgins and Charles Taylor, instructors in speech. Robert Reynolds, new principal and history teacher of P.U.C. prep school, announces new staff members also: John C. Miklos, Bible; Arthur W. Rowe, band and instrumental music; Carol Dunn, French, Spanish, and typing; Ned McMurry and Mrs. Ethel Stuart, English and speech; Mrs. Onitta Smith, home economics; Mrs. Violet Rugg, voice. New teachers in the elementary school are: Mary Brewer Bradley, grade 6; and Lyle McCoy, grades 7 and 8.

► Enrollment at Philippine Union College for the 1954-55 school year has topped all previous records, with a total of 1,188 on June 28, and more coming. Of this total, 537 are college students (201 of them *new* students); 368 are in the secondary department; and 283 are in the elementary school. The women's dormitory is overflowing, with double-deck beds in every room, to accommodate the more than 150 residents.

► The North Sumatra Training School, though still in temporary quarters in its fifth year of operation, reports an enrollment of 130 students. Last year 24 students were baptized. A number of graduates are working as colporteur-evangelists, and some are continuing their education at Indonesia Union Seminary.

► Among the new staff members at Union College this year are: R. K. Nelson, head of the history department; Albert E. Smith, assistant professor of physics; Harold Lickey and Mrs. Mary McClendon, music; and Vernon J. Jester, assistant business manager.

► Adelphian Academy (Michigan) reports a near-record opening enrollment of 295. Repairs, redecoration, refurnishing, and other improvements are much appreciated.

► Forest Lake Academy (Florida) welcomes Mrs. Frank Lamb as the new matron, Ruby Lynn as instructor in piano and organ, and Daina Ramey as voice and choral instructor.

► L. S. Davis is the new principal at Sunnydale Academy (Missouri), and C. L. Newkirk is the new accountant.

Languages Are Open Windows

(Continued from page 18)

pared ambassadors sent to foreign climes; but how much more might have been accomplished had the human agents been more competent and better prepared for their work!

We are a missionary people, and professedly our whole denominational program is geared to that objective. Then why shouldn't our children receive some language training in the elementary grades? Experiments have shown that such training is highly successful. Then, admitting that language study is cultural, broadening, helpful in our English program, and an effective means of directing the thoughts of our youth toward the mission fields, why shouldn't language study be continued on the secondary level? Even though many of the youth may never go overseas, if the language they studied has been properly taught, they will always have a sympathetic and understanding interest in the countries and the people that use the language.

Let us encourage capable young men and young women to dedicate themselves to language study in order that they may become efficient teachers. Too many of our language classrooms are places of torment; too many of our boys and girls have been crucified on the cross of conjugation, to the utter neglect of beautiful literature, charming folk songs, and thrilling histories of lands whose languages they were trying to learn. One may say, "That isn't language study." Ah, but it is! A great part of our trouble has been that we have killed our students' interest by our use of antiquated methods. Why? Simply because too many of our teachers didn't know any better; they weren't prepared.

We as a denomination need to wake up and cultivate the gift of tongues that the Lord would have in His remnant church. We need to reject this monolingual isolationism, and take our proper place at the head of a movement that can do more to foster international brotherhood and good feeling than all the efforts of the United Nations without it. We can reach hearts in other lands when we can speak to them in their own languages.

¹ "Opinions Worth Hearing," a compilation by the Modern Language Association of America, p. 6.

² *Ibid.*, p. 16.

³ *Ibid.*, pp. 4, 5.

⁴ *Ibid.*, p. 5.

⁵ *Ibid.*, pp. 5, 6.

Parent-Teacher Conferences

(Continued from page 13)

quired only through experience. Though you may not always be successful, with God's help you can learn to help these parents to help themselves and their children.

e. *Plan with the parents*

Parents know when you are genuinely interested in their child. They don't want you merely to accept their child as he is; they want to feel that you are anxious to do all you can to help him. When they feel this real interest, they will usually be eager to plan with you to help their child.

f. *End the conference promptly*

If you have other parents waiting to see you, it is essential that you close each conference on time. This is a good opportunity to plan for another conference. The parents should be invited to visit the school frequently, and to talk with you at any time or place. Make every effort to close the conference on a pleasant note.

3. Follow-up Work

a. *Keep a brief record of each conference*

The best time to make notes on the conference is immediately after its close. Pertinent information should be recorded, as well as plans that were made.

b. *Carry out plans*

Be sure to follow through on plans that are made during the conference. Utilize the information obtained in working with the child.

c. *Arrange future meetings*

Follow-up meetings should be arranged as the need for them arises. Regular conferences should be had with the parents of children who are getting along well in school as well as with parents of problem children.

If you will take the time and make a sincere effort to hold successful parent-teacher conferences, you will find it to be one of the most instructive, inspirational, and rewarding experiences of your teaching career. Skill in holding such conferences will be developed as you gain experience. Working with parents in this way will make you more than a teacher of the three R's; it will help you be a teacher of children and a winner of souls.

► Emmanuel Missionary College welcomes Robert L. Noel as assistant professor of engineering.

► Caribbean Training College (Trinidad, B.W.I.) reports \$1,400 raised for missions up to and including Ingathering field day.

► The second largest class in the history of the C.M.E. Collegiate School of Nursing registered during August, with 38 members.

► Mr. and Mrs. Richard McCoy have joined the staff of Gem State Academy (Idaho), he to direct the band and give instrumental lessons, and she to teach voice, organ, and piano.

► Champion Academy (Colorado) reports an opening enrollment of 227. Contrary to most schools this fall, the upper classes are larger than the freshman and sophomore classes.

► Montemorelos Vocational and Professional College (Mexico) reports 200 students enrolled, 120 of whom live in the dormitories. Six young women made up the fourth graduating class of the School of Nursing. Marvin Midkiff is the new manager of the print shop.

► Walla Walla College reports registration of 982 students as of October 7. In common with most, if not all, of our colleges this fall, the freshman class is away out in front, with 341 enrolled. The academy has 153 students, and there are 355 pupils in the Clara Rogers elementary school.

► With a view to speeding the program of accreditation the Oakwood College Board has reorganized the various instructional departments into six divisions: Applied Sciences, headed by C. E. Galley; Education and Psychology, headed by Natelka E. Burrell; Humanities, headed by Eva B. Dykes; Natural Sciences and Mathematics, headed by E. A. Cooper; Religion and Theology, headed by C. T. Richards; and Social Science, headed by Dean O. B. Edwards. Four of these division chairmen—Messrs. Edwards, Richards, Cooper, and Galley—are alumni of Oakwood.

► New faculty members at Atlantic Union College include Harold A. Drake, assistant professor of biology; Mrs. Dorothy D. Carr, assistant professor of home economics; F. Lyle Clarambeau, registrar and instructor in economics and business; Mrs. Florence Clarambeau, instructor in piano and organ; Lyle Jewell, instructor in voice and choral music; John I. Hartman, college treasurer and instructor in economics and business; Mrs. Rosalind Hartman, instructor in Spanish; Mary Lou Durning, dean of women; and Nicholas Klim, dean of men. Philip S. Chen, head of the department of chemistry and chairman of the division of the natural sciences, has returned to full-time duty. Charles J. Stokes is acting academic dean.

Fostering Spiritual Life

(Continued from page 5)

- ▶ Newbury Park Academy (California) announces completion of its building program, begun in September of 1947. The final unit provides a new chapel, with a seating capacity of 640; band and choir rehearsal room, 7 practice rooms, and 3 music-teaching studios. The old library has been remodeled into 2 classrooms, and the new library is a real asset to the school and the students.
- ▶ Heart of the irrigation system on the Madison College farm is an 80-horsepower Diesel motor directly connected to a centrifugal pump of 600-gallons-per-minute capacity. The Cumberland River forms the boundary of the farm for nearly a mile, and provides a plentiful water supply. A continuous crop program is now possible, to meet the needs of the institution.
- ▶ With 738 college students, approximately 200 academy students, and well above 400 pupils in the elementary school, La Sierra College campus is really swarming; and with the largest dormitory enrollment in five years—446—the residence halls are fairly bursting at the seams.
- ▶ Hylandale Crafts, capably managed by Mr. and Mrs. Donald Olds, is providing work opportunities and fine training for several students of Hylandale Academy (Wisconsin). Hundreds of different and attractive Novelware plaques, figurines, and lamps are finding a good and growing market.
- ▶ Physical education and Medical Cadet classes are much more interesting in the beautiful new gymnasium-auditorium at Forest Lake Academy (Florida). Games, skating, programs, and other events are also thoroughly enjoyed there.
- ▶ The Seventh-day Adventist Theological Seminary was host in mid-September to the first meeting of the pastoral council, made up of institutional and conference officials and pastors of churches within a radius of 60 miles of the Seminary.
- ▶ Helderberg College (South Africa) presented a large group for investiture in the MV classes on September 17. Every class was well represented, from the 6 Busy Bees to the 11 Master Guides, including principal-elect E. L. Tarr.
- ▶ Takoma Academy (Maryland) welcomes new staff members: George Akers, librarian and English instructor; Bergita Petersen, music; Betsy Weis, biology and girls' physical education; Mrs. Jo Ray Cotton, French.
- ▶ Auburn Academy (Washington) welcomes new staff members: C. L. Witzel, principal; Ronald C. Reed, science; John R. Ward, dean of boys; Robert E. Farver, assistant farm manager and teacher of agriculture.

The great concepts of sacrifice and service need opportunity for expression among college young people. Often we go to great lengths in planning for their comfort. There should be specific opportunities for them to engage in missionary activities for the less fortunate, for "through unselfish service we receive the highest culture of every faculty."¹ A prominent feature of life in the Christian college should be sacrifice in behalf of the underprivileged and the unenlightened at home and abroad.

The best efforts of all the faculty and staff members of a Christian college are required. A high level of Christian living on a campus is not achieved by mere chance. It requires careful attention to all phases of its work, beginning with the selection of students by the Admissions Committee, and following through to commencement day. It touches such matters as the social life of the students and their recreation plans; the counseling program; opportunities for service and sacrificial giving, public worship services, and special weeks of devotion.

In all of these multitudinous responsibilities the God-fearing faculties of our schools have the assurance that as, in earnestness and humility, they seek heaven's direction in their task, the invincible legions of the most high God are at their side to assist in bringing their students to a high level of spiritual attainment.

¹ John M. Moore, *The Place of Moral and Religious Values in Programs of General Education*, pp. 21, 22.

² George F. Thomas, *Religious Perspectives in College Teaching* (an Edward W. Hazen Foundation pamphlet), p. 30.

³ Ellen G. White, *Education*, p. 16.

▶ Inter-American Division reports nearly 13,000 children enrolled in 286 church schools; 1,400 youth in 22 secondary schools; and nearly 300 students in the six junior colleges. These figures represent gains during the past four years of 50 per cent in elementary enrollments, 64 per cent in secondary, and 160 per cent in junior college.

▶ Walla Walla College welcomes several new staff members, including: A. J. Johanson, dean of men; Richard Ubbink, assistant business manager; Stanley Bull, assistant in education; Florence Gill, assistant dean of women; G. S. Balharrie, religion; Mrs. Robert Silver, assistant librarian; I. Floyd Hoffman, bakery manager; Walter Werth, manager of the dairy herd; and Mrs. Werth, teacher of third grade in the campus school. Former dean of men F. A. Meier is the new academic dean.

THE BOOKSHELF

Prophetic Faith of Our Fathers, vol. 4, by L. E. Froom. Takoma Park, Washington 12, D.C.: Review and Herald Publishing Association, 1954. 1,297 pp. \$8.50.

The capstone of the monumental history of prophetic interpretation that carried L. E. Froom to three continents in search of authentic original sources has just been finished in the issuance from the press of the long-awaited fourth volume of the *Prophetic Faith of Our Fathers*.

Something of the exhaustive and scholarly nature of this comprehensive set of books comprising 4,100 pages is indicated in the 2,380 entries that fill its 156 pages of bibliography. Rare volumes, periodicals, and manuscripts seldom if ever open to the public were providentially made available to the author in some of the world's famous libraries under most remarkable circumstances. That the hand of God was over this project has also been made evident in the generous praise it has received from scores of eminent theologians in learned religious journals and in personal letters to the author. Nothing our presses have produced to date has brought Adventist truths and teachings to such favorable attention among hundreds of ranking Bible scholars as has this attempt to gather together all the evidence that the coming of Christ is an imminent pre-millennial event in keeping with the prophecies as Seventh-day Adventists have understood them for more than a century.

By reason of its ramifying subject matter, the fourth volume now ready for delivery is a third larger than those that have preceded it. Its three parts present respectively American interpreters of prophecy from 1800 to 1844, the Millerite phase of the Second Advent Movement, and the development of the Seventh-day Adventist faith and doctrine as it is held today. A two-chapter Epilogue reviews the work of the great prophetic conferences in Great Britain and America since 1878. Extended appendices deal with matters more or less extraneous to the textual material, such as scientific aspects and history of the Leonid showers (falling of the stars); the literalist and futurist viewpoints on prophecy; the rise of ultra-dispensationalism; varying views on the atonement, et cetera.

This new volume shows that the early decades of the nineteenth century were an awakening period for expositors of prophecy in various religious bodies—an interdenominational development. The new world Advent Awakening paved the way for the spectacular Millerite movement that followed, a Christian crusade that had its rootage deep in the long past. Incontrovertible evidence is adduced to show that the proponents of Millerism believed it to be the resumption and

consummation of the arrested Reformation of the sixteenth and seventeenth centuries, and thus its dynamic power is accounted for. The one segment of that movement that assumed significant proportions and expanded over the globe in ever-widening circles is presented as having a vital relationship and indebtedness not only to Millerism but to every sincere prophetic exposition since the birth of Christ.

Like Kepler, who found the law of the heavens depended upon an understanding of the planetary orbit as an ellipse with two central foci, the many interpreters of the prophecies, unwittingly or not, were proving to the world that the plan of salvation could not logically end in the tragedy of the cross, but must find its triumph and completed meaning in the Second Advent of the Saviour as the hope of the ages. Proof is marshaled here that these many Scriptural expositions and interpretations converge into the inescapable conclusion that those who profess to be God's remnant people carrying the three angels' messages to the ends of the earth are in verity the true people of prophetic destiny, a nation called out and chosen for the consummation of the divine plan.

HARRY M. TIPPETT, *Associate Book Editor*
Review and Herald Publishing Association

Writing for Young Children, by Claudia Lewis. New York: Simon and Schuster, 1954. 116 pp. \$3.00.

This is a book to learn from and to enjoy. Addressed primarily to writers and would-be writers for children, it is very readable, interesting, easy to understand; and contains a vast store of logical, sensible instruction about how to write for young children.

In a chapter entitled "The Language of Sensory Perception," the author points out how adults must shed the stereotyped, abstract language that we have all come to use, and to translate experience and ideas into concrete terms. This requires "spontaneity, the free rush of energy, the standing on two feet, and the shouting of, Yo ho ho, it is I, I, I!"

Rhythm, another essential, is described as "a long drone, or a bounce, or a slap-bat dance; it is the easy iambic up-and-down of quiet speech; it is the sharp beat and quickened pace of emotional outburst."

Speaking of the effects of sound upon children, she says, "Words and sounds are savored in the mouths of children as though they were lollipops; they are turned, twisted, smoothed, rounded, toyed with, smacked, sipped."

Form is not forced or artificial; it is natural. Children love simple patterns with enumeration and repetition.

For children, however, whatever its form, whatever its content, a real story begins with an emotion. If the emotion is lacking, we are dealing not with a story, not with literature, but with texts, instruction, information. But children want something more than amusement, something more than emotion in stories; they want content into which they can put their teeth. They like stories with a moral view, but without the moral tag and the preaching. They do not care for stories in which the writer pushes truth and beauty down their throats or prescribes proper dosages of morals. They do like stories from which they can reach out and take the power inherent in the potential meaningfulness of its themes, the vitality of its characters, or the ideas that open up new perceptions.

GEORGE M. MATHEWS, *Associate Secretary*
Department of Education, General Conference

The Teaching of History

(Continued from page 21)

temporary fellow beings. He may seldom mention the name of God, of Christ, or of the church; but in every remark he makes in the classroom and in every paragraph he writes in his study there will be a certain reverence and respect for his material, a certain feeling for human tragedy and human triumph in history which is closely parallel to the Christian's respect for human personality in general. He will try to understand before he condemns, and he will condemn with a sense that he too, being human, is involved in any judgment he may make. He will not bleach the moral color out of history by steeping it in corrosive skepticism. Nor on the other hand will he use history as a storehouse from which deceptively simple moral lessons may be drawn at random. . . . At the same time he will remember that he is a teacher, not a preacher or a pastor; a layman rather than a clergyman. He will remember that as a layman and a historian he has no more right to pontificate about the ultimate meaning of history than his students or friends. . . . He will not blink the fact of evil in history. . . . In the last analysis, the attitude a Christian takes toward the history of which he himself is a living part will determine his attitude toward the history which is past."⁶

¹ Benjamin Fine, "U.S. College Students 'Flunk' Geography," *The Reader's Digest*, September, 1951, pp. 67-70.

² Max S. Marshall, "Hardly My Affair: Teaching History," *School and Society*, December 1, 1951, p. 339.

³ James A. Boyd, "Objectives and Methods in Teaching American History," *School Review*, November, 1950, pp. 486, 487.

⁴ Richard E. Sullivan, "Toward a Reconstruction of the General History Course," *Journal of General Education*, January, 1953, pp. 146-156.

⁵ E. Harris Harbison, *Religious Perspectives of College Teaching in History* (a pamphlet), p. 13.

⁶ *Ibid.*, pp. 26-28.

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Arthur E. Bestor, *Educational Wastelands, the Retreat From Learning in Our Public Schools*. University of Illinois Press, 1953.

Earl J. McGrath, "What Should Teachers of History Teach?" *American Association of University Professors Bulletin*, December, 1947, pp. 648-660.

Francis F. Wayland, "The Place of History in the College Curriculum," *The Social Studies*, December, 1949.

► Fourteen La Sierra College staff members did graduate work in 12 fields at 7 different schools during last summer vacation.

► Two new rooms were added last summer to the church school at Pendleton, Oregon, and the whole building was remodeled, rewired, and re-decorated. There are six teachers and 182 pupils—18 of them in the ninth grade.

► Fletcher Academy and Mountain Sanitarium (North Carolina) really appreciate their new building, Whitford Hall, which provides a home for the girls and their dean, and also the kitchen and dining room for the entire school family.

► Adelpian Academy (Michigan) welcomes Edward E. Kopp to teach English, denominational history, and youth problems, and to direct Master Guide work; and Lennart Olson, who will direct the band and the boys' glee club, teach music theory, and give private lessons on instruments.

► Atlantic Union College reports enrollment of 436—the largest student total in the college's history: 342 in residence on the campus, 17 in the second year of the new nursing B.S. program at the New England Sanitarium, and 77 in the new extension school at Fort Devens. Included in the college enrollment are 37 students from 12 countries outside the United States. The total veteran enrollment is 38, most of whom served in the Korean war.

► The College of Medical Evangelists and other Seventh-day Adventist colleges earn approximately the same percentage of their yearly operating expenses. During the past four years, S.D.A. colleges have earned 96.6 per cent of their operating expenses, with the church covering the remaining 3.4 per cent. The College of Medical Evangelists raised 96.2 per cent of all operating costs for 1953-54, requiring only 3.8 per cent from denominational funds.

► Southern Missionary College welcomes several new faculty and staff members, including: Henry Baasch, assistant professor in religion; Leola Castle, assistant professor of home economics; Mrs. Elmyra Conger, demonstration school; Francis R. Cossentine, assistant professor of music and voice; James Edwards, dean of men; John Garner, principal of elementary school and teacher of grades 7 and 8; Duane Gaskell, professor of physics and mathematics; L. N. Holm, business manager; Larry Hughes, instructor in biology and chemistry; Harry Hulsey, instructor in industrial arts and supervisory foreman; Drew Turlington, instructor in industrial arts in the academy and assistant manager of maintenance; Lois Marie Wood, grades 5 and 6 in the elementary school.

Educational Administration

(Continued from page 11)

have, but it is of still greater importance that they walk humbly with God and are guided by the Holy Spirit. Such men will be taught of God, and they will seek counsel of their brethren who are men of prayer." (6T 215)

"The one standing at the head of a school is to put his undivided interests into the work of making the school just what the Lord designed it to be. If he is ambitious to climb higher and still higher, if he gets above the real virtues of his work, and above its simplicity, and disregards the holy principles of heaven, let him learn from the experience of Moses that the Lord will surely manifest His displeasure because of his failure to reach the standard set before him." (FE 510)

B. Staff relationships

1. Collective faculty study and action

"'Counsel together,' is the message which has been again and again repeated to me by the angel of God. By influencing one man's judgment, Satan may endeavor to control matters to suit himself. He may succeed in misleading the minds of two persons; but when several consult together, there is more safety. Every plan will be more closely criticized, every advance move more carefully studied. Hence there will be less danger of precipitate, ill-advised moves, which would bring confusion and perplexity. In union there is strength; in division there is weakness and defeat." (CPT 92)

"The college was not brought into existence to bear the stamp of any one man's mind. Teachers and principal should work together as brethren. They should consult together, and also counsel with ministers and responsible men, and above all else, seek wisdom from above, that all their decisions in reference to the school may be such as will be approved of God." (CPT 87)

2. Cooperation in the classroom

"Co-operation should be the spirit of the schoolroom, the law of its life. The teacher who gains the co-operation of his pupils secures an invaluable aid in maintaining order. In service in the schoolroom many a boy whose restlessness leads to disorder and insubordination would find an outlet for his superfluous energy. Let the older assist the younger, the strong the weak; and, so far as possible, let each be called upon to do something in which he excels. This will encourage self-respect and a desire to be useful." (Ed 285, 286)

"Teachers and students are to come close together in Christian fellowship. The youth will make many mistakes, and the teacher is never to forget to be compassionate and courteous. Never is he to seek to show his superiority. The greatest of teachers are those who are most patient, most

kind. By their simplicity and their willingness to learn, they encourage their students to climb higher and still higher." (CPT 269)

3. Teacher-student cooperation in maintaining order

"The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealing with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering. When God says, 'Thou shalt not,' He in love warns us of the consequences of disobedience, in order to save us from harm and loss." (Ed 287)

"The rules governing the schoolroom should, so far as possible, represent the voice of the school. Every principle involved in them should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed." (Ed 290)

"Rules should be few and well considered; and when once made, they should be enforced. Whatever it is found impossible to change, the mind learns to recognize and adapt itself to; but the possibility of indulgence induces desire, hope, and uncertainty, and the results are restlessness, irritability, and insubordination." (Ed 290)

► New staff members at Washington Missionary College include: E. I. Mohr, head of physics department; Wilton Wood, director of guidance; John E. Weaver, head of secondary education; Claude Barrett, production superintendent at the W.M.C. Press. Frank E. Wall, head of the language department, is academic dean. He is assisted in language by Esther Bruck, who is teaching French and German.

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The Classroom Climate

(Continued from page 7)

5. *Teach the children to do things for others.* We are instructed¹ not to spend time thinking about ourselves and requiring sympathy for ourselves or our conditions. We should teach the boys and girls that instead of requiring sympathy we are twice blessed when we seek to impart it to others. Teach them to be grateful for heaven's blessings; then give them a taste of the joy to be found in helping and encouraging others. This is likely to cure any feelings of inadequacy that they may have. It is good practice for the school to have many projects that give the children opportunities to learn that the secret of happiness is in doing something for someone else. Such projects as preparing and distributing food baskets for the poor at Thanksgiving or Christmas time, making attractive booklets for hospitalized children, singing or reading to shut-ins, are especially valuable to the emotionally weak child, and bring happiness and strength of character to all.

6. *Bring the power of religion to bear upon problems.* Secular psychiatrists plead for children to be released from excessive "guilt" feelings. It is true that the feeling of guilt is a paralyzing thing, and it must be removed if happiness and full emotional maturity are to be reached. These psychiatrists say that youth should not be reined up to adult standards of morality, because they are too immature to comprehend their meaning. Of course, children will not behave like adults; but the standards for character building are just as understandable for them as for adults. Children can be freed from a sense of guilt, not by lowering the standards, as is suggested by the psychiatrists, but by leading them to experience the forgiving power of Jesus and to trust a loving heavenly Father to supply their needs and to help them to do right. There is need for a redirection of emotional energies from that which is harmful into more constructive activities—physical work, hobbies, and service for others—which release the tensions and permit harmless and acceptable uses of the emotions. In a classroom where children find happiness and success in worth-while and challenging tasks there are few problems of emotional adjustment.

¹ Howard Whitman, "Teach Them How to Live," *The Reader's Digest*, July, 1947, p. 36.

² Ellen G. White, *The Ministry of Healing*, pp. 256-258.



EDUCATION IN THE NEWS

UNESCO agenda item: Proposals for the opening of an international school and the establishment of a world center for the study of social implications of technological change were among the items on the crowded agenda for UNESCO's big month-long meeting scheduled for Montevideo, November through December 11.

Five crises in education: For your convenience we reproduce the list of "five crises in education" as conceived by the *Saturday Review* (its issue of September 11, 1954). The five are: (1) criticism of the curriculum, especially the teaching of the three R's; (2) shortage of classroom space; (3) desegregation; (4) juvenile delinquency; and (5) threat to learning implicit in some of the activities of Congress.

Czar: A group of comic book publishers have appointed New York Magistrate Charles F. Murphy to serve as an industry-wide "czar" to enforce a new code of ethics banning horror and terror comics. Murphy is to be given an annual budget of \$100,000 to administer his office. The new group, known as the Comics Magazine Association of America, represents 24 of the nation's 27 comic magazine publishers. And the publisher who says he introduced the horror comic magazine for children—William Gaines of New York—has announced discontinuance of such periodicals. "It seems to be what the American parents want," commented Gaines. But he's not convinced of the validity of his decision. He says horror comics "have nothing to do with juvenile delinquency."

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