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THE PEOPLE FOR WHOM WE WORK

An Editorial*

EDUCATION is increasingly concerned with more and better teaching preparation, improved methods, better administrative organization, solution of financial problems, more and better teaching and learning tools, and improvement of the students' learning incentives and environment.

All these are worthy of much time and effort, and essential to the realization of basic objectives. Yet at best they are only worthy means and staging. Their true value is measured by their contribution to the *subjects* of our educational effort.

The broad, integrated, and overlapping objectives of all true education are the development of Christian character, soul saving, and training for service, realized in the lives of the people for whom we work —our students. They are the ultimate objects of our deepest interest and the subjects of our daily prayers for divine guidance. Inherent in all our efforts for the improvement of education must be sympathetic understanding of each student and real concern to make him whole. "The harmonious development of the physical, the mental, and the spiritual powers"[1] of our every student is the objective. It is the student, not the staging, for which we must give account. Realization of this sobering fact makes teaching a sacred and noble ministry.

"The salvation of his pupils is the highest interest entrusted to the God-fearing teacher. . . . If the heart is glowing with the love of God, there will be seen in the life that pure affection which is essential; fervent prayers will be offered and faithful warnings given."[2] Such true service partakes of the divine, for the love of God in the life of the teacher will impel or restrain the students with whom and for whom he works and prays.

We need constantly to remind ourselves that children and youth are not adults. Their understanding, judgment, and self-control are not fully developed. Recently a father said to his son who had been sent home for an infraction of school regulations, "Son, I want you to act your age!"—failing to realize that his fifteen-year-old son was doing exactly that, acting his age. What the father really meant, was, "Son, I want you to act *my* age!" which of course was impossible, for he was not his father's age.

Most of us live too much in the immediate; we are too concerned with today, and tend to enlarge its limitations and problems out of focus with time and perspective. True, today counts toward the total of life and the realization of its ultimate goals. But more important are the direction attitudes and perspective, and the developing character and personality. This process takes time. Our interest must be sustained and our hope projected into the future. We must find satisfaction for today's trials and disappointments by anticipating the future men and women we are now helping God to make. Our supreme task is the development in each of a sound, integrated, Christian philosophy of life, with worthy objectives for his attainment and sound principles for his guidance.

My first college president once said, in a chapel talk: "Young men and women, many times I walk around the block to keep from seeing everything. I realize you are not fully mature; but I believe I can trust you, and I don't want to enlarge the immediate out of proportion to the perspective of time. I hope you won't betray my confidence in you." His appeal made with considerable feeling and emotion, had a tremendous impact. We were the people for whom he was working, and no one doubted his interest and concern.

A few years ago, at a large camp meeting, a principal introduced three of his students who were to participate in an educational rally. He said, essentially, "I don't know what these young people are going to say; but I know one thing, I can trust them." That is the spirit that is needed. Confidence begets confidence; trust challenges the inner essentials of life and strengthens one to measure up to the opportunity. The people for whom we work are tomorrow's men and women who, in turn, will be guiding and teaching as we are today. Let them never have cause to doubt our confidence in them, our love for them, and our trust in their willingness to do right.

For many of the youth in our schools the process of becoming men and women produces intense emotional stress. They are passing through an experience in which the soul is in ferment, the destiny uncertain, and the character undeveloped. This calls for full consecration on the part of every teacher, sympathetic understanding, and wise counseling and guidance. Let us wisely and tactfully meet the challenge. Our greatest and most effective contribution will be the lessons we live before them, rather than the lessons we teach to them in the classroom. The youth for whom we work are the greatest asset of the church. Let us give ourselves generously to them.

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* A. C. Nelson, author of our guest editorial, is educational secretary of the Pacific Union Conference.

[1] Ellen G. White, *Education*, p. 13.

[2] White, *Counsels to Parents, Teachers, and Students*, p. 505.

Counseling Students

F. A. Meier
DEAN
WALLA WALLA COLLEGE

HARRY ANDERSON, ARTIST

EDUCATORS and other workers in our denomination expend unlimited energy and resources in recruiting students for the schools of the church. It would, therefore, seem logical that a reasonable amount of energy and resources should be expended in organizing and administering services designed to hold students once they are in our schools. A candid appraisal of current institutional practices reveals that this is not always the case.

In the business world every precaution is taken to protect investments. It is not uncommon for our larger schools to send several representatives into the field during the entire summer, in addition to year-round activities of various executive officers and agents of the school. The expense thus incurred represents a substantial sum, and great precautions should be exercised to protect such investments. However, it is quite typical that these investments are not adequately safeguarded. In the average institution only a comparatively small amount is spent to provide those services that will help to retain students in school. Obviously, a chief motive for providing such services should be to increase the holding power of the institution and thereby better insure the soul salvation of our youth. Interpreting the potential value and results of such services to appropriate legislative bodies or policy-making groups is a most important task of educators.

Specifically, what are these services? They are a cluster of allied and related activities commonly identified as counseling. It is not my thesis in this discussion that present services are not effective, but rather that they are inadequate. In many of our institutions the potentialities of a well-organized counseling program have barely been touched. The opportunities for counseling students are unlimited, but often unrealized. A common lament is that the heavy teaching loads of the majority of teachers virtually prohibit any significant counseling with students. School home deans are overburdened with details and routine demands that encroach seriously on the time and energies that should be given to their chief work, counseling. What a tragedy, for a functional counseling program is the most effective means of achieving the goals of Christian education, and of bringing the power and influence of an institution to bear upon individual students.

It has been manifested again and again that the development of personal ideals and values depends largely upon the influence of other persons. This being true, how important it is that staff members be good counselors as well as good teachers of subject matter—and that they have sufficient time for this vital part of the instructional program! It must be emphasized that in the counseling program creative leadership is essential. However, the responsibility for student counseling cannot be wholly delegated to a specialist so that other teachers can be free for classroom duties. Every teacher must play a key role in any counseling program. Though a teacher may have excellent training and the capacity to stimulate learning, if he lacks ability as a counselor he is handicapped in interpreting Christ to his students—the prime function of Christian education. Excellence of teaching and competence in counseling are twin qualities of inestimable worth, for they facilitate personal evangelism.

The counseling process represents a delicate, sensitive, and priceless relationship between counselor and student. Where there is proper rapport, the student is free to share personal problems or burdens and to benefit from the experience and perspective of the counselor. And on the other hand, the counselor's insight and sympathetic understanding of personal problems is more easily gained through such a relationship. True counseling seeks to avoid overdependence on the part of the student and to develop in him a progressively greater capacity for self-direction.

"God never designed that one human mind should be under the complete control of another. And those who make efforts to have the individuality of their pupils merged in themselves, to be mind, will, and conscience for them, assume fearful responsibilites." [1]

"Counselors should be more than repairmen straightening or replacing offending parts. Counselors should so stimulate the client that he attains new and higher levels of effectiveness in meeting new situations." [2]

What are the essential qualities or characteristics of the skillful counselor? Some have urged that necessary competencies can be developed only through formal and extensive training in psychotherapy. Others maintain that every teacher is a counselor. The truth probably lies somewhere between these extreme viewpoints. A combination of common sense, genuine interest in others, and willingness to embark on a program of individual study will enable most teachers to achieve a relatively high degree of skill in counseling. Christ's counseling techniques and methods should be studied and emulated by all who would serve students.

Perhaps Jesus' most obvious characteristic as a counselor was His gentleness and kindness. People were naturally drawn to Him, and felt at ease with Him, instinctively sensing that He thought in terms of their potentialities rather than of their current shortcomings. No honest seeker for truth was ever embarrassed in His presence! He was able to look beyond the present character and immaturity of each individual, and to recognize his potential worth. He sought to inspire men and women to build on their strengths, and to let those strengths choke out weaknesses. A similar climate must permeate our institutions and the attitude of our teachers.

Christ possessed an unlimited love for humanity, an infinite capacity to love the most unlovely. This capacity to love, and to show by word and action that we love, is an essential quality, though difficult to achieve. Insubordinate, reckless, indifferent youth often provoke a natural inclination to rebuke sharply by word or demeanor. But "in order to exert the right influence, he [the teacher] should have perfect control over himself, and his own heart should be richly imbued with love for his pupils, which will be seen in his looks, words, and acts." [3]

Christ was decisive and firm in His relations with people. The counselor will not sacrifice principle in order to maintain rapport with students, but must reprove, correct, and chasten when needed. This is to be done in humility and gentleness, yet with firmness. Students cannot long respect teachers who fail in this respect.

A further characteristic of Christ as a counselor was His great patience. The counselor must constantly remember and emulate the Saviour's calm confidence and patience in all His personal labor for His disciples. "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." [4]

As we teachers contemplate our responsibilities as counselors of our students, we need to be concerned less about professional competence or skills and more about our personal relationship with Christ.

"Teachers can gain efficiency and power only by working as Christ worked. When He is the most powerful influence in their lives, they will have success in their efforts. They will rise to heights that they have not yet gained. They will realize the sacredness of the work entrusted to them, and filled with His Spirit, they will be animated with the same desire to save sinners that animated Him. And by their lives of consecration and devotion, their students will be led to the feet of the Saviour." [5]

[1] Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 76.
[2] Francis P. Robinson, *Principles and Procedures in Student Counseling*, p. 19.
[3] White, *op. cit.*, p. 77.
[4] *Ibid.*, p. 269.
[5] *Ibid.*, p. 263.

Teaching Without Words

It is disconcerting to find, as all teachers sometimes do, that children are not listening to what you have to say. But don't be overly concerned at such occasional lapses. You can transmit many an important lesson without words. For children learn also from your actions. To illustrate:

1. When a teacher starts classes on time, and ends promptly, this action says, "Other teachers' time is just as valuable as mine, and other subjects are equally important to children."

2. When a teacher rotates jobs among individual class members, this action says, "I respect each pupil, and believe that each has something to contribute to the group."

3. When a teacher seeks help from supervisors, from reading, from teacher exchange, from visits to homes, from studying his pupils, these actions say, "Children need all the guidance I can give them, and I must be prepared not only to know what I am teaching but to whom and why."

By the same token, many of our actions say things which would better be left unsaid. As Orpha McPherson, U.S. Bureau of Indian Affairs, points out:

1. When a teacher sits or stands idly by while all children are working on a written assignment, this action says, "I haven't much to offer, and this will keep everybody busy while I have a rest."

2. When a teacher passes out all the materials, does all the questioning and most of the answering, these actions say, "I can do things better than the children, and it saves time."

3. When a teacher insists on always using crayons instead of water paints because they are not so messy, this action says, "Keeping the room and children tidy is of more consequence than creative expression."—*The Teacher's Letter*, an Arthur C. Croft publication, Nov. 12, 1955, p. 4. (Used by permission.)

You're Right, Judge!

Wilton O. Baldwin
EDUCATIONAL SUPERINTENDENT
OREGON

AND now a superior court judge has said it! "Let's allow our teen-agers to work," voices Judge William G. Long in his vigorous appeal to let youngsters enjoy the thrill of useful work as the best solution to the problem of juvenile delinquency.[1]

How familiar are such words to Seventh-day Adventists. We can but wonder why we have been so silent about a major phase of God's remedy for youth problems, long ago revealed to us by His messenger:

"It was God's purpose to remove by toil the evil which man brought into the world by disobedience. By toil the temptations of Satan might be made ineffectual, and the tide of evil be stayed." [2]

There is His formula. Just as uncomplicated as Gideon's lamps and trumpets,[3] or the priests' blowing the trumpets outside Jericho,[4] or Elisha's prescription for Naaman—"Go and wash in Jordan seven times."[5] It sounds extremely simple: "By toil the temptations of Satan might be made ineffectual."

Seventh-day Adventist education is just as distinctive as is the Sabbath, and accrediting bodies have repeatedly urged us to keep this distinction sharp and clear. The blueprint for Christian education provides that teachers and students alike shall spend several hours each day in joyous, useful toil. Why?

God does not always give the reasons why, but in this case He has given some leading suggestions to stimulate our thinking and interest to find them:

"There is an intimate relation between the mind and the body, and in order to reach a high standard of moral and intellectual attainment, the laws that control our physical being must be heeded. To secure a strong, well-balanced character, both the mental and the physical powers must be exercised and developed." [6]

Scientists have taken a close look at this "intimate relation between the mind and the body," and have come up with some intensely interesting comments:

"The concept of the indissolubility of mind and body has long been vaguely accepted. . . . When a muscle contracts, an electrical wave, which can be measured and recorded, is propagated through it. . . . It was found that light muscular work . . . or that any muscular contraction lowered the chronaxie of cortical areas (increased sensory reception). It was concluded from this fact that cortical action was reinforced and sustained by a continuous stream of proprioceptive impulses (impulses from the nerves in muscles). . . . On the basis of experiments, it was concluded that muscular activity was a condition of waking effective behavior. On the other hand, absence of proprioceptive impulses from the muscles reduced the activity of the cortical centers." [7]

These high-sounding words of science mean, in simple statement, that when our muscles are exercised, the mental processes are given new life. God knew this when before the fall of man He gave him work as a blessing. He knew this when He put work into the curriculum of every Christian school:

"Useful occupation was appointed them as a blessing, to *strengthen the body*, to *expand the mind*, and to *develop the character*." [8]

Winslow and Herrington repeat a well-known medical fact when they say:

"The height of metabolic activity varies with the size and body build of the individual, with age and sex, and possibly to some extent with race. In a given individual, at a given age, it varies *enormously* with the degree of muscular work performed." [9]

A careful study of the emphasis given to the work program in the writings of the Spirit of prophecy will show that by far the greater weight is placed on the spiritual and mental results. An analysis of thirty-six random statements reveals that 50 per cent stressed spiritual results; 30 per cent stressed mental results; 20 per cent stressed physical.

The greatest spiritual blessing of work is in making temptation ineffectual. One member of our worldwide sisterhood of colleges made an all-out attempt to restore work to its divinely assigned place in the curriculum. The president of this college reported this experiment quite fully in the preceding issue of THE JOURNAL OF TRUE EDUCATION, pages 16, 17. The following quotation from this report shows the spiritual results of the program:

"In two and a half years prior to the writing of this article the college and academy administrative committees had not once been required even to consider disciplinary action of any kind. And this in a day when such problems are rife in the high schools and colleges of the nation. This does not mean that we do not have occasional mischief, but the grosser fruits of idleness definitely are no longer with us."

What a record, if every Seventh-day Adventist school could dismiss the discipline committee!

By accident or necessity some of the most exclusive private schools of our nation have discovered the character results of labor. One of these is the Berkshire School for boys in Sheffield, Massachusetts, where the basic yearly charge is a mere $1,750! The shortage of laborers during the war years necessitated the use of student labor, with astonishing results in

student morale and in character tone of the school. We quote from page 7 of a recent bulletin:

"To foster a sense of responsibility . . . the school is divided into work groups . . . no distinction is made between scholarship and full-tuition boys in the allotment of the work. . . . Although much of this self-help was made necessary by the war, the importance of learning to do for one's self has been made so clear that most of this work program has become a permanent part of Berkshire's educational policy."

Here is a secular school that not only requires students to work, but honors labor with a respected position in the institution's educational policy.

It was through prison bars that I heard one of the most earnest appeals for a barrier against temptation. Police swept off the city streets and jailed a boy from my own school. I visited the lad, and while talking with him I asked, "Jim, what can we do to keep other boys from following your path to disaster?" He twisted his toe on the floor and finally, with an expression of pain on his face, said, "Tell their parents to give them something to do."

One beautiful spiritual by-product of labor in our schools is the approval of conscience:

"A feeling of satisfaction will be realized; for such exercise carries with it a sense of helpfulness, and the approval of conscience for duty well done." [10]

How can this approval of conscience be more forcefully portrayed than as expressed by a student in our Japan Missionary College?—"When we have finished a day's duty and found glossy floor, we are unable to contain joy of labor."

The mental fruits of labor are clearer, more vigorous minds and better scholarship:

"In following this plan, the students will realize elasticity of spirit and vigor of thought, and will be able to accomplish more mental labor in a given time than they could by study alone." [11]

A dramatic test of this was found in the experience of our college in Japan, previously referred to in this article. The law required that all church school teachers should have state credentials, and in order to secure these the students in our college must pass tests in a neighboring university. Ten students were selected to initiate the program. The first test was appointed, and knowing that the reputation of their college was at stake, the boys undertook with deep concern to write the tests. Breathlessly they waited, only to be stunned by the results—*all had failed!*

The boys went straight to the president of the college with the request: "Please excuse us from the work program so we can study hard to redeem the reputation of our college." The president pictured the plight of Daniel and his friends when confronted with food from the king's table. "Boys," he said, "God tells us that with labor we can accomplish more mental work in a given time than we can by study alone. You stand today where Daniel stood. What will you do?"

They didn't hesitate. "We will follow God's Word."

The next test came. Again they wrote, and awaited results. Now they could scarcely believe their eyes, for the ten highest places on all the university list were taken by their group, who had achieved scholastic excellence through God's blessing on their faithfulness to the work program.

Studies pursued in several United States universities solidly support the truth that strong physical development is the foundation for high scholarship. Syracuse University found that for the year 1939-40, 83 per cent of the freshman male students dismissed because of low grades had physical fitness indices (PFI) below the national average; 39 per cent had PFI's below 85 (the national first quartile).

Healthwise, the fruits of labor are sound minds housed in sound bodies:

"The impression that work is degrading has laid thousands in the grave. . . . Those of sedentary and literary habits should take physical exercise. Health should be a sufficient inducement to lead them to unite physical with their mental labor." [12]

To accomplish His will on earth, the Lord chooses simple means that often confound the wise and cast contempt on human pride. It doesn't always nurture our ego status to place labor in our educational program, and more shocking yet, for teachers actually to participate in it with the students! Yet no better counseling procedure than the work program has ever been developed. That's what Elisha was doing when the ax head fell into the river. See how eagerly he grasped this opportunity to counsel the students about prayer. Elisha delivered no erudite lecture on the efficacy of prayer—past, present, or future. Instead, with his boys gathered around, he simply lifted his voice to God in prayer: "Oh, Lord, let these boys see Thy mighty power today. Please glorify Thy name and let the ax head swim on the water." That's real counseling. Elisha and his students would never have had that experience in the classroom.

Giving the labor program its rightful place in our educational policy will necessitate some drastic changes. It will mean spending money for development of labor opportunities; it will mean adjusting the teacher loads; it will present apparently impossible problems. But it will be a long and a strong move toward making our schools modern schools of the prophets.

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[1] William G. Long, Judge of Superior Court, Seattle, Washington, "Let's Allow Our Teen-Agers to Work," *The Reader's Digest*, January, 1956, pp. 71-74.
[2] Ellen G. White, *Fundamentals of Christian Education*, p. 513.
[3] Judges 7.
[4] Joshua 6.
[5] 2 Kings 5.
[6] White, *Patriarchs and Prophets*, p. 601.
[7] Sarah Regal Riedman, *Physiology of Work and Play*, pp. 549-552.
[8] White, *Education*, p. 21. Italics supplied.
[9] C. E. A. Winslow and L. P. Herrington, *Temperance and Human Life*.
[10] White, *Counsels to Parents, Teachers, and Students*, p. 308.
[11] White, *Fundamentals of Christian Education*, p. 44.
[12] White, *Testimonies for the Church*, vol. 6, p. 192.

Maintaining the Ideal Learning Atmosphere

Ethel A. Johnson

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FOR a moment let us picture the ideal schoolroom. We are impressed, the moment we enter, because everything is so pleasant, attractive, and homelike. The children are all busy and happy, working, playing, and living together; participating wholeheartedly in challenging, worth-while learning activities. The scene changes; other activities begin, but the friendly businesslike atmosphere of the room does not change. The teacher—as friend, counselor, guide, and leader—skillfully directs in discussions, in studying and evaluating the results of the work, guiding the pupils to see how they can do even better.

How can we ensure such an ideal situation in our schoolroom? What can we do if we have already lost control and the pupils are not working happily together, even seem to be working at cross-purposes with us?

> **A Teacher's Prayer**
>
> Grant me, Great Teacher, eyes to see,
> Ears quick and keen; strong, tender hands,
> And lips that laugh. But more than all,
> A heart that loves and understands.
>
> —*Author Unknown*

The key individual in the success of any school is the teacher. In solving or preventing problems of schoolroom order, the teacher should first examine himself for the cause—his own conduct, appearance, personality, unsolved problems, and manner of living; for pupils naturally reflect the habits, attitudes, moods, and manners of the teacher.

From the professional standpoint the teacher should evaluate his preparation, his attitude toward the pupils, his interest and enthusiasm for the subject he is teaching, his understanding of the learning process, his teaching skill, and his goals and purposes. To ensure success, a teacher should be a well-qualified and well-adjusted individual who loves children and teaching, and gives himself unreservedly to his profession. We have the promise: "If you are diligent and humble, God will daily give you the knowledge and an aptitude to teach."[1]

After turning the spotlight on himself, the teacher should turn it upon the schoolroom, the over-all appearance of which should make one feel that "it is good to be here." The room should be attractive, clean, free from clutter and out-of-place equipment, supplies, or wraps. The lighting should simulate natural light, and the room should be free from glare and dark corners. It should be well ventilated and free from odors, with a uniform temperature suitable for the activity under way. The desks should be adjusted to fit the individuals, and all furniture should be so arranged that disturbance is minimized when pupils move about the room. There should be centers of interest in the room—things that pupils can look at or do in free time. The cloakrooms and lavatories should be adequate, conveniently located for easy access and supervision, and of course should be kept immaculately clean.

Even if the basic plan of the room is not ideal, or the room is drab, the alert teacher can do much to make the best use of it. If he is an inspired and inspiring teacher, he can bring to the eyes of his pupils a sparkle of well-being and joy of accomplishment. Dr. Payne, University of Michigan, says that 85 per cent of the value of a school lies in the teacher, whereas the building, laboratories, and all other physical equipment count only 15 per cent. It is the teacher that makes all these worth while.

In looking for causes of disorder, the teacher should also turn the spotlight on the schoolroom procedures and activities. Before school begins, set the stage for good order by careful planning and organization.

Avoid threats, and instead of giving time and attention to penalties or punishments for pupil misbehavior, study ways of keeping the children busy and happy. Fill each day with worth-while activities, and vary your method of conducting classes. Use a variety of instructional materials. Some of the best you can make yourself. Have everything you'll need for the day ready and easily accessible. Establish an effective routine for such oft-recurring activities as passing materials and entering and leaving the room.

Build group morale and a desire to act on principle—to do right because it is right, regardless of

PHOTO BY H. A. ROBERTS

what others do. Never make a rule about any matter that may be cared for by a little discussion, instruction, and practice. It is much better to set up standards, such as "We work without bothering others," than to make a rule, "Do not whisper"—even if the pupils make the rule! A rule seems to call for a penalty if the pupil fails, but with standards the group can evaluate how well they are doing and how they can improve. It is better to have good organization and careful instruction on how to work than to have many rules, which may indicate weak teaching and poor discipline.

Become adept in devising ways of letting pupils share in the special classroom activities—serving on committees, running errands, distributing materials —as well as in routine details.

Greet every child personally when he comes to school in the morning. Talk with him about his hobbies, pets, family, and good times. Plan the play activities as carefully as the work activities—and play with the children.

Every pupil must have a feeling of success. Give him work that is within his ability to accomplish but interesting and difficult enough to challenge his best effort. Become skillful in making assignments that arouse a desire to study, then give the pupil the necessary help and direction to make the study period successful.

On a background of praise, give suggestions and inculcate a desire for improvement. Sometimes a comment like, "Jack's group surely is working in a businesslike way," will make George's group settle down faster than would any amount of scolding. Point out the best writing in an untidy paper, and say, "This is your best writing on this page. It shows you have the right idea of what we have been talking about. Next time try this [and give a concrete suggestion for improvement]."

The teacher should cultivate an awareness of what is going on in all parts of the room and should develop inconspicuous ways of preventing disorder. By looking toward a child, giving a knowing smile, raising an eyebrow, shaking the head, or by other silent signals, he can often call a child's attention back to his work and secure his good will and cooperation. If the silent signals do not work, the teacher should unobtrusively move in the direction of the would-be offender and give him a quiet word of encouragement about the work he has done so far and if necessary give him a bit of help. If the pupil is hopelessly "stuck" or if the task is completed, the teacher should suggest other work, activities, or projects that will occupy him profitably.

To maintain order, someone must be in authority. All authority, including that of the teacher in the classroom, is God given and should be exercised in a way that will bring honor to Him. The teacher should be firm but kind, consistent but not dogmatic or dictatorial, understanding and sympathetic but not weak or vacillating. True courtesy and consideration for others should mark his every word and action. In discipline he should treat others as he would want to be treated if the situation were reversed. He should not have double standards: blame or punish a child for spilling ink, for example, when under similar circumstances he would tell an adult, "It was an accident—it could not be helped."

If the teacher has a correct interpretation of discipline, he will do little punishing. According to Webster's *Collegiate Dictionary,* "discipline" is "training which corrects, molds, strengthens, or perfects." Only one fourth deals with correction, three fourths with setting the stage and procedures for good conduct! If our major emphasis is on molding better character and strengthening and perfecting the good qualities already in evidence, there will be less need for correcting. But when correcting is necessary, the teacher must have the courage to do it, and should study how to do it wisely and kindly.

Take care of disorders quietly and inconspicuously, so that others in the room are not aware of it. Sharp scoldings, hasty reprimands, nagging, and criticism are usually given in anger without sufficient study and evaluation of the facts, and leave the pupil discouraged and resentful, with no desire to improve. Besides, such attempts to secure order, given in the presence of other pupils, tend to antagonize *them* and line them up against the teacher. An insignificant offense may appear like a major issue, and the

teacher and his disciplinary methods become a topic of exaggerated discussion both at school and at home. Pupils enjoy getting a "rise" out of the teacher, and are usually willing to risk repeating an offense to see what will happen.

Infractions of good order do not always call for punishment. Some are minor and may best be overlooked; but if there is danger that a minor infraction will become serious, the teacher should prevent its recurrence by changing the conditions that caused it. The natural result of abusing a privilege is loss of the privilege. The pupils should see this as a logical cause-and-effect relationship. Pupils usually like to work at the board; but if they become careless in their writing, get noisy, or waste time, then quietly but firmly send them to their own desks.

The same principle should apply when they are working together. They can and should work quietly, in a businesslike way, and refrain from bothering others; and they respect the teacher who holds them to high standards. If the standards of work and conduct are reasonable—high enough to challenge the pupils but not too high for them to reach—they will accept and endeavor to reach the standards. It is when the teacher is spasmodic—one thing today and another thing tomorrow—that discipline breaks down and children continue to try out the teacher. By kindly and firmly holding to right standards from the first day of school, the teacher will prevent many problems of discipline for the entire year.

Develop skill, tact, and understanding in use of the personal interview, both to prevent and to correct disorders. Learn to talk kindly, sympathetically, but firmly in every case. The purpose of the interview is not to browbeat the child but to win him.

Constantly and confidently look to the Master Teacher for help and guidance, and lead your pupils to Him. True conversion is the secret of right conduct. Remember that "the object of discipline is the training of the child for self-government," and "the true object of reproof is gained only when the wrongdoer himself is led to see his fault and his will is enlisted for its correction." [2]

In preventing or solving problems of schoolroom disorder, the teacher should also turn the spotlight upon the pupils themselves. Purposely the pupils have been left until last in this discussion: first, because too often teachers hastily conclude that the offending pupils are always to blame for the disciplinary problems, and do not give sufficient study to themselves, the room situation, and the procedures and activities in the room; and second, because we wish to emphasize an important phase of child guidance and training where special problems exist. Children sometimes do naughty things when they really do not want or mean to be naughty.

Always the teacher should remember that the school is established for the good of the pupils, that they are there because they are immature and have much to learn. Each has a personality, ideas, an urge to do things, a desire to achieve and to be well liked. They have feelings that can be hurt, and physical natures that may not always be up to par. When they come to school they do not all have the same desires or capacities for learning, and they do not all respond in the same way to the different factors in the learning situation. The teacher should endeavor to understand each pupil and to meet his needs, for only as a pupil finds security and satisfaction in the school will he be happy and cooperative there.

Sometimes the cause of disorderly conduct lies within the pupil himself—in an inner conflict, a chronic maladjustment or inadequacy; or it might lie in personality conflicts between pupil and pupil or between pupil and teacher. In such cases punishment may aggravate more than help the problem. In meeting the problem of maladjustment or inadequacy, the pupil's self-confidence must be built up and the cause of the maladjustment be removed if possible. If the pupil's ability is below average in any respect, he must learn to accept himself as he is, to minimize his shortcomings, and to capitalize on his strong points. In cases of conflicts between individuals, help pupils to understand that people are all different, and that he himself may have characteristics that disturb others. By being charitable, people learn to get along together and to respect one another.

If improving the teaching techniques and the schoolroom situation do not remove the inner tension, much personal work must be done, homes should be visited, and parents should be interviewed. Call attention to their child's work, and emphasize favorable aspects. Never label a child as "slow" or "behind" or "dumb" or "bad," and do not hold over him the threat of not passing. This creates bigger problems. Encourage a justifiable pride in work well done and give honest praise for improvement in either effort or achievement.

The teacher should try to determine what need in the child leads him into disorder, and endeavor to satisfy that need in other ways. In these complex days in which we live, the teacher should, in all his teaching, give emphasis to the secrets of successful and happy living, to character education, to spiritual values, to the necessity of assuming the obligations and responsibilities as well as the privileges of the home, the school, the church, and the community.

[1] Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 253.
[2] White, *Education*, pp. 287, 291.

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Tribute to a Director of Food Service*

Mrs. Virginia Duffie Steinweg
ASSISTANT CAFETERIA DIRECTOR
CEDAR LAKE ACADEMY, MICHIGAN

DEAR MISS BOWEN:

Now is when all of us together should present you with a gift. We should have taken up a collection and bought something for you. But you know that some of us didn't have money to buy even a Fudgsicle last evening for the parlor furniture fund! And if we *had* the money, what would we buy for you? We know what you've done this quarter—the few times you managed to leave this cafeteria, you spent the time in Grand Rapids or Alma, selling *Life and Health* and *These Times* so you could give a larger Thirteenth Sabbath Offering for Africa, where you spent your childhood and where your father sleeps in a missionary's grave.

We've really never bothered ourselves to wonder why you are here at Cedar Lake Academy for your eighth year, working in this kitchen that made you shudder when you first peeked into it. You could have been earning a living much more easily elsewhere. And how could you say today you didn't hear any worship service over the P.A. system at bedtime last night? Does that mean that you were still in the kitchen at bedtime?—you who were already starting our breakfast when the rising bell rang! We've heard you say that it's your work. Does any employer expect fourteen to sixteen hours of work a day, six and a half days a week? Why, our mothers don't work more than that in their own homes! Do you get extra pay for putting in double hours? For whom are you working, anyway?

It dawns on us that maybe you're doing all this for us. Here we are, away from the care of our own mothers, and you step in and provide us with three good meals a day all through the school year. You take us on when we first leave home and think we're big enough to get along by ourselves—but we aren't!

We take perverse pleasure in "griping" about the food you work so hard to prepare for us. Our own mothers are no more careful what they put before us than you are. You don't give us any watered-down concoctions. Your food is as rich as or richer than our own mothers provide. We complain when the meals are not served on the dot. How many of our own mothers have a set time for each meal of the day, and serve it within ten minutes of that time?

How many of our mothers have to cook for a family of two hundred? Don't most of them think they're doing pretty well if they serve eight or ten? Oh, well, we comfort ourselves, there are fifty of us working here—you have fifty persons to help you get the meals! Now let's not deceive ourselves—how often do you have ten persons helping you get a meal for the two hundred? Isn't it sometimes nearer five than ten? If you have ten helpers, then each one gets dinner for twenty. If you have only five, each of those helpers has to get dinner for forty. Funny we never realized that before. We had thought that when you had fewer persons helping you, it was because you needed less help. We're just waking up to the fact that there isn't automatically less work to be done just because there are fewer persons to do it. The amount of work is the same; if there are fewer people to do it, then each person has to do more—and especially you!

We know you'd gladly do all the work without us, if you could; but no human being can. You're dependent on us. But can you *depend* on us? We've thought all the while that as long as a few key persons always showed up for work—or "made arrangements"—that was all that mattered. We thought you'd not really miss us. All that most of us do is clean-up work, anyway. We haven't stopped to think how it would be to try to start dinner, with the tables still piled high with breakfast dishes and pans. Why, you'd have nothing in which to cook, nor any place to get it ready! So if we're not there to clean up, what do you do? Why, the persons who are supposed to be getting the next meal have to do our clean-up work for us. And then we wonder why that meal is a few minutes late! We ought to wonder how you prepared the meal at all, with a group of "helpers" like us.

Now that we think of it, we're really ashamed of ourselves. Here you are, giving your life for us; and what do we do for you? Sometimes we don't even greet you with a cheery "Good morning!" Much less does it occur to us to say, even when working right beside you, "I must go now; I'm sorry there is still so

Please turn to page 15

* This tribute to Miss Ethel Bowen, cafeteria director at Cedar Lake Academy, was read at a gathering in her honor at the 1955 Christmas season. It expresses the appreciation we all feel for every woman who toils with devotion at this important but often thankless task.—THE EDITORS.

FRANK B. ROSS

Lure Them Into the Library!

R. W. Schwarz

ASSISTANT LIBRARIAN
EMMANUEL MISSIONARY COLLEGE

JOHN wouldn't be a poor student if he could only read! What are they teaching these youngsters in elementary school now, anyway?" Does this complaint sound familiar? In all probability it does. Few academies are able to offer courses in remedial reading, but each must have a library. The librarian *can* help to meet the challenge of the poor reader.

Many Johns and Marys are poor readers today, not so much because of poor reading instruction as because they simply have not exercised the skill they were taught in the elementary school. Reading, as any other habit, deteriorates from lack of use. In 1956 radio, TV, and many other competing adolescent interests crowd reading from the daily program. Many academy students come from church schools where there is a dearth of *readable* books. Quite understandably, these students never built a reading habit.

Obviously, no library has the magic formula that will overnight change a poor reader into an effective one. It can, however, help him to strengthen his reading abilities by encouraging him to read, read, and read some more—if it has something for him to read!

A first step in helping the poor reader is to get him into the library, where he can make contact with friendly books. He shouldn't be forced in! A library as a detention hall leaves a bad taste in the mouth of the student, not only for the library and the librarian, but also for books.

Then let's face the problem of luring the reluctant reader into the library. It is our responsibility as librarians to make our quarters as attractive as possible. Probably none of us will be able to use a tenth of the funds we'd like on this project, yet much can be done without excessive expense.

When your library is to be repainted, get your principal and the painter to agree on a restful yet cheerful color. A different color from that used in halls and classrooms will give the library an individual touch. Colorful textiles can often be purchased for a reasonable figure, and the home economics classes may be interested in making this material into attractive drapes. These give a softening and homey look to a room, particularly if it is a large room and was originally not too well planned. Small growing plants are inexpensive, and add to a room's interest —if they are kept attractive by intelligent care. It goes without saying that the room should always be well ventilated and well lighted. In most cases the library furniture will not be the sleek modern equipment that catches your eye in the latest catalogs. Yet a little extra effort to keep the furnishings in good repair (table tops sanded down, varnished, and waxed) and tastefully arranged in a way that encourages the use of the library's main commodity—books—will go a long way toward making the library "palatable."

Allowing the library to be used for student group meetings is always a problem, and it should not be permitted unless the group is accompanied by a responsible staff member. If proper arrangements can be made, encourage the use of the library as an off-hours meeting place for the staffs of the school paper and the annual, for class program committees, MV officers, and similar student groups. While waiting for latecomers, the "early birds" will often browse among your library offerings, and browsing is one of the best avenues for encouraging wider reading.

Probably no one can do as much to encourage library usage as the alert librarian herself. Students soon detect an enthusiastic love of good books, and find it contagious. The librarian must always be approachable and helpful in finding the right book for the right person. Students have a way of not always liking what we like or what we think they should like. With such a wealth of good reading material available today, there is little excuse for not finding at least one book that will bring a gleam to John Doe's eye. If you succeed once, he'll come to you again for advice. Keep a willing and patient ear to

hear his dislikes as well as his likes. Often these are as revealing as any other information he imparts.

When a student confides that he isn't a fast reader, we need to take care not to start him on something too difficult. On the other hand, we must beware of insulting his intelligence by presenting a book with too many pictures or unusually large type. To some these mark a book as "kid stuff."

The very fact that a book is new may increase its desirability to many students. We live in an age that stresses the "latest thing out." A display section may profitably be set up for newly accessioned books. Patrons soon get the habit of regularly canvassing this section for new reading, particularly if they have in this way recently discovered a book that held a special appeal for them.

Bulletin boards, both in and out of the library, may call attention to some of your most interesting and worth-while offerings. Don't overcrowd the bulletin board. Book jackets may be combined in many attractive ways to form the major portion of your display. Catchy headings—such as "All treats; no tricks!" in the fall of the year—will attract attention. A little ingenuity may make possible a three-dimensional exhibit—guaranteed to stop traffic.

The physical make-up of a book does much to attract or repel readers. A cracked spine, dirty pages, and dull covers consign many a book to a permanent place on the shelf when it really holds numerous potentially heart-warming experiences for young readers. A trip to the bindery is well worth the cost, especially when your binder agrees to use silk-screened picture-covers. If these are not available, at least have him use bright-colored cloth in his recovering operations. There is psychological appeal in bright red, orange, or blue covers that will attract more readers than the duller greens, browns, and blacks. The colorful jackets in which so many books come packaged today furnish excellent "sales" material. Stirring action in several colors makes a definite appeal to teen-agers. But these jackets are short-lived unless they are protected in some way. Excellent plastic covers (which fit over the jacket and then may be attached to the book itself) are available through Bro-Dart Industries, 59 E. Alpine Street, Newark 5, New Jersey. The cost is less than ten cents a book, which is more than justified by the increased attractiveness of the book. These covers also afford protection from grimy hands, rain, and other careless handling. All of which adds considerably to a book's life expectancy.

Care should be used to choose books that are the proper interest level for your teen-agers. Unfortunately, teachers often recommend books that interest them, but are too specialized or too difficult for the average academy student. Excellent help regarding the interest level of new books, as well as a fine introduction to the latest publications, is found in R. R. Bowker's semimonthly publication, *Junior Libraries*. For the slower readers, special attention should be given to securing books with simplified vocabularies but with high reader interest. The Landmark series, published by Random House, does much along this line for historical materials.

Teachers can be a library's best friends and most effective promoters. However, they are such busy people that unfortunately they often do not find the opportunity to get properly acquainted with the library themselves. You might suggest to your principal that he hold some of the staff meetings in the library, so that teachers would have an occasional opportunity to see what is available there.

Many teachers have good ideas about getting their students to read other than text materials, but alas! there is never time enough to prepare the proper reading lists. The librarian doesn't have an oversupply of time, either, but she probably does know her wares better than the individual staff members. Offers to prepare suggestive bibliographies may make firm friends of our teacher allies.

Some teachers appreciate seeing new books in their particular field or on their hobby as they are received. When these are ready for circulation, the teachers may be glad to introduce them to their classes.

There is probably no more certain way of assuring teacher support of the library than making the teacher feel that he has had a part in making the library what it is. Consult him concerning the magazines to which you should subscribe, and get his help in selecting new books to be ordered. Most teachers will fling up their hands and say, "But I haven't any idea what is available. That's your field!" And of course it is! You have access to publishers' catalogs (if you're not on their mailing lists, two-cent post cards will remedy the situation), jobbers' catalogs (A. C. McClurg of Chicago annually puts out an excellent teen-age catalog), and book-reviewing tools such as H. W. Wilson's *Standard Catalog for High School Libraries*. Have a student assistant type off some of the most alluring descriptions, and pass these on to your fellow teachers. You might say, "I just can't decide which of these sounds the best. What do you think?" Few people can resist such an approach. Once you've secured the teacher's help in ordering a book, he has an interest in it. Chances are he will recommend it to his students.

Poor readers are a problem on any campus. Let us librarians take the lead in helping students to build up their reading "muscles." Attention to these features may help: make the library itself more inviting; increase the "sales appeal" of your books by keeping them in good repair; make sure your books are on the proper reading and interest levels; secure the cooperation of teachers in "selling" library materials.

How to Gear the Teacher-Training Program*

Norval F. Pease
PRESIDENT
LA SIERRA COLLEGE

IN ORDER to secure reliable information on ways and means of gearing the teacher-training program in our colleges to the needs of the field, I asked for suggestions from the union and conference educational secretaries in the Pacific Union Conference. The following items present a summary of the replies received. It is obvious that some of the suggestions cannot be implemented because of financial limitations and denominational policies. Regardless of these limitations, any college administrator can profit by a careful study of these observations.

1. *Multiple-grade rooms.*—To meet the needs of the church schools in the conferences, typical one-teacher, six-grade rooms need to be set up in the demonstration schools of the colleges, where teachers-to-be may observe and participate in teaching situations that compare with those in the schools of the conference. These multiple-grade classrooms should be operated for the entire school year, so that the situation may be a normal one.

2. *Reorganization of practice teaching.*—Detailed study needs to be given to the schedule of student teachers, to allow for larger blocks of time in student teaching and in observation. This is a major problem that involves other classwork student teachers may be taking at the time. Although it presents difficulties, it is essential that this be done in order that student teachers may have adequate classroom experience in routines and organization, as well as in presenting certain lessons. Student teachers who have spent only an hour or so a day in an elementary classroom, even over an extended period of time during the year, are overwhelmed when faced with the problem of the classroom all day long. They need to see the complete picture, not merely a small segment of a school day.

3. *Variety of instructors.*—Student teachers need the "flavor" of teaching from a variety of instructors, but usually the courses are taught by the director. There is need of dividing this responsibility, giving the director more time for supervision and administrative duties. Demonstration teachers should be given time from their own elementary teaching to permit them to teach a college class in elementary education at least one quarter or one semester each school year. Time should be given not only to teach the class but to make adequate preparation for it, including time to prepare good demonstration lessons.

4. *Integration with demonstration school program.*—It is helpful to arrange a program for junior and senior elementary education students whereby they may begin their work in the fall with the demonstration teachers a week before the elementary school starts. This gives them an opportunity to learn how to prepare for school and to observe and participate in the opening days of the school year, and to learn how to prepare the reports and records required by the conference. It allows them to spend entire days with the elementary education personnel before their own classes begin.

5. *Contacts with the field.*—(*a*) Teachers from the demonstration schools should be assigned to visit certain schools in the conference each year, spending enough time in these schools to become acquainted with the existing needs, in order that they may make their work with student teachers more meaningful. (*b*) Directors of elementary education should be assigned to visit a certain number of schools in the conferences each year in order to keep their contacts with conference teachers up to date and to give them a more practical approach to the problems of the schools. (*c*) Student teachers also need to observe and participate in parent-teacher conferences. Demonstration teachers therefore need time and space for this activity. If this can be arranged in the demonstration school, it would be of great benefit to the schools of the conferences, for teachers would then have a better understanding of techniques of counseling in their classrooms. (*d*) Regional councils of demonstration schoolteachers with the superintendents, assistant superintendents, union educational personnel, and the administrative officers of the colleges, together with certain key teachers in the conference schools are most helpful.

6. *Maintaining quality of demonstration teachers.*—(*a*) Since teachers in demonstration schools carry heavy responsibilities in directing the teachers-to-be,

* A talk presented at the fourth biennial meeting of the administrative officers of Seventh-day Adventist colleges, Boulder, Colorado, July 22-28, 1955.

in addition to teaching the boys and girls in their classrooms, and since the quality of the teaching done by the student teacher depends largely on the quality of the demonstration teaching they observe, and the type of guidance they receive, demonstration teachers should be given substantially higher salaries than teachers in conference schools. The advantage to the conference schools would be that the difference in salary would attract young people to the profession who are ambitious to advance. It would provide an incentive for conference teachers to secure additional education in order to prepare themselves for demonstration teaching. The added incentive would be good for our educational system and would result in more interest in demonstration schools, and therefore better-trained teachers coming from these demonstration schools into the conference. (*b*) A planned program of advanced training or travel should be arranged for demonstration teachers and for directors of education, even though they may already hold advanced degrees and certification in their field. (*c*) Colleges should set up a program of screening applicants for demonstration jobs.

7. *Equipment for demonstration schools.*—(*a*) A curriculum library should be made available to each demonstration school, to be used by student teachers and teachers in conferences. (*b*) Demonstration schools need adequate equipment to provide student teachers with the experiences they need, and to help them become acquainted with new types of equipment and supplies. This will help them to know how to select wisely in their own schools, and how to guide school boards in wise selection.

8. *Avoidance of overload for demonstration teacher.*—(*a*) An important part of the work of the demonstration teacher and of the director of elementary education is that of counseling student teachers. Many teachers speak of the meager amount of time spent with them when they were in college, and point out that this is a real weakness in our teacher-training departments. Careful plans need to be made to provide demonstration teachers and directors adequate time to counsel with their students. This cannot be done hastily if it is to be worth while. It cannot be done successfully at the end of a long working day. (*b*) Enrollment in elementary classrooms in demonstration schools should be limited so that the demonstration teacher may have time to do the outstanding work of which he is capable. When enrollments are large, there is no time for the additional work involved in having student teachers.

9. *Strengthening teachers in secondary subject-matter fields.*—What would be the possibility of asking students who are interested in majoring in secondary education to major in specific subjects and take a minor in secondary education? It seems that most of those with secondary education majors have a great deal of theory but lack subject-matter content.

10. *Developing a sense of mission.*—There are many openings in the field for elementary teachers. Despite these numerous opportunities only a few students are qualifying to fill them. Part of the problem is beyond the control of the college. I refer to the lack of appreciation and lack of economic security so often suffered by the church school teacher. The college must cooperate in inspiring young people to prepare for teaching because of the intrinsic importance of the work, despite the disadvantages involved. An intelligent recruiting program is indicated. It is also suggested that prospective ministers be taught how to treat church school teachers.

These suggestions from the field remind us as administrators of certain urgent responsibilities. We must give more attention to the problems and needs of teacher education. We must be concerned that teacher education is promoted equally with premedical training, liberal arts education, and ministerial preparation. In fact, teacher education requires more attention and promotion because the handicaps of the profession are greater. The administrator must acquaint himself with the problems of this department so he can be of maximum assistance in making the teacher-training program effective.

We must remember that everything we do to strengthen elementary and secondary education is helping build our own future. We depend on the elementary and secondary schools for our students. The better teachers we supply them, the better students they will supply us. If children attend public school for lack of church school facilities, they are not likely to attend a Christian college. Our own survival is geared to the effectiveness of our teacher-training program.

Tribute to a Director of Food Service

(*Concluded from page 11*)

much to be done." You are the best Missionary Volunteer among us, with a song not only in your heart but also on your lips. We can locate you by the song!

We hate the thought of being ungrateful. We don't mean to be; we've just always taken for granted your work for us, like that of our parents. But now that we are old enough to be away from home, we ought to be old enough to appreciate a little what you are doing for us. And why didn't you fire us long ago for being so undependable? You say you like to see us grow. Why, that is just what our mothers watch for—to see us grow!

For our Christmas gift to you, we say THANK YOU for taking care of us so well, and for putting up with us so patiently. We're going to try to grow up enough to spell out our Thank you by learning to do our honest part.

If you can accent the positive—

It Is Fun to Teach

*Dorothy White Christian**

What Is an Average

IT WAS a teachers' institute. There were to be demonstrations of good teaching, and a number of children were seated in the room with us.

The demonstration teacher came in, looking like a ghost. After the first demonstration with a story-telling group, the fourth-grade arithmetic class was called. Then things began to happen!

The demonstration teacher so nearly fainted that she had to be taken to her room. Nevertheless the fourth grade came to their circle, seated themselves—and the chairman of the institute called me to teach the group! I didn't know the children, nor the plan for the class (it was not in sight), and I was upset!

"Where is your lesson?" I asked the group.

"Page 58," answered someone.

"Did you get all your problems?"

"No."

"Which ones couldn't you get?"

The one that seemed to be causing the most trouble read something like this: "If a boy rode a bicycle on an average of 6 miles per hour, how far would he ride in 3 hours?"

Simple, isn't it? But the class could not do it.

In those days, under those circumstances, a teacher was supposed to ask these four or similar questions:

1. What does the problem want to know?
2. What facts does it give us to find the answer?
3. How shall we use these facts (add, subtract, multiply, or divide)?
4. Estimate the answer.

I duly asked the first question. The one who responded proceeded to read the whole problem—without comprehending its meaning.

I repeated my question—to another pupil. Same result.

I began a different approach. "What was the boy doing?"

"Riding his bicycle."

"Sure?"

"Sure."

"Well, my book says he was riding 'on an average.' What kind of looking thing is an *average?*"

Only wondering silence; but it gave me my door of escape! And, anyway, it "demonstrated" that some children may *fail in arithmetic* because they can't *read.* Though they may be able to pronounce words, if they don't understand what they mean—they mean nothing. And if that point got across to the teachers, it was worth the misery it cost me.

But I hoped that the demonstration teacher would not faint at the next institute.

Children's Decisions

The children in a certain school had fallen into the careless habit of coming late. Their record was bad. "Something must be done," said the teachers, and they initiated the following 4-point program:

1. An assembly of the entire school was called every six weeks to consider the tardiness situation.

2. The names of the children who had not been tardy for the previous six-week period were read, and each child would stand and receive the applause of his schoolmates and be given a token. The first period an "On Time" button (how children adore buttons!) and a short piece of ribbon were pinned onto the child's coat or dress. At succeeding assemblies other ribbons were added (a different color for each period). At the close of the year the perfect-record pupils were proud of their "rainbows."


EVA LUOMA

3. An "On Time" pennant was provided, and at the close of each period the room having the best record for that period was permitted to keep and to display the pennant for the next six weeks.

4. The children having no tardy marks for the entire year were given an all-day picnic.

The program worked. Buttons are always acceptable; the approval

* This is the fourth and last in the series of Mrs. Christian's enlightening and inspirational recitals of actual experiences in the fun of teaching.

of one's fellows is sweet; and, believe it or not, the ribbons seemed to add not only color but flavor to the scheme. Picture the successful child at the close of the year—six colors of ribbon pinned on with his "On Time" button—receiving the hearty applause of his group, and grinning in pride and embarrassment!

I said it worked; but as usual there was an exception—*that* was Marvin.

Again and again Marvin was tardy. The boys offered to take up a collection and buy him an alarm clock; the offer was scorned! They offered to come for him on their bikes, or just to stop by for him if they were walking. These offers met with no better reception. Marvin didn't care. What was a *tardy* in his young life? Absolutely nothing! In fact, the whole thing was quite beneath his notice.

One day a teacher looked out the window at recess time. She went to the principal's office, and motioned for her to look at what was going on.

It *was* funny! Six boys stood in line, solemn as Supreme Court judges, one of them holding a broom. To one side stood Marvin, a bit pale, but standing. The boy with the broom stepped forward and gave Marvin a whack on his trousers with the broom handle; then passed the broom to the next boy, who did likewise. Not a smile from anyone! The teachers were convulsed; but, controlling herself, the principal raised the window and called, "Better use the other end, boys." They did, though the other strokes hadn't hurt Marvin. They were intended only to humiliate him; and they did! When the last boy had completed the self-appointed task the children went about their play.

But Marvin was angry! He was very angry!

So was his mother; and the next day she descended on the school with her son, and explained to the principal in no uncertain terms what she thought of such doings, and what she would do about it if such a thing ever happened again!

"Would you like to talk with the boys?" asked the sympathetic principal—sympathetic with the boys, I mean.

Yes, she would, indeed she would! The principal went to get the boys. She cautioned them to be very courteous to the mother, and suggested that when they had the chance they should tell their side of the story.

The principal was proud of them. They listened in silence to the mother's tirade, but they were neither cowed nor flippant. After she had completely run down, the boys quietly told of their pride in their record, and how Marvin had frequently come late in spite of their importunities and offers to help.

The mother was completely deflated. She turned to her offspring and asked, "Is that so, Marvin?"

"Yes," he replied.

Her reaction raised her 100 per cent in the boys' estimation; and I felt there *was* hope for Marvin, after all.

"Marvin," she said, "you deserved all you got." And turning to the boys, she said, "If Marvin comes tardy any more, you may do it again."

But Marvin reformed.

The program to eliminate tardiness gave us several occasions for real thought. But my experience points up the effectiveness and logic of children's thinking, when given a knotty problem to solve. Their decisions very often are satisfying—and sometimes rather surprising.

John and his parents had spent the years of his early elementary education in South America. His mother enrolled him in our school the day they arrived in the community. But the next day John was tardy. The children told him of the program concerning tardiness, and offered to help him get to school on time until his family could get settled. He accepted their offer, and was not tardy again.

When the time came for the annual picnic, every child in John's room except him had a perfect record. The children liked John very much, and were genuinely sorry that he did not have the right to the picnic.

"It's too bad," they said. "John is going back to South America shortly after school is out, and it is his only chance to go to a United States school picnic. Could we make an exception to the rule?"

"What effect do you think such a decision would have on future tardiness?" asked the teacher.

"We've talked about that, and we hardly favor making an exception, even for John; but it does seem too bad."

"Well, think about a way out," said the teacher, who wanted the rule upheld, and yet wanted John to have the privilege of "the only United States school picnic" he would ever be able to attend.

And the children *did* find a way out—a very satisfactory one.

"Let's have John for *our guest,*" they requested.

And they did, and everyone was happy. It seems to me Solomon could not have done much better.

One day a boy came to school tardy; but instead of coming in, he turned around and went home.

What to do? Had the room's record been broken?

"Yes," said the children emphatically; and added, "It isn't fair, because of the pennant. His absence

won't count against the pennant in his room."

"Besides, when one misses school it hinders the group; and we shouldn't be absent when it isn't necessary." (This had been explained earlier.)

Again the principal turned to the children.

"What can we do and be fair?" she queried. After much discussion pro and con, this suggestion was offered—and voted:

"Anyone who goes home because he is tardy should be marked *both absent and tardy.*"

Could you have done better?

The pennant was eagerly worked for by each room—and then one day the inevitable occurred: there was a tie between two adjoining rooms! Which was to have the pennant? Various suggestions were made:

"Make another pennant." That didn't appeal to the teacher—she had made the first one.

"Let each room have it for three weeks." Et cetera.

But finally someone said, "Why not put it on the wall of the hall *between* the two rooms? We can all see it there every day." And that is what the children voted—and that is what was done.

Do We Help Our Pupils to Think?

One day, while walking down Market Street in San Francisco, I noticed a crowd gathered in front of a large window. I joined them, and this is what I saw:

On a platform was a large sausage machine run by electricity. A great pile of chunks of meat was close by, as were also several shakers of different seasonings. Fastened to the front of the machine were casings—the cleaned intestines of some large animal. Coming from the machine was finely ground and seasoned meat, filling the casings, which stretched for several feet out onto the platform. Every little while the operator of the machine would shake the different seasonings onto the chunks of meat, feed them into the machine, then step back and watch the casings fill with finely ground meat.

As I walked on, I thought: "If we aren't careful, we shall teach like that! We shall prepare knowledge finely ground, seasoned with some wit and humor, run it into the unaroused, uninterested minds of our students, and receive it back at examination in the same condition—often in the same words—in which it was received."

Had this grinder put the meat into a live intestine instead of a dead one, it would have been converted into brain, muscle, and nerve.

If, in presenting knowledge, we teachers awaken the children's minds and make them live, the knowledge will be digested and absorbed and turned into thought, activity, and ideals.

Everyone is "endowed with . . . power to think and to do. . . . It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought."*

How much we need leaders with clearness of thought and the courage of conviction! A teacher who has the vision thus to train her pupils—and every teacher should have—will be a blessing to them and to the church, the community, and the world.

Besides that, she will find that *teaching is fun;* but it is more, much more. It is fine to teach! Nothing is finer!

* Ellen G. White, *Education*, p. 17.

Love Is the Answer

"May I see your workbook?" I asked Susie—gay, vivacious little six-year-old Susie, who should have been playing in a sandbox or skipping through the clover instead of laboring over books.

Suddenly all her blithesomeness was gone. Even the bow that perched and nodded so jauntily atop Susie's curls was still. Tripping feet that seldom walked now dragged up to my desk. Susie carried the workbook behind her, and held it hidden until I asked again, "May I see it?" Slowly she gave it to me. Her eyes were downcast and her round little cheeks flamed crimson.

What a mess in her beloved Bible book! She had made a few scribbles of color on each picture and then had stuck them onto the page with big chunks of paste, making the jagged edges overlap. Sequence was forgotten. It couldn't have looked worse if a *three*-year-old had done it!

My first impulse was to let her know how shocked I was; I wanted to scold her, and say sharp things. What should I do? Was there a proper response for such a deliberate deviation from weeks of carefulness? A thought-prayer ascended, while I sat waiting and hoping for wisdom.

The answer came in such a surprising way. Susie's hot little hand took hold of my arm and pulled it around her as she wiggled close to me. Now I knew what to do. "Thank you, Lord, for answering my wordless prayer!"

Today is another day. The curls are bobbing again, the little feet are skipping. A new page, pretty and clean, is before her; the ruined page is mended and forgotten. Though it is now many weeks past the time for New Year's greetings, Susie sings out on her way home, "Good-by, Teacher. Happy New Year!"

Suddenly I discover it is I who am slow to learn, and I hang my head in shame. Little Susie is teacher—Susie and Johnny and all the other boys and girls in my room. My heart burns within me as I think of the precious lessons these little ones teach their teacher.

Mrs. Ella Grosvenor
Elementary Teacher, California

Values of Supervised Play

W. G. Soloniuk

EDUCATIONAL SUPERINTENDENT
MANITOBA-SASKATCHEWAN CONFERENCE

DO YOU have a "restless Johnny" in your class? Is there a constant stir among the pupils in spite of your efforts to keep order? Could it be that you have not realized the importance of supervised play and its effects upon the classroom?

Play has been and will continue to be valuable to the child. In infancy and preschool days, play was the basis of all he learned. While playing he learned to see, by turning his head this way and that; he learned to talk, by playing with the sounds that came from his vocal cords; he learned to use the muscles in his arms and legs, first by waving them aimlessly in the air as he lay in his cradle, and later by more conscious and coordinated effort. Thus play has been important to him, and will continue to aid his development in his school life.

Play has physical value. In the growing child, running, jumping, skipping, and climbing calls for deep breathing, filling the air cells that otherwise would not be used, thus enlarging and strengthening the lungs. During exercise the muscles call for more blood, inducing better circulation, at the same time giving the heart opportunity to build thicker and stronger walls in preparation for the rigorous years ahead. The increased circulation brings more nourishment to the body, especially to the bones, giving strength and toughness.

Play has mental value. The mind can easily become fatigued by long-continued use. Play periods rest and prepare the mind for renewed effort. Besides its recreative effect, play demands that the mind be alert and react quickly to the needs of the activity.

Play has social value. On the playground the child learns that cooperation is necessary. In the classroom it has been largely individual effort, but now he finds that he must play with others in an unselfish Christian manner. He discovers that those who are willing to cooperate as a team will many times win over better players who do not use teamwork. Honesty, fair play, resourcefulness, and initiative are other characteristics developed.

Play has great moral value. A strong, constructive, supervised program on the playground will take the mind off unhealthy and morbid thoughts. It will help to prevent the children from "hatching" plans for mischief while standing around in groups with nothing to do. The child who has had a happy directed play period will return to his studies with renewed vigor and loyalty to the school program.

The teacher's responsibility on the playground is just as great as in the classroom. The play period is not a time of idle relaxation because all the children are outside; nor is it a "vacant" period in the program when the teacher can make hasty final preparation for the next class. His place is with the students.

The free or unsupervised play period—when the children are at liberty to do very much as they wish—will create many problems that will carry over into the classroom, often precipitating a crisis. True, the children are running and playing, and getting exercise; but it is doubtful that they are forming Christian habits, for they are constantly facing grave temptations in the opposite direction. At times they do not play, but loiter in groups, using coarse language, developing bad habits and undesirable traits of character. Others may decide that their superior strength and size give them the right to "lord it over" younger and weaker students, thus adding abuse to the natural turmoil of the unsupervised playground.

The supervised play program, even though it will demand much time and effort, will bring many joys and eliminate many problems. Play will become attractive, varied, and wholesome; and all should be encouraged or required to participate. Under the teacher's guidance the children will learn to solve many problems encountered. There is danger, however, that the supervision may become so pronounced that the activities will be regarded as work more than play. Close supervision is not always necessary or desirable. Free activities need not be interrupted unless detrimental habits and attitudes are being formed. At times it will be necessary for the teacher to direct all activities and to require all to participate. This will help those who are backward to enter into the spirit of fun and relaxation that should be theirs on the playground. But mostly, with the teacher in the background to aid and guide, the children will soon learn to play together effectively.

In planning for the play activities of the school, care should be taken to use games that have the greatest possibility for development of body and mind of all students, with due consideration to age, sex, and the amount of nervous energy required.

Please turn to page 22

The Teacher and Speech

Natelkka E. Burrell

DIRECTOR OF ELEMENTARY EDUCATION
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(*Concluded from February*)

SINCE the teacher must use his voice constantly, he needs to learn how to use it economically yet adequately. He must know enough about voice production to aid his students in correcting faulty usage and inadequate control of their voices. Usually we think only of the vocal bands or cords as producers of good voice and speech; but there must be a source of power vibrating through and over these cords, as well as an amplification or resonance of the sound for proper effectiveness. Voice production is a strongly energized activity, sustained by the inspiration and expiration of our respiratory system. A major concern of good voice production, and of good speech, is adequate breathing and proper breath control.

Breathing is in two general classifications: the usual or customary breathing that is adequate for ordinary life purposes, and acquired or disciplined breathing that is necessary for effective singing and speaking. It is often difficult for the beginner to divorce himself from the idea that acquired breathing necessitates the lifting of the shoulders and the pushing out of the chest. Actually this allows only a shallow intake of breath, and if used in speaking will result in fatigue and hoarseness. Correct acquired breathing utilizes the entire thorax, diaphragm, and abdomen. To fill the thorax, begin the inspiration by expanding or spreading the shoulder blades forward, following with a *slight* expansion of the front chest. Continue the inspiration until the lower lungs are filled. Test by placing the hands lightly over the abdomen at the waistline, where one should feel a slight expansion of the hands. At the same time that the diaphragm expands, the groin muscles should also expand. To exhale, the groin muscles pull up, the diaphragm pulls up, and then the shoulder blades turn in toward the spine, releasing the air. Although these directions have been given as if the breath were taken in and expelled in separate jerks, in reality one performs these operations in a smooth-flowing sequence. One cannot think about the techniques of breathing while actually speaking; *acquired breathing must therefore become automatic.*

"Speaking from the throat, letting the words come out from the upper extremity of the vocal organs, all the time fretting and irritating them, is not the best way to preserve health or to increase the efficiency of those organs. You should take a full inspiration and let the action come from the abdominal muscles. Let the lungs be only the channel, but do not depend upon them to do the work. If you let your words come from deep down, exercising the abdominal muscles, you can speak to thousands with just as much ease as you can speak to ten." [16]

To begin practice in disciplined breathing, it is well to lie on a flat surface (a firm bed or couch or the floor) so that you do not have so many muscles to support. Practice until such breathing becomes easy. Good exercises for breathing are given in *Speech Methods in the Elementary Schools.*[10]

Pitch—the highness and lowness of tone—is determined by the size and shape of the mouth and throat cavities. The larger the cavity the lower and richer the pitch. To prevent a sharp, strident voice, the tongue must be completely relaxed. The relaxed tongue is broad, thick, and fan shaped, and lies on the bottom of the mouth when not used to make actual sounds. This is accomplished by conscious effort, and allows the mouth cavity to attain its greatest capacity. When you yawn, the throat is completely open and relaxed. An excellent exercise for the open throat is:

Place the thumb and middle finger on either side of the larynx, swallow, and you will feel two little bones separate. Put your thumb and middle finger at the points where you felt the bones separate. Do not press; hold lightly. Bend the index finger and let it rest gently under the chin. Then open the mouth by relaxing the lower jaw and letting it drop freely. Gargle gently. If there is a pushing of the throat against the index finger, your tongue is not completely relaxed. Get a mirror and watch the tongue. Make it broad, thick and relaxed, fan shaped, occupying the full mouth cavity. Keep it flat, do not let it hump in the back nor curve in the center. Again try the gargle. Get the feel of the open throat by yawning. Gargle again, then, keeping the same position of the speech organs, say "ah" softly. Try this again and again until you can do it without any tension. Power comes through relaxation.

The quality of the voice "is largely a matter of resonance, which in turn is primarily a matter of structural formation. The pharynx, mouth, and nasal cavities tend to stress certain partials, or overtones, which make one voice different from every other voice." [17] The size and shape of the resonating cavities will determine the quality of sound produced. The quality of tone is enriched by the smallness of the opening to the cavity. While the mouth cavity and the throat should be open, the opening to the mouth cavity should be small. For this reason one must avoid spreading the corners of the mouth. To test yourself, try placing the thumb and fingers

on the throat as in the exercise for pitch. Gargle again to get the feel of the open throat and mouth. Without widening the mouth by spreading the corners, say "ee." Be sure the tongue does not push the throat down, decreasing its size and lessening the fullness of the mouth cavity. While practicing, place the fingers ever so lightly at the corners of the mouth to prevent spreading. For contrast, spread the corners of the mouth and say "ee," noting the flatness of the tone. Remember that the size and shape of the resonating cavities determine the quality of sound produced.

Volume is determined by the control of the outgoing breath and by the reinforcement of tone in the resonating cavities of the chest and head.[18] Talking loudly or shouting is not to be confused with proper control of volume. Many use physical force to make the voice carry. However, this defeats the speaker's purpose; for as soon as physical force is used, the muscles tense, reducing the size of the throat opening and causing strain of the vocal cords. One system of voice training for speakers and actors advises the student not to think of projecting the voice outward, but rather to think of the voice as going down into a deep, deep well. The purpose is to make use of the spinal cord as a sounding board. Then no extra effort is necessary to make the voice carry, for the spine amplifies the voice in the same manner that the box of a violin or of a piano amplifies the tones of the musical strings. François Lamperti advised his students similarly when he said that "in giving out tone one should have the sensation of drinking."[19]

Technically, volume refers to the relative quantity of breath used in the vocalization of a given word or phrase. It expresses the quantity, fullness, or roundness of the tone. A voice of great volume will have an open throat, and as the sound rolls out, it must seem to fill the room. The volume natural to individual voices differs greatly, but one should learn to use discrimination in this regard, as in other elements of expression.

When a word or phrase indicates wide extent or large dimensions, or stands for solidity or weight, we should express this concept of largeness in the delivery. The small, delicate, or trivial is expressed with less volume than the large, the ponderous, or the expansive. We should, therefore, speak of a mountain daisy in a lighter, thinner tone than in speaking of a mountain.

Increased volume requires a lower key and the chest tone. A pure, clear, full tone is a desirable attribute to a good voice. Again, practice makes perfect. Be sure the voice rolls out easily and that the throat is not cramped. Avoid having a breathy tone; vocalize all the breath.[20]

The teacher should work gradually and slowly for flexibility in volume. He should be able to alter the voice so that he can whisper or shout according to the need, without strain. The degree of volume used should fit the situation. Robert Louis Stevenson's "My Shadow" would require small volume; the twenty-third psalm should be read with great volume.

Diction. One author says that "the most widespread voice problem that faces all teachers is *poor diction.*"[21] To improve this condition, attention must be given to improvement in pronunciation, articulation, and enunciation. Although these terms are sometimes used interchangeably, it is better to consider the implicit meaning in each. *Pronunciation* is the utterance of speech sounds in words, with awareness of accent. *Articulation* is the utterance of consonant sounds; *enunciation* is the utterance of vowel sounds.[22] To illustrate: If one says "jist," his enunciation is incorrect; if he says "he'p" for "help," his articulation is poor; if he says "liberry" for "library," his pronunciation is incorrect. Correction comes by emphasizing beginning and ending consonants, making vowel sounds open, free, and rich, and consulting a good dictionary for correct pronunciations.

Voice quality. Closely allied to poor diction—or a part of it—is sloppy, careless speech. We are advised:

> "When you speak, let every word be full and well rounded, every sentence clear and distinct to the very last word. Many as they approach the end of a sentence lower the tone of the voice, speaking so indistinctly that the force of the thought is destroyed. Words that are worth speaking at all are worth speaking in a clear, distinct voice, with emphasis and expression."[23]

Rasmussen says that sloppy speech is usually the result of carelessness, placing the voice too far in the mouth, or imitating the speech of careless, indifferent parents or associates.[24]

It is never too late to cultivate a good speaking voice. If the voice is shrill, rasping, thick, nasal, high-pitched, or of indistinct quality, one can accomplish a wonderful change if he sets himself about the task with the characteristic determination that a desire to be attractive incites. Many criticize the "American voice" because of its unpleasant quality. The nervous temperament that is characteristically American has a great deal to do with the tense, strident tones that are so frequently heard. Peace of mind and relaxation will help to overcome this speech defect.

The monotone is a voice difficulty that greatly hinders effective speech. Repression, inadequacy, lack of interests, may be contributing causes. No teacher can afford to use this kind of voice or to allow children to continue its use. The two easiest ways of overcoming monotony are to use variety in pitch of voice and variety in rate of speaking. Pitch changes within a word are often called "inflection." The three general types of inflection are upward, downward, and circumflex. When you ask a question, your voice usually rises on the last syllable of the last word. The downward inflection gives a sense of finality; it gives

power, strength, and definiteness to your speech. The circumflex inflection is used when you want to suspend a thought or a word. It expresses an uncertainty. The circumflex inflection gives shading and color to the voice. The subtle talker uses the circumflex to stimulate his listeners to further thinking. Try the following sentences, using each kind of inflection, and note the difference in meaning: "I believe you." "You love me." "It's a beautiful coat." [25]

Mumbling is a common fault of both children and adults. It is usually due to lazy jaw, lips, or tongue, and can therefore be overcome through attentive practice. If the lips are lazy, the offender must learn to use the lips by practicing sentences containing the labial consonants *p* and *b*, the nasal *m*, and the vowels *o* and *u*. Whistling also helps to make the lips flexible.

When mumbling is caused by a lazy jaw, the offender must make the effort to open the mouth by dropping the lower jaw and talking distinctly. Saying sentences containing the sounds *o, ah, aw, i,* and *oi* will prove beneficial.

If the tongue is not flexible, exercises need to be worked out to limber it. Any good speech text will give exercises to correct the defects of mumbling.[26]

A most important role of the classroom teacher is that of interpreter. Mulgrave points out that this task has many ramifications, including the reading of a lyric poem, the telling or reading of a story, the clarifying of an obscure passage in science, the enlivening of a difficult phase of history, and the stimulating of interest through oral reading of vivid passages in poetry and prose. Material to be read in the classroom in the course of an ordinary day may range from a purely factual list of directions to the interpretation of the finest literature in the language. For the former, intelligent reading, well voiced, is sufficient; for the latter, the teacher must keep in mind the essential fact that, when he interprets orally, he is sharing with his class not only the intellectual content of the selection but also the emotion of the author he is interpreting. He must, therefore, strive for an artistic interpretation rather than for a merely factual one.[27]

"Communication or transmission, then, is the natural corollary of artistic creation. Beauty in art is achieved when a rich experience is successfully transmitted. The moments in poetry or in prose that take you by the heart, the moments in which you are rapt or transported: these are the moments in which an emotional experience is fully communicated. They are the sacramental moments of life.

"It should by this time be clear that in describing the work of the artist in receiving and transmitting an emotional experience I have also been describing the work of the teacher. . . . When the teacher stands before a class to teach literature, he has become the artist—he has received an emotional experience, and must transmit that experience by ways which are the natural expression of his feelings. If he has not received the experience, he has nothing to transmit, and that is the end of the story." [28]

There is much discussion about the inability of students at all levels to read well orally. Whatever the cause of this reading deficiency, the teacher who would correct it must himself be able to interpret the printed page orally in a manner that will inspire the students to respond to the beauty of well-voiced English. For the Christian teacher this ability to interpret the printed page to students is particularly important.[29]

The oral reader must learn to use his voice effectively. He must be aware of the importance of pitch in communication of ideas. He must work to improve the quality and resonance of the voice; he must know how to breathe and how to control the breath in order to have the necessary volume and sustaining power. He must likewise correct qualities of voice that detract; he must have good diction at all times.

Not only must the teacher be expert in reading orally, but he must likewise work for perfection of speech in conversation, and in all the communication activities of an ordinary day in the classroom.

"Teaching is a dramatic art. The teacher, like the actor, should be trained to speak clearly and intelligibly in an acceptable pattern of English, to use his voice effectively, and to appreciate, as the actor must, the tremendous force of the spoken word." [30]

[15] White, *Testimonies for the Church*, vol. 2, p. 616.
[16] Carrie Rasmussen, *Speech Methods in the Elementary School* (New York: Ronald Press, 1949), p. 84.
[17] Mulgrave, *op. cit.*, p. 59.
[18] *Ibid.*, p. 54.
[19] Cady, *op. cit.*, p. 117.
[20] John R. Pelsma, *Essentials of Speech* (New York: Thomas Y. Crowell, 1918), pp. 84, 85.
[21] Rasmussen, *op. cit.*, p. 74.
[22] *Ibid.*, p. 35.
[23] White, *Testimonies for the Church*, vol. 6, p. 383.
[24] Rasmussen, *op. cit.*, p. 77.
[25] Smith, Krefting, and Lewis, *op. cit.*, p. 173.
[26] Rasmussen, *op. cit.*, pp. 77-82.
[27] Mulgrave, *op. cit.*, pp. 223, 224.
[28] *Ibid.*, p. 224.
[29] White, *Testimonies for the Church*, vol. 6, p. 382.
[30] Mulgrave, *op. cit.*, p. 4.

Values of Supervised Play

(*Concluded from page 19*)

Great loss will come to us as teachers and church members, as well as to our children, if we educate their minds but neglect their physical development. "True education means more than the pursual of a certain course of study. . . . It has to do with the whole being. . . . It is the harmonious development of the physical, the mental, and the spiritual powers."* The teacher who follows a program of wisely supervised play will discover that his students respond more quickly to classroom instruction, and more readily develop the Christian characters so much to be desired.

* Ellen G. White, *Education*, p. 13.

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The New Program at Pacific Union College

R. W. Fowler
PRESIDENT

SEVENTH-DAY ADVENTIST schools are founded upon the philosophy that "true education means more than the pursual of a certain course of study. It means more than preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come." [1]

Acceptance of this concept of education has led the faculty of Pacific Union College to formulate objectives that, if realized, will result in the development of men and women possessing (1) a distinctly Christian philosophy of life and an unswerving allegiance to the principles of the Seventh-day Adventist Christian faith; (2) the ability to do creative thinking and an acquaintance with the basic facts of knowledge, together with a more specialized mastery of one of these fields; and (3) an awareness of their social obligations toward humanity and a tolerance toward the rights and opinions of others. The college seeks further to develop in its students (1) an appreciation for the masterpieces in literature and the fine arts; (2) an understanding of the principles of government and a willingness to accept the responsibilities and privileges of citizenship; (3) an understanding of the principles governing the functions and care of the body, and adoption of the health habits and practices that foster maximum vitality and health; and (4) an appreciation of the dignity of labor, and the knowledge and understanding to enable them to choose their vocations intelligently.

Realizing the sacredness of our philosophy and the scope of our objectives, the faculty of Pacific Union College has, during the past several years, given extensive study to every phase of the college program with the one purpose of designing a program that would contribute more fully to the reaching of the stated objectives. This study led to the conclusion that a new curricular program was imperative if we were to meet the diverse needs and interests of the students coming to the college and at the same time more fully challenge their varying abilities.

The new program recognizes that some who come to our college are interested in a course that is immediately practical and that can be completed in a period of two years. Others are interested in a four-year course that involves considerable specialization in their chosen fields. Still others are interested in a broader and more general education. In an attempt to accommodate this diversity of interests and aptitudes, the college is organized into three schools: the Technical School, to care for the needs of the first group; the Professional School, for the second group; and the Liberal Arts School, for the interests of the third group. It is in the field of general education that the most obvious changes in the college program become apparent. Here, students in a four-year curriculum are required, during the first two years of their course, to take seven general-education courses totaling sixty-three quarter hours.

The course in religion, entitled Biblical Philosophy, is given for twelve quarter hours' credit, and is designed to assist each student in the development of a well-integrated Seventh-day Adventist philosophy of religion and life. The course is based upon the Bible, for we believe that "the Bible contains a simple and complete system of theology and philosophy." [2] Religion is studied as a way of life, an all-inclusive program for the perfect restoration in each individual of the physical, mental, and spiritual image of God.

The objectives of the nine-quarter-hour course in Communication Skills are stated to be the "development of sound habits of thought, independence of judgment, and the skills necessary for the transmission of ideas." Emphasis in this course is on the effective communication of idea and experience, through development of skill in reading, writing, speaking, and listening. The course is organized to provide the student opportunity to develop these skills in handling significant ideas. The staff seeks to ensure every student sufficient mastery of these basic skills to make a success of his classwork and post-college vocation.

An Introduction to Scientific Thought brings typical methods of the physical sciences to bear on a number of selected problems. The method of developing scientific ideas is studied, with emphasis on the fact that science is dynamic. An important objective of the course is the understanding of the relationship between divine revelation and nature.

Social as well as religious implications of scientific work receive consideration.

The six-quarter-hour course, Introduction to the Life Sciences, is designed to present the basic principles upon which the life sciences are built and to inspire an appreciation for the world of nature. A study is made of the application of the physical principles to agriculture and to other practical fields related to biology. Special attention is given to the development of a sound philosophy of science.

The social science course, Problems of Man and His Society, devotes twelve quarter hours to two basic objectives. First, to assist the student in making personal adjustment to the social order, in which consideration is given to the relationship of the individual to others in his social group, to marriage, to parenthood, and to organized society. Second, to acquaint him with social institutions in relation to the individual, emphasizing the historical development of political and economic forces bearing on our heritage of personal liberty and the measures that have been employed to preserve this rich heritage.

Introduction to Western Arts, the basic course in the humanities, is an introduction to literature, music, and the plastic arts. The course is designed to aid the student in developing an appreciation for the best in literature, music, and art: what to listen for in music; how to understand the intentions of any artist; and how to understand, evaluate, and respond to a piece of poetry. A significant aim of the course is to observe the relationship of the works studied to human belief and conduct.

The course in Health and Hygiene is planned to give the student a better understanding of the functions and care of his body, and an awareness of the laws of health as they relate to his own well-being and to the community health.

Since our new program is only in its second year of operation, it is too early for a proper evaluation of its effectiveness in reaching the objectives of the college. We believe, however, that it provides much that is commendable, that the young men and women who are graduated from our college will be better prepared to take their places in our modern society, and that thereby the true object of education will have been more fully realized.

[1] Ellen G. White, *Education*, p. 13.
[2] White, *Counsels to Parents, Teachers, and Students*, p. 422.

► The industrial program at San Pasqual Academy (California) has been given a lift by the establishment of a book bindery, superintended by Clifton Calkins. The dairy is supplying Grade A milk at premium prices to the public, in addition to providing for the needs of the school family. There is also a poultry flock of 3,500 birds; and of course—in southeastern California—lemon, orange, and avocado orchards.

Power and Limitations of the Mark

A lot of people are unhappy about the traditional report card and the single marks—whether A, S, 100, or other symbols—it brings home to parents. Yet this fact remains: the single mark is, and will probably remain for some time, the "coin of the school realm." While the search for a better way to grade pupils continues, the mark is still accepted by parents, colleges, and employers as the best evidence of a pupil's ability and achievement.

If you're aware of the power of the mark, you should also be aware of its limitations. If you use this system of grading, here are some questions to ask:

Are you aware of your own characteristics and tendencies in grading? For example, studies show that women usually give higher marks than men, and that both tend to give better grades to girls than to boys. And, there is evidence of a "halo" effect in grading. The teacher who rates a pupil high in, say, citizenship, tends to rate him high in other areas. Studies also show that the well-dressed child, the child from the affluent family, is in some cases likely to get better marks than the child on a lower economic scale.

Do you make clear to each pupil that a grade is not the final end product of learning? Good teachers surround each grade with an aura of understanding. A low grade is accompanied by an explanation of the points on which the pupil needs to improve; the high mark, by an explanation that the child is moving satisfactorily to a larger goal in education, and that he must keep up that satisfactory activity if he is to achieve the real purposes of schooling.

Do you rely heavily on standardized tests in grading? While standardized tests have their place, they are nearly valueless in arriving at a grade to be sent home on a report card. The best judgment of experts is that the standardized test is unsuited for day-to-day teaching and learning activities. The homemade, teacher-devised test is a much better instrument for your pupils, for your objectives, for your school-community philosophy.

Are you still addicted to the plus and minus sign? These variations are intended to signify some extra personal judgment that the teacher has about the pupil's work. It is better to communicate this judgment in a note or talk with the pupil. (Cincinnati's reporting system directs: no plus or minus signs should be added to any letter on the scale.)

Do you get the most out of observation as a method for determining a pupil's grade? Observation can be of value in determining a pupil's subject-matter accomplishments as well as his work and social habits. First, observe and record without judgment what the pupil does and how he does it. Second, after these notations have cooled off, derive some over-all judgment of their meaning for the pupil's school goals.

Are you a firm believer in any one method of grading? If so, you are near the edge of a dangerous pitfall. It is a serious error, says John W. M. Rothney, to become a convert to one method and to use it exclusively. What the teacher should be doing continually is sifting evidence, analyzing observations, bringing together isolated facts and thinking over the meaning of those facts. Grading a pupil is not a quick, simple, or terminal process, says Dr. Rothney. It should be a continuous and cumulative procedure. Moreover, we should always remember that while the teacher grades the pupil, he is also grading himself.—*The Teacher's Letter*, an Arthur C. Croft publication, Nov. 12, 1955, p. 2. (Used by permission.)

The Director of Elementary Education Visits Schools

Lorena E. Wilcox

DIRECTOR
EDUCATION, PERSONNEL, AND GUIDANCE
SOUTHWESTERN JUNIOR COLLEGE

IT WOULD be impossible for me to discuss the advantages of the elementary education director's visiting the schools of the conferences without making numerous references to personal experiences; therefore I shall make no effort to avoid doing so. The opinions expressed will be my own convictions, formulated in active service as a director of teacher training. This article must be regarded, not as a summary of the subject, but as one person's approach to it.

To paraphrase a legend used for years in the homemaking department of one of our denominational magazines, the career of a director of teacher training appeals to me as one packed with adventure, love, much study, and many opportunities to be adjustable. It brings association with children, elementary teachers, college students, parents of school children, other church members, college faculty members, and field educational workers. That I should have been led to enter such a line of endeavor (when in early life I did not wish it), is one thing for which I am profoundly grateful to Divine Providence. Although I have often had to study in the school of hard knocks, it has been a real privilege to be allowed to register there. Visits to schools in the field were a part of my program. It is of their value that I write.

Perhaps the most acute problem facing teacher-training institutions is that of translating the varying educational theories of the day into procedures and practices that can be used in actual classroom situations. It is easy to indoctrinate teachers-in-training with ideas that go well in print, but that need to be carefully interpreted or they will be the ruin of the beginning teacher. An example of this is the practice recommended by some recent writers on school management of having children enter and leave the room at intermissions "like grown people" with no lines or regimentation of any sort. The difference between children and grown people seems to have escaped the attention of these theorists! In trying to carry out such ideas in practice when recess time came, too many young teachers have encountered behavior approaching that of Indian war dances. This, coupled with similar lack of planning in other areas, brought about poor attitudes toward order and quiet work habits throughout the day. As a result, some teachers were discouraged and others felt that the training they had received for teaching was not practical—and did not hesitate to say so. This obviously did not help the public relations aspect of the courses in teacher training.

Lest some be troubled by this, let it be said that there are teachers who have developed in their pupils such attitudes of quiet and thoughtful behavior that they can dispense with much of the regimentation that others find necessary. Such helpful attitudes on the part of children come through growth and training, however, and cannot be superimposed—as some young teachers have found to their sorrow.

It is the responsibility of the director of teacher training to present a progressive yet practical course. The instruction given should be in harmony with accepted educational practices, yet capable of adaptation to varying situations. Obviously, a necessary prerequisite for such a position is a sympathetic understanding of the work and problems of educational superintendents and elementary teachers in the field.

It was Will Rogers who said he had never known a man he did not like. If communication (as used in the broad sense employed by writers on social problems) exists between the college department of education and the educational workers in the field, the way will open for them to understand and like one another, and thus to work together toward the same objectives. But communication means more than formally exchanging opinions, as in a committee meeting or a teachers' convention. It includes sharing of feelings as well as of ideas. People learn to understand and sympathize with one another as they work together in solving mutual problems.

I began to see and to feel the problems of superintendents and teachers one sunny fall day in the East when I was invited by a superintendent and his wife to visit what he called a "sick" school. It is always easy to say—and I was saying under my

breath—that only suitable people should be employed as church school teachers. But here was a superintendent who, after trying hard, had settled for a teacher who was apparently a cultured Christian gentleman, who seemed to like children, who was well educated, but who was not specifically prepared for elementary schoolwork. However, things were not going well.

When we arrived, an hour after noon, the children were still outside playing, but the teacher, a frail-looking man, obligingly called them in. We all sat a little while, long enough to sense that no work had been planned for that day—or probably for any other day! I was in an inner ferment, wondering what I could say or do that would be helpful. The friendly children, unhampered by any schoolroom regulations, soon gathered around; so I asked them to read to me from their readers. At recess time I asked the teacher if he would mind my conducting some reading classes for him after the intermission. He seemed relieved by this suggestion. Quickly marshaling the methods I habitually presented to my classes, I proceeded. In turn I was relieved and surprised that things seemed to go well. I learned later that children usually respond well under such circumstances. I was careful to set up standards for efficient schoolroom behavior, and made many mental notes of suggestions I would offer to the teacher after school.

My guardian angel was surely with me when the discussion period finally arrived. What I said I do not now remember, but I know I was able to say it kindly and sympathetically, and we parted in a friendly spirit. How glad I was for that a week later, when I heard that the teacher had dropped dead from a heart attack!

But the trip was not in vain, because the superintendent and I had met a problem together. We now understood that both were working to meet good educational standards, however we might be hampered by circumstances. I began to examine my course offerings in the light of the hour I had spent trying to teach four reading classes at the same time! From that time forward, helped by the suggestions of supervising teachers who began their work in one-room schools, I have tried to incorporate into the courses for which I am responsible, suggestions that give student teachers practical ideas for carrying on schools of several grades. Although much more study needs to be given to this problem, every little effort helps toward its solution.

Another incident that occurred during this same period led to more critical thinking about the problems of teacher training. A superintendent confessed, rather shamefacedly, that because of the prevailing teacher shortage, he had been compelled to employ a teacher whom I had definitely not recommended. To his surprise, he said, he found she conducted a better school than some others who had been highly recommended. In trying to explain to myself how such a thing could have happened, I began to understand that I, as a director of teacher training, was a stickler for accepted methods of presenting subjects; whereas the superintendent, because of his particular responsibilities, gave much attention to the public relations a teacher was able to maintain. Looming large in his appraisal of the teacher's work in the school was her ability to manage children so they would be happy, obedient, and busy. If teaching methods were not the most effective, that often did not appear until later.

Other directors may not have needed the cautions necessary for keeping me from giving a lopsided training to my charges; but the significant fact is that contacts with the field made me want to improve, and pointed out the direction the improvement should take.

Later, in another area, my opportunities for field visitation increased and their value to me became more apparent. The importance of establishing communication—sympathetic understanding—between myself as director of teacher training and other educational workers continued to appeal to me. Through field visits, usually accompanied by the local superintendent, I became increasingly able to understand the problems of the field and to help in solving them. In return, my department came to be regarded with friendly interest. Now I rarely heard the remarks that had plagued me during the early years of my experience; such as, "Well, maybe you can do that in the demonstration school, but it isn't practical in the field." My hope had always been to teach and advocate practices that were progressive, educationally sound, and *usable in church schools*. My field visits increased my confidence to attempt this task.

Those days of field visitation were spent in different ways. I must admit that I used some trial-and-error techniques before anything like a routine was established. With a superintendent as promoter and stage manager, so to speak, I often demonstrated various types of lessons for inexperienced and troubled teachers. These usually followed the lines of my special interest in reading, phonics, and beginning numbers; though when the need existed I occasionally attempted other subjects. Always I was conscious of the importance of demonstrating good methods in school management and in pupil guidance and control. I am painfully aware that I could not always do the best, on short notice; but I could deal with problems that needed immediate attention. When I showed myself really willing to try to help, questions and confidences seemed to come more easily in discussion periods.

Please turn to page 30

What the SCHOOLS ARE DOING

► Among many student evangelism activities reported by Pacific Union College for the last quarter of 1955 were 35 gift-wrapped food boxes, plus 25 boxes of canned goods; 20 pints of blood donated to St. Helena Sanitarium; a cord of wood cut for a family whose man-of-the-house had suffered a severe back injury; 3,500 pieces of literature distributed; 600 missionary contacts made and more than 175 persons enrolled in the Voice of Prophecy Bible Correspondence School; besides Home Visitation, Singing Bands, and Story Hours.

► Oakwood College welcomes for the second semester two well-known entertainer-singers from New York—Joyce Bryant and Vivian Cervantes—who gave up "fabulous" careers to join the Seventh-day Adventist Church and to be "serious, normal college students" in preparation for Christian service. Parents of both girls are Adventists.

► Enthusiastic juniors in Iowa's church schools have made outstanding records in the current Ingathering campaign. For instance, 13 pupils at Burlington raised 62 junior and 5 primary Minute Man goals. Jimmy Powell, of the Burlington school, received $230, and Allan Stone, of Council Bluffs, raised $200.

► Crowning a successful student campaign for funds, a new three-manual Moller organ, costing $25,000, was recently installed in Machlan Auditorium at Atlantic Union College. Mr. Virgil Fox, organist at the Riverside church in New York City, played the dedicatory recital.

► Philippine Union College church raised P7,000 on Ingathering field days last September 18-23. Of the 1955 Ingathering goal of P70,000 for the North Philippine Union Mission, P30,000 was appropriated to the new church auditorium at Philippine Union College.

► January 14-21 was Student Week of Consecration at Walla Walla College, at which time the messages in word and music were provided by students, and rich blessings were claimed and received.

► Pacific Union College students—75 of them—spent Sunday, January 8, shoveling, scrubbing, and helping to remove the results of the disastrous floods at Uba City and Marysville, California.

► Georgia-Cumberland Conference reports 1955 to have been "a year of precious blessings" on the 743 pupils and 56 teachers in its 35 elementary and intermediate schools.

► In its campaign for registrants in the 1955-56 chapter of American Temperance Society, Washington Missionary College "adopted" the ATS robot, Temperance Charlie.

► Fletcher Academy and elementary school (North Carolina) report $1,423 secured in Ingathering.

► Boys of Mount Ellis Academy (Montana) are happily settled in their fine new home, which has replaced the one destroyed by fire on January 14, 1955.

► At Canadian Union College 120 students are actively participating in the Missionary Volunteer progressive classes, to be invested as Master Guides in May.

► With new enrollees for the second semester, Auburn Academy (Washington) reports the largest registration in its history—378. Prospects are for a graduating class of 100 or more, come June.

► The nine-accordion group of Rogue River Junior Academy (Oregon) presented a 75-minute program to a large and enthusiastic audience of veterans at Camp White last December. Later they appeared on television from the Medford station KBES.

► R. Lienard has gone from teaching the school in Brussels (Belgium) to French Cameroun (West Africa), to teach in the union training school at Nanga-Eboko. He replaces P. Bernard, who is now educational secretary of the North African Union Mission.

► Seven youth of Glendale Union Academy (California) are conducting a series of Sunday night evangelistic meetings at the Masonic Temple in La Crescenta, under the title of "Youth's Answer" to questions that plague men's minds. Attendance and interest are good.

► Kamagambo Training School (Kenya, South Africa) is organized into four self-contained units on the one campus, each with its own head. The Primary School has 320 day pupils; the Boys' Intermediate School, 160 pupils; the Girls' Boarding School, 110 students; and the Normal School, 56 students.

► Nearly 200 students of Adelphian Academy (Michigan) are enrolled in the Lemonaders, Polar Bears, Cold Chasers, and Researchers clubs organized by R. W. Spalding, M.D., in pursuance of his aim to "promote better standards of healthful living "among the academies and schools of the Michigan Conference.

► The Girls' School at Rusangu Mission (South Africa) has 95 girls in a dormitory intended for 50, but they "are too happy to be at school to grumble about being crowded." A new upper school for girls offers Standards V and VI for 35 in each, from which students can go on to Solusi Missionary College, Kanye Medical Hospital for nurses' training, and to Lower Gwelo Training School for teacher training, so that they can work efficiently for their own people.

► Ambrose Leo Suhrie, distinguished educator, and since 1945 resident educational consultant at Southern Missionary College, died in Pasadena, California, on February 19, age 82 years. His last and crowning contribution to educational history, philosophy, and practice was the publication in 1955 of his autobiography, *Teacher of Teachers.* Which, incidentally, was ably reviewed by F. O. Rittenhouse in the December issue of the JOURNAL. Dr. Suhrie rests from his labors, but his works do follow him in the lives and service of thousands who "sat at his feet" through the more than 60 years of his career as teacher, author, lecturer, and educational consultant.

► A number of our colleges were among the 1,600 (out of 30,000 applicants) to receive from American Library Association and Old Dominion Foundation a $300 set of *Great Works of the Western World,* published by Encyclopedia Britannica. The 54 volumes span Western thought from Homer to the 20th century, and include 443 significant works by 74 authors.

► New equipment recently added to the Emmanuel Missionary College laundry makes it one of the most modern in southwestern Michigan. Mr. and Mrs. J. E. Tompkins are in charge of this industry, which provides work for 18 students, gives regular service to residence hall occupants, and is constantly expanding its commercial business.

► The recently published *Poisonous and Venomous Marine Animals of the World,* by Bruce W. Halstead, of CME's School of Tropical and Preventive Medicine, is the most complete work ever published on the subject, and includes studies on every form of aquatic life from protozons to polar bears.

► Guest of honor at Pacific Union College's mother-daughter banquet on February 5 was former dean of women, Minnie E. Dauphinee, now dean of nurses at St. Helena Sanitarium. More than 270 mothers came for the biennial event.

► The college band, male chorus, and other musical groups of Southern Missionary College are contributing much to evangelistic efforts, youth rallies, and other services not too far distant, besides giving many full programs.

► Enrollment at Toivonlinnan Kristillinen Opisto (Finland's mission school) has passed the 100 mark. The school was host last September to the first meeting of the newly formed Finland Union Conference committee.

► Atlantic Union College has been reaccredited by the New England Association of Colleges and Secondary Schools, with words of high praise for this "unique" institution, as the visiting committee termed it.

► January 30 was Recognition Day for 102 seniors at Walla Walla College. The principal address was given by S. C. Eastvold, president of Pacific Lutheran College, an outstanding Christian educator.

► Climaxing preparatory studies over a period of months, nine students of San Pasqual Academy (California) were baptized on December 10.

► Students and teachers of Upper Columbia Academy (Washington) are greatly enjoying the 100 per cent whole-wheat bread and other delectables produced in the newly equipped bakery.

► South Philippine Union Mission conducted regional institutes for its teachers last August, with 91 elementary and 35 secondary teachers in attendance. A thrilling feature was the report of 475 children and youth baptized in the schools during the 1954-55 school year.

► Jan Kuzma, mechanical engineering freshman at Emmanuel Missionary College, is winner of one of the 1955 Detroit-Edison $200 scholarships and a Webster's Collegiate Dictionary, and last December 21 attended a banquet given in Detroit for all the scholarship winners.

► The Walla Walla College and Southern Missionary College chapters of the International Temperance Association tied for top honors in recognition of outstanding activities in the cause of temperance during the 1954-55 school year, and last fall each received the Award of Merit plaque.

► Platte Valley Academy (Nebraska) is proud of its record-producing dairy herd. An average of 11,208 pounds of milk per cow was recorded for the year ending November 30, 1955. The cows were milked twice a day for 305 days, so this means an average per cow of 4.6 gallons of milk per day.

Editorial News and Views

(*Concluded from page 32*)

would receive grants on the basis of matching the Foundation grant dollar for dollar. Inasmuch as most colleges could not do this, at the last minute the Foundation voted to waive the matching requirement, and wired all colleges that if they would accept the grants, to reply immediately. Because of the wording of some responding telegrams, the Foundation withheld final action on three of our colleges until they could get further information. All these have now been notified that they will receive grants in the same proportion as the others.

The Ford Foundation is to be commended, not only for its generosity, but for the outright and unqualified nature of the grants—no strings whatever are attached. The only stipulation is that the money shall be invested for ten years and the income therefrom be used for increasing teachers' salaries. Thereafter the principal sum may be used at the discretion of the college boards.

These grants are focused on a major problem of the schools. The editor of *Christian Century* commented: "Hard cash could not be turned into a high spirit of curiosity, knowledge, and vision faster than by direct investment in the lives of teachers. . . . There are times when cash in a teacher's pay-envelope may be more Christian than a chapel."

In announcing the teacher-salary grants, Henry Ford II, chairman of the Foundation's Board of Trustees, said: "Industry, commerce, government, the arts, the sciences, and the professions—indeed our whole way of life, depend heavily upon the equality of our education. Recognizing this fact, the trustees of the Ford Foundation want to do everything they can to emphasize the cardinal importance of the college teacher to our society."

► At the close of 1955 the Michigan Conference reported 2,012 students enrolled in its 49 elementary and intermediate schools. The 94 teachers in these schools rejoice over baptism of 200 of their youthful charges. Six new church school buildings were completed, and a seventh was under construction.

► Ground was broken February 14 for the new Pearl L. Rees Hall, future home of Union College women. Students and teachers are waging an energetic campaign to raise $20,000 as their portion of this building, scheduled to be ready for use in 1958.

► Commencement at Helderberg College (South Africa) last November 5 brought the coveted diplomas to 24 graduates: 3 in arts and theology; 6 in arts and education; 7 in teacher training; 8 in stenography.

► The new shopping center at Pacific Union College was officially opened for business on February 6. It includes the College Mercantile, fountain, bookstore, bakery, barbershop, beauty salon, and post office.

► Having studied faithfully in a baptismal class organized following the Week of Prayer last fall, 13 students of Auburn Academy (Washington) were baptized last December 9 in the new baptistry.

► The sewing studio in Conard Hall (Walla Walla College) is a very popular place now that the latest German-made Pfaff dial-a-stitch sewing machine is on display there.

► Margarette Ambs, head of the modern languages department at La Sierra College, received the Ph.D. degree last February from Ohio's Western Reserve University.

► Ten students were baptized at Colombia-Venezuela Training School (South America) after the Week of Prayer conducted last September 8-17 by G. E. Maxson.

► Enterprise Academy (Kansas) raised $3,275 Ingathering in the current campaign, far surpassing their Minute Man goal of $1,887.

► Canadian Union College band and the men's quartet presented a program for the regional youth rally at Edmonton last February 18.

► A total of 151 students of Walla Walla College each voluntarily contributed a pint of life-giving blood to the Red Cross last January 16.

► Walla Walla College has been elected a member of the Association of American Colleges.

► The new training school at Siantar, North Sumatra, was dedicated and officially opened last August 31, with an enrollment of more than 200 in the middle school.

Full-time Day Schools Under Church Auspices in the United States

(A statistical report prepared by John L. Cowan, assistant in Christian Education Research, Bureau of Research and Survey, Division of Christian Education, National Council of the Churches of Christ in the United States of America, June 23, 1955.)

I. Christian Day Schools Under Protestant Auspices

Denomination	*Schools*	*Enrollment*
* Adventists, Seventh-day	919	29,724
* Baptists	15	1,364
Lutherans of Synodical Conf. of N.A.		
Missouri Synod	1,171	112,712
** Norwegian Synod	13	602
Slovak Synod	3	100
** Wisconsin Synod	202	20,484
Colored Missions of Foregoing Synods	38	2,210
Other Lutherans		
American Lutheran Church	38	2,743
Augustana Evangelical Lutheran Church	2	
United Lutheran Church	3	
** Mennonites	64	9,064
* Presbyterian U.S.	125	
* Protestant Episcopal	100	
** Reformed Persuasion, Churches of the	156	33,377
Other	122	7,323
Total	2,971	219,703

* The figures for these groups were obtained from *Information Service*, Bureau of Research and Survey, National Council of Churches, Vol. XXXI, No. 18 (May 3, 1952).

** These figures were obtained from Mark Fakkema, Educational Director, National Association of Christian Schools, by phone on June 23, 1955. They are for the 1954-55 school year.

II. Christian Day Schools Under Roman Catholic Auspices

Type of School	*Schools*	*Enrollment*	
High Schools, Diocesan and Parochial	1,536	375,099	
Elementary Schools, Parochial	8,493	2,992,318	
Total Diocesan and Parochial	10,029		3,367,417
High Schools, Private	830	227,900	
Elementary Schools, Private	541	91,243	
Total Private Schools	1,371		319,143
Grand Total	11,400		3,686,560

NOTE: All figures were obtained from *The Official Catholic Directory*, 1954. The figures were published as of January 1, 1954, and are thus for the school year 1953-54.

III. All-Day Schools Under Jewish Congregational Auspices

Type of School	*Number of Pupils*
Elementary	21,259
High School	4,326
Not Reported by Level	550
Total	26,135

NOTE: All figures are taken from the *American Jewish Yearbook*, Vol. 56, 1955. The Jewish Publication Society of America, Philadelphia, 1955, p. 249.

► Newbury Park Academy (California) reports that in spite of the 10-day heat wave last September, the tomato crop was 300 tons (about half a crop), the walnuts produced a quarter crop, and the gross income from zinnia seeds was more than $9,000. The poultry department, broom factory, and laundry were all operated at a good profit.

► Instead of drawing names and exchanging gifts among themselves last Christmas, students and teachers of Valencia Junior Academy (California) chose to help the schools and children of southern Chile (South America). Approximately $300 was given, besides toys, food, and clothing.

► Collegedale Wood Products (Southern Missionary College) has during the last decade produced and sold more than $3,000,000 worth of furniture, and at the same time provided over $700,000 worth of labor for students. Recently one month's sales amounted to $53,000.

► Walla Walla College students contributed $460 as their Christmas gift to the West Pakistan Union High School, where WWC alumnus R. K. Hamilton is principal. A printing press made possible by this gift will promote the school's industrial program.

► At Mount Vernon Academy (Ohio) students and teachers signed up and paid up 100 per cent, becoming members in the American Temperance Society, thereby doing their part in "killing and burying the killers"—liquor and tobacco.

► Tuition scholarships at Pacific Union College were voted for eight students whose families suffered heavy losses in the devastating holiday floods, and who otherwise would not have been able to stay by their studies.

► CME's teaching hospitals—Loma Linda and White Memorial—received a total grant of $187,300 from the Ford Foundation's munificent Christmas gift to America's nonprofit educational and medical institutions.

► The 40 youngsters of the West Palm Beach (Florida) church school and their two teachers raised more than $1,000 in the current Ingathering campaign, more than doubling their assigned goal.

► That our boarding academies are evangelistic as well as scholastic was demonstrated again on January 28, when 15 students of Laurelwood Academy (Oregon) were baptized—10 from non-Adventist homes.

► Gem State Academy (Idaho) reports a new 24- by 60-foot building on the farm, part of which is a well-lighted and fully-equipped calf barn, the other section is a machine shed.

► Sunnydale Academy (Missouri) raised $1,250 on Ingathering field day, and another $1,307 in caroling between Thanksgiving and Christmas, for the best-ever total of $2,557.

► Last December 10 three students of Maplewood Academy (Minnesota) and five pupils of the church school were baptized, and joined the academy church.

The Director Visits Schools

(*Concluded from page 26*)

For older, trained, and more-experienced teachers I assumed the role of a sympathetic visitor and observer. I learned much from them, and I tried to give them understanding, encouragement, and whatever technical knowledge I had. These were often rewarding experiences from the viewpoint of personal friendships formed. Visits with the superintendents, as we rode from place to place, were occasions for improving our understanding of one another's problems. If each was able to contribute something to the other as we discussed the situations we met, I felt the opportunity was most propitious for improving the relations between field workers and the teacher-training department.

From this shared understanding of the needs of the field evolved a plan for conducting an institute for beginning teachers before the opening of each school year. A part of the program (the part that has been most commended) consisted of a sample school day with about a dozen children in six grades. Without field visits I could never have planned or carried out this project.

Both the directors of teacher training in our denominational colleges and the educational field workers are greatly benefited by mutual understanding, cooperation, and loyalty. The director can lead out in producing this helpful situation by regularly visiting the schools in the field and discussing their problems with the superintendents and supervisors. When he does this, his vision of his own work will be enlarged, and he will rid himself of the suspicion of dwelling in an ivory tower. He can thus promote loyalty and cooperation, while contributing the professional knowledge it is his business to have. Many problems will cease to exist in the warmth of understanding generated by personal associations.

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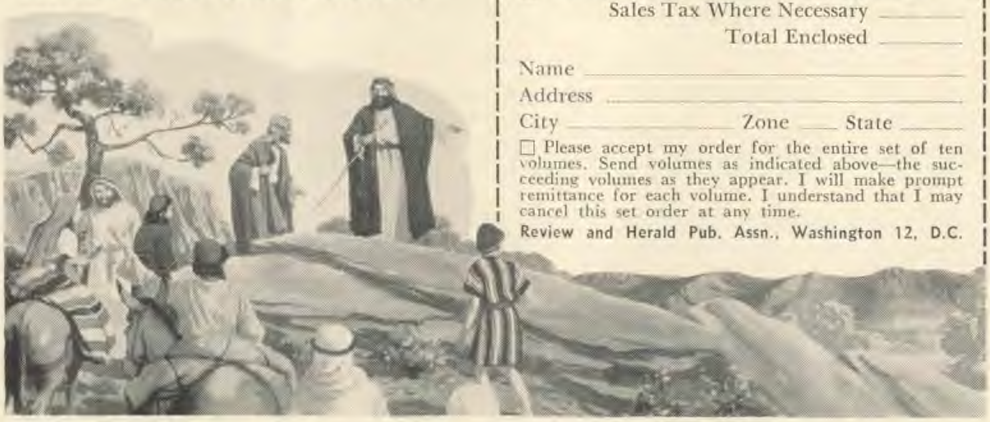

Editorial
NEWS AND VIEWS

Seminary Courses for Residence Hall Deans The necessity of more adequate training for deans of men and of women, and others interested in youth leadership, has long been recognized. The high turnover of deans is not due alone to the rigors of that calling, but also to the fact that too often young people must assume these important tasks without benefit of special training.

To meet this need, the Seventh-day Adventist Theological Seminary has planned a special five-week series of courses to be offered this summer: Youth Guidance, 4 quarter hours, and Principles of Counseling, 4 quarter hours—C. E. Wittschiebe; Human Relations, 2 quarter hours—Dorothy Foreman Beltz; Tests and Measurements, 4 quarter hours—T. W. Steen; School Homes, 4 quarter hours—L. R. Rasmussen. Besides the formal courses, Elder Rasmussen (of the General Conference Department of Education) will direct a workshop on the operation of school homes. Associated with him will be Walter T. Crandall, Dorothy Foreman Beltz, Walter Clark, Mercedes Habenicht Dyer, and J. R. Shull.

Every school home dean in North America should plan to attend this special session, June 13 to July 18.

Teacher Effectiveness The most common criterion for evaluating the effectiveness of a teacher, and usually the only considered index of pupil change, has been the academic achievement of the pupils under his instruction and care. However, it would seem that an awareness of the total pupil change is necessary to form a valid judgment of the teacher's effectiveness. Spiritual growth, social achievement, emotional maturation, are also products of effective teaching. In fact, it is more important for a teacher to produce growth or change in these areas of his pupils' lives than in strictly scholastic matters.

Parochial Schools Only one Protestant denomination operates more parochial schools in the United States than do Seventh-day Adventists. For the complete listings, see page 29. There is a trend for more and more denominations—particularly the evangelicals—to start parochial schools.

Respective Functions of Administrators and Teachers Administrators are hired by school boards to bring students and teachers together under the most favorable circumstances possible for the learning process. On the other hand, the primary function of the teacher is instruction and education. Upon this responsibility teachers should concentrate, and bring all their training and powers to bear upon doing a better work of educating students. They should not divert their interest or dissipate their strength by entering too much into the realm of administration. Faculty meetings, too, should be used as instruments for improving the quality of instruction and guidance of youth, rather than spent in consideration of administrative policy or implementation that could be handled more expeditiously by the president or principal and his administrative committees.

General Education At the meeting of college deans in Boulder, Colorado, last summer, it was voted that each college should maintain among the requirements for the bachelor's degree a common core of at least 60 semester hours of general education courses. There is a tendency for departments to crowd general education courses out of the curriculum by raising the hours required for majors or by including too many required cognate courses. It was the stated opinion of the deans that, in addition to their majors, graduates of our colleges must have a broad background of liberal arts courses.

Amortizing Policy for Study Leaves Upon recommendation of the Adventist college presidents and deans, the 1955 Autumn Council of the General Conference Committee voted the following policy relative to amortization of in-service expenditures for college teachers: "A college teacher who is approved by his board for leave of absence for advanced study, shall receive as a maximum allowance, *for which in all cases a written agreement shall be entered into,* an amount covering (*a*) full salary and allowances, (*b*) tuition or travel expense, whichever is greater. The entire sum thus expended shall be amortized at the rate of 20 per cent for each corresponding and equal period of subsequent service. For example, the teacher shall serve the institution *five months for each month of leave of absence for graduate study.* For a part-time leave of absence, a similar proportionate arrangement shall apply. Whenever travel abroad, graduation fees, expense of hired researchers, thesis and dissertation typing expense, et cetera, are involved, a special agreement shall be entered into between the college and the teacher, the expense involved to be amortized according to the above arrangement. In case a call is placed before the allowance for leave of absence is amortized, the amount uncared for shall be assumed by the calling institution, or, in the event of the appointment to foreign service, by the calling division."

Ford Grants for Teachers' Salaries The Ford Foundation has granted almost a half million dollars to five of our senior colleges. The remaining three accredited senior colleges in the United States are assured that they also will receive grants—probably aggregating another $200,000—but the exact amounts have not yet been announced. In addition, the College of Medical Evangelists will receive a liberal share of the $90 million granted to the 42 privately owned medical schools in the United States. This $90 million has not yet been apportioned.

Grants totaling $210 million were made to 405 church-related and 210 privately owned accredited colleges and universities. The amount granted to each school was based on a stated proportion of the total faculty payroll of that school for the preceding year. During the summer of 1955 the Foundation sent out questionnaires about payrolls, and asked if the colleges

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