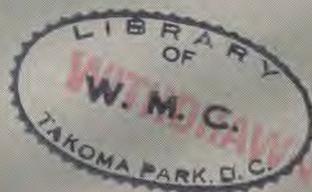


The JOURNAL of TRUE Education

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The Teacher's Plea

O Friend of boys and girls in Palestine,
Did You know naughty, restless ones like mine,
Who seemed not to be listening to Your words,
But flipped small pebbles at the water birds
Swimming among the reeds of Galilee?
And did You choose Your stories hopefully
That one or two, at least, might stop their play
And listen to the words You longed to say?

Be in my classroom to direct and guide,
That each child's hidden need be satisfied.

—Author Unknown

The JOURNAL of TRUE Education

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

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WHAT SHOULD OUR SCHOOLS ACCOMPLISH?

An Editorial

LEADERS of public and private education have recently been restudying objectives. At the White House Conference on Education last November they attempted to define and state the goals for the nation's schools.

It is profitable for Adventist educators and teachers frequently to restudy our objectives, not with a view to changing them, but to make sure we clearly understand what they are. We need to see clearly the target at which we aim in order to have a better record of hitting.

The patrons and constituencies of our schools also need a better understanding of these goals. If they knew better what we are trying to accomplish, they would cooperate more and criticize less. A person's judgments are no better than his facts and his outlook. Teachers who clearly perceive the desired goals and who are adept at "selling" patrons on them are certainly most valuable to Christian education.

Ours is a human society, and human beings have certain unique qualities that set them apart from other living things on this earth: (1) the ability to think and to learn, (2) the ability to recognize and worship a Supreme Being, (3) the ability to distinguish moral worth, (4) the capacity to appreciate esthetic values, and (5) the ability to maintain and enjoy social relationships above the existence level. Obviously, the main function of our schools is to help our youth to improve and refine these unique qualities.

Consider first the amazing human capacity to learn and to think. The ability to reason from cause to effect, to lay plans, to devise projects and to carry them forward, is a power closely akin to the power of God. When one reflects upon the towering, symmetrical skyscraper, the pleasing form of mansion or cottage, the graceful bridge spanning a mighty river, the screeching jet, the marvel of television, the hydrogen bomb, the atomic-powered boat—the reaction is inescapable that this capacity of man's mind to form a conception and to execute it is indeed one of God's greatest gifts, and constitutes an immeasurable power. A major accomplishment of our schools must, therefore, be to bring to the student learning experiences that will develop to the utmost this stupendous gift.

Every human being . . . is endowed with a power akin to that of the Creator—individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. 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.¹

Another function of our schools is that of training for occupational skills, the development of the power to think and to do. However, in some people's conception of the reason for going to school, this function often assumes too large proportions. This is unfortunate, particularly if stressed much before the student reaches maturity. Non-educators, and too frequently educators who teach certain professional or skill subjects, fail to realize that more important to success than the acquiring of repetitive or manual job techniques is the development of reasoning ability, and the facility to do the right thing at the right time, to give correct guidance and counsel, to reason clearly and to implement accurately. It is well if both can be acquired together; but let no

parent or teacher forget that wisdom is more vital than techniques. What teacher is not acquainted with the single-minded concept most students have that all it takes to be a good secretary is the ability to type and write shorthand; to be a minister, a knowledge of public-speaking skills and the accumulation of many proof texts; to be a good businessman, to know accounting procedures. Most assuredly, we need to sell our constituency on the value of a general education. At the same time we must be on guard lest we fail to teach how to apply knowledge and wisdom to the problems of the workaday, salary-earning world.

The second unique quality of man is his ability to recognize the existence of a Being greater than he, and to hear His voice speaking to the mind and conscience. Made in the image of God, we have an inborn desire to worship and serve our Creator; but because of Satan's machinations and the cataclysmic results of Adam's fall, this desire is partially stifled in multitudes and aberrated in others. The *major* function of our schools is to help the students to achieve a vital, active faith in a good and all-powerful God, and to lead them to know and to practice the way of life acceptable to God our Father and to His Son our Lord Jesus Christ. There is no more worthy function of a school than to lead students to a saving knowledge and personal acceptance of Christ. But no school can rest content with that; it must help the student grow in his capacity to worship and to serve. Impartation of the knowledge of God and His will as expressed in His Word is not sufficient; the school needs to recognize its function to teach how to worship and how to serve. We may be failing here.

Closely related to the foregoing is the capacity of the human mind to distinguish moral values. We inherently sense that some things are of more worth in life than are others. Because of the light of Christ that dwells in every human being, we sense that some things are right and others are wrong, and with the guidance of God's revealed Word, we can identify and choose those that are best and that coincide with the will of God for us.

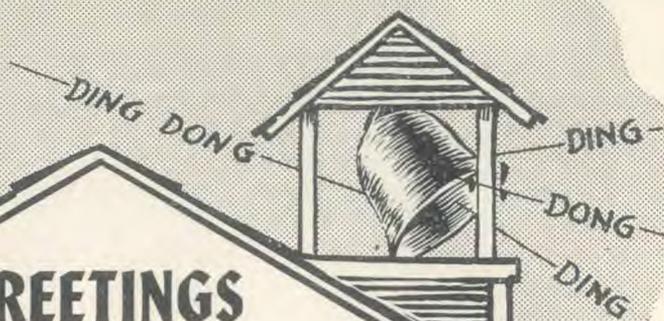
Answering the question, What should our schools accomplish? we would say they must help the student to improve his ability and his practice in choosing those things in life that are "excellent." We must help him to develop for himself a strong sense of values to guide him in all afterlife. This is one goal to which our schools ought to give more attention. True education actually does improve the ability to choose wisely. It leads the student to form the habit of selecting those things and experiences that are most worth while in this life and for the life to come. If a person is *truly* educated for this life, he will also be educated for the life to come.

True education also helps to improve the capacity to appreciate the esthetic and artistic things of life—a capacity given only to man of all creatures on this earth. A school that does not help a student to develop his innate capacities for creating and appreciating beauty in sound, color, and design is not fulfilling its mission. Our system of schools, with its divine blueprint, will be remiss in its duty if it does not place emphasis upon educating and improving this phase of life.

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Mrs. Lilah Lawson, Assistant Educational Superintendent for the Texas Conference, speaks for all such in her—



GREETINGS to the Beginning Teacher

This is your first year of teaching. We welcome you, a new teacher, into a challenging and rewarding profession. There is the challenge to give meaning and reality to our Christian heritage, and to impart it to the youth in our schools. The reward depends largely on how clearly you realize that you are entering upon a career of learning as well as of teaching. Your college preparation has equipped you to begin a career; but without consistent intellectual and professional advancement you will be neither a good nor a happy teacher.

Teaching is a big job. "It is the nicest work ever assumed by men and women."¹ However much experience one may acquire, when he measures himself against the vastness of his opportunities and responsibilities, the true teacher remains humble. He sees new horizons toward which to aim, new heights to surmount.

At college you learned many interesting and exciting ideas and methods. Now you ask, Shall I use them? Yes, use them; but do not attempt too many things at one time. Good ideas keep, and you will do well to hold some of them for a later time.

Plan your work—then work your plan! One secret of any teacher's success lies in planning his work. First make a long-range plan, then from it work out your weekly and daily schedule. Know what you want to accomplish each day in every class or unit. This does not mean that you have to follow your plan in every detail. Situations arise that bring change; but you have a map, a course outline, showing you where you are going and how far you have progressed. Many teacher failures result from too little or no planning.

"Make haste slowly." Remember that education is a continuous, lifelong process. Don't attempt to teach the children everything you know in the first month or two. We want you to be teaching for many months, many years.

Don't be self-conscious concerning the things you don't know about teaching. All teachers are—or should be—forever learning new things. So feel free to talk over your problems with your superintendent, your supervisor, your principal, and your fellow teachers.

Most teachers are asked to assume extracurricular duties—teach a Sabbath school class, be a Missionary Volunteer leader, help with the Pathfinder Clubs. All of these are worth while, and you are eager to be accepted by the church; but beware of the Demon Time, that limits the work of all. If you spread yourself too thin you may not do a good job at anything. Do a fair share of church work, but your schoolwork comes first. *Teaching is your job.*

Assignments must be made. A part of your teaching success will depend upon how you make them. Make sure that your students know what they are to do, why they are to do it, and what you expect of them; and give them time to make note of assignments.

Organize your work so that every child will be always busy with worth-while learning activities according to his individual capabilities—activities in which he is guided or helped just enough to give him confidence and to challenge him to go ahead with a task that *belongs to him*, at least in part. This is the best of all discipline insurance.

Become a real friend to your pupils; let them see you as a trusted adult leader, a guide to the achievement of their goals. If you establish a sincere relationship, the students will respect you as a person, despite inevitable differences of opinion now and then.

When problems arise that could make you feel discouraged, remember that the Master Teacher has an answer for your every problem. He stands by your side to help you in this "nicest work." Remember that "education balanced by a solid religious experience fits the child of God to do his appointed work steadily, firmly, understandingly."²

Finally, remember that there are many, many things in teaching which you can learn or acquire only through experience. Therein lie the challenge and the satisfaction of teaching.

¹ Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 73.

² *Ib. id.*, p. 505.

Change Complicates Counseling

Walter I. Smith

EMERITUS PROFESSOR OF EDUCATION
WALLA WALLA COLLEGE

RECENTLY I witnessed really-truly harvest scenes in Germany and Switzerland. To my surprise and pleasure, the methods of all past centuries seemed to be enacted in panorama before my eyes. There was the man laboriously laying hold of the grain with one hand and cutting it down with the primitive sickle that he held in his other hand, in the manner of four millenniums ago. His helpful wife deftly made a band with a few spears of the grain and bound bundles for handling. These she laid on her shoulders, or placed them in a cart to be hauled by a single ox to a place of storage. In an adjoining field the old-fashioned cradle was used. In still another were the horse-drawn reaper and wagon; while finally, exemplifying modern techniques, came the tractor trailing a combine with accompanying wagon and box in which the newly threshed grain was caught and hustled away to the elevator.

I was enraptured by these scenes. What an object lesson were they in methods of doing a task—the same general task. We moderns revel in new gadgets, new devices, new or better ways of doing things. It was not always thus. The ancient world placed much confidence in the doctrine of uniformity. Said the wise man, "That which hath been is now; and that which is to be hath already been."¹ Old-time philosophers scoffed at the idea of the Second Advent because, they said, "All things continue as they were from the beginning of the creation."² They had experienced no progressive, cumulative, cultural change in their lifetime, and discerned little from the reading of history. Mankind went along in the old ways, successive generations repeating what their forefathers had done, and teaching the same to their children's children. Universally accepted was the doctrine of uniformity, which asserts that "the men who come after us shall see no new thing; . . . they who lived before us saw nothing more than we."³

The viewpoint paralyzed incentive to progress. Only a few venturesome spirits dared to sponsor a new idea, or to oppose an old one that was manifestly false. But because in "the time of the end . . . knowledge shall be increased,"⁴ our day has seen marvelous development in science and industry. Change has been infinitely accelerated, due to the development of new methods of technology. As a re-

sult, one can say that in the basic fields of knowledge and skills the youth of A.D. 1900 probably stood as near to the first year of creation as to our 1956.

What is the impact upon our educational program of these many new things, ideas, theories, and methods? What difference whether one tailor makes a whole suit or twenty-seven different persons are employed in making a vest? The twentieth century is an era of increasing specialization. Individual differences among students, plus multiplying fields of activity, complicate the pattern of school programs of study; and the youth seeking a life preparation is confronted with a maze of possible pathways by which to achieve desirable goals. The most urgent responsibility of the teachers in our colleges today is to give helpful guidance to the youth who now come to these colleges.

Thus it is that every teacher in our colleges today should have received good training in counseling and guidance within the framework of his professional preparation. Courses in general and educational psychology, tests and measurements, psychology of learning, topped off with a good course in principles of guidance and the art of counseling, and supplemented by some years of teaching or business experience, would be very helpful. These courses do not preclude the necessity for a highly specialized and technical preparation for teaching at the college level.

Finally, much counsel has been given through the Spirit of prophecy concerning personal work; taking an interest in the total welfare of one's students; being sympathetic and kind, yet firm toward their mistakes and foibles. A few selected sentences will define the scope of the work and the teacher's responsibility in it:

The good that a teacher will do his students will be proportionate to his belief in them. . . . Those who most try our patience most need our love. . . . Treat your unpromising students as you think they richly deserve, and you will cut them off from hope and spoil your influence. . . . The greatest of teachers are those who are most patient, most kind. . . . Let teachers remember their own faults and mistakes, and strive earnestly to be what they wish their students to become. . . . Make friends of them. Give them practical evidence of your unselfish interest in them. Help them over the rough places. Patiently, tenderly, strive to win them to Jesus.⁵

¹ Ecclesiastes 3:15.

² Peter 3:4.

³ Marcus Aurelius, *Meditations* (A.S.L. Farquharson, Oxford. Published 1951 by Basil Blackwell), p. 136.

⁴ Daniel 12:4.

⁵ Ellen G. White, *Counsels to Parents, Teachers, and Students*, pp. 267-270.

When this article was written, some months ago, Dr. Smith was acting president of Newbold Missionary College, in England.

The Place of Choice in Character Building

Catherine Shepard*

Strength of character consists of two things,—power of will and power of self-control.¹

IT IS the teacher's privilege and solemn duty to help each student to develop this strength of character by continuously bringing him to sense *his individual responsibility* to think for himself and to act as the result of weighing his own motives. As long as the teacher or parent must step in and decide for the child which way is right, and then require a certain response, the child does not—cannot—develop strength of character. Before there can be actual gain in character development, the child's own will power must be enlisted, his own determination aroused, and his energy "put to the wheel" to make his self-control function according to the principles of God's immutable law. The teacher or parent must exercise much patience, instruction, and polishing in assisting youth in this all-important work.

The greatest work of parents and teachers is to win, hold, and train for God the children and youth entrusted to their guidance. The greatest scientific achievement sinks into insignificance when compared with the science of salvation—the science available to our understanding only when there is complete submission to the will of God, complete surrender of selfish human nature. Individually, each decides his own destiny for eternal life or eternal death. Parents and teachers stand as lifeguards to bring the sinking soul to safety. Expert aptitude and method are required to rescue children and youth from the angry waters of willful desire.

Every act of the elementary teacher should contribute to the growth of the children by developing a basis for right judgment, giving opportunity for making choices, providing for self-direction and self-control, and awakening an intense longing to seek and to follow God's way.

Every day brings manifold opportunities for this type of development when the teacher recognizes that children must learn to do right because they



HARRY ANDERSON, ARTIST

know it is right, and not simply in obedience to his will. God never intended that one mind should be subject to another mind, following blindly without thought or reason. Children who obey instantly, and whose behavior appears beyond reproach when under the eye of parent or teacher, but whose conduct when on their own is anything but commendable, are not developing the strength of character that will make them self-reliant in adult life.

The control of the elementary classroom is essentially one of guidance—educational guidance, which always provides for the development of individual responsibility. As a means of character education nothing presents more opportunities for meeting life situations than does guidance in self-control. But before seeking to develop self-control in others, a look inside is well worth while.

Anger defeats correction. The child feels the angry passion as the hand of teacher or parent is placed on his shoulder, and instantly resents it. Strict discipline backed by love and kindness is as quickly recognized—and respected. Though at first the child may revolt and refuse to submit, he soon begins to sense that he is the one at fault, and exerts his will power to defeat the evil passion within himself. Perfect self-control must be attained and maintained by the one who corrects another, if success is to be achieved.

Each day's work offers unlimited opportunities for helping boys and girls to choose the way they should go. Never should a teacher permit a child to follow a wrong course. It is comparatively easy to

* Miss Shepard speaks with "the voice of experience," having taught elementary schools for some twenty years and served for twelve years as director of elementary teacher training in three of our colleges.

demand and enforce the desired response. But if the teacher will assume the role of guide rather than dictator, he will promote a much more wholesome atmosphere for learning and teaching. True guidance will build the child's power of self-control and will give him confidence in meeting life's problems. It is a delicate and painstaking work to direct children and win their cooperation, to develop in them a sense of individual responsibility and a will to know and to do what is right. But it pays large dividends in the life of boys and girls as they grow into adulthood.

Indirect control by means of requests rather than demands is the ideal method for the classroom. It is positive and constructive. Situations constantly arise in which children have the opportunity to choose the right because they see it to be reasonable. A great amount of force from within the child may be required to choose the "narrow way," but when once he has achieved he stands at full height with clear eye and smiling face, justly proud of his accomplishment and happy that he has gained a victory over self.

God has entrusted to parents and teachers the wonderful privilege and responsibility of guiding tender human plants in the way they should go—unto eternal life. Each right decision that a child makes through intelligent reasoning increases his will power. Care must be taken *never to break the will of a child*; rather train and guide its course, without weakening its power. The full strength of intelligent and sanctified will power is needed in adult life, to meet successfully every issue. The world is filled with spineless individuals who trail along where the crowd leads; the Christian must stand unmoved against odds.

Personal conflict between pupil and teacher should be avoided, but let none think that children are therefore to be permitted to be disorderly or disobedient or unruly. This is not in harmony with the laws of the universe. Rules are necessary to meet certain needs in most group situations. These rules should be well considered and clearly stated, and then obedience to them should be required. If the occasion for any rule ceases to exist, it should be repealed, not ignored. Obedience to established law and order is a basic principle of life, and should be taught as such. To coax or bribe a child to comply with the rules of the school or the home is to do him a grievous wrong. He should be taught to shoulder his personal responsibility and to be loyal to his group. Offering prizes for good conduct hinder rather than help the development of character. The only legitimate reward for good living is a "conscience void of offence"; and this is of inestimable value to any person, young or old. To allow a child to persist in any evil habit and to become enslaved by it is wrong; therefore, great care should be taken to insist on obedience to law.

The following principles, applied judiciously, will

eliminate most of the ordinary classroom difficulties, and still provide for character-building experiences:

1. Discuss classroom routine with the pupils and allow them to share in setting up standards and rules.
2. Direct the children's energies into channels of useful activity.
3. Present all subject matter attractively as opportunities for self-expression.
4. Recognize and provide for individual variation in ability among the members of each group.
5. Allow as much individual freedom of essential—and quiet—movement about the room as possible without creating confusion.
6. Maintain always a sincere, happy, enthusiastic spirit in relation to all learning situations.

Though the indirect method of control is ideal, nearly every teacher will have some children of perverse dispositions who are set to do evil, and with whom he must deal directly and firmly. He should consider it his privilege and solemn duty to reprove, mold, and guide those who most need help. Take care not to enlarge upon petty misdemeanors or, when a child indulges in a bit of playful mischief, to make him feel that he has committed a wicked sin! In dealing with those who have erred, the teacher should be tactful, sympathetic, and forbearing. It is better for the teacher to err in mercy than in severity. Only when the perverse child sees his wrong and seeks to correct it, have reproof and correction attained their purpose. And in bringing about this happy result, Jesus, the source of all strength, is eager to come to the rescue. The Christian teacher has here a wonderful opportunity to lift up the fallen, to lead him to his Saviour, to help him to regain his self-respect, and to inspire him with determination to go forward in the way of truth and right. Never let a child feel that he is hopeless!

Anger is of Satan, and can never draw an erring soul to the cross. Love, kindness, tenderness, forbearance, and sympathetic understanding reveal an unselfish interest that even the most willful cannot long resist. It is the weak teacher who, because of his dominating personality, may hold sway with apparently perfect control in the classroom; but real strength is revealed when the growth of the individual child is recognized by his ability to stand alone for right and to choose virtue in the face of ridicule.

Every teacher should remember that it is the power of will and the power of self-control that build a character "without blemish and without spot"—a character fit for heaven. Remember, too, that each one must constantly grow in grace and in the strength of his own self-control as he guides the younger members of the Lord's family unto eternal life.

¹ Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 222.

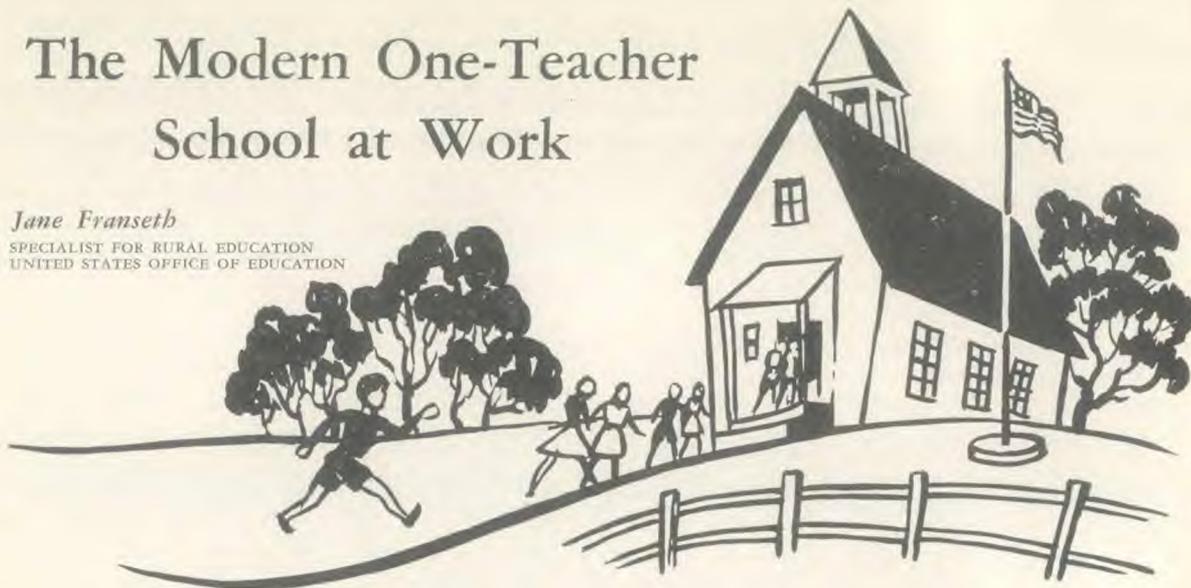
² Acts 24:16.

³ 1 Peter 1:19.

The Modern One-Teacher School at Work

Jane Franseth

SPECIALIST FOR RURAL EDUCATION
UNITED STATES OFFICE OF EDUCATION



THERE was a time when the one-teacher school had too many classes and too many subjects. Some still do. Reading, writing, spelling, language, geography, history, arithmetic, health, and science were taught in separate classes in each of several grades; as if there were little relationship between the subjects, and as if pupils would learn better if grades and subjects were not combined. In many one-room schools, the teacher of six to eight grades "heard" forty to fifty so-called "recitations" a day. With some exceptions such as morning exercises, music, art, and play, the typical teacher of yesterday had a class for each subject in each grade, even when the total enrollment in a grade was only one or two pupils.

Progress of children was further hampered by screwed-down seats, poor lighting, worn-out books, and meager equipment. Limited also was the typical teacher's vision—her understanding about the learning process and the use of subject matter in the development of pupils for responsible citizenship in a democracy. The curriculum was based on the knowledge a child was expected to accumulate in school. This knowledge was thought to be contained mostly in textbooks, which were divided into pages and chapters and apportioned among grades one to eight for the children to learn—a certain amount each year in reading, geography, and all other subjects, separately.

Teachers now know more about human growth, about learning, and about the use of knowledge in successful living. They know more about the ways in which children differ from one another. They know that a wide range of differences in each age group is normal. No two children in the same grade or age

group have the same abilities and aptitudes. No two children learn at exactly the same rate or with the same rhythm. Every pupil has his own pattern of learning. Children's emotional characteristics and their relations with one another or their teacher affect their learning.

Increased understanding of what is normal expectancy is helping many teachers in all schools, small and large, to see that *single-grade* standards very often stand in the way of individual optimum development, especially for those pupils whose potential is far below or far above the average. Teachers now know that it is *normal*, for example, that some pupils in a ten-year-old group can learn to read as well as the average twelve-year-old, or as well as the average eight-year-old. Understanding of this fact has helped many teachers to see that strict adherence to grade lines in grouping children for learning is unnecessary, and that opportunities for optimum growth are likely to be better if several grade groups in the one-teacher school are combined, especially in the subject areas in which group participation and cooperation of pupils increase their opportunities to learn from one another. In social studies, for example, the learning opportunities are often increased if several children rather than one or two can work together on a problem such as "how did the western movement in our history change living in our country?" Many teachers find it to the advantage of many children to combine two or more grades especially in social studies, science, and health. There is hardly any justification for conducting a class in health in each grade. Some teachers prefer having at least all the upper grades working together on problems of

health. Many teachers prefer that all the pupils in all grades tackle their health problems together.

Teachers have also learned that with most subjects, teaching them separately as if they were unrelated hampers learning in them. They believe the language arts, for example, are learned best when there are many guided opportunities to use them together and in relation to all other subjects. To set aside some time for special emphasis on learning to read is probably essential for most children, but just as important is the need for helping them to improve their reading as they use it in social studies, science, arithmetic, and all other areas. The same is true for learning the other language arts skills: spelling, writing, listening, speaking. Pupils are learning best when the teacher recognizes opportunities to assist them in learning to communicate more effectively in many different situations. The typical modern teacher does not believe she can increase her effectiveness in teaching reading and other skills by devoting a big portion of the day to teaching them as separate subjects.

The typical modern teacher tries to provide for her pupils the kinds of experiences that will help them develop into intelligent, responsible, and well-informed citizens, concerned about the welfare of others. She knows that merely assigning subject matter to be learned is not likely to develop the kind of citizenship she hopes to build. She believes that learning for intelligent citizenship is most effective if pupils understand why they do what they do; if the curriculum is centered on the kinds of problems they can understand and recognize as important; if they participate in planning their assignments; and if they help evaluate outcomes. Facts are not isolated from the activities of learning, but are used to enrich them.

Knowledge to be learned for its own sake and single-textbook assignments are on the way out. Passing out also are the "recitations" in many single subjects. Instead, children are using their books and other materials to help them solve problems of living that they meet out of school as well as in school. An example of children and their teacher at work will illustrate:

In a study of Argentina in grades 4 through 7 of a certain one-teacher school, a small group of children worked together, to compare the gauchos of Argentina with the cowboys of the United States and to account for the likenesses and differences they discovered. Four of the group were fifth-grade boys. Two were fourth-grade girls, one was a sixth-grade girl, and one a seventh-grade boy. First, the pupils made a list of questions to be looked up about Argentina. Children who read well were able to manage the harder questions. Three pupils had reading difficulties and were trying especially hard to improve. The teacher helped these children to find interesting easy books to read and report on these to the class.

Together the boys and girls made a collection of books. Now and then a pupil reported on a book or chapter that he thought the rest of the children would want to read.

Two reported on radio programs they had heard. Others brought to school appropriate pictures from Sunday supplements of newspapers. Some learned what Argentina produces and would be likely to exchange with the United States.

Aside from learning how to locate their own community on a map of the United States and getting a general idea of the continent, a number of the pupils had done little map work. The teacher helped them with further map study. They brought to school maps and travel folders showing trade and travel routes between different parts of the United States and Argentina.¹

New rural curriculums are made up of life activities, projects, and problems related to school, home, and community; such as "Problems of Farming in Our Community," "Planning Our Expenditures," "How People We Know Make a Living," and "How Safe Is Our Farm Water Supply?" Different subjects are combined for getting information and help in solving our problems. This combining of subjects saves separate class periods. Combining grades saves more periods. Longer periods provide more time for individual attention.

The daily schedule in the modern one-teacher school is flexible. The following schedule may be suggestive of the kind developed by some teachers and pupils working together:

We begin school, talk about experiences at home or on the way to school, tell news, plan for the day, ½ hour.

We help solve problems of living in school, home, community, our Nation, the world. — School-wide or combined-group projects using school subjects and resources of community as needed by younger or older pupils, 1 hour.

We relax or play, ¼ hour.

We study or practice skills of reading, writing, spelling, arithmetic in connection with purposeful activities related to projects under way.—Separate grades or combined small groups as needed, 1 and ¼ hour.

We eat, rest, and clean up for the afternoon, 1 hour.

We work on individual problems, and younger pupils get help, ½ hour.

We create and engage in appreciative activities, including enjoyment of nature and the outdoors, 1 hour.

We enjoy recreation and physical education, ½ hour.

We close the day.—Talk over what we've accomplished and put the house in order, ½ hour.²

As is true with all schools, the modern one-teacher school tries to provide the kinds of experiences that contribute to the development of intelligent citizens concerned about the welfare of others. It helps pupils improve the quality of living in the school and community through learning: (1) to read, write, spell, figure, speak, and understand what is going on around them and far away, too; (2) to use natural resources wisely; (3) to create beautiful and useful things; (4) to understand and get along well with other people; (5) to maintain good health; (6) to solve problems well; (7) to use ability in creative and constructive ways; and (8) to be concerned about the welfare of others.

¹ Effie Barhurst and Jane Franseth, *Modern Ways in One and Two Teacher Schools*. Washington: Superintendent of Documents, U.S. Government Printing Office, 1951, p. 5.

² *Ibid.*, inside cover.

Looking Ahead in Grammar

Robert C. Pooley*

IN THE period between 1925 and the present, a revolution has taken place in scholarship, attitudes, and classroom practice in the matter of English usage and correctness. Prior to 1925 the point of view toward English usage was for all but a very small group of linguistic scholars an authoritarian position. Usage was right or wrong, good or bad, and the determination of right or wrong, good or bad, was made by the grammarians who wrote the rules, or by the compilers of guides to correct English. Everyone knew, and almost all agreed, that to split an infinitive or to end a sentence with a preposition was a lapse of grammatical morality. Usage was taught by rule, and almost no one questioned the rules. In fact, teachers were created to perpetuate the rules.

Today the spirit underlying usage instruction is strikingly different. *The English Language Arts*, publication of the National Council of Teachers of English, in 1952 presented these five significant concepts which now govern the teaching of usage and rules of correctness: (1) Language changes constantly; (2) Change in language is normal; (3) The spoken language is the basis of the rules of usage; (4) Correctness rests on how the language is used; and (5) All usage is relative, derived from appropriateness rather than from formal rule.

The modern linguist attempts to study the whole language—past, present, and future—and to make decisions about it in accord with the facts. This is what marks the great change from the views of 1925 to those of today.

This shift in attitude toward usage has naturally influenced the teaching of English grammar, but only superficially. It has altered somewhat how much grammar to teach, and at what points in the educational scheme, and it has weakened to some degree the reliance on absolute and inflexible rules. Nevertheless, the grammar taught in the schools today is essentially the grammar taught in the schools 100 years ago.

It now appears, however, that a revolution in the scholarship, attitudes, and practice in English is about to happen. It may well occur that the next 30 years

will witness a revolution in the theory and practice of English grammar as thoroughgoing and as influential on classroom practice as that which is drawing to a close in English usage. Along with the increasing dissatisfaction with the traditional scheme of English grammar as a means of describing accurately what happens in English speech and writing has come the publication of new and original schemes of grammatical representation. And especially notable today are the efforts in school and college to adapt traditional grammar to the needs of a more scientific attitude toward language and its ways.

There is an eagerness at all levels of instruction to find effective use of grammar and improved methods of instruction. In the elementary grades the tendency today is to postpone the analysis of the sentence to the seventh year, and at that point to teach fewer concepts more slowly and carefully than was formerly done. Research and experience have shown that in teaching grammar too fast and too early, pupils build up resistance and resentment which carry through their high-school years to undermine the teaching of grammar where it could be most effective.

The trend, therefore, is in the direction of building sound language habits through usage in the elementary school through grade six, to lay a solid foundation of a few basic grammatical concepts in grades seven and eight, and to leave the remainder of grammar to the senior-high school or grades nine through twelve, for a slowly developing command of the structure of English.

In the senior-high school today the most important trend in the teaching of grammar is the gradually growing conviction of high-school teachers that the teaching of grammar is not for its own sake, but for the improvement of written English and particularly in the development of better sentences. From this conviction spring two changes of attitude: (1) the high-school teacher no longer expects the ninth-grade student to know more than a few concepts of grammar; and (2) the high-school teacher is eagerly examining techniques to make grammar function in the effective use of English.

As one example of the changing point of view, examine this introduction to the new course of study in grammar of a high school in Wichita, Kansas:

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If it is true that we are teaching grammar to enable us to express ourselves more clearly, then it follows that grammar should be taught in the context of communication. This means that the student will use his own ideas and will put language together to express what he wishes to say according to the principles which we think important for using the English language. Grammar then becomes a problem in synthesis; it concerns itself with the analysis of other people's writing in a minor way only. Six underlying principles have guided the arrangement of this material:

1. Teach all principles inductively.
2. Apply each grammatical exercise immediately to a practical language situation.
3. Teach and re-teach the fundamentals of sentence structure by having students build sentences; only occasionally by having them analyze sentences.
4. Remember that only a small number of terms are needed for the intelligent discussion of sentences. [12 are listed]
5. Teach the fine points of structure only to advanced classes and to especially bright students.
6. Assign much practice in writing.

In the description of this program and its principles one emphasis stands out above all others. It is the emphasis on the inseparable relationship between grammar and the constructive writing of the student. Each of these six principles states in one form or another the basic concept of this approach to grammar; that grammar is the analysis of what one does with words and forms as he constructs English sentences, and that in the construction of such sentences, and in the improvement of such sentences, lies the defense of and the basis for the teaching of grammar.

Another recent contribution carries the tool approach to grammar further by setting forth in specific illustration the uses of grammatical concepts to develop and improve the written sentences of students in junior- and senior-high schools. A bulletin entitled *Using Grammar to Improve Writing*, from the Educational Service Publications of Iowa State Teachers College, was written to establish and illustrate the fundamental principle that "any specific item of grammar should be taught when and where it is needed for a specific purpose."

This bulletin will be a valuable aid to teachers

Verbal Pitfalls

We'll begin with the box—the plural is boxes,
But the plural of ox should be oxen, not oxes.
One fowl is a goose, and two are called geese,
Yet the plural of moose cannot be meese.
You may find a lone mouse, or a whole nest of mice,
But the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
The cow, in the plural, may be called cows or kine,
But a bow, if repeated, is never called bine,
And the plural of vow is vows, never vine.

If the singular's this, and the plural is these,
Should the plural of kiss ever be written keese?
Then one may be that, and the two would be those,
Yet hat in the plural would never be hose.
We speak of a brother, and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his, and him—
But imagine the feminine, she, shis, and shim!

—*Author Unknown*

who want to use grammar as a tool to writing. It is deficient, however, in the first principle of the Kansas publication—that grammatical principles should be derived inductively. In the Iowa bulletin the grammatical principles are assumed in advance. The student does not derive them from experience. A combination of the two teaching concepts, *first*, that students derive the principles of grammatical structure by observation, and *second*, that they apply these principles to the correction and improvement of their own sentences, seems to be the de-

sirable approach.

Change in the teaching of grammar has been slow and the adoption of a completely new scheme of organization is not likely in the near future. Nevertheless, the trends of today are helpful in their emphasis on the application of grammar to English sentence structure and in the stimulating teaching materials now appearing to carry out this emphasis. —*The Education Digest*, vol. 21, no. 3 (November, 1955), pp. 24-26. Reported from *The Bulletin of the National Association of Secondary-School Principles*, xxxix (September, 1955), 56-61. (Used by permission.)

What Should Our Schools Accomplish?

(Concluded from page 3)

The final unique quality of the human being is the ability to establish and enjoy social relationships above the mere existence level. These relationships enable men to get along together with the least possible friction and with the most enjoyment for all. The character traits of sincerity, humility, charity, tolerance, courtesy, sociability, kindness, and cleanliness contribute much to the enrichment of life. Are we sure that the curricula and the experiences in our schools are helping our youth develop these traits? Christian youth, the product of Christian schools, ought to stand out by reason of the measure of their growth in social graces.

¹ Ellen G. White, *Education*, p. 17.

The First Milestone

Ethel Young

FIRST tooth, first step, first bluebird in spring, first day at school, first year of teaching—all are "firsts," each with its own special significance.

Last school year, 10 per cent of all children enrolled in Seventh-day Adventist elementary schools of the North American Division were taught by *beginning* teachers. Into each classroom there came, by ones and twos, an average of eighteen pupils, who saw before them a new teacher who looked as crisp as young lettuce—and who felt equally as green! Each teacher was torn between a sense of responsibility and feelings of unworthiness. But on that first day of school there was born in her heart a determination to lead these children to prefer the better way. With God's help, each day would be better than the day before it.

Interesting and useful information on the status and problems of newcomers to the profession is provided by the returns of a questionnaire that the editor of this JOURNAL sent out last May, asking beginning teachers about their experiences. Half of them, by not replying, virtually said, "Ask me no questions and I'll tell you no lies!" The other half responded with candid answers, which enabled us to assess the status of our beginning teachers and to identify problems that affected their teaching.

Age and Marital Status

Two of every three first-year Seventh-day Adventist elementary teachers last year began their teaching in school buildings separate from church buildings, located in areas whose population averaged less than 25,000. The typical man teacher celebrated his twenty-fifth birthday in his classroom, while the average lady teacher became twenty-four years young.

In these times, beginning teachers are rather mature individuals in more ways than one: 82 per cent of the men are married, and average one child about three and one half years old; 37 per cent of the women are married, with an average of three children, the middle one being about six years of age. Most single men and women began to teach between the ages of 20 and 21, but 18 per cent of the young ladies planned to marry before schools opened this fall. None of the men admitted such intentions.

The great need, love for children, and a desire to teach this truth, were what prompted most of these young people to become teachers. Former teachers had influenced 15 per cent, while another 15 per cent revealed that it had been their lifelong ambition.

Salaries

The opening reports for 1955-56 school year showed that the average man beginning work as a teacher received a salary of \$42.68 a week for the forty-week school year; the average woman received \$36.05. However, of the forty-six men who answered the questionnaire, those who were married averaged \$52.32 per week, while the single men received \$40.07. The 74 women who responded received an average weekly salary of \$35.42. Subsidies included mileage of about \$8.00 per month for 28 per cent of the men and 32 per cent of the women; \$33.00 on rent per month for 65 per cent of the men and \$18.00 per month for 36 per cent of the women; with some recording incidental medical help.

Only 20 per cent of the teachers commented on their salaries at this point of the study. One woman covered the general opinion; "I believe this is the most discouraging part." Another added: "The church is unable to pay my *basic* salary; so the subsidies are out of the question."

Financial Position at End of Year

Though 15 per cent of the men had saved \$139.00 each, and 40 per cent of the women had accumulated \$222.00 each, they found slight comfort in this "solvency" as they faced three months ahead when there would be no teacher's salary. Instinctively one wonders what the *majority* planned to do, with *nothing* saved for the summer. We study the questionnaire:

Of the women, 2 per cent planned to work in restaurants; 3 per cent, in offices; 4½ per cent as colporteurs; 5 per cent, for the conference; 7 per cent, as nurse aides; 21 per cent didn't know what they would do; 27 per cent planned to stay at home (lucky they had homes!); and 31 per cent planned to attend summer school.

Of the men, 6 per cent received "greetings" from Uncle Sam; 8 per cent planned to work as colporteurs; 14 per cent didn't know what they would do; 25 per cent planned to work for the conference; 31 per cent planned to work at construction, painting, auto mechanics, saw mills, farms, odd jobs, et cetera.

Without doubt most of these beginners had just become conscious of the insecurity of the summer period. One man commented, "Qualified teachers are turning to other fields. . . . I sometimes wish I had stayed in engineering." Sixty per cent of the men and 23 per cent of the women expected to be in debt by the time school started again.

Yet the Lord had wonderfully blessed the first-year teachers. One woman wrote: "The newspaper in this city printed that the minimum salary needed for a single girl to live in this place was \$52.00 a week. I lived on \$38.00 a week; and each month paid \$20.00 on my own college bill, and \$40.00 on my sister's current college expenses." A man wrote regretfully: "I try now and again to do a bit of canvassing—but there is little time." It is interesting to note, however, that 24 per cent of the men teachers *took* time to augment their teaching salaries.

Professional Preparation

Seventy per cent of the beginning men teachers were college graduates, with the following major fields: 7 per cent, elementary education; 24 per cent, secondary education; 69 per cent, theology. Twenty-seven per cent of the women held college degrees. While this is not as large a percentage as the men showed, still 55 per cent of them had *prepared to teach at the elementary level*, and 45 per cent for secondary teaching.

No women, and only three men, held Master's degrees—all in theology!

Among those teachers without degrees, single men averaged 90 semester hours of college work; married men, 63 hours; women, 50 hours. As the non-degree teachers made up 57 per cent of the personnel (women, 45 per cent; men, 12 per

cent), it would seem that most of the children were studying under individuals who had completed less than two years of college and held "special" certificates. One theology graduate said: "If I am to continue teaching, I need to get more normal work; but there is little interest in this in our conference. They plan to continue to get me special certificates, for they feel I should do evangelistic work during the summers."

One woman presented a high light on what some of our colleges and conferences are doing to help qualify teachers: "My travel last summer gave me six hours of history credit." Another: "You learn more in one week of actual teaching than in two years of college. It would have helped if my student teaching had been in a multiple-grade classroom."

Church and Community Activities

Without doubt most of the beginning teachers tried to cooperate with the church, since 90 per cent of them moved their church membership to the place

where they were teaching. All but two or three persons held at least one major office in the church, while some (no credit to their church boards!) tried to fill four or five offices—all the way from janitor to church elder. Besides this, 40 per cent of the women and 7 per cent of the men are active in Red Cross, Civil Defense, city orchestras, et cetera.

During the year lady teachers visited 85 per cent of the homes represented in their schools and 63 per cent of the homes represented in their churches. The men's record was almost as good, with 79 per cent and 57 per cent respectively. In return, 38 per cent of the parents visited schools in session.

One startling fact was brought to the surface in the report that only 64 per cent of the church pastors had ever visited the schools during the year. More regular visitors included the local educational superintendents, who got around to observe 83 per cent of their beginning teachers an average of twice during

the year; the elementary supervisors (in fields that have supervisors), who visited 65 per cent of their first-year teachers an average of three times; school board members (other than pastors), who called once on 50 per cent of their teachers; while union educational secretaries and public officials looked in at 3 per cent and 2 per cent of their beginners.

The beginners identified their three most difficult home-and-school

problems as television, insufficient funds, and lack of parental support. Indicative of differences in personality, one man stated, "Because of a special plan [which he neglected to present], I do not find it necessary to visit the homes of the students." A nineteen-year-old stated happily: "Thanks to a strong visitation program, we met the problems in their cradles and solved them there."

Help Needed

A large majority of teachers stated that the books that helped them most in managing their schools and teaching their classes were Ellen G. White's *Education, Counsels to Parents, Teachers, and Students*, and *Child Guidance*. (Why don't teacher-training groups use them more!) Practice teaching was credited with having given the best preparation for work; yet most colleges do not offer practice teaching until the first semester of the *fourth year!*

In stating what had come as a pleasant surprise,

To Beginning Teachers

You are just beginning your work. Not all your ideas are positively correct. Not all your methods are wise. It is not possible that your work at its beginning will be perfect. But as you advance, you will learn how to use to better advantage the knowledge that you are gaining. In order to do their work in harmony with the Lord's will, teachers must keep their minds open to receive instruction from the Great Teacher. —Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 213.

one man wrote: "That I could do it at all!" However, the majority were happily surprised by the many ways in which children learn, "the reactions," "the cooperation," "the admiration of pupils." Unpleasant surprises included: "non-cooperation of parents and pupils," "disrespect," and "discipline problems."

Textbooks on school administration and supervision are full of advice to beginning teachers on how to get off to a good start. Yet few of the recommendations are based on what our first-year teachers say they need. When asked what they wished someone had helped them with before school started, five familiar problems took precedence: (1) how to order and apportion books, (2) how to discipline, (3) how to make out a schedule, (4) how to grade children, and (5) how to keep the *School Register*. Teachers with years of experience are still sometimes perplexed by one or two of these problems.

The most common complaint the teachers permitted themselves was that of being expected to teach too many grades in an ordinary school day. A silver lining for this cloud, however, was provided by the joy of associating with the children and watching them grow spiritually. One tired soul wrote: "I enjoy it a lot—but I wish there wouldn't be so much work to do *after* school!" Another expressed a typical reaction: "In short, I thoroughly enjoy teaching. I believe it to be the most satisfying of all careers—I love it!"

Student-Teacher Relationships

In the North American Division, 38.5 per cent of the beginning teachers started out in one-teacher schools where they met an average of twelve pupils every day. In schools of more than one teacher, the following breakdown of the teacher load is interesting: 41 per cent taught one grade; 1 per cent, two; 6 per cent, three; 52 per cent, four or more. Oddly enough, for half of the 41 per cent who started out teaching only one grade, this was the sixth grade. Just one beginning teacher had only the first grade.

Men admitted that English and music were the hardest subjects they had to teach, while the women had most difficulty with social studies and arithmetic. Everyone agreed that, thanks to the help of the Holy Spirit, Bible was the easiest to teach.

The teachers rated their children scholastically: average, 55 per cent; above average, 25 per cent; below average, 15 per cent; gifted, 4 per cent; remedial, 1 per cent.

Men and women agreed pretty well as to their most difficult student-teacher problems. "Reflecting home attitudes" and "discipline" held first and second places. The men then listed "a rebellious spirit," while the women gave "broken homes" as the third.

Transportation-of-pupil problems during the year were reported by 30 per cent of the teachers, and

mostly with such feeling as to indicate that their problems had been acute. Most difficulties centered around the fact that the teachers either drove the school bus or transported school children in their privately owned cars. The behavior of the children—ruining cars whose owners received no conference depreciation allowance—and difficulty of early and late supervision were the major causes of complaint.

Operational Units

Major improvements in operational units were more than twice as many as the major items of equipment added to the schools under direction of the first-year teachers reporting; yet, as the year closed, the same teachers said that, in comparison to equipment, twice as many operational improvements still needed to be made. Many teachers said that new buildings were under construction or that plans were being drawn for new classrooms. Sympathy would lead one to hope that the school whose teacher reported, "We have to put out jars to catch the water every time it rains," is in line for a new roof, at least!

Of the beginning teachers, 99 per cent spent less than one hour a day going to and from school. The majority spent each day from five to five and one-half hours in teaching and one and one-half hours in supervising recess periods. The average first-year teacher spent two and one-fourth hours a day preparing and planning lessons and correcting papers.

Teachers spent an average of one hour a week conferring with parents about the progress of their children. Men teachers averaged two hours a week devoted to professional growth and six and one-half hours to church activities, while the ladies reported half as much time in each instance. Both men and women agreed that the support of the church as a whole was their greatest strength in teaching.

"Out of the Mouths of Babes"

"The Beginners of '55" report as contributing most to their success in teaching: (1) reflection of the teacher's attitude, (2) careful, thorough planning of schoolwork, (3) friendly relations with parents and church, (4) learning activities suited to the ability and interest of pupils, and (5) poise and a sense of humor. The survey would indicate that last year's beginners scored high on number 5, for nearly every one included a humorous experience—a choice few of which we share with you:

"My boys decided to surprise me by painting their bathroom. When finished, everything—even the plunger and a sponge—was pink!"

"On the first day of school, after worship, I caught myself saying out loud, 'What am I going to do now?'"

"One of my first-grade boys reported having read in his Bible book that Lucifer was a beautiful 'Singer sewing machine' in heaven."

"A little fellow earnestly queried, 'Teacher, don't you ever have to go to the bathroom?'"

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This is the first in a series of outline studies originally prepared for personal presentation at teachers' institutes on—

Principles of Bible Teaching*

George M. Mathews

ASSOCIATE SECRETARY
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

Introduction: All the general principles of pedagogy apply to the teaching of the Bible. Since we have not space here even to list these principles, we shall assume that you know and use them in your Bible teaching. In this series of studies we shall stress the principles which are especially vital to success in teaching this *most important subject in the curriculum*—the Holy Bible!

I. IMPORTANCE AND VALUE OF THE BIBLE IN EDUCATION

A. The Bible is the most important textbook in the world.

"As an educating power the Bible is without a rival." FE 84

"This Book is the foundation of all true knowledge." CPT 15

"The word of God is the most perfect educational book in our world." FE 394

"As a means of intellectual training, the Bible is more effective than any other book, or all other books combined." Ed 124

"As an educating power, the Bible is of more value than the writings of all the philosophers of all ages." CPT 428

"Immeasurably superior in value to the productions of any human author are the Bible writings, even when thus considered; but of infinitely wider scope, of infinitely greater value, are they when viewed in their relation to the grand central thought." Ed 125

B. The Bible is God's great lesson book for the world.

"The Bible is God's great lesson book, His great educator." COL 107

C. The Bible is a complete, all-inclusive guide.

"The Bible contains all the principles that men need to understand in order to be fitted either for this life or for the life to come." Ed 123

D. The Bible is to be the basis of all true education.

"In our training-schools the Bible is to be made the basis of all education." FE 490

"The Bible should be made the foundation of study and of teaching. The essential knowledge is a knowledge of God and of Him whom He has sent." MH 401

"God's word must be made the groundwork and subject matter of education." CPT 16

"The word of God should have a place—the first place—in every system of education." FE 542

* Inasmuch as the Bible is the foundation of all education in our schools, more attention should be given by all teachers to the methods used in presenting this subject. These studies, based largely on instruction given through the Spirit of prophecy, are of utmost importance to every teacher.—THE EDITOR.

"This word is to be the chief study in our schools." FE 536

E. The Bible is to be the final authority in matters of faith.

"The Bible is to be presented as the word of the infinite God, as the end of all controversy and the foundation of all faith." COL 39, 40

II. WHAT THE STUDY OF THE BIBLE CAN DO FOR THE PUPILS

A. Mental growth.

1. The mental powers are stimulated, expanded, strengthened, ennobled—

a. By searching out the various parts and putting them together to form the "system of truth" found in the Scriptures. (See Ed 123, 124.)

b. By "the effort required to grasp the themes presented. The mind occupied with commonplace matters only, becomes dwarfed and enfeebled. If never tasked to comprehend grand and far-reaching truths, it after a time loses the power of growth. As a safeguard against this degeneracy, and a stimulus to development, nothing else can equal the study of God's word. As a means of intellectual training, the Bible is more effective than any other book, or all other books combined. The greatness of its themes, the dignified simplicity of its utterances, the beauty of its imagery, quicken and uplift the thoughts as nothing else can. No other study can impart such mental power as does the effort to grasp the stupendous truths of revelation. The mind thus brought in contact with the thoughts of the Infinite cannot but expand and strengthen." Ed 124 (See also Ed. 189; MH 466.)

c. By being directed to the high and holy ideals found in the Scriptures. The large share of modern literature is "not merely commonplace, idle, and enervating, but unclean and degrading. Their effect is not merely to intoxicate and ruin the mind, but to corrupt and destroy the soul. The mind, the heart, that is indolent, aimless, falls an easy prey to evil. . . . It is the idle mind that is Satan's workshop." Ed 190

2. No limit to possibilities of development.

"He who with sincere and teachable spirit studies God's word, seeking to comprehend its truths, will be brought in touch with its Author; and, except by his own choice, there is no limit to the possibilities of his development." Ed 125

B. Spiritual growth.

1. The Bible will make plain the *only* way for the pupils to live happily and successfully in this life.

"Religion ennobles the mind, refines the taste, and sanctifies the judgment. It makes the soul a partaker of

Please turn to page 24

"Universitas"—The Idea of Higher Education*

Keld J. Reynolds

DEAN OF THE FACULTIES
COLLEGE OF MEDICAL EVANGELISTS

I AM presenting for your consideration a few observations on meanings and values in higher education. All of you are now living in an environment of advanced education; some of you have been there for a number of years—ever since you left high school. All of you have some empirical knowledge, therefore, of what advanced education is—or should be. Few students, however, and not all teachers, have taken the time and the pains to develop comprehensive value judgments and a plan of action designed to put into the educational process the maximum of personal effort and contribution, and to draw from the curriculum and the educational environment the optimum of personal satisfaction and advantage.

As students in the framework of American higher education, you are the heirs of a cultural tradition that can be traced to the University of Athens—four centuries before Christ—was rekindled in Europe in the ninth to the twelfth centuries after Christ, and took its modern form in the nineteenth century.

In the Middle Ages the name "universitas" was given to this tradition. It was contained in a general curriculum of the seven liberal arts: the *Quadrivium* (arithmetic, music, geometry, astronomy) and the *Trivium* (grammar, rhetoric, logic). In periods of social unrest and political oppression, the universities provided the scholar with a measure of immunity from the violence of the Middle Ages. They provided a bridge over which passed much that was valuable from the ancient world, to the medieval, to the modern. At its best, the university was a place of light; at its worst, it fell captive to special interests or became a drill ground for the memorization of selected encyclopedic knowledge, without synthesis, without exploration, and without critical judgment.

In the nineteenth century two forces tended especially to shape the philosophy of higher education in the new American republic. These forces were the English concept of the university exemplified by Oxford and Cambridge, and the German concept exemplified by the newer universities, such as Berlin, flourishing after the fall of Napoleon and the liberation of the German states.

The English concept has been admirably described by John Henry Newman (later, Cardinal Newman), when Rector of the University of Dublin, in a series of essays printed under the title of "The Idea of a University":

This I conceive to be the advantage of a seat of universal learning, considered as a place of education. An assemblage of learned men, zealous for their own sciences, and rivals of each other, are brought, by familiar intercourse, and for the sake of intellectual peace, to adjust the claims and relations of their respective subjects of investigation. They learn to respect, to consult, and to aid each other. . . . [The student] profits by an intellectual tradition, which is independent of particular teachers, which guides him in his choice of subjects, and duly interprets for him those which he chooses. He apprehends the great outlines of knowledge, the principles on which it rests, the scale of its parts, its lights and its shades, its great points and its little, as he otherwise cannot comprehend them. . . . A habit of mind is formed, which lasts through life, of which the attributes are freedom, equitableness, calmness, moderation, and wisdom; or what in a former discourse I have ventured to call a philosophical habit.¹

In reply to the charge that this education is not practical, Newman says:

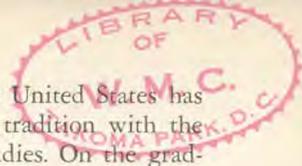
I will show you how a liberal education is truly and fully a useful, though it be not a professional, education. "Good" indeed means one thing, and "useful" means another; but I lay it down as a principle, which will save us a great deal of anxiety, that, though the useful is not always good, the good is always useful. Good is not only good, but reproductive of good. . . .

You will see what I mean by the parallel of bodily health. . . .

As a man in health can do what an unhealthy man cannot do, . . . so in like manner general culture of mind is the best aid to professional and scientific study, and educated men can do what illiterate cannot; and the man who has learned to think and to reason and to compare and discriminate and to analyze, who has refined his taste, and formed his judgment, and sharpened his mental vision, will not at once be a lawyer, . . . or a statesman, or a physician, . . . or a man of business, . . . or an engineer, or a chemist, or a geologist, . . . but he will be placed in that state of intellect in which he can take up any one of the sciences or callings I have referred to, or any other for which he has taste and special talent, with an ease, a grace, a versatility, and a success, to which another is a stranger. In this sense then, . . . mental culture is emphatically useful.²

Reference could be made to the Hutchins experiment in the University of Chicago, and to the "great books" curriculum at St. John's school in Maryland. However, one of the best recent reflections of the Newman concept is that found in a *Report of the Trustees of the Ford Foundation*:

* A chapel talk given at the College of Medical Evangelists, Nov. 2 and 3, 1955.



Education must meet the needs of the human spirit. It must assist persons to develop a satisfactory personal philosophy and sense of values; to cultivate taste for literature, music, and the arts; and to grow in ability to analyze problems and arrive at thoughtful conclusions. Only thus will the graduates of our schools and colleges attain the wisdom necessary to live integrated and useful lives.³

You have noted that an emphasis familiar to you is lacking. That is the sciences, which, within a few decades after Newman, were to become a major concern of education everywhere and were to transform higher education throughout the Western world. The initial impulse toward this revolutionary change came from Germany.

The effect of the introduction of science teaching has been compared to that of an ice-breaker ship in Arctic seas:

It smashed the prevailing scheme of things beyond repair. The reason why it did so is easy to see. The serious study of any natural science necessarily involved experimentation; an experimentation in which both professors and students participated. That meant laboratories. It meant the objective verification of theories. Inevitably, also, it meant new discoveries and the excitement connected with new discoveries. It meant the enlargement of existing knowledge. It meant the adoption of a critical attitude. . . .

By the mid-nineteenth century the scientific movement in the German universities had given these institutions a totally new polarization. Both the point of view and the methods of the professors of the natural sciences had proved to be irresistibly contagious. The German university had come to stand, in all its departments, for research, for the obligation of the scholar to open up new fields of investigation, and for his right to pursue his inquiries wherever they might lead.⁴

This change of emphasis and direction was not accomplished without conflict. "Academic freedom" was the battle cry of the professors. On the campus, at least, they won a measure of freedom to investigate and to express their personal views without being taken to account.

The academic freedom that the nineteenth-century German professors claimed and of which they boasted, admiring Americans sought to introduce here. However, it has never taken hold in the form the admirers desired. American practicality has consistently insisted that academic freedom be kept in bounds by the claims of society, by the objectives of the institution that is the professor's host, and by his responsibility to the younger generation he is educating and training. The most recent number of the *Bulletin* published by the American Association of University Professors, that organization most jealous for professional rights, presents an article which largely debunks the German professors' claim to freedom and presents a moderate platform for academic freedom in America. After reading the article, one wonders if the Americans who studied in German universities and sought to pattern American education after them were not perhaps remembering freedoms they had enjoyed that were not in any narrow sense academic, such as those which Sigmund Romberg set to music in the *Student Prince*.

Undergraduate education in the United States has combined the English liberal-arts tradition with the German emphasis on scientific studies. On the graduate level the German influence has predominated and is seen in the spirit of free inquiry, in the vigorous exploration of the frontiers of knowledge, and in the concept of small-group interchange called the seminar. These innovations, and the resulting revitalization of higher education in this country, were initiated by American educators who had studied in the German schools and who, first at Johns Hopkins and then in other universities, became the teachers of a new type of American collegiate instructor, and the apostles of a new gospel of higher education.

American higher education differs from European systems in the extent to which it has abandoned its ivory tower. It is an integral part of American life. Its specialists in the arts and sciences and in the professional technologies not only teach students; they also serve in a consultant capacity to industry and commerce and government, to the church, and to social welfare organizations. Its professors of law and the healing arts teach their fellow practitioners as well as undergraduates, and keep the professions informed of new developments and interpretations that bear on the practice of the profession and on the daily life of the American people.

On the graduate and undergraduate levels alike, American higher education differs from the English and continental systems in that professional schools, instead of being separate from the universities, have proliferated chiefly within the university itself. Many professional schools that began autonomously have been absorbed into university organizations, so that relatively few still retain independent status.

It is apparent that in the partnership of professional with general education there is a growing tendency toward integration and collaboration between disciplines once operating independently. The self-conscious and belligerently independent department, which was copied from the German university, is incompatible with today's concept of American higher education. In its place is a *team* concept in which professors working in different disciplines combine efforts and techniques and pool resources.

At the recent meeting of the Council on Medical Education, at Swampscott, Massachusetts, this fact came forcefully to the front. It was apparent that medical education is drawing upon disciplines such as sociology, anthropology, psychology, and educational administration to the common advantage of the participants. It was also apparent that some, at least, of the universities were moving in the direction of common denominator disciplines: departments or divisions serving more than one school, as we have it in the College of Medical Evangelists in the medical basic sciences and in the division of religion.

Still another continental influence that should be noted is the secularism which, from the Renaissance on, has characterized the efforts of the European academic mind to rid itself of ecclesiastical domination. This, in the German university, became *Wissenschaft*, which might be freely translated as a systemic study of things for their ultimate meanings, wherever such speculation or research might lead and without regard to its effect on previously held knowledge or beliefs. At its best, it is the highest example of the disciplined mind thinking creatively. At its worst, it is a ruthless destroyer of some of the most precious values by which men have been inspired and motivated. Applied to religion, it gave birth to higher criticism. Applied to learning in general, it became scientism—the fallacy that nothing is real except that which can be demonstrated experimentally according to a scientific method; the concept that only facts are real, that values have no such reality and therefore are not the concern of the academic man.

This secularism has borne bitter fruit in the Western world in the erosion of spiritual and moral values in private and public life. American and British educators were shocked when German education sold out to Hitler. They need not have been: the same thing could have happened here or in Britain, for when education denies the significance of values, it loses its polarization; it no longer has any sense of right and wrong, and hence it has no sense of moral responsibility.

It is both impressive and significant that religion and ethics are again fashionable in American higher education. Many books and magazine articles have appeared in the past few years presenting the thesis that spiritual and moral values are inseparable from the kind of higher education America wants for those who tomorrow will be leaders in the professions and in civic affairs.

Some three years ago I attended a meeting in Chicago of the presidents and deans of the leading American colleges and universities. The entire agenda was built around the restoring of spiritual and moral values in education. I heard not one but many leaders in public education say that spiritual and moral values could be effectively built only on a firm foundation of faith in a vital religion. This concept we Adventists have always held, and on it we have built our educational system, from the parochial schools to the post-baccalaureate professional schools—a fact that has inestimable value to you who benefit from this tradition.

The trend in higher education in America, professional as well as general, is in the direction of broad-spectrum concepts. By broad-spectrum exposure of the student I mean the obligation of the university, college, or professional school to confront

the student with many activities and many academic disciplines, no one of which he can hope to master during his student days; in only a few of which he can ever hope to become an expert; but in all of which he should gain some competence, with some sense of the inter-dependence of all knowledge, with some comprehension of the practical uses or applications of the knowledge he acquires, with appropriate humility about the few drops of learning he has dipped out of the vast ocean of things to know, with a decent respect for those whose interests are diverse from his and who work in a different color of the spectrum, and with a sense of responsibility for the use of his life, talents, and accomplishments in ways that will be beneficial to his fellow men.

Educationally, you are the heirs of the ages. No other generation of students has ever "had it so good," in the accumulation of knowledge; in facilities for acquiring, evaluating, and using knowledge; in the modern American broad-spectrum concept of education; in the availability of higher education to more people and to more kinds of people, working in more kinds of disciplines; in the variety and efficiency of scientific apparatus; in refinements of research; and in the depth and sensitivity of spiritual perception and insights, regarded as legitimate pursuits of the academic and professional mind.

For you, literacy embraces not only an Einstein but also a Raphael; not only a Boyle but also a Beethoven; not only a Euclid but also a Tennyson; not only Hippocrates but also Albert Schweitzer; not only John Hunter but also Arnold Toynbee. Each of you must decide for yourself what to do with all of this, as determined by your capacities, your insights, and your dynamics. My plea is that you recognize the obligation, in addition to competence in your profession, of becoming and remaining men and women of culture; of seeing to it that your maturation is as full and as symmetrical as possible.

¹ John Henry Newman, *Scope and Nature of University Education* (London: Longman, Green, Longman, and Roberts, 1859). Discourse IV, "Liberal Knowledge Its Own End," pp. 138, 139.

² *Ibid.*, Discourse VI, "Liberal Knowledge and Professional," pp. 237, 238.

³ *Report of the Trustees of the Ford Foundation*, Sept. 27, 1950, p. 14.

⁴ Samuel P. Capen (Chancellor Emeritus, University of Buffalo), *The Management of Universities* (Buffalo: Foster and Stewart, 1953), pp. 277, 278.

► During the second year of Atlantic Union College's Fort Devens extension program, 159 enlisted men and women and officers were enrolled in a wide variety of courses conducted on the military base. By this means much good will for Seventh-day Adventists in general and for Atlantic Union College in particular has been built up. Those enrolled come from every part of the United States, and represent many religious and cultural backgrounds. Most of them will be going on to other educational institutions after completing military service, with some knowledge of Seventh-day Adventist educational principles and practices.

The Winter Garden at School

Alfaretta M. Sherman*

WHEN "the last rose of summer has faded and gone," the petals have fallen from the asters, and even the blue-fringed gentians have turned brown on their stems; when the winds of "the melancholy days" wail around the schoolhouse, what shall we do to retain some little wisp of summer's glory? The florist is too expensive to be considered. Besides, it is such fun to watch things grow! Of course if you are teaching biology there are the boxes and pans of beans, corn, and wheat that are so wonderful especially to young city dwellers.

But this is not enough; and to be practical, there are several things one can do. This one is easy: Look around in somebody's petunia or calendula bed. Even at this late date a few of these hardy plants will still be alive. Dig them up and plant them in an inside window box. They will last a long time, even if the schoolroom is not heated nights and weekends. If it is heated, the petunias will still be blooming when springtime comes, all unaware of the passing seasons.

Hanging baskets may be made by using a 12" x 12" piece of coarse wire netting, as follows: Fold up from the middle of each side till the corners meet at the top; then turn the corners back or under, to form an opening at the top. Now push the bottom down to form a round basket, or leave it flat, to suit the taste or to suit the plant that is to occupy it. Cover the outside with sheets of moss from a boggy place, using a darning needle and heavy black thread to sew the moss on the basket with rather long basting stitches. The thread will not show. Then fill the basket with soil and plant in it a fern or some violets, a wild vine or whatever you like.

Usually the children want to bring potted geraniums, begonias, or coleus, hardy and common. Just the plant-on-the-windowsill style is something; but with a little imagination more may be accomplished. Often the children will have ideas. One year mine used a good-sized table, on one side of which they arranged a botanical garden, and on the other side a zoological garden. But the zoo is another story.

Of great interest is the desert garden. Everybody has to read up for that. If there is an extra sandbox (there seldom is!) it may be used. Because of the



spines on the cactus, this is not a garden for the primary room. Partly fill a shallow box with sandy loam, add a few pieces of rock piled picturesquely, desert fashion, and you have the foundation. All available kinds of cactus may be planted here. When an unrooted piece of cactus is used, it should be laid aside to dry for a few days before it is planted. Until the cactus is rooted, water should be used sparingly. After that, contrary to common belief, cacti thrive if watered well and often.

A schoolroom that is not kept heated nights and weekends, and where things freeze in the winter-time, presents a problem; but there is a solution. One cannot have a garden there in the coldest months; but in September or October hyacinth, tulip, and daffodil bulbs may be planted in pots or tin cans. (If cans are used, a few holes should be punched in the bottoms.) First put in a few small stones—two layers deep—and a handful of moss or dried grass, then nearly fill with sandy loam. Set the bulbs so that their crowns are barely covered with soil. Water all thoroughly before placing in a cool basement (but not freezing), and do not allow the soil to become completely dry. Tin cans hold the moisture much longer than do earthen flowerpots. If there is danger from mice, the pots should be put into a box and covered with a wire screen; otherwise, as soon as the green leaves appear they will be nibbled off. If the basement is not dark, make thick newspaper "bonnets" for the hyacinths, and keep them on till the buds are grown and nearly ready to burst into bloom. If it seems advisable to hurry the growth, bring the plants to a warmer place, *but keep the bonnets on the hyacinths*. When the hyacinths are ready to bloom, remove the bonnets and gradually bring the plants to the light. They should never be placed in direct sunlight, and they will last longer if kept cool. Tulips and daffodils may be brought to the light as soon as well rooted. As soon as freezing weather is past, all these plants may be brought to the schoolroom—a dream garden full of color and fragrance!

* Miss Sherman was for many years a teacher in the church schools of Michigan.

Physics in the High School Curriculum

Leslie V. Morris

HEAD, DEPARTMENT OF CHEMISTRY
MADISON COLLEGE

EACH year as I see students enter college for the first time and take entrance aptitude tests, I notice that something is amiss. The same lack shows up in any course involving mathematics, manual skills, or the basic properties of matter—and in all school systems of our country.

I believe—and at every opportunity advocate—that physics should be a required subject in every high school and academy curriculum. Immediately a multitude of problems and objections arise; but I am confident that they all can be solved if each is carefully considered.

Since physics is not usually included in a core curriculum, it is argued that such a course would simply add to this "core." The absolutely essential ingredients of a core curriculum have not been definitely settled, and doubtless never can be finalized in a constantly changing world. But an elementary course in physics should be included. Of course, every teacher could say the same for his or her pet subject, perhaps justly so. Doubtless the core curriculum would have to be revised somewhat. In some educational systems the inclusion of physics might add to the requirements for graduation, so that a student would have more than the 15- or 16-unit minimum now required. Yet I believe this too could be adjusted.

Naturally the question of finance must be considered. It is expensive to equip a physics laboratory with even the minimum equipment for a small class. But if one set of equipment for each contemplated experiment were provided, the teacher could do some experiments by demonstration; and by enlisting the cooperation of the students and the community, much equipment can be made. This is something each school would have to work out for itself.

What part does physics play in the whole program of education? This is a legitimate question, and it deserves a thoughtful answer.

I am convinced that as high school students go on to college or into any line of work, they need thorough preparation in certain basic skills. Competence in mathematics is one of these. Yet, tragically, fully a third of college freshmen fail entrance tests in mathematics and mechanical aptitudes. Where physics is taught in high school, it is supposed that students will take it after having studied algebra and

geometry. Yet these two mathematics courses are taught with usually little or no practical application of their principles—which physics provides perhaps more than any other course. Furthermore, because physics employs all the fundamental skills needed in every person's life, it can be integrated with every other subject in high school. The study of physics includes the understanding and use of simple machines, sound, light, electricity, liquids, and a few more advanced subjects if desired. A knowledge of elementary physics and practical applications of its principles will enable every person to do better work in most subsequent studies and in the duties and requirements of adult life.

A major problem in this, as in all subjects, is finding the suitable teacher. Students who take physics as a major or minor course in college usually find positions in some phase of industry or science where their skills can be put to profitable use. On the other hand, a very large percentage of college students shun physics because they lack the necessary background in mathematics. Then again, there is the vicious cycle of supply and demand. Why prepare for teaching physics when there is so little chance of finding an opportunity actually to teach it? Such people usually find themselves teaching mathematics or coaching the athletic teams. If physics were to be universally adopted in secondary schools, it would be necessary first to stimulate in advance the desire for persons to enter on a training program to prepare themselves for teaching physics. However, a careful survey might discover a number of chemistry or mathematics teachers who could fill the needs until a sufficient number of young people could be educated for this line of endeavor.

I have no way of knowing how many share my convictions on this subject; and perhaps this is not the first time such a revolution has been proposed. But I hope that many school administrators will give it constructive deliberation in planning their curriculums and requirements for graduation. After all, we live in an age and atmosphere of science; and I believe that the requirement of a few good science courses will benefit all, and not hurt anyone. Physics is such a basic science, and its study should even take precedence over that of chemistry.

Are You Really "Selling" Your School?

M. Carol Hetzell

ASSISTANT SECRETARY
GENERAL CONFERENCE BUREAU OF PUBLIC RELATIONS

WHAT kind of selling job are you doing for your school? Are you certain that it is fulfilling its function one hundred per cent? Or does there lurk in the corners of your consciousness the suspicion that yet another ounce of flesh could be exacted from its breast of service?

Student training, of course, is the primary function of any educational institution. For the church-related school, however, there is a double function: student training and witness for God. Unless this double responsibility is being fully met you are selling your school too cheaply.

In order to assure success in the school's double function, one must follow a planned program of information. The first step in this program is a careful analysis of the public dwelling within the school's sphere of influence. This will naturally vary according to the scholastic scope of the school.

All schools have one type of public in common. Known as the *internal public*, this consists of those immediately connected with the school—students, faculty, school board, alumni, employees.

The *external public* should be divided into two groups: Adventist and non-Adventist. In the Adventist group may be listed parents, prospective students, prospective faculty, visitors, conference workers, church members, and, in the case of academies or colleges, sister institutions.

The "publics" thus far mentioned are interested primarily in what the school can do for the student. Information channeled to these groups will deal primarily with student training and accomplishment.

The other group, the non-Adventist external public, will, for all types of educational institutions, include the immediate community in which the school is situated. It will also include local clubs and societies, civic organizations, and accrediting groups. For the boarding school there may be added to these the home town of each student enrolled. Occasionally the external public extends still farther afield, as when some unusual accomplishment or activity occurs that is of interest to the general populace of an entire State or nation.

Such a wide variety of potential interest demands a diversity of subject matter and equally diverse vehicles of communication. Most schools are well acquainted with means of reaching their internal

"publics": school paper (even student-produced mimeographed sheet for the church school), annuals, catalogs, information letters to faculty, good public relations in the form of facilities, equipment, personnel, programs, et cetera. Often overlooked, however, are various means for reaching the external "publics" of the school, particularly those in the non-Adventist group. It is important that this particular group not be overlooked if the school is to bear a witness to the world.

There are many ways of witnessing to the community. Primarily, of course, the school witnesses by its appearance and the conduct of its students. How well these stand scrutiny is governed by how well the school attends to its internal public relations.

Following hard on the heels of appearance and conduct are reports of school activities and progress appearing in the press. There should be a steady flow of news going from the school to the local newspapers. Notice the use of the word *news*. Don't insult the editors by thinking in terms of "free publicity." The life of the newspaper is news—happenings, human-interest items, reports on subjects about which people want to read. These are going on in your school all year round, from the opening-of-school announcement and enrollment report to the close-of-school release with graduation facts.

For the college and academy newsworthy items are too numerous to list here.¹ A few more suggestions for the church school might include: new teaching techniques, visual-aid teaching devices in action, Pathfinder Club formation, club activities and crafts, special class projects, class tours of local business concerns or industries, class outings, investiture, Weeks of Prayer, school programs.

Back-home newspapers reach another public interested in the activities of the student who has gone from there to college or academy. They will generally print releases mailed to them telling of some special project in which "their" student is engaged, or of some honor he has achieved. Thus you reach a vast external non-Adventist public.

The academy or college should become acquainted with the clubs and civic organizations of its community. Faculty members may be listed as guest speakers. Different organizations can be invited sep-

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The Purpose of Seventh-day Adventist School Homes*

Nicholas Klim

DEAN OF MEN
ATLANTIC UNION COLLEGE

THE family of heaven represents that which the family on earth should be; and our school homes, where are gathered youth who are seeking a preparation for the service of God, should approach as nearly as possible to the divine model."¹ During the school year 1886-87, Prof. W. W. Prescott, president of Battle Creek College, convinced the Board of Trustees that suitable homes were necessary where the students could live under supervision and receive training in home life. The board agreed to build the home if Professor Prescott would live in the house. He agreed. This was the beginning of school homes in Seventh-day Adventist schools. In those days every teacher was expected to take the most personal interest in upholding the school home. It was constantly impressed upon them that the success of the college depended largely upon the success of the school home.

A well-known American educator has said, "What we want to prevail in the nation must be first introduced in the schools." A paraphrase of this statement might be: What we want to prevail in the denomination must first be introduced in our school homes. The school homes set the standard for the college. In most instances, the majority of the students live in the school homes; and they will adapt to that which is taught and upheld in the homes. Unity and uniformity will enhance the work of God. Basic principles must be agreed upon if the denomination is to prosper. The denomination will become what its leaders are. Perhaps it would not be an overstatement to say that our school homes are the powerhouse of the church, for it is here that we develop the energy to complete the proclamation of the three angels' messages in their various phases. Our school homes should be the West Point of the denomination.

From the section on school homes in volume six of the *Testimonies*, we have the following instruction: "Our school homes have been established that our youth may not be left to drift hither and thither, and be exposed to the evil influences which everywhere abound; but that, as far as possible, a home

atmosphere may be provided that they may be preserved from temptations to immorality and be led to Jesus." Ellen G. White further states that they are to be places where the students will learn to assume responsibility: "They need to become familiar with the duties of daily life. They should be taught to do their domestic duties thoroughly and well, with as little noise and confusion as possible."²

Our school homes have a definite responsibility to develop certain characteristics in the students: "Especially should those who have tasted the love of Christ develop their social powers, for in this way they may win souls to the Saviour. . . . Students are to be taught the Christlikeness of exhibiting a kindly interest, a social disposition, toward those who are in the greatest need, even though these may not be their own chosen companions. . . . Thus even while attending school, students may, if true to their profession, be living missionaries for God. . . . The temper, the personal peculiarities, the habits from which character is developed—everything practiced in the home will reveal itself in all the associations of life."³

Among the responsibilities of school homes is that of providing for the religious training of the students: "Of all the features of an education to be given in our school homes the religious exercises are the most important."⁴ "The hours of morning and evening worship should be the sweetest and most helpful of the day. . . . It will require effort and planning and some sacrifice to accomplish this; but the effort will be richly repaid."⁵

How may we as deans accomplish our task? "This is the secret of power over your pupils. Reflect Him."⁶ "Bind the students to [our] hearts by the cords of love and kindness and strict discipline."⁷ "Success will be proportionate to the degree of consecration and self-sacrifice in which the work is done."⁸

¹ Ellen G. White, *Testimonies for the Church*, vol. 6, p. 168.

² *Ibid.*, pp. 168, 169.

³ *Ibid.*, pp. 172-174.

⁴ *Ibid.*, p. 174.

⁵ White, *Education*, p. 186.

⁶ *Ibid.*, p. 182.

⁷ White, *Counsels to Parents, Teachers, and Students*, p. 265.

⁸ White, *Testimonies for the Church*, vol. 5, p. 585.

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



What the SCHOOLS ARE DOING



- Last June 14 to July 19 a beginning was made in seriously preparing school home deans for their unique work. A school home administrators' workshop was conducted at the Seventh-day Adventist Theological Seminary, with graduate credit for the serious student. There were 52 enrollees: 11 representing 9 colleges; 33 representing 24 academies; and the rest were Seminary students or interested conference workers. It is hoped that this is but the introduction to more and better training for our school home deans.
- The Swedish government inspector of schools was a guest at the graduation program of our Ekebyholmskolan, last May 31. In his speech at the conclusion of the program, he marveled at what he had heard and seen, and frankly stated that "no other school in Sweden on the same level could do the like." Well, we *should* be "the head and not the tail"!
- On "Scholarships Day" at La Sierra College—the last chapel exercise of last school year—14 students received recognition and financial assistance for the year now beginning: 3 from California State, 2 from Standard Oil, 1 from retired teacher H. O. Welty, and 8, of \$100 each, from Lockheed Corporation.
- When the United States Navy Band presented two concerts at Emmanuel Missionary College, last April 29, five EMC musicians and five from Berrien Springs High School were featured in the afternoon matinee program.
- Thanks to the influence and personal efforts of teachers and students, and the fall and spring Weeks of Prayer, 24 students of Denmark's Vejlebjerg Højskole were baptized last April.
- Korean Union Training School graduated 20 young people from its junior college courses last March, and 39 from the secondary division.
- Four students of Thunderbird Academy and elementary school (Arizona) were baptized last May 19.
- The first training school in West New Guinea was opened in March of 1955, with 8 boys enrolled, 5 of whom were later baptized and are now working among their own people.
- The Cathedral Quartette of Oakwood College appeared, last April 11, on the "Strike It Rich" TV program in New York. By answering correctly all questions addressed to them, they won \$500 for their college choir-robe project.
- Somewhat belatedly Emmanuel Missionary College announces that its Associated Students' 1955 Christmas gift of \$425 was used to purchase chemistry and physics laboratory equipment for the Inca Union College, in Peru, South America.
- A fine new \$50,000 church school building was dedicated last spring at Jacksonville, Florida. The two-story building provides four large classrooms, a modern kitchen, principal's office, and a 40' x 60' auditorium. There are four teachers and approximately 100 pupils.
- In the three-day Ingathering campaign at Newbold Missionary College (England) last spring, 114 students and teachers brought in the largest sum ever—more than £1,360 (\$3,850)—\$33.77 per capita! What a tremendous achievement if our larger schools would do as well in proportion!
- History came alive for the 43 persons (including the directors, Dr. and Mrs. R. K. Nelson, and the two drivers) who participated in Union College's annual history trip, last August 5-26, visiting the places where history happened. The tour was both a college class carrying 3 hours of credit, and a bus trip through 21 States, the District of Columbia, and Ontario, Canada.
- A new kind of conference workers' meeting was held at Sandia View Academy (New Mexico) last July 30-August 2. After an hour of devotion and discussion of principles and problems each day, the rest of the time was spent in painting the administration building and dormitories and doing many other repair jobs about the buildings and campus. A good time was had by all, and the school got a low-cost "face lifting"!
- Students at Atlantic Union College last year were recipients of a number of scholarships. Outstanding honor was a National Science Foundation award to senior biology student, Roger Eckert—the third of these coveted awards to AUC students. Senior economics major Alex Agafonoff was awarded a fellowship to Clark University; while senior premedical students Frank Koos and John Chen received Leopold Schepp Foundation grants to aid them at the College of Medical Evangelists. Junior premedical student Ronald Gadway received a full tuition scholarship to the Kansas City College of Osteopathy; and junior music students Susanne Follansbee and Sylvia McClenon were awarded substantial amounts by the Worcester Young Artists Foundation to aid them in their study of music.

Principles of Bible Teaching*

(Concluded from page 15)

► Sedaven High School (South Africa) has devised a plan by which worthy and needy students are helped to help themselves. For every dollar a student earns by labor, he receives an additional credit of one, two, or even three dollars, according to his need. Funds for this plan are provided by a special offering received in all churches whenever there is a fifth Sabbath in the month. Help from this "Assistance Fund" is allocated by the school board in counsel with the faculty. It would seem that many other schools and conferences might well adopt such a plan.

► Robert W. Olson, who received his Bachelor of Divinity degree from the Seventh-day Adventist Theological Seminary in August and who is associate professor of religion at Washington Missionary College, is at Newbold Missionary College (England) for two years in pursuance of the plan of affiliation between the two schools. In addition to classroom teaching, Pastor Olson is acting principal at Newbold.

► Walla Walla College administration building got a thorough "face washing" last summer, as brave students on steel scaffolds scraped off the remains of ivy killed in the early freeze of November 12, 1955, which also destroyed a large portion of the fruit trees in Walla Walla valley. New ivy was immediately planted, but it will take several years to restore the "balls of ivy" look.

► Since Helderberg College (South Africa) began entering students for the examinations leading to a baccalaureate degree from the University of South Africa, the results have been most gratifying. In 1953 there was an 80 per cent subject pass; in 1954, 90 per cent pass; in 1955, 82 per cent pass. This shows that Helderberg's students are doing thorough work.

► The 210 pupils of Seattle Junior Academy (Washington), with their teachers, raised \$4,977.24 for missions by caroling and Ingathering Field Day. This gave the entire school a senior Minute Man rating. Six pupils solicited more than \$100 each; in fact, four boys raised more than \$1,000!

► On College Days at Emmanuel Missionary College, last May 6 and 7, the campus fairly "swarmed" with 300 prospective college freshmen—seniors from the eight academies and several high schools in the Lake Union Conference area.

► At the close of the Week of Prayer at Sedaven High School (South Africa), last March, 11 boys and girls were baptized and others made up a study class to prepare for later baptism.

► A record total of 126 students and teachers of Canadian Union College donated blood to the Red Cross last May. Two staff members have each given blood twelve times!

► The Leeward Islands Secondary School (Barbados) began in 1953 with an enrollment of 135, and by the close of 1955 it had increased to 250.

► Over four weekends last April and May the choir and band of Enterprise Academy (Kansas) presented 11 concerts throughout the State.

► Philippine Union College graduated 73 seniors last March 18, and a week later 85 were graduated from the academy.

the purity of heaven. Faith in God's love and overruling providence lightens the burdens of anxiety and care. It fills the heart with joy and contentment in the highest or the lowliest lot. Religion tends directly to promote health, to lengthen life, and to heighten our enjoyment of all its blessings. It opens to the soul a never-failing fountain of happiness." PP 600

"But do not for a moment suppose that religion will make you sad and gloomy and will block up the way to success. The religion of Christ does not obliterate or even weaken a single faculty. It in no way incapacitates you for the enjoyment of any real happiness; it is not designed to lessen your interest in life, or to make you indifferent to the claims of friends and society. It does not mantle the life in sackcloth; it is not expressed in deep-drawn sighs and groans." FE 83

2. The Bible will inspire, refine, uplift, purify, and ennoble the life.

"There is nothing that will so refine and elevate the character, and give vigor to every faculty, as the continual exercise of the mind to grasp and comprehend weighty and important truths." 4T 545

"There is nothing so ennobling and invigorating as a study of the great themes which concern our eternal life." COL 42

"The religion of Christ . . . refines the taste, sanctifies the judgment, and purifies and ennobles the thoughts, bringing them into captivity to Jesus Christ." CPT 365

3. The Bible will provide a knowledge—

a. Of God

"The revelation of Himself that God has given in His word is for our study." "The knowledge of God as revealed in Christ is the knowledge that all who are saved must have. It is the knowledge that works transformation of character. This knowledge, received, will re-create the soul in the image of God. It will impart to the whole being a spiritual power that is divine." 8T 279, 289

"By carefully studying these scriptures, we may be able to appreciate more fully the goodness, mercy, and love of our God." 8T 107

"A true knowledge of the Bible can be gained only through the aid of that Spirit by whom the word was given." Ed 189

b. Of the plan of salvation

"But above all else, the word of God sets forth the plan of salvation." FE 542

"Our salvation depends on a knowledge of the truth contained in the Scriptures." "In giving us His word, God has put us in possession of every truth essential for our salvation." COL 111, 133

4. The Bible will provide guidance and power to live the Christian life.

a. In conversion and sanctification the soul is transformed by the word of God, the image of God is restored.

"The creative energy that called the worlds into existence is in the word of God. This word imparts power; it begets life. Every command is a promise; accepted by the will, received into the soul, it brings with it the life of the Infinite One. It transforms the nature, and re-creates the soul in the image of God." Ed 126

b. For Christian growth it is—

(1) An instrument of character formation.

"Received, believed, obeyed, it [the Bible] is the great instrumentality in the transformation of character." MH 458

"All true education may be made to help in the development of a righteous character." CPT 61

(2) Guidance and power for Christian growth.

"The Holy Scriptures are to be accepted as an authoritative, infallible revelation of His will. They are the standard of character, the revealer of doctrines, and the test of experience." GC (CHL) 9.

"In the Bible every duty is made plain, every lesson is comprehensible, able to fit men with a preparation for eternal life." FE 391

"If there were not another book in the wide world, the word of God, lived out through the grace of Christ, would make man perfect in this world, with a character fitted for the future, immortal life. Those who study the word, taking it in faith as the truth, and receiving it into the character, will be complete in Him who is all and in all." FE 445, 446

"The word of God is the seed. Every seed has in itself a germinating principle. In it the life of the plant is enfolded. So there is life in God's word. . . . In every command and in every promise of the word of God is the power, the very life of God, by which the command may be fulfilled and the promise realized. He who by faith receives the word is receiving the very life and character of God." COL 38

(3) Power to overcome temptation.

"Let the youth, then, be taught to give close study to the word of God. Received into the soul, it will prove a mighty barricade against temptation." Ed 190

"The reason why the youth, and even those of mature years, are so easily led into temptation and sin, is that they do not study the word of God and meditate upon it as they should. The lack of firm, decided will-power, which is manifest in life and character, results from neglect of the sacred instruction of God's word." MH 458

"Bid the tempted one look not to circumstances, to the weakness of self, or to the power of temptation, but to the power of God's word. All its strength is ours." MH 181

► With 100 per cent teacher and student participation in the Ingathering Field Day, last April 26, Plainview Academy (South Dakota) raised \$935—topping its own previous records as well as those of all other Northern Union academies.

► Pacific Union College was one of 186 selected colleges and universities to receive last spring an "unrestricted" grant of \$2,000 from the Colgate-Palmolive Company, in connection with the company's 150th anniversary.

► Teachers and students of Columbia Academy (Washington) conducted the worship services and furnished special music for four nearby churches last April 7.

► On Ingathering Field Day, 92 students of Lynwood Academy (California) brought in over \$500.

► Middle East College (Lebanon) graduated a class of 12 seniors last April.

► More than 280 students and teachers of Canadian Union College brought in \$1,846 on Ingathering Field Day last May.

► Adelpian Academy (Michigan) presented diplomas to 69 seniors last May 27, in the new E. P. Weaver auditorium.

► On Ingathering Field Day, last May 1, 250 students and 36 teachers of Pacific Union College brought in \$2,752.88 for world missions.

► Climaxing the Week of Prayer at Upper Columbia Academy (Washington) last spring, 9 students joined a baptismal class to prepare for church membership.

► Last May 23 scholarships were awarded to 57 students of Washington Missionary College, from the "Kendall Fund" and from the college's student allowances fund.

► The College of Medical Evangelists graduated 156 candidates from its various schools last June: medicine, 84; nursing, 34; medical technology, 16; physical therapy, 14; X-ray technology, 8.

► Pacific Union Conference last year reached a new high in total school enrollments—18,201 in all its elementary and secondary schools and two colleges. This was a gain of nearly 1,000 over 1954-55.

► On "Big Day" at Newbold Missionary College (England), last March 11, students and faculty sold 6,700 copies of *Our Times*, with a net income for missions extension of £112 (\$313.60), topping all previous records.

► A feature of the precommencement activities at Columbia Academy (Washington) last May was the investiture of 9 Master Guides, 4 Guides, and 2 Friends, and the awarding of 704 Vocational Honors to 46 students and teachers.

► Thanks to the 13th Sabbath overflow offering of 1954, second quarter, students and teachers of Caribbean Training College (Trinidad) are rejoicing that they have a beautiful new dining room and modern kitchen—long hoped for and much needed.

► A number of recruits were welcomed to schools in South America last November to March: Mr. and Mrs. Dean E. Friedrich, music at Brazil College; Mr. and Mrs. R. D. Benfield, music at south Brazil's Taquara Academy; Mr. and Mrs. Troutman, Bible at Bolivia Training School.

► Raymond S. Moore has accepted a call to be dean of Philippine Union College; whereupon Toshio Yamagata, who has served several years as dean of Japan Missionary College, is the new president thereof. Of the 805 students who have attended JMC during the past three years, 100 have been graduated and are now serving in the Japan Union Mission.

► Helderberg College (South Africa) was visited last March 28 by ten staff members and 60 students from the Cape Town University, who showed keen interest in and admiration for the campus, buildings and equipment, classwork observed, and the fine spirit evident throughout the school. The dean of the faculty of education, leader of the delegation, stated his intention to repeat the visit next year, with another group.

- ▶ Two automobile engines, one transmission, and one complete car were added last spring to the industrial education department of Pacific Union College, the first three each bearing a brass plate inscribed, "Donated by the Ford Motor Company for the advancement of mechanical knowledge." The complete car was a damaged 1953 Buick sedan, which the auto mechanics classes dismantled for separate study of the various vital parts.
- ▶ Last June 30, the first teacher-investiture service for Bantus was conducted at Bethel Training College (South Africa), at which time 24 student members of the Teachers of Tomorrow Club were given the charge by G. M. Mathews (of the General Conference Department of Education), and 15 teachers were awarded "in-service" pins for terms ranging from 1 year to 26 years.
- ▶ Evangelistic meetings conducted last April and May by homiletics students of Helderberg College (South Africa) in nearby Somerset West, were attended by capacity crowds four nights a week. At latest report a large group had been gathered for weekly Sabbath school and worship services, and there was good hope for organization of a sizable church.
- ▶ At the close of its first year of operation Milo Academy (Oregon) graduated a pioneer class of 23. Though the physical plant at Milo is still very much unfinished, faculty and students work together happily and courageously in the business of giving and getting a Christian education.
- ▶ Last March 29 trustees of the College of Medical Evangelists formally accepted \$273,000 in gifts and grants: \$141,000 from alumni; \$70,000 from various industrial institutions; and \$62,000 from private and government agencies for specific research projects.
- ▶ On the Sabbath afternoon closing the Week of Prayer at Oak Park Academy (Iowa) last spring, students and teachers armed themselves with gospel literature and went from house to house in the surrounding communities, sharing their faith.
- ▶ San Diego Union Academy (California) reports "an exciting and profitable school year," 1955-56, with a total enrollment of 450 (130 secondary); 45-member orchestra, 50-member band, 95-member chorus, and 21-member graduating class.
- ▶ Champion Academy (Colorado) graduated a class of 60 seniors last May 27. This year's new and returning boys found a newly furnished dormitory and two new deans—Eris W. Kier and Gene Gascey.
- ▶ Following the colporteur institute conducted at Oakwood College last April 6-11, 123 students enlisted as literature evangelists for the summer vacation.
- ▶ George T. Simpson, chairman of the education division at La Sierra College, received the Doctor of Education degree last June from Columbia University.
- ▶ Ingathering Field Day at Maplewood Academy (Minnesota), last May 9, netted more than \$1,500 for world missions.
- ▶ A new \$11,000 Allen electronic organ at Pacific Union College was initiated at commencement time.
- ▶ Twelve Emmanuel Missionary College students were invested as MV Master Guides last May 4.
- ▶ Japan Missionary College granted its first A.B. degree in 1955.
- ▶ The new administration building at Middle East College (Lebanon) was dedicated last January 28.
- ▶ Valencia Junior Academy (California) reports 26 students baptized during last school year and, coincidentally, 26 eighth-grade graduates.
- ▶ The 22 seniors of Southwestern Junior College included a city-wide tour of Nebraska's capital city in their weekend visit to Union College, last April 19-22.
- ▶ Climaxing the spring Week of Prayer at San Diego Union Academy (California), last March, every student rededicated his life to God, and two were baptized.
- ▶ Newbold Missionary College (England) graduated 16 seniors last June, 6 of whom qualified for the B.A. degree through affiliation with Washington Missionary College.
- ▶ Golden Cords were hung last May 4 for 28 graduates and former students of Union College who had entered foreign mission service during the previous 12 months. This was the 50th year of this traditional ceremony.
- ▶ Last March 4 ground was broken for a new dormitory for the 100 boys enrolled at the Pacific Agricultural and Industrial School (Mexico). The building is expected to be ready for occupancy before the end of 1956. L. A. Wheeler is the new principal.
- ▶ Emmanuel Missionary College library added 1,500 books in the ten months preceding last May 1, bringing its total holdings to 52,000 volumes. Three librarians and 17 students find interesting and educational employment in maintaining and operating the library.
- ▶ The Far Eastern Division reports 10,570 children enrolled during 1955-56 in its 231 elementary schools. The total enrollment in all the schools of the division, elementary through college, was 13,725, and 587 teachers were employed. During 1955, a total of 924 students were baptized.
- ▶ At the 26th commencement of the Seventh-day Adventist Theological Seminary, last May 22, degrees were conferred on 7 Bachelors of Divinity, 11 Masters of Arts, and 2 Masters of Arts in Religion. The 27th commencement, August 28th, added 8 more Bachelor of Divinity and 30 Master of Arts degrees, and one Bible Instructor's Certificate.
- ▶ Frances Pride, assistant professor of nursing at Union College, last June received from the University of Colorado the Master of Science degree in psychiatric nursing—the first Seventh-day Adventist nursing teacher to receive this advanced preparation. Now Union College is pioneering in training for the care of the mentally ill, with clinical experience in psychiatric units of Porter Sanitarium and Hospital.
- ▶ Dedication of the new Student Association Center "spearheaded" Walla Walla College's "big week," last April 19-26, which included, besides, the homecoming of more than 225 alumni; College Day entertainment of 400 seniors from 9 North Pacific academies and several high schools; and the fifth annual tri-school workshop for student association officers, with visiting delegates from La Sierra College, Pacific Union College, and—for the first time—Canadian Union College.

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► Under the new plans for the school of nursing at Washington Missionary College, the whole program is on the college budget; Washington Sanitarium and Hospital (on the same campus) is the laboratory, and the supervising nurses are laboratory instructors; and affiliation is with the University of Maryland medical school at Baltimore rather than with Children's and St. Elizabeth's hospitals in Washington, D.C.

► Thanks to the Ford Foundation Grants of last Christmastime, Madison College and Sanitarium has enlarged, rearranged, and redecorated its clinical laboratory, and added a number of items of much-needed new equipment. This makes possible not only more efficient medical service to the community but also much better teaching and learning media for the clinical school of technology.

► After 37 years of teaching in Seventh-day Adventist schools in six States, Miss Ethel Griese retired last June. Educational Superintendent Knipschild, of the Southern California Conference, presented an attractive trophy in recognition of her long and faithful service to the children and youth of the church.

► Every church school in Kansas held an investiture service last spring, in which a total of 140 were invested in the 4 preparatory classes, 67 in Friend, Companion, and Guides, and 12 Master Guides. Additional certificates included 285 MV Honors, 290 Book Club, and 15 Bible Year.

► On the last two Sabbaths before graduation at Pacific Union College last May, church pastor H. K. Martin baptized 35 persons, including pupils of the elementary school, students of the prep school and college, and two community residents.

► Emmanuel Missionary College was host last May 13 to a church school band festival, whose participants were band members from seven nearby and not-so-nearby church schools. The most distant schools represented were Gobles and Kalamazoo.

► On Student Day at Maplewood Academy (Minnesota) last April, students got a bit better understanding of the problems as well as the pleasures of academy administration and instruction as they "took over" these duties—temporarily!

► In celebration of National Music Week, last May 5-12, the band and choir of Walla Walla College joined the music faculty in a sincere effort to demonstrate that "Music Keeps Your Life in Tune."

► Leoncia Geslani, assistant in the nursing department of Philippine Union College, received from the University of Chicago last January the Master's degree in public health nursing.

► Sheyenne River Academy (North Dakota) was host last May 4 and 5 to nearly 700 persons in attendance at a North Dakota-Manitoba-Saskatchewan inter-conference youth rally.

► Following the Week of Prayer at Auburn Academy (Washington) last spring, ten students joined a baptismal class for further study in preparation for full church membership.

► The student-staff goal of \$20,000 for the new women's dormitory at Union College was topped by \$430 on the closing day of the campaign, last April 11.

► Canadian Union College graduated a class of 72 last June 17, of whom 4 were completing senior theology; 30, professional courses; and 38, high school.

► Philippine Union College was host, last March 4, to 120 Fulbright scholars from seven universities and colleges in Manila.

The First Milestone

(Concluded from page 14)

"A little second-grader hadn't learned to study quietly. I reached my hand around to close his lips—and he spit a wad of gum into my hand! I hadn't known he had gum."

"After I had changed the part in my hair from the side to the middle, one little first-grader watched me seriously all morning, then asked, 'Why do some people look cuckoo sometimes?'"

"Several funny things have happened this year, so I asked the students which *they* thought was the most humorous. One replied, 'The *most* humorous things happened while you were out of the room!'"

Suggestions for promotion of the Teachers of Tomorrow Club included: "field trips to visit schools in session," "more action," "workshops," "meet more often," "research with live problems," "work with problem children," "promote *practical* phases of teaching," and "better advertising to encourage 'more intelligent' college students!"

If these beginning teachers were to become elementary supervisors or educational superintendents some day, the first things they would try to do to improve the church school teachers' lot would be to arrange a better financial program, work for better parent-teacher relationships, give more class supervision, ease the teaching load, and secure more and better teaching equipment. "More power to them!"

But They Plan to Stay By

In spite of the many trials of first-year teaching, 78 per cent of the men and 54 per cent of the women who participated in the survey expected to be teaching again this fall. One fourth of them liked teaching *even more* than they thought they would.

Of the women who were not planning to teach again this year, the chief reasons were "lack of preparation," "getting married," and "staying home to care for the family." The men gave "going into the ministry [or Army]," "lack of preparation," and "getting a job that doesn't take so much nervous energy."

Lastly, an overwhelming majority of first-year teachers gave as their most valuable experience, spiritual growth that had come to them and to the children during the year. "Learning to trust in divine power," "listening to the children pray," "seeing two students give their hearts to Jesus," were typical of this heart-warming phase of the survey. One wrote: "The night I stood on the platform and handed the eighth-grade diplomas to our pastor, who in turn gave them to the graduating students, was a red-letter occasion for me. That I had been able, by the grace of God, to help them a little bit, was very satisfying."

Another wrote enthusiastically: "I love my job. And I know that whatever happens, I hope I can still serve the Lord by being a teacher!"

Thank God for every one who reached—and successfully passed—teaching's first and biggest milestone!

Are You Really "Selling" Your School?

(Concluded from page 21)

arately to visit the school on special occasions, for a program, a luncheon, or other event. The school should also put itself on record as prepared and eager to participate in civic projects (then be sure it *is* prepared), thereby demonstrating that it is an integral part of the community.

Reports worth releasing to the newspaper are also worth releasing to the news editors of the local radio and TV stations. These should be prepared in slightly different form. Radio and TV stations welcome good program material as well as news items. Watch for interview possibilities among students and faculty—people with some unusual experience or other feature angle. Your school may even be able to schedule a regular weekly program. This means quite a bit of work, but it pays big dividends in student training and community public relations.

Stories of special import should be released to the wire services as well as to local news outlets. Frequently the Associated Press or United Press will carry a local story across the State or even farther, if it packs enough human interest.

Space limitations prevent mention here of numerous other methods of expanding the influence of your school. Those who are genuinely concerned about "selling" their school will profit by a few hours' close association with *Public Relations in Education*, by Brownell, Gans, and Maroon.²

¹ College and academy administrators will find *Public Relations for Schools and Colleges* helpful on this subject. This manual can be secured from the General Conference Department of Education.

² McGraw-Hill Book Company, Inc., New York, N.Y. 1955. \$4.50.

► Lowry Memorial High School, a Kanarese mission high school in South India, has received government recognition for its primary and middle-school courses, and hopes soon to secure the same distinction for the work in the secondary division. Industries connected with the school have risen from an average of 26 per cent loss in operation in 1954 to an average of 31 per cent gain! Would that all our school industries could make as good a report!

► This year Washington Missionary College is introducing a new department of behavioral and social science, under H. A. Lindsjo, making possible a much-needed curriculum for school home deans, with a teaching-field major and minors in behavioral science and education.

► The Seventh-day Adventist Theological Seminary Extension School held at Philippine Union College, last March to May, enrolled 160 students, including representatives from nearly every union mission and detached mission in the Far Eastern Division.

► In an investiture service at Walla Walla College last May, 16 Master Guides received insignia pins and were dedicated to "the most satisfying work" of leading juniors.

► Lynwood Academy (California) graduated 62 seniors last June 3.

► Adelpian Academy (Michigan) reports 7 students baptized following the spring Week of Prayer.

► A lovely new church building on the campus of Bethel Training College (South Africa) was dedicated at the time of the camp meeting last February.

► During the second semester of last school year the Golden Rule Bindery at San Pasqual Academy (California) began operation under the skilled direction of Clifton Calkins.

► Two Pacific Union College sophomores, Nancy Weber and Willard Loewen, received last May \$600 State-of-California scholarships based primarily on achievement and financial need.

► The church schools of Wyoming proudly presented 78 boys and girls for investiture in the various MV Progressive Classes last spring, besides which 61 Honors and 79 Book Club certificates were awarded.

► On College Day at Union College, last April 16, seniors from 9 Midwestern academies received "a lavish introduction to collegiate life through a round of activities geared to entertain as well as inform the 279 prospective Union College freshmen."

► With the arrival of Mr. and Mrs. E. C. Christoph at the Ihie Adventist High School (Nigeria, West Africa), the school has 100 per cent Seventh-day Adventist teaching staff, though some must raise their educational qualifications in order to continue.

► A highlight of the North Philippine Union Mission session, last February, was the dedication of Philippine Union College's new \$50,000 administration building, which provides 8 classrooms and the well-planned business offices on the first floor, with a dozen classrooms and a large faculty hall on the second floor.

► Last April 6 was a big day at Kansas City (Missouri) Intermediate School, when 86 children and youth were invested in the various MV Progressive Classes. Certificates granted included 87 primary, 71 junior, and 4 senior Book Club; 28 junior and 7 senior Bible Year, 2 Character Classics, and 81 honors. We who have gone through the program know this means "a long pull, a strong pull, and a pull all together!"

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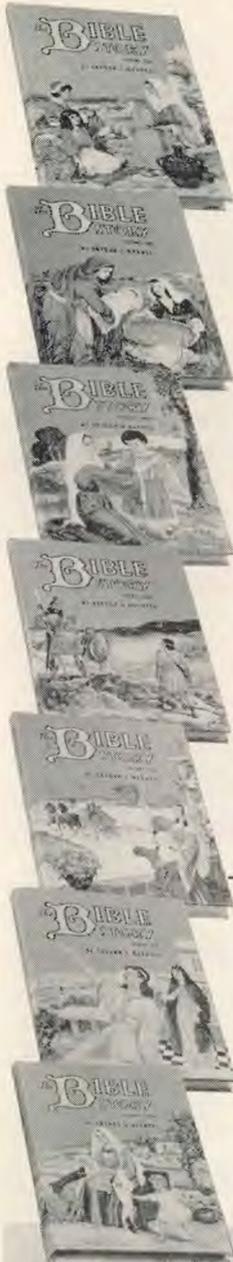
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Editorial

NEWS AND VIEWS

A Warning From the Master Teacher "Take heed to yourselves, lest at any time your hearts be overcharged with surfeiting, and drunkenness, and cares of this life, and so that day come upon you unawares." There is no period of time when spiritual slothfulness is excusable.

"Only by being clothed with the robe of Christ's righteousness can we escape the judgments that are coming upon the earth. Let all remember that these words were among the last that Christ gave His disciples. If this instruction were often repeated in our papers and publications, and less space were taken for matter which is not one hundredth part so important, it would be more appropriate. In these sacred, solemn warnings the danger signal is lifted. It is this instruction that church members and the people of the world need; for it is present truth."—ELLEN G. WHITE, *Counsels to Writers and Editors*, p. 24.

Teacher Recruitment The shortage of qualified teachers is near a crisis stage in our denomination, especially on the elementary level.

Studies have shown that most young people who decide to be teachers do so because of the influence of one or more of their own instructors. This is a challenge and an appeal to every teacher in the denomination's schools to do all you can to influence young people in your classes to plan for a teaching career. Most important in this recruitment program is your demonstration of good—and joyful—teaching. If you prove yourself to be a friend, confidant, and Christian guide, you may be of untold value to your students in helping them to adjust to life. Then, by "a word fitly spoken" about the need for teachers in the schools of our church, you will be able to recruit many volunteers for this work.

Across the nation, if the present teacher-pupil ratio is to be maintained, the teaching staff must enlarge more in the next ten years than it has in the past thirty-five years! It is estimated that, for every ten teachers now employed on the college level, from sixteen to twenty-five new teachers will have to be found by 1970. Within the next ten years there will be in the United States more than twenty million persons of college age. Moreover, having increased steadily for nine years, the birth rate in this country reached a new high in 1955, when more than four million babies were born!

Our own schools will also experience a rapid rate of enrollment growth, with a resulting crisis in teacher shortages. We teachers need to be increasingly active in attracting many youth to the career we chose.

Chapel Talks It is our plan to publish, in each of the next four issues of the JOURNAL, a chapel talk that has been given in one of our schools. In this issue we present one delivered at the College of Medical Evangelists by Dean of the Faculties, Keld J. Reynolds, former editor of this JOURNAL. In view of the recognized need to offer our Adventist youth graduate schooling in more disciplines, this chapel talk is unusually timely.

The Teacher's Health Not enough teachers recognize the vital importance of zealously safeguarding their health. A reservoir of strength—a resiliency that enables one to "bounce back" each morning with undiminished vigor and initiative—is absolutely basic to good teaching. Good nature, cheerfulness, friendliness, optimism—all so essential for carrying on a successful classroom program—do not fellowship with late hours, overwork, unbalanced diets, hastily prepared and hastily eaten meals.

More of our schools would be what they ought to be, and more of our youth would be influenced for good, if all our teachers took care to maintain good health.

Criticism and/or Public Relations "One thing I can't afford to do," said a prominent educator (the superintendent of a large city school system) in a recent speech, "is to ignore a single one of my critics." No one likes to be criticized. The way to treat an enemy is to make him a friend.

There are two ways to treat a critic. One is to explain your actions and your program in such a way as to lead him to withdraw his criticisms (if they are unfounded), to work with you instead of against you, and to make amends in so far as he can—if he can be convinced to do so. A good teacher must "sell" his product not only to his students, but to their parents and to the school community. This phase of his professional duties cannot be shirked except to his detriment.

The other way to treat a critic is to listen to his arguments and ponder them well, to find out if his criticisms are warranted. Where there is smoke there may very well be some fire. None of us is perfect. We can frequently learn much and profit immeasurably by heeding valid judgments of others. Perhaps the critic has insights and information that we do not possess. If so, we should be the first to test his criticisms and to make any readjustments that are indicated in the final analysis. This is the path of progress.

Someone has said that every preacher ought to have at least one atheist in his congregation, to force him to sharpen up his logic. In the same way, a teacher's critics may render him valuable, albeit unpleasant, service. Many of us, in retrospect after a number of years, are very thankful for certain of our critics.

GI Education Benefits in Peacetime The President's Commission on Veterans' Pensions has recommended that no educational benefits be granted to veterans of peacetime military service, asserting that the degree of interruption of the educational process incurred by peacetime service does not warrant special educational benefits. They also assert that educational benefits for veterans should not be used on a long-term basis as a means for meeting national educational needs.

This recommendation is not in harmony with the resolution adopted early this year by the Eleventh National Conference on Higher Education.