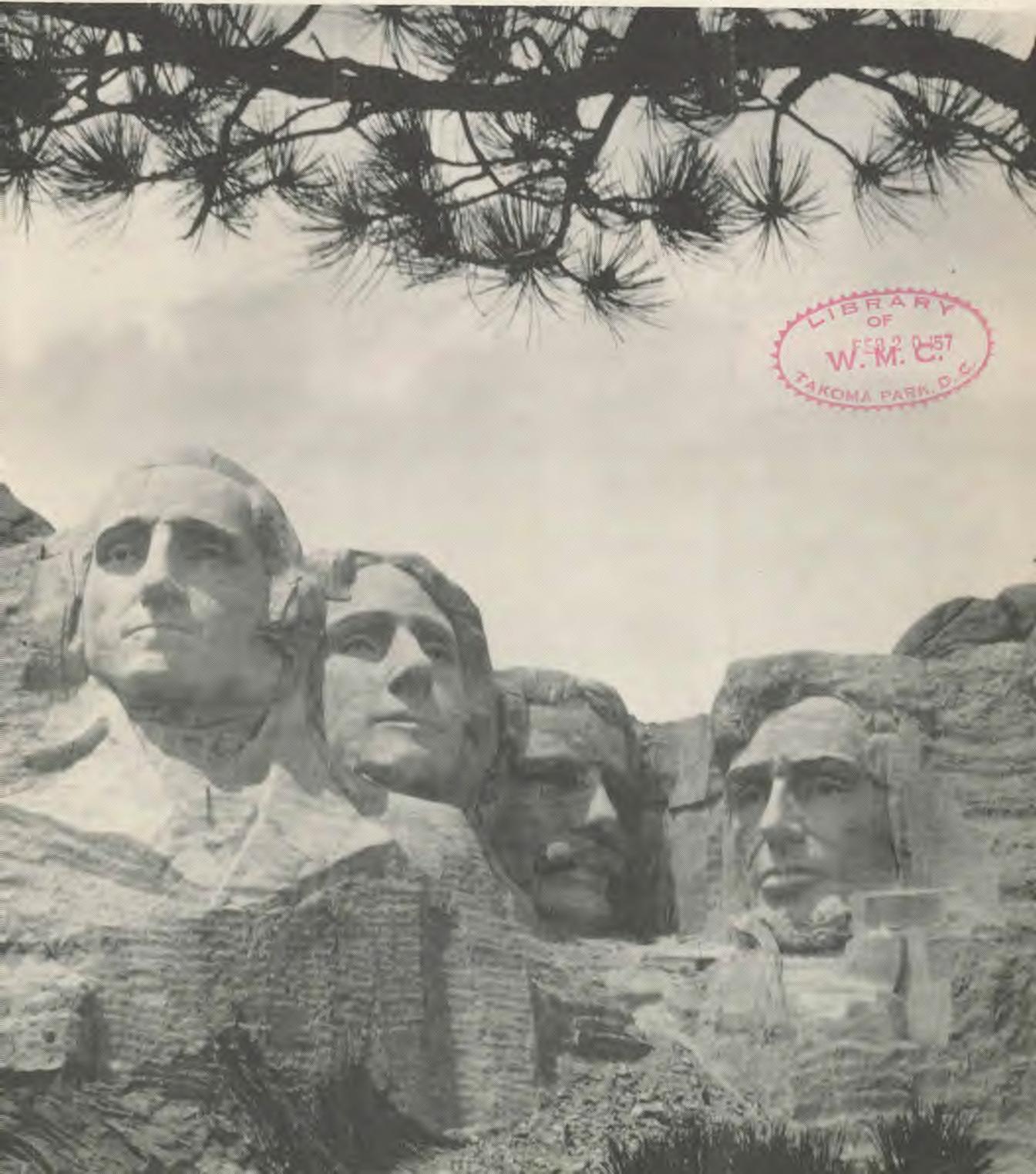


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# The JOURNAL of TRUE Education

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

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# NEW DEVELOPMENTS IN ADVENTIST GRADUATE EDUCATION

## An Editorial

THE 1956 Autumn Council of the General Conference Committee took an auspicious action relating to Seventh-day Adventist graduate education. In substance, the action was to enlarge the denomination's offerings to its youth on the level of graduate studies. This expansion will begin slowly, but will proceed resolutely, gathering strength and standing until the needs of the church are fully met.

The reader will appreciate knowing something of the background of this action. In 1955 the General Conference Committee appointed a large committee on graduate work, and a smaller subcommittee to survey the needs of the denomination relative to further graduate offerings and to make recommendation to the larger committee. During the last year and a half the small committee has studied the problem. It was found that each year Seventh-day Adventist educational organizations in the United States are sponsoring at least four hundred of their employees to study in universities. Many other Adventist young people are studying in these universities on their own initiative and at their own charges. The continual upgrading of education in the United States and Canada has led our youth to seek graduate work to match the higher professional and literary achievements of their peers. Because this graduate work could be obtained only in non-Adventist schools, there has been in the past few years a veritable stream of Adventist youth into schools outside the denominational framework. And most significant of all, many Adventist youth have begun enrolling for undergraduate work in universities, being unable to understand why it is not permissible, when so many Adventists are enrolling there for graduate work.

As a result of the prior studies of the small committee, the large committee recommended, and the Autumn Council has authorized, setting up a graduate school in the East. The council also adopted, in principle, the idea of providing facilities for more Adventist graduate education on the West Coast; but asked the General Conference officers to appoint a representative committee to make further studies and recommendations concerning the program to be offered in the West, and the location.

The Eastern institution will consist of a new school of graduate studies, united with the Seventh-day Adventist Theological Seminary; and will be affiliated with Washington Missionary College, which will serve as the undergraduate school. Washington Missionary College will retain its independence and its own board and constituency. The Seminary will retain, within the framework of the larger institution, its unique identity as the single min-

isterial-training school above the college level, of the entire world field. Henceforth the Seminary can concentrate its attention on the major task of training the ministry of the denomination, and the only curricula it will offer will be those of the various professional degree levels of ministerial training above the senior colleges.

The other branch of the new institution, the school of graduate studies, will take over those liberal arts curricula that the Seminary is now offering for the benefit of Bible teachers, including the majors in speech, church history, ancient history and archeology, Hebrew, and Greek, as well as the Old Testament and New Testament majors in Bible, and systematic theology.

The school of graduate studies will also initiate new majors. The first to be approved is a major in education, for the benefit of our elementary and secondary school teachers, school home deans, and school administrators.

The proximity of the Seminary and Washington Missionary College campuses provides easy interchange of facilities and teaching personnel. The elementary demonstration school of the college and the Takoma Academy provide laboratory facilities for courses in professional education. In the near vicinity are the extensive facilities of the Library of Congress and more than one hundred general, special, and professional libraries in and about the District of Columbia. Within a few miles also are the University of Maryland, and the American, Catholic, Georgetown, and George Washington universities.

The utilizing of all these natural advantages and nearby facilities, under the direction of able, consecrated Seventh-day Adventist teachers will enable this new institution to offer high-quality graduate study, comparable to that obtainable in other centers of graduate study. Moreover, such a training will be far superior in actual value to the student, since it will meet the educational objectives given to this church in its blueprint of Christian education, and will be in harmony with the distinctive doctrines and spirit of our message.

As previously mentioned, this new institution will develop slowly, as enrollment, qualified staff, and available finances allow. No program will be attempted on an inferior basis. The work of the institution must have validity without apology in academic standing, and must give to the enrollees genuine high-level training of their abilities. Only as the school achieves and maintains excellent scholarship, coupled with integrity within the concepts of Adventist belief and practice, will it be worthy of acceptance and worthy of God's blessing.



MAX THORPE PHOTO

A PHYSICIAN from up-State New York recently reported that 60 per cent of the people in the town where he practices are sick because of incorrect thoughts and attitudes.<sup>1</sup> It has been variously estimated that over the United States between 50 per cent and 75 per cent of the population are ill because of the influence of improper attitudes of mind.<sup>2</sup> We might well expect some other countries to have an even worse showing in this respect.

More than a generation ago, in inspired counsel entrusted to the Seventh-day Adventist people, the statement was made that "sickness of the mind prevails everywhere. Nine tenths of the diseases from which men suffer have their foundation here."<sup>3</sup>

These are not dry statistics. They indicate that more than half of us already have—or shortly will have—suffered serious loss owing to incorrect mental attitudes. Our topic is timely and vital.

Lest anyone think that I am inflicting on you a soliloquy on my own needs, I did not choose this topic—it was assigned to me. But I doubt that anyone can be more benefited from this study than I have been in preparing it. It is probably safe to say that every individual has some struggle with negative patterns of thought. Two minor exceptions should be made: one, an imbecile or moron who is incapable of positive thinking; and two, one who has committed the unpardonable sin and forever given up the struggle against evil.

Let us consider thoughts and thought patterns under two categories, positive and negative. The influence of positive thoughts and thought patterns is entirely beneficial; while in the final analysis the

\* One of a coordinated series of character-development chapel talks presented by members of the Walla Walla College faculty during the 1955-56 school year.

## Positive Thinking\*

Robert H. Brown

PROFESSOR OF PHYSICS  
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influence of negative thoughts and thought patterns is harmful. The one is creative; the other is destructive. The one builds; the other tears down. One brings peace; the other brings turmoil. One brings satisfaction; the other, dissatisfaction. Positive thoughts and thought patterns bring happiness; negative thoughts and thought patterns bring sorrow and despair. Positive thinking means success; negative thinking assures failure.

This subject is just as broad and as deep as sin itself. To the extent that we are creative in our thinking, we are Godlike. To the extent that we think negatively and destructively, we are satanic.

During World War II a young English lad was rather forcibly taught the importance of positive thinking. When England was expecting a German invasion and was feverishly preparing to meet it, this lad fell into a chance conversation with a stranger in a restaurant. He remarked that he had heard the Germans were to invade the next morning. On being questioned by the stranger, the lad said that of course he was not sure, but he had heard several people say that the Germans were going to invade the country the next day; in fact, he had seen a statement to this effect in the local newspaper. A few minutes later a police car stopped on the street, and in spite of great protest, picked the boy up and took him to jail. He was soon brought to court. Though he had heard the invasion story from a number of reliable persons and had read it in the newspaper, the lad was fined thirty dollars for spreading gloom and rumor, and was sternly admonished to talk courage, cheer, and hope—and nothing else! The only way to accomplish this was to *think* nothing but courage, cheer, and hope.

If each of us, by paying a thirty-dollar fine, could learn that lesson once and for all, I should be glad to head a fine-paying line at the city hall! If from this moment on each of us would never have anything but courageous, cheerful, hopeful, constructive thoughts, our personal lives—and this col-

lege—would be transformed beyond our present ability to foresee.

The often subtle difference between positive and negative thought processes, and the great consequences dependent upon right thinking, are illustrated in the oft-repeated experience of Businessman Tenny:

"One morning I felt a disinclination to go to my office; and giving way to my feelings of depression and despondency, I remained at home. The next morning I felt worse than the morning before; but I said, 'This will never do. I must go to work. I cannot give way to my feelings like this,' and so started for my office.

"On the way I met a friend who said, 'Mr. Tenny, you are not looking well this morning. What is the matter?'

"'No,' I replied, 'I am not feeling well.'

"This was more than I could stand, so I turned around and went back home.

"The next morning I felt no better, but the work which needed to be done again loomed up before me, and again I started for the office. I felt so poorly that I was on the point of going back to my home again, when another friend met me, who, with a cheerful countenance, said, 'Good morning, Tenny; this is a delightful morning.'

"His cheerful words gave me the boost I needed, and I managed to get to my office. I began to wade through the papers on my desk demanding attention. The longer I worked the better I felt. I went home that evening feeling like myself again; and I might say that I have been working every day since."

Who knows how many of your fellow students may stay in college and become successful teachers, physicians, or ministers because of your cheery, positive influence day by day! It is probably a good thing we do not realize the losses that have been sustained through our failure to follow consistently positive thought patterns. A knowledge of these losses might be more than we could endure. But to dwell on one's past shortcomings is next to the worst form of negative thinking.

The apostle Paul, in writing to the Philippians, revealed a secret of positive thinking that helped to make him such an outstanding success: "Forgetting those things which are behind, and reaching forth unto those things which are before, I press toward the mark for the prize of the high calling of God in Christ Jesus."<sup>1</sup> Each of us needs to emphasize for himself this rule for successful living: Forget what you have been; forget the mistakes and embarrassments of the past. Keep your mind off the weaknesses that presently restrict you. Think of what you will certainly be in Jesus.

Thinking of what we shall be when fitted for eternal life sets powerful forces into operation, which will bring us to the desired perfection. This sort of thinking is what the Bible writers refer to as *faith*. Thinking about faults, mistakes, and weaknesses augments those faults, mistakes, and weaknesses, and accelerates the tendency to develop them.

We must remember the inviolable law of nature that "as he [a man] thinketh in his heart, so is he."<sup>2</sup> "It is Satan's constant effort to keep the attention diverted from the Saviour" to "the faults of others, or" our "own faults and imperfections." We are to "talk and think of Jesus," "His love, . . . the beauty, the perfection, of His character."<sup>3</sup> If we do not, we cannot exercise the faith that will bring that perfection into our own lives.

"In order to be happy, you must control your thoughts and words."<sup>4</sup> "If the thoughts are wrong the feelings will be wrong, and the thoughts and feelings combined make up the moral character. . . . If you yield to your impressions and allow your thoughts to run in a channel of suspicion, doubt, and repining you will be among the most unhappy of mortals, and your lives will prove a failure."<sup>5</sup>

How do you make out in your contacts with other people? Do you draw them? or do you repel them? Do you elevate them? or do you depress them? Do people show their best in your company? or do their faults tend to show up when you are with them? Are you sought after? or ignored? Whatever may be your answers to these questions, note this statement from Spirit of prophecy counsel: "The influence of every man's thoughts and actions surrounds him like an invisible atmosphere, which is unconsciously breathed in by all who come in contact with him."<sup>6</sup> Deplore, deny, attempt to circumvent or ignore this fact, it is still true that the influence of our thoughts and actions surrounds us with an atmosphere that affects every one whom we contact.

This has bothered me a great deal. Knowing that I cannot hide my thoughts or stop their influence, the thing that remains for me to do is to require this mind of mine to function in a consistently positive manner. Yet in attempting this I find that, with Paul, "the good that I would I do not: but the evil which I would not, that I do."<sup>7</sup>

In the struggle to transform the negative thought patterns of our minds, we should be grateful that we are not left to our own helplessness. All the resources of the universe are available to us, for God has demonstrated that He will give everything He has to make us thoroughly positive in our mental outlook. Through faith "we have the mind of Christ."<sup>8</sup> There never was a negative thought in the mind of Christ. By exercising the type of positive thinking referred to in the Bible by the term

faith, we receive for ourselves the creative mind of Christ. This mind in us will produce a dynamic and winning personality like His.

While on this subject of positive thinking and its influence on our relations with others, let us note that the individual who will be accepted as a citizen of the society God is establishing will not take up "a reproach against his neighbour."<sup>12</sup> Luther's translation suggests the idea of not belittling one's neighbor. Now if we are never to do or say anything that reproaches or belittles another person, we must never *think* anything reproachful or belittling about him. In looking at a friend's garden we shall see the roses, and not the broken-down gate; we shall think of others only in terms of their lovely characteristics. No matter how hard one tries to restrain it, the negative thought will ultimately come out. And when it does come out, a lifetime may not be sufficient to repair the damage done.

Note carefully Paul's formula for developing positive thought patterns: "Whatsoever things are true, whatsoever things are honest [margin, "venerable"], whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things."<sup>13</sup>

We realize the evil of harboring in our minds untrue ideas concerning another person; but do we realize that it may be just as bad to think of *some truths* concerning the lives and personalities of those whom we know? The rule just given requires that whatever we think must not only be true, but also lovely, of good report, and praiseworthy. To think of the defects in others is to strengthen and develop those same defects in one's own life. Kahlil Gibran has wisely asked, "Is there a greater fault than being conscious of the other person's faults?"

May each of us enjoy the lift of spirit, the peace, and the power that come from having only positive, complimentary thoughts concerning one another. "Dwell upon the good qualities of those with whom you associate, and see as little as possible of their errors and failings."<sup>14</sup> "We honor God by having good thoughts toward others."<sup>15</sup>

One also needs to discipline himself severely to develop positive thought patterns concerning situations with which he has to deal. A premedical student may say: "I haven't a chance to get into CME. The doctor friends and parents of the PUC and LSC students will play so much politics with the admissions committee that there won't be any room for me." In the first place, such a statement is definitely not true. In the second place, if it were true, the negative effect of thinking about it would probably hurt the candidate's chances more than would the situation of which he complained.

How many times we hear someone say, "Well, he's a Catholic; but he's a fine fellow!" The inference is that Catholics, with rare exceptions, are bad fellows; and that Adventists are 99.44 per cent good fellows. Of course, this is certainly not true; but if it were true, thinking that way would put the Adventist out of harmony with God, and would make it difficult for the sincere Catholic to find the blessings God would bring to him. How much better to say, *and think*, "He's a fine Catholic, a great fellow."

Suppose some richly jeweled and heavily "made-up" woman should come to one of our programs. Would you think, "Whew, look at the Philistine!"? Or would you think, "Well, there's apparently a nice woman who has a little different background than do most of us. Possibly inside she has the same basic attitude toward God and life that I have"? Remember that "invisible atmosphere" which is created by our thoughts and is unconsciously breathed in by all who come into our presence! Even if the positive thought does not help the woman, it will do wonders for you.

An old Swede back in South Dakota taught me a valuable lesson on the positive approach when he said, rather derisively, "Dem seven days sadventists." Are any of us "sadventists"? We should not be. The most positive and constructive thing on earth today is the message of hope and joy that God has entrusted to us Seventh-day Adventists. I am happy to say that our people generally are distinguished by a positive, constructive, and optimistic attitude. But we must take care, for Satan is striving to lead us to discredit the message we profess, by failure to think positively and creatively at all times.

Another admonition of Paul is appropriate here: "Be not conformed to this world [to the negative, destructive ways of this world]: but be ye transformed by the renewing of your mind, that ye may prove [demonstrate or show] what is that good, and acceptable, and perfect, will of God."<sup>16</sup>

Will you pledge with me to practice thinking something constructive and complimentary about every person and every situation we meet or think about during the day? to make our lives harmonious, through the grace of Christ, by thinking only harmonious thoughts? The more we multiply good thoughts, the better will be our health, our happiness, and everything that goes into our lives.

<sup>1</sup> Norman Vincent Peale, *The Power of Positive Thinking*, p. 176.

<sup>2</sup> *Ibid.*, p. 188.

<sup>3</sup> Ellen G. White, *Counsels on Health*, p. 324.

<sup>4</sup> Philippians 3:13, 14.

<sup>5</sup> Proverbs 23:7.

<sup>6</sup> White, *Steps to Christ* (Pocket ed.), pp. 71, 72, 70.

<sup>7</sup> White, *Testimonies for the Church*, vol. 4, p. 344.

<sup>8</sup> *Ibid.*, vol. 5, p. 310.

<sup>9</sup> *Ibid.*, p. 111.

<sup>10</sup> Romans 7:19.

<sup>11</sup> 1 Corinthians 2:16.

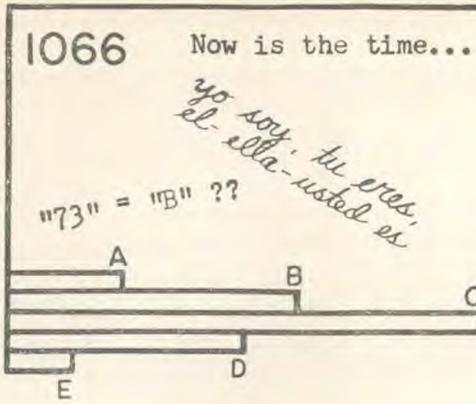
<sup>12</sup> Psalm 15:3.

<sup>13</sup> Philippians 4:8.

<sup>14</sup> White, *Testimonies for the Church*, vol. 2, p. 437.

<sup>15</sup> *Ibid.*, vol. 5, p. 488.

<sup>16</sup> Romans 12:2.



## Teacher-made Tests and Marking Procedures

Thomas W. Steen\*

AS a group we are undoubtedly less efficient in evaluation than in any other phase of teaching. Furthermore, as we move up the educational ladder from elementary to secondary and on to college teaching, this shortcoming tends, with few exceptions, to become increasingly severe.

For an elementary teacher to admit that he was not born with an instinctual knowledge of the science of educational evaluation does not seem too disgraceful. But for a college teacher to be caught with a book on this subject in his hands would seem to many to be a confession of incompetence: "I don't need to study how to measure; I know all this, intuitively." Nevertheless it is reported that some of our colleges have not for several years taught a single course in this subject. The seriousness of the situation is not altered by the fact that responsibility for this situation rests in part on those of us who bear or have borne administrative responsibility in our colleges.

Progress in any field is largely dependent on measurement. The physical sciences are progressing immeasurably faster than the social sciences, because man has learned to measure scientific facts and processes, and therefore to predict and to control. But in the social sciences, where prediction and control are infinitely more important, progress is slow and ineffective because here measurement is so much more difficult.

### School Marks and School Objectives

We may ask ourselves, Why do we give tests and grade marks? A mark represents the student's achievement. But what does that mean? Well, we can be a little more exact: Learning represents changes in the student, and we recognize that these changes may be in information that we feel will be bene-

ficial to him. He does not know that the Battle of Hastings was fought in 1066. We decide that he will be happier and more useful with this information, so we teach it to him. That is our objective. The efficient teacher then notes this item, if he considers it of real importance, and decides what kind of question will most easily and accurately measure the student's knowledge of this fact.

Or we may be concerned with skills. We want the student to write fifty words a minute on the typewriter, by touch and without error. Before the first class meeting we have formulated our objective and have perhaps already decided on our technique for measuring his relative achievement in this skill.

Again, we may recognize that neither knowledge nor skill is the most important outcome of education. We may agree with some who aver that "education is what you have left after you have forgotten all that you learned." Now we are thinking of "attitudes" as the greatest objective in education. One may know what happened in 1066, and be able to write his fifty words a minute, and yet be a very inadequate husband, citizen, and Christian. We want him to become, let us say, an emotionally mature adult—unselfish, industrious, outgoing in his personality, with a deep and abiding faith in God. However, just writing these words in the faculty minutes or even printing them in the school catalog obviously does not bring about changes in the attitudes of our students.

You are John Smith, and you teach biology. Long before you meet your first class, if you are a real teacher, you will not only attempt to set up goals and objectives in information and skills, but, above all, define the changes that you purpose to bring about in the attitudes of your students. And as you define these objectives you will, at the same time, be devising ways whereby you can measure to what extent you have actually reached your goal in the case of each student.

\* Dr. Steen, now retired, has given more than forty years' service to the educational work of Seventh-day Adventists—in two academies and five colleges in the United States, and four training schools in South America; most of the time as administrative head of the respective institutions.

From the foregoing it is clear that *the content of the test is of necessity fixed at the same time the objectives of the course are determined*. At this point the inadequately prepared teacher often fails. Ideally, not only do the objectives include the specific subject matter to be taught, the skills to be developed, and the attitudes to be cultivated; but there is also the matter of *emphasis*. What are the really important goals of the class? What elements are to receive strong emphasis, and which are to be introduced for much the same purpose that scaffolding is used in building a house?—to serve a need as construction proceeds, and then be discarded.

No good teacher will emphasize the "scaffolding," nor will he confuse the students by taking up precious testing time with items of no lasting influence to the student. The distribution of his test, then, will be determined by what he considers of greatest relative importance, just as his teaching time and emphasis have been distributed. When one sees an examination devoted largely to the numbers of soldiers slain in certain battles, or even to the names of all the kings of Israel in chronological order, one is justified in asking: "What changes in his students is this teacher trying to effect? And what methods is he employing to this end?" Unhappily, the conclusion often is that the teacher was just teaching the course, with no real objective at all and no consistent method.

*When should the test be prepared?* As just stated, the test is best prepared as the course is planned and taught. A little box of 3- by 5-inch cards will serve nicely for noting the items that the teacher feels are sufficiently important and have been sufficiently emphasized. Even the actual wording of test questions may best be done as the teaching proceeds. However, the final assembling of the test items can seldom be done until the last weeks of the course. Otherwise items may be included that were not emphasized.

*What kind of tests are best* is determined by the objectives of the examination. Generally, the purpose of the test is to aid the teacher in ranking his students' relative success in meeting the class objectives. The test must therefore measure the changes that the class has effected in the students, and do it so efficiently that, regardless of who does the scoring or what one's personal feelings may be for or against any student, the scores will not be affected thereby.

For example, take the course in Spanish I. Among the objectives concerned with knowledge and skills, one may set up these: (a) a recognition vocabulary of, say, the two thousand most common Spanish words; (b) certain conjugations, idioms, and other grammatical skill; (c) ability to make translations from English to Spanish and from Spanish to English, involving certain tenses, moods, idioms, et cet-

era. Now it is clear that for every significant element taught, there will be something objective to measure.

*How important is wide sampling?* Quite logically, the more measurements one makes, the more accurate will be his evaluation—providing, of course, that the sampling is always in harmony with the distribution of the course. In the example above, one will not include all the 2000 Spanish words; but if he uses multiple-choice questions, his students can answer about four per minute, so that in one third of a one-period examination he can use about 50 words. In a fifty-minute examination period, a teacher will usually want to use at least 80 or 100 items, unless some are subdivided—in which case each part should be counted as a separate item.

*Are essay-type examinations ever justifiable?* Only on condition (1) that they have been prepared with a large expenditure of time and effort, (2) that they hold the student to the exact nature of response sought, and (3) that, before giving the examination, the teacher prepares a set of answers that he will accept as entirely correct. Even then he will experience many serious problems in scoring, and usually fall far short of his purpose to deal justly.

It is all right to give students practice in essay writing; but the test period, with its tensions and time limitations, is certainly not the occasion. When properly prepared, essay-type examinations are more time-consuming than are objective ones, to all concerned.

*What kinds of objective test items are the most suitable?* Large-scale, well-planned tests tend more and more to use multiple-choice questions, with four or five alternatives. True-false questions are very difficult to prepare. Either they are partially incorrect, or clues are unintentionally given. For example, any bright student knows that statements with "never," "always," "in every case," et cetera, are almost always false; and that statements with "usually," "often," et cetera, tend to be true. However, if carefully prepared, and if they comprise only a small part of the examination, they may add interest to the test. A few matching questions, prepared with care, are often suitable and cover many items with rapidity.

Completion questions fit certain needs, but they are not entirely objective, because they are usually perplexing to the student, and difficult for the teacher to score. For example, "George Washington was born in \_\_\_\_\_." The student may give the year or the State or any of a dozen answers, all correct! He can't read the teacher's mind. "George Washington was born in the year \_\_\_\_\_" or "In what year was George Washington born?" will be much better.

#### Converting Scores Into Marks

A score means practically nothing by itself. Mary's score in history is 73. What do we know now? Only that Mary seems to have answered some questions

correctly. Even if we had exactly 100 points in our test, we still should have no clue thus far as to whether Mary was the best or the poorest or where she ranked in her class. Only the most naïve teacher would say, "She knows 73 per cent of the subject." That would assume a perfect examination on the work covered—and there are no such examinations!

Mary's score means nothing at all until the scores of the other members of the class have been determined and arranged in order of rank. Then, if Mary's score is with the highest 10 per cent, she may reasonably be given an "A"; if with the next 25 per cent, a "B"; the next 40 per cent, a "C"; the next 20 per cent, "D"; and should she be with the lowest 5 per cent, she will usually merit some kind of unsatisfactory mark—E, F, conditional, et cetera.

Teachers with training in measurement usually calculate marks by how far each score differs from the class average or median. By allowing  $1\frac{1}{3}$  average deviations for each letter mark, "C" would begin  $\frac{2}{3}$  average deviations below the median and extend to  $\frac{2}{3}$  average deviations above. A large class of 100 will give us a normal distribution by this method of about 7-24-38-24-7.

*What about measuring from the highest or lowest scores?* Only in an almost perfectly normal distribution does the teacher dare to be influenced by the highest or lowest score. Extreme scores, called "sports," are made by students who do not really belong in the class at all. We recently noted an Argentine student who scored over 200 points on a standardized Spanish examination, when no one else in the class reached 100 points. Such extreme scores must be eliminated before class marks are determined.

*What about marking by the 100-point scale?* This is just about the most difficult procedure ever devised, and is subject to overwhelming misinterpretation. For example, 69 may be termed "failing," and yet it suggests that the student had at his command about 70 per cent of the entire course, which would be wholly untrue of even the best student. Methods like this still exist only because of long usage and tradition.

*Help is available.* Within the last two or three years, several excellent texts on this subject have been published. Only a small part of one of these textbooks need be studied to obtain a wealth of new insights and techniques. A study group meeting even five or six times with a good leader can accomplish much.

## Medical Cadet Training

William H. Bergberm

ASSOCIATE SECRETARY  
WAR SERVICE COMMISSION

AT A RECENT council of educators in the Columbia Union Conference, time was given to a discussion of the Medical Cadet training program in our denominational schools. The relationship of the school program to the corps was carefully reviewed. I was glad to hear only words of highest praise. Said George Akers, principal of Shenandoah Valley Academy: "The elements of self-direction, opportunity for leadership, and respect for and acceptance of regimentation that is brought into a school through M.C.C. justifies its existence as an educational experience." All supported this appraisal.

J. R. Shull, principal of Mount Vernon Academy, stated: "My convictions about the contribution and worth of the Medical Cadet Corps in relation to the rest of the school program is quite definite. Its disciplinary and morally stabilizing influence among the boys carries over into other areas. Whenever or wherever it could be offered with trained leadership, necessary sacrifices and adjustments in the rest of the school program would be justifiable. The convictions of the Mount Vernon Academy staff were so positive on this point that throughout the year



KENNETH BARCOCK

we devoted one evening a week to the Cadet Corps."

As these young men are pressed into the armed forces, the blessings of the Medical Cadet training are evident everywhere. Thousands of our youth look back to this training as the greatest single stabilizing factor that prepared them to stand up and be counted on the side of right.

A few weeks ago a survey was made at Walter Reed Army Hospital. All men brought under this survey had been in the service at least one and a half years. I was interested to find how they stood. Of the sixty-eight Seventh-day Adventist men who were interviewed, fifty-two reported that their experience in Christ had been made stronger by their military service, and that they were leaving it better and stronger men than when they came in. Of this number, thirty-four had received Medical Cadet training. We greatly appreciate the support of our schools.

# Girding the Mind

Stanley Bull

CHAIRMAN  
DEPARTMENT OF EDUCATION  
WALLA WALLA COLLEGE

PETER'S admonition to "gird up the loins of your mind"<sup>1</sup> gives comforting assurance that the mind is a real possession and that it is possible to exercise control over it. Paul was probably more conversant than Peter with the philosophic mind-body problem that the Greeks debated so readily in forums such as Mars' Hill. Today the problem is often referred to by that quaint expression: "What is mind? no matter; what is matter? never mind." In other words, how can an immaterial mind exert an influence over a material body? Or, with Peter's words before us, how can one gird the loins of the mind?

Some thinkers have tried to solve the problem by denying the reality of matter. For them everything is mind—"nothing is, unless it is known." Another extreme view was held by Democritus, a Greek philosopher, who introduced the Atomic Age two and a half millenniums ago by stating that all matter is composed of single indivisible atoms, all alike in quality. The word *atom* really means "not to divide," but how untrue we now know that to be.

In Adventist schools we often refer to a Christian philosophy of life; but when we use the term philosophy we do not wish to indicate that reason alone can determine the ultimate truths concerning the nature of matter, human nature, or truth itself. The term is used to describe a whole view of life, and to express confidence in revelation through Christ as a means of explaining these fundamental and metaphysical problems. The Christian philosophy is dualistic, since it regards man as both body and soul, and since each must fulfill functions of eternal significance.

There are other dualists who believe in both mind and matter, but who place little importance on mind since they claim it has evolved accidentally from matter. Darwinian thought makes life a chance occurrence in a mindless world; and then, in countless permutations, matter itself ultimately becomes conscious. The mind thus becomes like a halo that lights up events occurring in the physical brain. There is a cumbersome term, *epiphenomenalism*, which describes this idea in its extreme form. The epiphenomenalist accepts self-consciousness, memory, thought, feeling, and emotion; but these are all extras, merely

accompanying the brain's ordinary phenomena or automatic motor action. Perhaps we could risk an illustration to set forth his idea; that the conscious states are like the froth of an effervescent drink.

Although these views sound extreme—even fantastic—nevertheless they are embodied in many psychological theories of learning. Since the Adventist's great commission is to go into all the world and teach, he is much concerned with learning. While Paul accepted this command to teach, he felt constrained to make a critical analysis of worldly wisdom. He was well versed in its lore, but, because it is incomplete and fails to reach a soul-satisfying goal, he declared it to be foolishness. Before stating Paul's position more fully, let us look again at the nature of learning itself.

Christians are likely to think that J. B. Watson, behavioristic psychologist, is too extreme to have much of a following, for he ridicules the idea of an immaterial mind, ignores the fact of consciousness, and excludes sensation, perception, memory, thinking, emotion, and desire.<sup>2</sup> Yet these basic assumptions are accepted by many leading psychologists today; and in many modern textbooks a description of learning is given in terms of stimuli, responses, habit formations, and behavior patterns, completely ignoring the qualities of mind as described in the Bible. It seems that many theories of learning are mainly behavioristic, since they subscribe to a mechanistic view of life even if they do not entirely agree with Watson's extreme position.

All students of learning theories will agree that E. L. Thorndike's ideas on education have made a very considerable impact. During the first thirty years of the present century his theories dominated psychological literature, and his ideas strongly influenced discussion on principles of learning. Even today no educational psychology text will omit reference to his views. He stated as a fundamental principle that every response to a stimulus forms a bond; yet despite his voluminous writing on his "bond" or "connection" theory, no one seems clear whether he means a nerve bond is formed or an immaterial psychological bond. A well-known reviewer of psychological theories of learning declares that "the flavour of Thorndike's theory was all along

that of automatic strengthening of specific connections directly, without intervening ideas or conscious influence."<sup>3</sup>

There is today a strong materialistic or mechanistic interpretation of learning, teaching, and behavior in general, that is entirely inadequate for the Christian teacher. Nerve cells are referred to as "generating stations" without reference to their self-regulating, self-feeding propensities. The mechanical parts of man regenerate themselves and maintain such a continuous self-adjustment that the only adequate statement seems that of the psalmist who declared that we are "fearfully and wonderfully made."<sup>4</sup> Because of the marvelous integration of behavior brought about by a highly complex nervous system, the term "wisdom of the body" has slipped into many texts on human growth and development.

These half-admissions reveal the incompleteness of current explanations. Nerve impulses are likened to electricity, but these impulses are slow and irregular in their speeds. One writer has likened the metabolic change in the nerve fiber to a string saturated with combustible substance, which ignites and burns from end to end, but is shortly restored to its original state.<sup>5</sup> Guthrie has closely followed a mechanistic theory of learning; in fact, he is a contemporary behaviorist, who admits that much evidence is still lacking. He says, "We reject . . . terms of synaptic resistance or electrical fields in the brain simply because there is no present way to observe them or to know whether laws stated in such terms hold or do not hold."<sup>6</sup>

Paul's thesis is that such incomplete approaches are foolishness.<sup>8</sup> Simple forms of animal and human learning have been investigated, but it is frankly admitted that experimentation has not yet begun on ordinary or more complex learning situations; the true foundation has not been laid.

In the beginning God created man, both body and mind, and made it possible for man to commune with his Maker, as so clearly expressed by Ellen G. White: "The mind of man is brought into communion with the mind of God, the finite with the Infinite. The effect of such communion on body and mind and soul is beyond estimate. In this communion is found the highest education. It is God's own method of development."<sup>7</sup>

This power to commune clearly reveals the glory of being created in God's image, and so Paul enlarges upon this truth. Our natural eyes cannot fully see the glories of His purposes, "but God hath revealed them to us by his Spirit: for the Spirit searcheth all things, yea, the deep things of God."<sup>8</sup> All this is possible because the loins of our minds are girded by God's Spirit. Paul sums up his masterly discourse on wisdom by saying that "we have the

mind of Christ."<sup>9</sup> "The wisdom of this world is foolishness with God,"<sup>10</sup> but the wisdom of God is decreed for our glorification.<sup>7</sup>

<sup>1</sup> 1 Peter 1:13.

<sup>2</sup> R. G. Woodworth, *Contemporary Schools of Psychology*.

<sup>3</sup> E. R. Hilgard, *Modern Theories of Learning*, p. 43.

<sup>4</sup> Psalm 139:14.

<sup>5</sup> J. Rosselt, *The Mechanism of Thought, Imagery, and Hallucinations*, p. 41.

<sup>6</sup> 1 Corinthians 3:19-21.

<sup>7</sup> Ellen G. White, *Education*, p. 14.

<sup>8</sup> 1 Corinthians 2:10.

<sup>9</sup> 1 Corinthians 2:16.

## Twenty Ways to Destroy a School

1. Tell parents that Johnny's academic troubles are all caused by the changed practices forced upon teachers by the new principal.
2. State that you don't know why Mary is having such difficulty in Mr. Smith's class, for you find her to be an extremely capable pupil in your class.
3. Keep a whole class of children after school because you are unable to find the guilty one.
4. Ask pupils to copy from the history book as punishment.
5. Give pupils a failing mark because of behavior difficulties.
6. Embarrass pupils before their classmates.
7. Blame entirely the family background, the work habits, or the mentality of pupils when explaining academic failures.
8. Ask parents to come into the school for a conference concerning their child, and then monopolize the conference with your complaints.
9. Reveal uncomplimentary information about one child to parents of other children.
10. Give pupils too much homework for which pupils and parents see little reason.
11. Play favorites and give undeservedly high marks to children of parents who are socially or politically prominent.
12. Penalize pupils who occasionally must be out of class because of participation in school extra-curricular activities.
13. Leave school every day before pupils and parents have a chance for consultation.
14. Imply political favoritism whenever a colleague is promoted.
15. Criticize other teachers, school-board members, and the school administrators in classroom discussion with pupils.
16. Force out of school all pupils who fail to meet certain standards.
17. Make parents who visit the school feel unwelcome.
18. Force pupils to give up school activities in which they are interested because they are not doing well in another subject.
19. Give pupils meaningless "busywork."
20. Throw away homework assignments and class exercises without examination.

THOMAS E. ROBINSON

*The Inter-American Teacher*  
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# Keystones of Good Internal Administration

Galen Jones and Ellsworth Tompkins\*

AN INTELLIGENT person must be well informed. He must know many facts and be able to find out many more facts at will.

But important as it is to be informed, few people act on information only. They act on their attitudes. They tend to behave as they do because of how they feel.

This has been proved by findings of studies in social research which reveal a low correlation between attitudes and information. Information is not of first importance in assessing reasons for attitudes or for behavior.

What implications for administration do these studies have? First, staff members do not develop attitudes or sentiments toward their job, the whole organization, or the administrator only on the basis of information given them or memoranda directed to them. Second, the administrator himself does not develop his attitudes or sentiments solely on the basis of information, though he is more likely to do so since he sees the whole organization from a favored vantage point. Third, the attempt to learn the attitudes and sentiments of staff members provides a good basis for estimating how they will tend to behave and act.

Successful administrators are vitally concerned with asking themselves, "What forces act on another person? Why does he behave as he does?" The potentials for improving the work of the organization depend on the support given by employees to the administrator. He *must* have their support for teamwork effort.

Successful administrators are aware that most problems are full of emotion and that emotions are not "logical." Therefore, they are not deceived by the logic of a situation.

One measure of human relations is the comments people make concerning those relationships. Another is how they have reacted in actual situations to problems involving human relations. It is often possible to compare people's emotions with their comments.

Administrators who take for granted that they know the attitudes of staff members without careful inquiry may be in for some jolts. By virtue of his

position alone it is doubtful that any administrator knows how his staff really feels. Individuals differ as to background, personality, personal objectives, expectations, and values important to them. At their jobs they tend to work together in relatively small informal or formal groups; these groups of people in active daily contact with one another will be formed whether the administrator calculates their existence or not. Each group tends to perceive the whole enterprise quite differently. This difference in perception is difficult to assess. But an attempt at assessment must be made for the staff to work as a team.

Successful administrators desire to be democratic in their relations with the staff. By being alert to the stresses and strains that almost constantly affect members of the staff, they can get close enough to the staff to discover their attitudes, their aspirations, and their beliefs.

Successful administrators spend more time on people than on things.

When a group of teachers was asked, "What would you like to tell your administrator about improving staff relations?" the teachers said, "Administrators should *listen* more than they do!"

Successful administrators recognize the importance of *active* listening. They are aware that *listening* is a *social skill* which develops through persistent practice. It calls for concentration and intentness on the part of the administrator. Listening is *not* merely something that happens when you haven't anything to say!

In large organizations, staff members may be separated professionally, physically, and socially from the administrator and from one another. As the gap widens, emotional tensions tend to develop which operate against mutual understanding.

Therefore, successful administrators focus attention on the attitude factors of their staff. They must know to the largest possible degree—What do staff members really believe? How informed are they on matters on which they choose to act? What do they want most for the organization?

Answers to these questions can be obtained only by careful, sustained listening to what people have to say and by observing how they react in expressing themselves. If administrators cannot find out what the staff really thinks, walls of misunderstanding can grow higher.

Please turn to page 26

\* Galen Jones is the former Director of the Instruction, Organization, and Services Branch, and Ellsworth Tompkins is Specialist for Large High Schools, U.S. Office of Education, Washington, D.C. Reported from *Keystones of Good Internal Administration*, U.S.O.E. Misc. Bulletin No. 20 (1955) 2-7.

# Twentieth-Century Child Slavery

L. W. Mauldin

EDUCATIONAL SECRETARY  
INDONESIA UNION MISSION

**D**URING the past few years the United States has been blessed with the most beautiful and practical textbooks the world has ever seen. Book companies constantly strive to produce books that utilize the knowledge derived from the latest extensive research in education and psychology. For each textbook there is a teacher's guide, with complete directions for each chapter, each page, and often individual paragraphs. In addition, there are elaborate work sheets and workbooks for developing the accepted skills of the particular grade. Most of these books are excellent, and when used properly the results are commendable.

But occasionally teachers become slaves to these fine tools, and their teaching descends to the level of chapter-and-page assignment—the memorization and recitation thereof.

Quite often I hear teachers remark: "I'm somewhat behind schedule in the arithmetic book"; or "I'll be able to finish the Bible workbooks at least a month before school is out. This will leave an entire month for review." Such statements proceed from the attitude that learning is the acquisition of set page material. It is assumed that all children have the same needs, and that they both can and must "cover" the same amount of material at the same rate of speed. But any teacher of a single grade quickly discerns that Dick is unable to read as rapidly as Fred, or that James has better number concepts than Jack. Even so, all too many teachers still assign Dick and Fred the same number of pages in the workbook, even though the assignment is worthless to Fred because he already has a good understanding of the skills stressed therein, and in spite of the fact that Dick is hopelessly lost and cannot possibly comprehend what he is supposed to do or cannot do it if he does know the directions. Yet both boys have to "wade through" it because it is in the book, and the book has to be finished. Fred is bored, works haphazardly, and soon causes trouble with Dick who is waving his pencil and seeking some way to gain the attention of the teacher and the class. Dick wants to compensate for his

poor grades, and Fred is just plain bored. Neither is adding to his God-given talents.

I have seen children in our church schools spend an entire day filling in blanks in workbooks. Most of the work was little more than the transfer of words or short sentences from the textbook to the workbook. Is this the education that will "train the youth to be thinkers, and not mere reflectors of other men's thought"?<sup>1</sup> Is this the type of education that will produce a Joseph or a Daniel who will stand for principle and who will be able to discriminate between right and wrong? "As the student sacrifices the power to reason and judge for himself, he becomes incapable of discriminating between truth and error, and falls an easy prey to deception."<sup>2</sup>

In language study, children fill in hundreds of pages of workbooks. The vast majority of these work sheets are made up of someone else's sentences that need to be corrected, or need one word to complete or correct them; or they give four or five words, of which one is misspelled, and the pupil needs only to put down the number or the letter of the incorrect word. This type of language instruction was heartily welcomed by many teachers because it got them away from senseless rules and long spelling lists. But was the change actually a help? Would it not be preferable to give our children in every grade actual language instruction and experience in preparing JMV and Sabbath school secretary's reports? They could also write stories and poems for use in JMV programs, sociodramas, and other school and church meetings. Original drafts will not be stymied by rules of grammar or spelling; but before the pupil is adequately prepared to present his work to the group, he will be helped to recognize the need to make it as correct as possible. This will call for the study of functional grammar and correct spelling. The teacher makes note of the general and specific needs of the majority of the class. These needs will definitely be felt by the pupils themselves, and will rightly prepare them psychologically for intermittent workbook assignments. Furthermore, the pages to be

studied at any particular time will probably not come in any consecutive page order in the book. The needs of the pupils quite often require some page in the back of the book, when the class is in the first part of the school year. Let us remember that children's minds seldom follow a logical or chronological sequence in texts or workbooks.

The teacher may also find that some children have language or reading needs either above or below the average level of study for their particular grade. Some elasticity in the use of textbooks, and especially workbooks, will help to provide for these individual needs.

All too often in rigid adherence to tedious workbook pages we cause a child to dislike a subject. I have heard pupils exclaim, "I detest English!" or "I'll be glad when we finish this arithmetic workbook!" When given opportunity to express their own ideas or to solve some of their own arithmetic problems of daily life, the same children have come to love the subjects they once despised. On the contrary, I have found some students who had become so accustomed to the nonthinking, unoriginal process of filling in blanks that it was next to impossible to change the pattern. To them a little originality was too hard—too much trouble. But why do they feel that way? Certainly they weren't born that way. The lazy pattern had become a habit through the use of workbooks that provoked little or no individual thought.

There are two particular kinds of reading workbooks in use in most schools today. One is made up of work-study material, with definite questions about the story in the reading text; the other is concerned chiefly with study skills needed in the story. Both have their values, and both types should be used to some extent. But the disturbing feature is the tendency of the teacher to say, "Read pages 205 to 216 in the text; do pages 75 and 76 in the workbook." Then he goes on to another class, and leaves these children to struggle alone. What happens? The pupils read the story without any other purpose than to finish it as quickly as possible, or they begin to fill in the workbook before reading the story. This keeps them quiet for a few minutes, but what have they learned? They become skilled in making incomplete statements and in haphazard reading. The same story and workbook were intended by the authors to develop the comprehension, to enrich vocabulary, to increase speed in silent reading, and to provide for enjoyment of reading. Few of these skills are acquired when the pupils' only motive is to fill in the blanks in the workbook.

This was particularly evident in one school where the children took the California Achievement Tests at the close of a school year. Every child had an IQ above 110, and all came from emotionally stable

homes. The following year these pupils were pushed through two different series of reading books and accompanying workbooks. Every blank was duly filled in. At the close of the second year the same type test was given. The results showed that no child had made more than .6 of a grade increase, and the children with the highest IQ made from +.2 to an actual -.4. Reading speed and comprehension suffered most. In every case oral reading became muddled and indistinct. The results in arithmetic were just as appalling. The children sped through two grade levels of workbooks, but grade placement was from -.4 to +.6 over the previous year.

A class of second-grade children used a number workbook almost exclusively for several months. In this particular workbook the children drew lines under, above, around, or to the correct answers. Sometimes they wrote in the answer. Then one day they were asked to write some simple number problems on their own papers. It was a hopeless task, which brought frustration to the teacher as well as to the children. Not only were they very slow in writing the problems on paper, but they wrote them in such a way that they could not read what they had done. I should like to believe this an isolated experience, but it is not. This was not necessarily the fault of the workbook; it was the result of its *exclusive* use.

To an alert teacher, workbook material is both diagnostic and evaluative. From the carefully corrected exercises both the children and the teacher can better understand the skills and processes needed for better learning. But I have observed that all too often teachers wait until the books are entirely filled in, or even until the school year is finished, before the workbooks are carelessly corrected. Then the teacher is horrified, and sometimes actually throws up his hands and screams at the mistakes he finds in the books. Then he labels the children careless, slovenly, or dull. But let teachers who use such methods apply those labels to themselves—they fit better.

True, church school teachers lead a busy life. Multiple-grade teaching is difficult. Teachers are ever alert for ways to keep the children occupied. Therefore many have looked upon our wonderful workbooks as a means of keeping the children busy, quiet, and out of mischief.

Let us remember that these workbooks are not intended to replace teachers. They may be willing slaves of the children; but let us beware of making our children slaves to the workbooks. Children learn in meaningful situations, not through meaningless drill. Let us not fool ourselves into thinking the children are learning because they are filling in numberless blanks—even if filling them in correctly!

<sup>1</sup> Ellen G. White, *Education*, p. 17.

<sup>2</sup> *Ibid.*, p. 230.

# Sympathy

Elizabeth Mullinex

PERHAPS nowhere is tactful diplomacy more needful to the teacher than in dealing with the parents. The welfare of each child demands that school and home shall work in harmony. But how difficult the problem! Here is Mrs. Brown, whose children must never be punished; and here is Mr. Jones, who wants his boy spanked twice a week. Here is Mrs. Davis, whose Jimmy is "picked on by the other boys"; and here is Mrs. Smith, who insists that her Mary must be promoted even though she has been absent half the time during the school year and has utterly failed in her work.

The sympathetic teacher will recognize that each parent desires the best for his child; he will recognize the parent's inherent right to call at the school and to talk matters over with the teacher; and he will patiently and kindly listen to the parent's view of the case. Then he will as patiently, kindly, and frankly present the teacher's side. Nineteen times out of twenty, tact, courtesy, kindness, and sincerity will win satisfaction for both parent and teacher.

I want to give you a picture of a young man who is teaching his first school—standing at the window at the close of the day, watching the determined stride of a woman coming up the walk. He had disciplined a boy today, and the lad's mother is about to pay him a visit—as had been predicted. She had a reputation for "calling on the teachers."

Swiftly the young teacher planned a campaign of defense. There was a knock at the door, and the teacher opened it. With his most gracious smile and cordial handshake he welcomed the visitor, and invited her to be seated. Under the teacher's guidance a most delightful conversation followed—on various topics. Finally the "important matter" was reached, and talked over in a frank and kindly spirit, and the lady departed, thanking the teacher for his interest in her boy. From that day on her family, including her husband; were the teacher's loyal friends. His tact and understanding sympathy were contagious, and when the mother caught the spirit her whole afterlife was changed.

The same plan will not always win. A trout fisherman needs more than one kind of bait if he would fill his creel day after day. It is tact and sympathy that determine what "bait" is suited to the different circumstances.

The spiritual, mental, and physical development of the child demands the sympathetic, understanding cooperation of both parents and teacher. The teacher "comes on duty" where the parent leaves off in the

morning; the parent comes back on duty where the teacher leaves off at the close of school hours. One cannot "inject" an idea into a child's mind as a doctor injects drugs into the blood by a hypodermic needle. The thing to do is to arouse his interest in the idea you wish him to get, and lead him to center his attention on it. This interest must be stimulated at home and at school. Each mind has its own peculiar difficulties. The teacher and the parents, with all their wealth of knowledge and experience, must carry their thoughts back to the time when they were at the age their children are now, and try to understand how a subject would appear to the young mind of one glancing at it for the first time. If, when instructing a child, one is vexed with him because of his lack of dexterity, let the instructor try writing with his left hand; then he can really feel and understand the child's handicap—it is as if he were *all* "left hand." Sympathy is the seed of perpetual joy in teaching. A teacher was once asked, "How can you endure to teach Greek year after year?" "Bless your soul," he replied; "I do not teach Greek, I teach boys and girls—and they're different every year!"

A child needs sympathy as much as he needs love. It is said that ten children are loved by their parents to every one child who has his parents' sympathy. Every parent will admit that love for his children is a duty as well as a joy; but only now and then a parent realizes that he should have sympathy with and for his children. Parents and teachers who lack sympathy for a child's weaknesses, follies, and misdoings lose many an opportunity for helping him to overcome his faults. It is in every child's nature to long for sympathy at the point where he needs it most. When he has done wrong or is feeling the force of temptation, he will gladly turn to someone older and stronger than himself, and confess his faults and failures. If, as he comes to parent and teacher at such a time, he is met with manifest sympathy and understanding, he is drawn to them with new confidence and new trust. But if he is met unsympathetically, and is told how wrong he is or how strange it seems that he could be so far astray, he is turned back upon himself to struggle alone; and a barrier is reared between him and his parent and/or teacher, which barrier grows higher and more impenetrable with each disappointment, till by and by he will cease to ask help or offer confidences.

Let us resolve anew to bring to our work that kindly sympathy and understanding that shall open to us the "holy of holies" of the children's love and confidence.

# The Class Treasurer

Nellie M. Phillips

REGISTRAR  
LA SIERRA COLLEGE PREPARATORY SCHOOL

THROUGHOUT the denomination, scores of class treasurers have been or soon will be elected to office—potential treasurers and managers of private finances, social organizations, denominational institutions, and the world's industry. Can these early experiences be made profitable to the youth who handle hundreds of dollars entrusted to them by their groups? My answer is a definite Yes. Can this be accomplished with a minimum of time and effort? Just as definitely No. Little that is worth while in life comes without effort.

No youth should be asked to handle money belonging to a group, without provision being made to safeguard his honesty and reputation. Yet any person who puts his money into a group fund is entitled to reports on how this money is being spent.

The school official responsible for organizing each class should explain in detail to the group the responsibilities of a treasurer—who should never be chosen merely because of popularity. A good student treasurer will give hours to his work—probably more than any other class officer. He should be a person who does careful, detailed work. If possible, he should have had school experience in budgeting, bookkeeping, and making and interpreting financial statements. He will need supervision in his work; and this can be given by a qualified financial adviser appointed to work closely with class treasurers and class sponsors. Of course, it is the class sponsor's duty to work closely with his class in planning methods of raising money and purposes of expenditure, and to see that his class treasurer keeps proper records. The financial adviser would be more nearly an auditor.

If the various classes are organized at about the same time, all four treasurers, their assistants, and the class sponsors may be called together, at which time the financial adviser should explain to the group the importance of their work and the detail of procedure in keeping the records. Time should be given for questions. Uniform books and record forms should be given to each treasurer, and perhaps an appointment made with each, individually, to help him in setting up his books. It might be well to set aside some specific drawer or space in the office where treasurers and secretaries may keep their record books when not in use. This would forestall the

danger of loss or the inconvenience of records being at home when a committee meeting is called and the records are needed. The plan of supplying uniform record books should be presented. These books go with the class from freshman to senior, being checked in at the office each spring for audit and reference, and returned to the new class secretary or treasurer at the beginning of the new school year. After graduation of the class, the records are left on file in the school office.

To avoid danger of loss, all class money should be deposited uniformly in the Student Activity Funds Bank in the school business office. Funds of any class on hand at the close of a school year should be held in the SAF Bank for the same class group in the fall. Funds left by any class after its graduation could be held for one year, then applied to a current school project fund.

Forms and supplies are furnished to class secretaries and treasurers, as needed, from the school office. To pay for such supplies, each class is assessed at the time of spring audit one half of 1 per cent of cash receipts for the year. It is sometimes advisable to do the auditing and make these assessments during the last weeks of school, before the classes disband. Some adjustment may be necessary.

Two forms are used for immediate record of transactions—cash receipts and payment authorizations. To protect himself, the treasurer should refuse to take money unless he can on the spot write a receipt for it. Then in case a member insists he has paid certain dues, the treasurer may ask him to produce his receipt. If he can do so, it will aid materially in locating the error. And no money should be paid out without getting the signature of the person receiving the payment. One may buy something at a variety store for a party or at a grocery store for a picnic; the cashier will always take time to sign the bill paid. A supporting *receipted* bill attached to the authorization is always satisfactory. In case a treasurer draws money from his SAF Bank account and asks the school accountant to issue a check exchange to mail to a class creditor, the school accountant's receipt should be attached to the back of the payment authorization, and the number of the school check should be

written on the "Received payment" line. In this way there will always be proof of payment.

**AUTHORIZATION**

ILLUSTRATION SCHOOL, ANYTOWN, ANYSTATE

Amount \$ \_\_\_\_\_ Date \_\_\_\_\_ No. \_\_\_\_\_  
 Paid to \_\_\_\_\_  
 For \_\_\_\_\_  
 Approved \_\_\_\_\_ Treasurer  
 \_\_\_\_\_ President  
 \_\_\_\_\_ Adviser  
 Received payment \_\_\_\_\_

Notice the approvals required on a payment authorization: treasurer, president, and class adviser.

These authorizations may be printed on four different colors (as blue, pink, yellow, and green) so that never will two classes be using an identical color during the same year. The year may be stamped across the face as needed to designate the class; thus four years later another class may repeat the color, and avoid printing waste. These records go with a class through its four secondary years. "Seniors of 1957" or "Seniors of 1959" will designate the class all the way through.

Sterling Notebook No. 2566, with a hard cover and left-margined pages for key references, makes a good secretary's book. Sterling Columnar No. 2580, also hard cover and with twelve columns, serves well as a treasurer's record, and is the only book he uses. The first half may be used for the Combined Cash Record, thus:

← For C A S H For →

| Date | Item | No. | Other | Flowers | Sweaters | Announcements | Dues | Rec'd. | Paid | Socials | Class Night | Announcements | Sweaters | Flowers | Misc. |
|------|------|-----|-------|---------|----------|---------------|------|--------|------|---------|-------------|---------------|----------|---------|-------|
|      |      |     |       |         |          |               |      |        |      |         |             |               |          |         |       |

The last half of the book may be used for the Members' Cash Record, thus:

| Members | Dues Advanced |      | Dues Assessed |      | Class Announcements |      | Class Sweaters |      | Class Night Flowers |      | Other |      |
|---------|---------------|------|---------------|------|---------------------|------|----------------|------|---------------------|------|-------|------|
|         | Chgd.         | Paid | Chgd.         | Paid | Chgd.               | Paid | Chgd.          | Paid | Chgd.               | Paid | Chgd. | Paid |
|         |               |      |               |      |                     |      |                |      |                     |      |       |      |

| Depositor |         |            |         |       |           |
|-----------|---------|------------|---------|-------|-----------|
| Date      | Deposit | Withdrawal | Balance | Clerk | Depositor |
|           |         |            |         |       |           |

The numerous columns of the Combined Cash Record serve in the place of a ledger for sorting, and simplify the record keeping. It is easy to make up from the columnar totals quite a detailed statement of income and expenditures. At the same time the columns serve as controls for certain sections of the Members' Cash Record. If up to date, the Members' Cash Record reveals at a glance just what any member has paid or still owes.

The school supplies uniform receipt books. One other standard form that the school supplies is the Student Activity Fund Bank record envelope approximately 4" x 8", of sturdy manila stock, and with a much wider flap than shown here. This is filled in by the school accountant or cashier each time a deposit or a withdrawal is made, and the balance is indicated; also the initials of the clerk making the entry and the depositor. In this way the treasurer can at any time report to his class the amount of funds on hand,

which would be this bank balance plus any petty cash in his cash box. Also he can reconcile this cash on hand with his record of receipts and expenditures.

At the time of the class organization it would be well for the executive committee to meet with the sponsor, and prepare a budget to present to the class for approval or revision. The previous year's records of the class just ahead is, of course, always available with the permanent records, as provided in this procedure, and would be profitable for guidance.

In case the school follows the practice of collecting a fixed amount of advance dues before students may be eligible for class organization, the financial adviser should be responsible for this col-

lection, receipting each payment in the proper class receipt book, and depositing the money in the SAF Bank to the credit of the proper class. The correctness of the records should always be verified when they are turned over to the new class treasurer.

In the year-closing mailing we have followed the practice of sending to all students and parents a statement of Student Activity Funds. This shows exactly where class money has gone. It is also of interest to both students and parents as an indication of what may be expected for the next year.

Shown below are sample statements for the four classes.

ILLUSTRATION SCHOOL

ANYTOWN, ANYSTATE

Report of Student Activity Funds

Year Ending June 30, 1956

| SENIORS OF 1956                    |          |
|------------------------------------|----------|
| <i>Income</i>                      |          |
| Cash on hand Sept. 1               | \$ .02   |
| Dues                               | 215.00   |
| Assessments                        | 74.60    |
| Sweaters                           | 100.00   |
| Announcements                      | 308.89   |
| Photography                        | 285.15   |
| Miscellaneous                      | 12.62    |
| Total Income                       | \$996.28 |
| <i>Expenditures</i>                |          |
| Announcements                      | \$326.80 |
| Class Night                        | 112.76   |
| Class Gift                         | 60.00    |
| Sweaters                           | 115.00   |
| Socials                            | 76.23    |
| Photography                        | 283.75   |
| Miscellaneous                      | 21.13    |
| Total Expenditures                 | \$995.67 |
| Cash on hand June 30               | \$ .61   |
| Average cost per Senior            | \$ 28.00 |
| Charles Williams, <i>Treasurer</i> |          |
| Mr. Wilkinson, <i>Sponsor</i>      |          |
| Robert Jackson, <i>Auditor</i>     |          |

| SENIORS OF 1957                 |          |
|---------------------------------|----------|
| <i>Income</i>                   |          |
| Cash on hand Sept. 1            | \$ .80   |
| Dues                            | 195.00   |
| Assessments                     | 50.25    |
| Sweaters                        | 501.75   |
| Miscellaneous                   | 17.10    |
| Total Income                    | \$764.90 |
| <i>Expenditures</i>             |          |
| Class Picnic                    | \$ 72.53 |
| Junior-Senior Banquet           | 125.27   |
| Sweaters                        | 495.22   |
| Miscellaneous                   | 5.58     |
| Total Expenditures              | \$698.60 |
| Cash on hand June 30            | \$66.30  |
| Average cost per Junior         | \$21.00  |
| David Thurber, <i>Treasurer</i> |          |
| Mr. Newman, <i>Sponsor</i>      |          |
| Robert Jackson, <i>Auditor</i>  |          |

| SENIORS OF 1958                |          |
|--------------------------------|----------|
| <i>Income</i>                  |          |
| Cash on hand Sept. 1           | \$ 2.84  |
| Assessments: Cash              | 56.84    |
| Food                           | 48.00    |
| Film Benefit                   | 182.57   |
| Total Income                   | \$290.25 |
| <i>Expenditures</i>            |          |
| Academy Day                    | \$ 25.05 |
| Film Expenses                  | 29.34    |
| Gift to <i>Memory Trails</i>   | 153.23   |
| Loss on Work Benefit           | 4.05     |
| Class Picnic                   | 76.09    |
| Miscellaneous                  | 1.36     |
| Total Expenditures             | \$289.12 |
| Cash on hand June 30           | \$ 1.13  |
| Average cost per Sophomore     | \$3.25   |
| Arden Benson, <i>Treasurer</i> |          |
| Elder Hobart, <i>Sponsor</i>   |          |
| Robert Jackson, <i>Auditor</i> |          |

| SENIORS OF 1959                     |          |
|-------------------------------------|----------|
| <i>Income</i>                       |          |
| Assessments: Cash                   | \$ 12.50 |
| Food                                | 37.40    |
| Miscellaneous                       | 1.81     |
| Total Income                        | \$ 51.71 |
| <i>Expenditures</i>                 |          |
| Academy Day                         | \$ 22.36 |
| Class Picnic<br>(No Transportation) | 28.15    |
| Miscellaneous Supplies              | .25      |
| Total Expenditures                  | \$50.76  |
| Cash on hand June 30                | \$ .95   |
| Average cost per Freshman           | \$1.50   |
| Danny Hudson, <i>Treasurer</i>      |          |
| Mrs. Wadsworth, <i>Sponsor</i>      |          |
| Robert Jackson, <i>Auditor</i>      |          |

*There is a place in college  
teacher-training departments for*

## The One-Room Laboratory Demonstration School

*Geoffrey Rosenbain*

DEPARTMENT OF EDUCATION  
AUSTRALASIAN MISSIONARY COLLEGE

A TEACHER-TRAINING program for elementary teachers has been in operation at the Australasian Missionary College—Avondale—for many years, including, for much of that time, a one-room laboratory demonstration and practice school.

Most of the teachers trained at Avondale find employment in the schools of the Australasian Division. The two mainland union conferences of this division operate fifty-three primary or elementary schools, many of them of the one-teacher type; and it is a distinct advantage for teachers to have had, while in training, some experience in the operation of such a school. A further need for such training lies in the fact that the Australian homeland unions supply teachers for the division's three union mission fields of the South Pacific. While these 475 elementary schools are manned for the most part by nationals, the organization of curriculum and the oversight of their work are largely in the hands of the white missionaries. Training in the one-room organization is an advantage to the missionary who has to help and advise the national teacher in his work.

In Australia, entry to the elementary-teacher-training program is dependent on satisfactory completion of a secondary school course. The teacher-training program at Avondale covers two years, which is the usual time taken in the state training institutions, though some educators think that the course should be extended and lifted to degree standard. In the two-year course it is impossible to give the same attention to the "content" subjects as is the case in American institutions. While there are many differences between the Australian and the American programs, the Australian two-year program would be closer to the last two years of the American course.

An important part of the program for the student teacher is the time spent in the elementary school, both in watching demonstrations and in actually presenting lessons to the class. Whereas in most American teacher-training institutions the actual practice teaching is left to the senior year, in Australia the practice begins early in the first year of the course and extends throughout the program. During the period, the student spends ten full weeks in practice teaching, broken up into several sessions to give four weeks in the first year and six weeks in the second year. In addition to these periods, each student teaches at least one thirty-minute or forty-five-minute lesson per week throughout the course.

During the first year both demonstrations and practice are limited to teaching one grade at a time. However, the student is given opportunity to teach every grade from one to six, and to gain proficiency in lesson planning and presentation, with organization problems limited to the single group. In the second year, the student is first given demonstrations in handling two divisions of work in one room, and in the methods classes attention is given to the organization necessary for such an arrangement. As the student develops ability to handle this work, he is allowed to take larger groups, until finally he is in control of six grades in the one room.

The main purpose of the one-room laboratory is to give the student opportunity to organize and control several grades or groups simultaneously. One aim of the organization is so to arrange the curricula of the various grades as to keep to the minimum the number of divisions of work actually carried on in the room at any one time. With judicious arrangement of the timetable of the various grades, it is generally possible to limit such divisions to

three, and sometimes to two. Care is taken that the teacher's time is divided fairly among the groups, so that all get the necessary attention. Quiet subjects, as library work and written assignment work, are coupled with subjects in which the help of the teacher is a distinct advantage. Thus the noise in the room is kept to a minimum, and all subjects are kept moving along a regular procedure. All teachers of one-room schools are familiar with these techniques for the effective organization of their type of school; but it takes some time for the beginning student-teacher to adjust himself to these special needs.

It should be stressed that the one-room laboratory is not the place for the student to learn to teach. Or, to make it more specific, it is not the place for the student to learn how to present subject matter or organize the children in a learning situation. This is done when the student is handling one grade. Before he comes to the multiple-grade situation he should be reasonably competent in handling a single group; he should have a certain facility in controlling and organizing children; and he should have a fair knowledge of the curricula of the various grades. With this background of regular one-group teaching, the student is able to proceed to the special abilities needed for the successful management of the multiple group. Here he must learn to condense his lesson material, or perhaps to rearrange it in such a way that there is less oral presentation by the teacher and much more application by the children. The main problem of this type of school could well be that of organization. At first the student-teacher finds rather difficult the problem of keeping several groups busy and profitably engaged in a useful learning situation; but with the helpful suggestions of the training teacher, he is soon able to utilize the time to the full.

It has been found profitable to require of the students that with the usual lesson plan prepared, they include a graph showing the organization of the period on a time basis. This usually ensures that, at least in the planning stage, the student is allowing a reasonable amount of time to each division. In the early stages the student finds it difficult to keep anywhere near this planned division of time; but soon he develops a feel for the work, and is able to gauge well the time necessary for his presentation. Toward the end of the training period most of the students, while still preparing their time graphs, have developed the ability to do quite well without them—which, of course, is the final aim.

There are several administrative problems that must be met in the organization of such a training school. The number of pupils in the school, and in each grade, must be decided. A very useful number

with whom to work, at least for practice purposes, is approximately twenty-four. For some time we have followed the practice of placing four pupils each year in the one-room school grade one. There is comparatively little turnover in the school population at Avondale, and the average number in the one-room laboratory is twenty-six. On those occasions when it has been found necessary to place pupils in the room at other than the first-grade level, they have soon fitted into the different class and room atmosphere. In assigning pupils to go into the laboratory room, no attempt has been made to choose better-than-average children. In fact, they are placed in the room without any indication of their mental ability. Special consideration is usually given to beginners who may already have older brothers or sisters in the room.

The training teacher of the one-room laboratory has full control of the organization of his curriculum. However, he usually manages to keep it geared to some extent to the work of the rest of the training school. This is done so that the students in their practice-teaching work will see the comparative progress in single-grade groups and in the one-room-school group. It is also easier to show parents how their children are progressing in comparison with the larger group.

The playground situation constituted a different problem. The one-room laboratory is housed in a room in the same building as the rest of the elementary school. It has sometimes been suggested by training teachers that the school should be in a building separated by some distance from the rest of the training school, and that the children should be allowed to play as a typical one-room school group. This was tried for a time, but it introduced a certain amount of feeling between the one-room group and the rest of the school, and was abandoned. As well as engendering feeling between the groups, the limitations on the type of games that could be played by the smaller mixed-age group was thought unwise. However, in the physical-education activities the one-room group is kept apart, and the student teachers have the opportunity of handling a group of mixed-age levels. This constitutes a valuable part of their training.

Over a period of years the one-room laboratory has well proved its worth. Many former student teachers have written back to the training teacher, asking for advice in specific problems and giving thanks for the help given in training. The timetable and organization of the laboratory school have been the starting point of many teachers in the first months of their own one-teacher schools. The task of the training teacher, though often an onerous one, has therefore always been considered well worth while.

# Classroom Climate

H. Stuart Teegarden

INSTRUCTOR, ENGLISH AND HISTORY  
INDIANA ACADEMY

I'LL always remember the fun we had in your English II class," said one of my former students. This set me to thinking: Why *shouldn't* learning be fun? How can the teacher control the class atmosphere so that fun, learning, and order may be integrated in each class period?

*Teacher Factor.* In the classroom the teacher is the center of all factors that make up the mood of the class. In his *The Deserted Village*, Goldsmith aptly described how the "boding tremblers learned to trace the day's disasters in [the master's] morning face." Modern education stresses the importance of teacher-pupil rapport, in the development of which the teacher's personality and attitudes are important factors.

*Class Personality.* Apart from the teacher influence, each class has a different personality, made up of the individual members' blending together into one composite group. Several extrovert students may spur their fellows to ask questions that dip deeper into the pool of learning. Others will invent new ways to be irregular, thus challenging the teacher's ingenuity. The presence of four or five enthusiastically studious members will usually set the scholastic tenor of the class.

*Vary presentation.* Variety is the spice of life, especially in presenting classroom material, to keep the air charged with interest and anticipation.

Occasionally dividing the class into groups of five or six for project work is good. Truth-or-consequence questions over a lesson will liven up any subject matter. Reviews can be stimulated by choosing five students to stand before the class—if one misses the question, he must sit down and choose someone to take his place. The person who stays up longest may be given extra points.

In the areas of social studies and English, tape recordings and mock broadcasts are enjoyed by the participants as well as by the class spectators. When students enter a room and see the moving-picture projector and screen setup, the usual comment is, "Oh, good! We're going to have a picture today."

It is a good plan, when possible, to have the class meet for some activity in a different place than the

regular classroom. One hot spring day I took my English I class out to a secluded place on the campus, where chairs were arranged in a semicircle. We were studying parts of speech. If a student made a mistake, he had to sit on the grass in front of his chair. Needless to say, there were many requests to do this again.

Another device I have found helpful is to prepare a class "starter"—some bit of unusual or especially timely information that may be used to begin a discussion.

Most teen-agers like to play ball. Why not organize the class into two teams and let each choose a name and a captain. A cardboard diamond can be made, with a spinner pointer in the center to indicate the bases. Each captain calls up a new player for every question the teacher pitches to his team. Four right answers in succession chalks up a run, and one point for that team. Three wrong answers on one side brings the other team up to bat. This is an excellent way to review and to keep a lively class interest.

The "Pick a Number" game is a lot of fun, and helps to maintain a good class climate. The teacher puts a number after each student's name on a list on his desk. Only numbers are written on the board. The teacher calls one student's number to start the game. From then on, as each student completes his recitation, he calls another number, which is then erased or marked out. The teacher checks his list to identify the student whose number has been called, then asks for the information that is also previously listed as questions to be asked or facts to be identified.

*Effective Discipline.* The handling of discipline can lead to fair and sunny skies or to storms of every description. The teacher is the weatherman. Though no two students are alike, the wise teacher manages to treat all the same to such a degree that they will feel they receive what they deserve. We are instructed that "great care should be shown in regard to making public the errors of students. To make public exposure of wrong is harmful in every respect to the wrongdoers, and has no bene-

ficial influence upon the school. It never helps a student to humiliate him before his fellow students. This heals nothing, cures nothing, but makes a wound that mortifies."<sup>1</sup>

Let kindness be the rule of the classroom; yet disobedience or unruly conduct should never be overlooked. The object of all true discipline is the training of the student to control himself. "Let the teacher gain the confidence of the . . . [trouble-maker], and by recognizing and developing the good in his character, he can, in many cases, correct the evil without calling attention to it."<sup>2</sup>

*Humor's Magic.* "A merry heart doeth good like a medicine,"<sup>3</sup> said Solomon. Young people like funny things and they like to laugh. The skillful teacher will make everyone laugh sometime during the class period; not by being silly or ridiculous, but by turning up something unusual. The humor is directed in such a way that all laugh *with* one another and never *at* one another.

Most teachers at some time make a "slip of the tongue." Instead of this being an awkward situation, it can be turned to a good laugh by repeating the words even more awkwardly or by saying something like, "Let's record that over in English." The students will thus be encouraged to laugh *with* the teacher at his mistake.

In a history class one day a big wad of paper came flying through the air, missed the student's head at which it was aimed, and landed beside my desk. Immediately through my mind flashed the thought—the punishment should fit the offense. Here was only a mischievous act, not deliberate misbehavior. I calmly asked the student to pick up the paper and put it in the wastebasket; then told the class of a similar incident in my practice-teaching days, and how, in that instance, the paper wad hit its mark and bounced straight up in the air from the student's head. I almost laughed aloud, myself, at the memory; but quickly realized that now I was a teacher and couldn't do that. We all laughed together—and went on with the recitation. When the class was dismissed the missile-throwing girl stopped at my desk and apologized for being out of place. We both laughed in mutual understanding, and agreed that it *was* unbecoming for a junior girl. Tense situations can either explode or unwind gracefully, depending on the teacher.

*Frankness.* Everyone makes mistakes; not everyone admits them readily. Teachers should admit their errors if they are interested in maintaining a healthy classroom climate. Each teacher must devise his own method of backing down gracefully. My flair for dramatics has prompted me to sink slowly behind my desk on such occasions, and come up with some such expression as, "I knew I should have been a submarine pilot!"

One outstanding occasion that I remember with embarrassment: I was sure I was right, and a boy demonstrated clearly that I was not. There was no escape. Everyone was eagerly waiting to see what would happen. I could have reprimanded him for disputing my word, but that would only have been losing the battle twice. I searched my wits, and walked to the door, saying, "I surrender." I stepped out, closed the door, opened it again and came back in, saying, "Good morning. This is tomorrow. I'm glad you are all here so early." We all had a good laugh—and I still enjoy teaching. "I am wrong" are magic words from the mouth of the wise, sincere teacher. There need be no loss of face, long apology, or self-justification.

*Handling the negative.* Saying No with a smile is an art in any profession. It makes one forget the disappointment. Especially is this important in dealing with young people who feel so strongly about their requests.

In the classroom the question may be asked, "May we please skip filling in the workbook for this chapter?" How would you answer?—"No, you have to do it, so don't fuss about it"; or, with a big smile, "Some very important things about Alaska are brought out there that you will want to know."

Imply the negative in a pleasant manner without saying a flat No. If you can get the students to do what they formerly did not want to do—and enjoy doing it—you have mastered this technique.

*Measuring up.* Several years ago the Quiz Kids radio program asked pupils from grades one to twelve to tell why they liked school or liked their teachers. Thirty-three thousand replies were compiled. The most common ones make a good basis for teachers to check on themselves:

1. She is so kind, and doesn't make a monkey out of you before everybody.
2. Just being with her the first day gave me a happy and contented feeling.
3. Miss X helps you until you get it.
4. She is kind and courteous, and smiles so much that I want to please her.
5. She likes every one of us.
6. She made me know I could do the work. She praises you when you deserve it.<sup>4</sup>

We as Christian teachers must climatize our classrooms with the spirit of Jesus. Students appreciate prayer before a test. They are inspired to live more nobly when we naturally, sincerely, and unostentatiously reinforce the Bible in every class. It would be well if each would regularly take stock of this class-atmosphere factor that means so much to our young people.

<sup>1</sup> Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 267.

<sup>2</sup> White, *Education*, p. 294.

<sup>3</sup> Proverbs 17:22.

<sup>4</sup> Paul H. Witty, "The Teacher Who Helped Me Most," *Studies in Higher Education*, Purdue Division of Educational Reference, April, 1951, pp. 13, 14.

# Principles of Bible Teaching

George M. Mathews

ASSOCIATE SECRETARY  
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

## IV. SUGGESTIONS FOR TEACHING BIBLE CLASSES AT THE DIFFERENT GRADE LEVELS

### A. Bible in grades 1 and 2.

*Teacher's Guide for Bible, Grades 1 and 2* (vol. 1, odd year; vol. 2, even year).

1. Specific objectives.
  - a. To lead the children to love and appreciate Bible stories.
  - b. To establish confidence in God's personal interest in each child.
  - c. To increase the children's ability to discriminate between right and wrong.
2. General plan.

The work in these grades is oral; there is no textbook in the hands of the pupils. The stories and memory verses listed on the inside covers of the workbooks are presented in full in the *Teacher's Guide*, together with references and suggestions for help in preparation of each story. The teacher tells each story.

3. Suggestive weekly plan.
  - a. Monday—tell a story.
  - b. Tuesday—review the story (teacher and pupils sharing).
  - c. Wednesday—teach a new memory verse or drill on previous ones.
  - d. Thursday—tell a story.
  - e. Friday—review the story (teacher and pupils sharing), and memory verses.
4. Plan for teaching a memory verse.
  - a. Show illustrated Memory Verse Card.
  - b. Read or repeat the verse.
  - c. Explain its meaning, unfamiliar words, and phrases.
  - d. Read or repeat again.
  - e. Have pupils repeat the verse with you.
  - f. Work on difficult parts.
  - g. Repeat as a whole again.
  - h. Have individual pupils repeat it.
5. Helpful devices.
  - a. Sand table.
  - b. Pictures.
  - c. Flannelgraph.
  - d. Grab bag.
  - e. Objects.

### B. Bible in grades 3 and 4.

*Through the Years With God* (odd year); *All the Way With God* (even year).

1. Specific objectives.
  - a. To establish a basis for faith and confidence in the Bible record.
  - b. To acquaint the children with the Bible, which is the Word of God.

- c. To make lessons concrete and practical.
- d. To show through the lives of Bible characters how God forgives sin.

- e. To show how God used men of the Bible to do His work.

- f. To show God's protection and care over His children.

- g. To establish an appreciation of God's great love for His children.

- b. To reveal Him as the Saviour.

#### 2. Suggestions to teacher.

- a. In the third grade a textbook is used by the children for the first time.

- b. The children should use their Bibles in class, referring to the Bible account in order to answer questions that arise.

- c. Pictures, objects, and maps are helpful in teaching the lessons.

- d. Helps and keys are provided in the Teacher's Edition.

- e. Frequent memory verse drills should be conducted. Flash cards are useful for such drills. These may be made with the beginning words of the verse on one side and the reference on the opposite side. Example: One side, "For God so loved . . ."; on the opposite side, "John 3:16." To avoid confusion, use a different color of cards for each grade.

- f. Flash cards may be kept in a convenient place so the children may use them frequently for study.

- g. Bible lessons and reviews may be varied by having—

- (1) One child begin the story and others continue and finish it.

- (2) Children write sketches of Bible characters, to be identified by the group.

- (3) Pupils tell what they have learned in a practical and spiritual way from the lesson.

- (4) One child tell the story of the lesson, with the other children adding points of interest he may omit—after he has finished.

- (5) Children write out and ask questions of other children.

- (6) The pupils write the story of the lesson.

- (7) Certain children make oral reports on special subjects.

- (8) Questions written on slips of paper that the children draw, then orally answer the questions drawn.

- (9) Children make pictures to illustrate the story, each picture to be identified by the group.

- (10) "Masterpiece" prints available for illustrations.

- (11) Objects made by pupils for sand table.

- (12) Children prepare and present in class the Bible readings on various subjects in the textbook.

### 3. Suggestions for drill.

- a. Teacher repeat verse; children give reference.
- b. Teacher tell thought of verse; children repeat verse and give reference.
- c. Teacher give reference; children repeat verse.
- d. Distribute typewritten lists of verses; children place correct reference after each verse.
- e. Write or print names of the books of the Bible on pieces of plywood or cardboard cut in shape of a book. Have children arrange them in correct order on the chalk tray.
- f. Have the children check with teacher for one hundred per cent mastery, each child keeping an individual record of his own progress.
- g. Have the children drill one another.
- b. Play games to motivate the drill.

## C. Bible in grades 5 and 6.

*Messengers of the Promise* (odd year); *Day by Day With Jesus* (even year).

1. Specific objectives.
  - a. To continue to develop appreciation of Bible.
  - b. To show the overruling providences of God in His dealings with men.
  - c. To show how God led the children of Israel.
  - d. To gain spiritual lessons from lives of Ruth, Eli, Gideon, Samuel, etc.
  - e. To show the terrible results of apostasy.
  - f. To gain an appreciation of Christ's life of service for others.
  - g. To make personal application of lessons learned through study of the Bible.
2. Suggestions to teacher.
  - a. Be sure that every child has a Bible at school, and that it is kept in a special place in the desk—on top of all other books.
  - b. Teach the use of the Bible dictionary, globe, and Bible maps.
  - c. Ask your local Sabbath school for old Picture Rolls. Even upper-grade children appreciate them.
  - d. Play Bible games. See *100 Bible Games*, which may be obtained from the Book and Bible House.
  - e. Use well-known pictures that illustrate Bible lessons: *Christ and the Doctors, Christ and the Rich Young Ruler, Christ Blessing the Children, The Gleaners*, etc.
  - f. Have the children list Bible events, such as the miracles of Elisha, the miracles of Christ, parables told by Christ.
  - g. See "Suggestions to teacher," grades 3 and 4.

## D. Bible in grades 7 and 8.

*Witnesses for Jesus* (odd year); *The Wonderful Way* (even year).

1. Specific objectives.
  - a. To restudy facts of Biblical history as a revelation of the great purpose and plan of the Almighty.
  - b. To determine the results of cooperating with God in His plan for humanity.
  - c. To stimulate an earnest, personal consideration of God's plan for the individual life.
  - d. To establish the authenticity of the Bible by a study of the prophecies.
  - e. To gain an appreciation of the work and sacrifice of the reformers and early missionaries, such as Wycliffe, Luther, Carey, Livingstone.
  - f. To learn spiritual lessons from the life of Paul, and to see God's care and guidance in his life.

### 2. Suggestions to teacher.

- a. Take time to discuss with the group questions that arise. The pupils in these grades are beginning to think things through and to make decisions.
- b. Teach the use of the concordance and Bible marginal references. Continue use of Bible dictionary and atlases.
- c. Have memory verse "spelledowns."
- d. Let pupils make small individual flash cards for memory verse drill.
- e. Have children trace Paul's journey's on duplicated outline maps. As they name places and draw journey lines on their individual maps, the teacher may place and identify dots on the master copy of the map.
- f. See "Suggestions to teacher," grades 3 and 4.

## Faculty Forum at EMC\*

Faculty Forum is the name recently chosen by the professors of Emmanuel Missionary College who meet in the faculty lounge one evening each month, with Edwin R. Thiele of the department of religion as moderator, to hear a presentation of interest to Adventist scholars and then to discuss the subject informally.

Typical subjects recently presented by members of the group are: "The Possibility of Error in the Use of Radiocarbon Dating," "The Initial Date of the 1260-year Period," "The Definition and Scope of the Law of Moses," "The Marginal Markings of the Isaiah Scroll," "An Explication of the Song of Solomon," "Our Money and Credit Economy," "Dr. John Harvey Kellogg's Relation to the Denomination, 1888-1907."

The professors of EMC have been meeting thus since the school year 1939-40, when Dr. Thiele first invited the teachers of other departments to join in study with those of the department of religion. At the November 1956 meeting a committee was appointed to bring in recommendations for a more formal organization, and an appropriate name for the group. The recommendations, as amended and accepted at the December meeting, are:

1. That the group be known as the Faculty Forum.
2. That the members' presentations be confined, by and large, to religion and allied fields, as heretofore.
3. That the head of the Department of Religion serve as moderator and also as a permanent member of the program committee.
4. That the program committee be elected by the following procedure: At the next-to-last meeting of each school year a nominating committee of three shall be nominated from the floor. At the last meeting of the school year this committee shall bring in four nominations. The two members receiving the highest number of votes (in a secret-ballot election) shall serve, with the head of the department of religion, as a program committee for the following school year.
5. That the membership of the Forum be restricted to the EMC faculty.
6. That the Forum meet a minimum of eight times each school year, usually on the second Thursday evening of each month.

\* This item is published in the hope that it will encourage formation of similar faculty forums at other institutions.—EDITOR.



## What the SCHOOLS ARE DOING



Twice a month the active Missionary Volunteers of Southern Missionary College may attend the missionary band of their choice, and go out to spread sunshine. These bands are under the over-all direction of Don Crane, a freshman ministerial student.

David McFaddin takes a group to the Silverdale old folks' home, while David Jarrett is in charge of a good group that regularly visits the county jail. The Pine Breeze TB Sanatorium is large enough for three groups: Don Clark's band goes to the colored section; another, directed by Herman Washington, visits the women's building; and Jim Haney's group cheers the men.

The students sing, sometimes accompanied by an accordion or other instrument, then the leader gives a short inspirational talk, followed by prayer. In some bands various students give the talks; occasionally there is special music. One man in the sanatorium said, "We get a real inspiration when you sing. We really like it."

Julie Brown, a junior majoring in elementary education, is in charge of the two MV training bands, assisted by Barbara Beans and Veneta Eller. One group conducts vesper service two Friday evenings a month at Standifer Gap; the other goes to the Bonny Oaks Orphanage, where mission stories are in great demand.

► Women of Pacific Union College "adopted" an isolated Newfoundland church and school last Christmas, and sent some 70 packages of clothing and toys to children and adults whose ages and sizes had been sent by the PUC alumnus who is pastor-teacher there.

► The 15 pupils of Meridian (Mississippi) church school solicited more than \$600 for Ingathering last October—averaging more than \$40 each!

► Following the Week of Prayer conducted at Mountain View College (Philippines) by C. P. Sorensen, 26 students were baptized.

► Nashville Junior Academy (Tennessee), with a goal of \$1,012 for Ingathering, in less than three weeks last November raised more than \$1,400.

► An application for a second tavern in Cicero, Indiana, was voted down recently, thanks largely to efforts of Indiana Academy students and teachers.

► Choraliers of Washington Missionary College are resplendent in new paradise-blue robes with white-satin-lined sleeves and stoles—gift of the Potomac Conference.

► Inclement weather could not dampen the spirits of students and teachers from Shyenenne River Academy (North Dakota) on Ingathering field day, last October 25. A cash total of \$521.28 was received.

► When the blood donors' mobile clinic visited Canadian Union College last November, 109 students and staff members contributed their pint each of the life-giving fluid. P. G. Miller, principal, registrar, and teacher of the academy, has made 15 contributions.

► High light of Founders' Day at Japan Missionary College, last June 28, was the dedication of the new Washburn-Nelson Memorial Observatory, culminating five years' planning and work by both Japanese and American scientists. Prince Takamatsu cut the ribbon as the observatory was officially opened.

► At Mount Ellis Academy (Montana) the new home for girls is fully enclosed, and inside work is continuing through the winter months, with the expectation that the building will be ready for occupancy next September. Ingathering field day yielded \$350 for missions; and a baptismal class was formed following the fall Week of Prayer.

► A new multigrade school building on the Pacific Union College campus is a vital and valuable addition to PUC's elementary education facilities, giving student teachers opportunity for observation and practice in preparation for teaching one- or two-teacher schools, which are still in the majority. Twenty children in grades 1 to 6 are accommodated in the new school—chosen to give a cross-section group.

► Bethel Training College (South Africa) gratefully acknowledges God's hand in providing (1) an abundant water supply, through the *seventh* well drilled on the campus; (2) a good used engine for powering the light plant, at one third the cost of a new one; (3) materials for construction of the new school blocks and the church building, at approximately three fifths the normal cost; and other providences that have greatly strengthened the faith and love of students, teachers, and constituency.

► Atlantic Union College recently acquired the Hosmer property, surrounded on three sides by the college campus. This oldest property owned by Seventh-day Adventists in the United States has stood on that site since colonial times. Its walls show marks of bullets from King Philip's War. One immediate result of the purchase of this property is a temporary solution to the problem of housing the young men at the college. Since acquiring Hosmer Hall, the college now owns all property on the west side of Main Street for some three-quarters of a mile.

► Chosen from among the 1,219 members in Berrien County, Michigan, were 14 outstanding Moo's Who for October, 1956. Top five in milk production were from the Emmanuel Missionary College dairy, also the top four in butterfat production. The 2,330 pounds of milk produced by Dahlia, College Dairy Queen, in 31 days is twice her own weight; and it would take nearly \$500 to purchase her one-month's production.

► Sedaven High School (South Africa) reports £600 Ingathering funds raised (£6 per pupil); 1,000 Kakamas peach trees beginning to bear; donation of a 1260-egg Buckeye incubator for the poultry department; and a fine growing herd of 67 head of Friesland cattle, with an average of 20 milking cows producing approximately 5,000 pounds of milk a month.

► On the last Sabbath afternoon of the Week of Prayer at Maplewood Academy (Minnesota), many students tossed into the big bonfire improper music and reading matter, jewelry, make-up, and other things unbecoming to Seventh-day Adventist Christians. Afterward 20 students made up a baptismal class.

► The library at Lodi Academy (California) has burst its bounds and overflowed into a downstairs room fitted with 400 feet of shelving to accommodate duplicate books and back numbers of magazines. The new room also provides a workshop for the library assistants.

► Vejleford Hojskole (Denmark) reports a record enrollment of 142, of whom 56 are from Norway and 86 from Denmark, the Faroe Islands, and Iceland. New rooms have been added to the women's dormitory to provide for the overflow enrollment.

► On Ingathering field day at La Sierra College, 47 carloads of students and teachers scattered out through 14 beach cities and surrounding territory—and returned rejoicing at evening with \$2,000 for missions.

► Emmanuel Missionary College is proud of its 53 student colporteur evangelists who qualified for scholarships by their summer's efforts; 47 in the Lake Union territory, 6 in other conferences.

► At Helderberg College (South Africa), last October 12, 29 children were invested in various JMV Classes, and 3 Master Guides received insignia.

► Champion Academy (Colorado) reports \$1,126.87 Ingathering funds raised on field day, last October 16, by the 211 students and their teachers.

## Keystones of Good Internal Administration

(Concluded from page 12)

Successful administrators often cannot have daily personal contact with staff members. Therefore, they must develop a competence for listening to the staff whenever the opportunity is at hand.

Successful administrators develop competence to listen by practicing certain techniques which involve (a) listening patiently before commenting or interrupting; (b) postponing tendencies to disapprove, admonish, or argue; (c) paying attention to both the spoken words and to the underlying sentiments that appear; and (d) helping a person to say what he has difficulty in saying unless assisted.

They test their techniques of active listening by *paraphrase*, that is, by restating what the person has said and by asking him if this was what he meant. The speaker thus can check that the listener has understood. The technique of paraphrase, wisely used, clarifies the listener's interpretation of what has been said.

Another technique used is to inquire at the end of the conversation, "What would *you* recommend?" and "Can you tell how it could be done?" "Have you considered objections?" "Do you think it will work?" The function of this technique is to accelerate a flow of ideas and sharpen viewpoints.

Use of case methods, in which actual or realistic situations are discussed and individuals are asked how they would proceed, provides another technique for active listening. This technique is effective in giving administrators and staff a chance to listen, ask better questions, and better solve potential or real problems.

Successful administrators are essentially modest in dealing with their staffs yet firm in dealing with problems. They seldom make rapid-fire decisions.

They desire to create a climate where people enjoy working. Therefore, they do not order them around or act in general like the central authority. Instead, they admit that they do not know the answers to every question, although they are confident they know where and from whom to get the answers. Moreover, they recognize that answers are sometimes not as important as questions.

They are willing to say that they do not know when they do not know. They admit that one man cannot know everything even about his own specialty. So, they have a "stop-look-listen" attitude toward their own experience.

They welcome sincere and constructive criticism. When there is *no* criticism, something is likely to be wrong with the administrator. On every problem they need someone who knows more about the problem than they do. Thus, "I don't know" is not an indica-

tion of weakness or indecision so much as the starting point for finding out.

Successful administrators foster considerable freedom within the administrative framework; they emphasize ideas rather than personalities; and they often like to de-emphasize rank. They give credit generously to others, knowing well that they, too, get credit for what other people do.

They are neither proprietors of their job nor of the people under them. Instead they work to promote collaborative thinking, to secure participation by staff members, and to build an effective team. They are quarterbacks but they alone do not call all the plays for the team. They work in huddles.

They are aware that administrators once emphasized the expert approach, spoke with authority, made absolute rulings, guarded jealously the policy-making prerogative, and nursed their prestige. They also are aware that successful administrators have turned away from the expert approach because it was found that type of administrative aggression did not pay.

Today they recognize their responsibility for helping staff members to bring out into the open their feelings and attitudes toward administration. They say that we should hunt for our own answers, not for a scapegoat; that we should all ask not only *why* are things this way but also *what* is going on here. They believe that better decisions are likely when people gain awareness through asking more questions.—*The Education Digest*, October, 1955, pp. 18-21. (Used by permission.)

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► The off-campus educational activities of Atlantic Union College have expanded greatly in recent years, now including the nursing program at New England Sanitarium and Hospital, the New York Center program, and the Fort Devens Extension program, with a total enrollment of more than 200 students. During the past three years more than 350 students have enrolled for classes in the Fort Devens Extension.

► November 3 and 4, 1956, will go down in history at Upper Columbia Academy (Washington), for the old-fashioned building bee in which 100 students and 15 teachers joined to insulate the auditorium, working around the clock—in five shifts—from sundown Saturday till late Sunday night.

► Tuesday, October 16, was Boys' and Girls' County Government Day in Hall County, Nebraska, and junior students of Platte Valley Academy joined representatives of other schools in learning government at first hand, in the offices and courtroom at Grand Island.

► La Sierra College recently received from the Santa Fe Foundation an unrestricted grant of \$1,000, which was assigned to the student scholarship fund.

► Mr. and Mrs. R. L. McManaman have joined the staff of Helderberg College (South Africa), heading the music department.

► Indiana Academy has been notified of a "continuous commission" of accreditation by the State department of education.

► At the close of the Week of Prayer at San Diego Union Academy (California), 12 students asked for baptism, and formed a study class to that end.

► Six theology seniors of Washington Missionary College, directed by Elder Arlyn Stewart, are conducting an evangelistic effort in nearby Comus, Maryland.

► Emmanuel Missionary College has reorganized and centralized its public relations activities, under the direction of Gordon Engen, for greater efficiency in winning and dispensing good will and good news.

► The 1956 Ingathering goal of \$6,000 was reached at Atlantic Union College last spring. In addition the college students and teachers collected on one October day approximately \$4,300 toward the 1957 goal.

► Southern Missionary College and King's Bakery of Chattanooga are cooperating to establish a new college industry that will employ 125-150 persons, largely students. A \$3,000,000-a-year business is anticipated.

► The 1956 Christmas gift of the Associated Students of Walla Walla College went to help complete and equip a desperately needed dispensary at Bugema Missionary College (East Africa), whose treasurer is a WWC alumnus, Rais Marx.

► Dawn Minifie, senior student at Lodi Academy (California) and editor of the school's monthly *Gateway*, was awarded first prize of \$50 for her essay entered in the National Temperance Essay contest, sponsored by the American Temperance Society.

► Pacific Union College physics department has received from the North Hollywood branch of the Technology Instrument Corporation between \$1,500 and \$2,000 worth of precision equipment necessary for its research and development of new and improved instruments and techniques for teaching physics.

► Mountain View College (southern Philippines) began its fourth year with an opening enrollment of 263 students, which was nearly double that of the preceding year. With the addition of three new teachers, much equipment in both scholastic and industrial lines, and new or definitely enlarged and improved quarters for students, teachers, classrooms, and industries, courage is high for completion of the best year yet.

Errata. The center-spread article in the December issue, "From All the World Into All the World," credited to Charles E. Weniger, was originally a composite prepared under his direction by Alger F. Johns, Earle Hilgert, Daniel Walther, William G. Murdoch, and Charles E. Weniger. This statement, giving credit to whom credit is due, is made at Dr. Weniger's request.—EDITOR.

- On Sunday, December 2, the new modern Orange County Junior Academy (California) was dedicated. Located on a 10-acre former orange grove, construction began last June, and school opened for 290 students on September 15. Alfred Stump is the principal and teacher of the 10th grade, assisted by a capable teacher for each grade from 1-9, and 2 music teachers. Seven school buses transport pupils from nearby churches.
- Newbold Missionary College (England) opened the 1956-57 school year with a capacity enrollment of 125 students from 23 different nations. R. W. Olson, liaison officer from Washington Missionary College, is acting principal. Other new staff members are A. H. Watson, dean of men and teacher of mathematics; and Mrs. D. A. Clarke, dean of women and assistant in English.
- The 44 pupils of Kansas City (Missouri) Junior Academy, accompanied by 14 adult church members, solicited some 550 cans of food and some money and clothing, on "trick or treat" night last October 30—for Thanksgiving baskets for needy families. Games and refreshments at the school finished off the happy evening.
- Emmanuel Missionary College Dean Wilbert M. Schneider is the author of a book recently published by the Public Affairs Press, entitled *The American Bankers' Association, Its Past and Present*—"a major contribution to the history of American banking," say its publishers.
- San Diego Union Academy (California) is happy over its new chapel and two elementary classrooms recently completed, at a cost of \$53,000. The former chapel room is now a commodious and well-appointed library with seating capacity for 60 students.
- Good Hope Training School (South Africa) rejoices in a commodious, well-lighted, new block of four classrooms for Standards 8-10 and advanced training classes, also an enlarged and much-improved library.
- Madison College welcomes four new staff members this year: Francis R. Cossentine, music; Duane F. Houck, biology; Mrs. Helen Socol, dean of women, with Mrs. H. C. Alexander as her able assistant.
- At Southern Missionary College two entire floors of the men's home have recently been refurnished, at a cost of \$350 a room, and the chapel has been redecorated and enlarged.
- Central American Vocational College (Costa Rica) this year has the largest enrollment in its history—168, of whom 145 are Seventh-day Adventists and 20 are Catholics.
- Fourteen students of Helderberg College (South Africa) were baptized last September 29, and a week later were officially welcomed into church membership.
- Justin Hamer has joined the staff of Antillian Junior College (Cuba), as science teacher and industrial chemist.
- Ingatherers from Adelpian Academy (Michigan) solicited a record amount of \$4,500 on field day, last September 25.
- Nigerian Training College (Africa) has enrolled 100 seminary and college students and 95 in the secondary division.
- Walla Walla College, academy, and campus school secured \$3,600 for missions in the Ingathering campaign last October.
- Adelpian Academy (Michigan) reports enrollment of 308 students, of whom 84 have organized as the largest senior class in Adelpian's history.
- Plainview Academy (South Dakota) was host, last October 14-17, to the annual convention of teachers employed by the North and South Dakota conferences.
- Pacific Union College teachers, students, and church members are sponsoring two Hungarian refugee students, selected from among recent arrivals.
- Enthusiastic students of Platte Valley Academy (Nebraska) recently raised \$1,200—on an \$800 goal!—to supply public address systems in the dormitories and needed supplies and equipment for the music and physical education departments.
- The Finland Mission School (Toivonlinna) reports that this year's enrollment totals 124 students. Another item of good news is that a third well drilled on the campus, to a depth of 205 feet, has finally solved the school's critical water problem, supplying 600 gallons per hour.
- New faculty members at Atlantic Union College this year include Dean E. Wilmore Tarr; associate professor of religion, W. R. A. Madgwick; assistant professor of languages, George Yamashiro, who recently received his Ph.D. degree from Harvard University; instructors in home economics, Martha Lorenz and Norma Sanborn; instructor in violin, Julian Lobsien; college bindery manager, F. Lars Surdal.

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## Editorial News and Views

(Concluded from page 32)

**Remedial English in College** The University of Illinois has announced that beginning in 1960 its noncredit course in subcollege English will be discontinued. All beginning students will be enrolled in the regular freshman English course, regardless of deficiencies, there to pass or fail according to the quality of their work. This action was taken because the university feels that it is the responsibility of the secondary schools to prepare students to meet college entrance standards in English. There is logic in this. The college is no more responsible for offering subcollege instruction in English than in history, mathematics, natural sciences, or languages. Perhaps if the colleges had not accepted this responsibility for correcting English deficiency, the secondary schools would have taken more pains to see that their graduates attained the necessary English proficiency for success in college-level English courses.

THE JOURNAL OF TRUE EDUCATION

## The Bookshelf

*Staff Relations in School Administration*, by the American Association of School Administrators, NEA, 1201 Sixteenth St., N.W., Washington 6, D.C. \$5.00.

Good morale in the classroom is the theme of this 242-page report—the 33d *Yearbook* of the American Association of School Administrators. It makes the point that administration has the responsibility for "creating conditions which make work contribute to individual satisfaction and fulfillment."

Simply put, good working relations among members of the schoolhouse team will produce better teaching. One excellent method of providing a good working atmosphere, the report emphasizes, is to invite staff-member participation in planning and policy making. It cites the results of an opinion sampling among some eighteen hundred teachers in forty-three States, which showed that "teachers who report opportunity to participate regularly and actively in making policies are much more likely to be enthusiastic about their school systems than those who report limited opportunity to participate." But it adds this word of caution: "It is important to avoid pressures on staff members to take part."

A typical example of competent teacher participation, the *Yearbook* points out, is in the selection of teacher candidates for staff vacancies. It urges that teachers whose assignments are similar to the one for which the candidate is being interviewed should be allowed to participate in the final selection, since they could be counted on to have insights and knowledge concerning qualifications that supervisors and administrators may not possess.

The *Yearbook* committee recommends changes in current recruitment procedures. A school system is no better than the teachers it employs, it says, adding that school administrators should know the kind of teachers they want and then cover a wide area searching for them. It charges that too frequently filling staff vacancies is based on geographical proximity.

These factors, too, are of equal importance in building a good staff and good staff relations:

1. Good get-acquainted programs for new teachers.
2. A clearly understood policy of teaching assignments and transfers.
3. Equally distributed work loads.
4. Good salary scale.
5. A system where teachers may make their own complaints without repercussion.
6. Adequate personnel records.
7. Sound promotion policies.
8. Group appraisal of a teacher's services.

The authors of the *Yearbook* turn to many sources for their facts and inspiration. They examine what industry has done to achieve good relations among employees; they look at the contributions of group dynamics; they cite the verse of James Whitcomb Riley and Edgar A. Guest. They search for the human touch in other places—in the findings of psychiatry (quoting William C. Menninger) and in the writings of philosophers (quoting Albert Schweitzer). Wisely, the authors conclude by stating a challenge. That challenge is that groups of people—in this instance educators—can devise ways of living and working together. Behind the challenge there is a goal—to free the full power and potential of each teacher and school worker. And beyond this goal there is an even broader purpose: "how to make the most of the precious gift of human life."—HAROLD EIDLIN, *Edpress News Letter*.

► October 16 was Ingathering field day at Southern Missionary College, and the 250 participants brought in more than \$4,500.

► Middle East College (Lebanon) was host to 100 delegates attending a division-wide ministerial institute last August 23 to September 2.

► The Atlantic Union College library, during the fiscal year from June 1955 to June 1956, added 1,328 new volumes, making a total of 40,000 volumes.

► Madison College enjoys the highest attainable accreditation as a polytechnical (not a liberal arts) college, and as such her credits are fully recognized and accepted.

► Lloyd E. Downs, professor of biology at La Sierra College, has been awarded the Ph.D. degree in zoology from the University of Southern California. The degree was conferred at the January commencement.

► Jackson, Mississippi, has recently completed a modern church school building at a cost of \$12,650, providing two large classrooms, library, principal's office, kitchen, restrooms, and hallway, and individual closed cloak lockers and book-and-supply lockers.

► Pupils of Brakeworth Junior Academy (Birmingham, Alabama) had a wonderful time last Halloween soliciting food for Thanksgiving baskets for the needy. More than \$55 worth of food was secured. The evening concluded with games and refreshments at the welfare center.

► On Sabbath afternoon, November 3, some twenty carloads of Emmanuel Missionary College students spread over two townships of Berrien County to campaign against liquor licensing, which was up for action on election day. Both issues were soundly defeated, for which the efforts of the college folks were given much credit.

► From the American Temperance Society monthly bulletin *Activities* for December, 1956, we glean reports of outstanding temperance victories in Massachusetts, Michigan, and Tennessee, in large part due to enthusiastic campaigning by students of Atlantic Union, Emmanuel Missionary, and Southern Missionary colleges, respectively.

► Two new scholastic divisions have been inaugurated this year at Southern Missionary College: a four-year course in nursing education, with two years of scholastic and two years of clinical training terminating in a B.S. degree; and a course in business administration that leads not only to a bachelor's degree but also to the C.P.A. after practical application.

► New staff members at Canadian Union College include Michael Luchak, art work at the bindery and college press; Edward V. H. Vick, Biblical languages; Neville O. Mathews, biology; Richard A. Gibson, music; George C. Smith, English and French; Lillian Gabel, assistant registrar and librarian; James McGee and Edna Le Marquand, piano; Ruth McGee Fritz, elementary grades; Clifford Whitehead, maintenance foreman, and Mrs. Whitehead, laundry supervisor.

- ▶ Students of Mountain View Union Academy (California) will benefit from a \$500 scholarship fund provided by the Doctors' Hospital of nearby San Jose. Ten students voted by their fellow students and teachers to be most eligible will receive \$50 each. Requirements include loyalty, courage, enthusiasm, scholastic achievement, financial need, personal effort and application, leadership contributions, courtesy, and consideration.
- ▶ E. S. Booth, professor of biology at Walla Walla College, his wife and daughter, and six aspiring paleontologists last October explored fossil beds of Utah, Colorado, and Wyoming. They unearthed more than 100 fossil fish, making a fine addition to the collection already in hand. Dr. Booth hopes to make future exploratory trips to the Rocky Mountain fossil beds.
- ▶ Campion Academy (Colorado) reports purchase of land that will improve the campus and make possible production of more feed for the growing dairy herd; a new arts and crafts building, and additional classrooms; and other improvements in dormitories, campus, and farm.
- ▶ Through recent voluntary contributions, students of Atlantic Union College are supporting two Hungarian refugee students at Bogenhofen, the Seventh-day Adventist training school in Austria. They have also contributed \$100 to general Hungarian relief.
- ▶ Seventh-day Adventist secretaries from all over southern California gathered at La Sierra College, last December 4, for a secretarial conference to study and compare notes on how to improve their skill and consecration to denominational responsibility.
- ▶ Southern Missionary College claims the distinction of a flying art teacher. Mrs. Gina Plunguian, of Newark, Delaware, flies 2,000 miles biweekly to spend a day with the art classes on the SMC campus.
- ▶ Highland Academy (Tennessee) reports enrollment of 101 students; solicitation of \$780 on Ingathering field day; and baptism of 9 students on September 22, concluding the Week of Prayer.
- ▶ Students of Union College collected food for and packed 69 Thanksgiving baskets for needy families in Lincoln, last November.
- ▶ Emmanuel Missionary College mathematics department received a \$650 grant to help support research now under way or projected.
- ▶ Following the Week of Prayer at Auburn Academy (Washington), last October 14-20, a baptismal class of 13 students was formed.
- ▶ Canadian Union College reports enrollment of 350 students from five continents—none from Africa! Alberta tops the list with 146.
- ▶ Monterey Bay Academy (California) set an Ingathering goal of \$1,200 for field day, last September 18—and raised \$1,313.25!
- ▶ Madison College was host, last October 4-7, to the 46th annual meeting of Southern self-supporting workers.
- ▶ Thunderbird Academy (Arizona) was host, last October 28-30, to 26 church school teachers of the Arizona Conference, at the time of their annual convention.
- ▶ Walla Walla College will receive \$30,000 from the estate of the late Eugene Tausick, Walla Walla businessman—part of \$139,000 bequeathed to four educational institutions in the area.
- ▶ Emmanuel Missionary College was host, last December 10-12, to the annual convention of academy principals in the Lake Union Conference—Adelphian, Battle Creek, Broadview, Cedar Lake, EMC, Indiana, and Wisconsin.
- ▶ Pacific Union College a cappella choir members are delighted with the 60 new *Church Hymnals* recently presented by Pacific Press Publishing Association. Each book has A Cappella Choir gold-stamped on its cover.
- ▶ Washington Missionary College library is the richer by a gift of 415 volumes—mainly on religion, biography, and travel—from the personal library of H. K. Halladay, Sabbath school and home missionary secretary of the Columbia Union Conference.
- ▶ New staff members at Adelphian Academy (Michigan) include Mrs. Ilah Bowron, cafeteria director; Robert Greve, science and mathematics; Virgil Lewis, English, Bible, and driver training, and Mrs. Lewis, study hall supervisor; Maurice Wright, farm manager.
- ▶ Philippine director of private schools, Daniel M. Salcedo, visited Philippine Union College last September, and enthusiastically approved the avowed objectives of providing for every student an education with a harmonious balance of the mental, physical, and spiritual powers.
- ▶ La Sierra College was host, last October 28, to the first Seventh-day Adventist gymnastic clinic, attended by 40 representatives from seven academies in Southern California and Arizona. Contributing guests included a professor of physical education from Long Beach State College, and the Los Angeles Sokol Turners.

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The JOURNAL of TRUE

## Education

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## Editorial NEWS AND VIEWS

**President and Dean of Our New Graduate School**

The General Conference Committee has recently appointed E. D. Dick as president of the reorganized graduate institution in Washington, D.C., and W. H. Beaven as dean of its liberal arts graduate school. These appointments are perforce temporary, until the new institution can be incorporated and a board of trustees can be elected. Inquiries regarding the offerings, curricula, and descriptive literature may be addressed to President Dick or Dean Beaven, at the Seventh-day Adventist Theological Seminary. The plan is to begin operation with a summer quarter in 1957, offering the following courses toward a Master's degree in the field of education:

*First Session, June 17-July 23:*

Philosophy of Christian Education  
Comparative Education  
Youth Guidance  
Speech for the Classroom Teacher  
Methods in Social Studies

*Second Session, July 23-August 29:*

School Administration  
Workshop on School Home Administration  
Voice and Diction  
Methods in Teaching Bible  
Language Arts  
Psychology of Adolescence

For more information regarding this reorganized educational institution, see the editorial on page 3.

**Guided Tours:  
College Credit and  
Improved Teaching**

The guided tour is rapidly gaining favor in higher education circles. Many first-rank universities and colleges are regularly offering credit courses in this form.

Most notable among recent developments in this area in our own circles was the eleven-thousand-mile teacher tour of the United States during the summer of 1956, sponsored by the Southern California Conference for the benefit of its elementary schoolteachers. This was not only a tremendous morale boost for the teachers, but was a forward-looking move in the practical approach to in-service training.

Approximately forty teachers spent six weeks touring the nation: across the southern section, up along the eastern seaboard to the nation's capital, on to New England, and back home via the northern, central, and northwestern States. The fact that the group traveled by chartered bus, enabled Wilfred J. Airey, professor of history at La Sierra College, to lecture as they proceeded from one historical site to another; and study time was provided by lengthened stops. Thus participants in the tour could earn six semester hours' credit in social science, by enrolling for it at La Sierra College before starting out.

Southern California Conference and La Sierra College plan to repeat this tour during the summer of 1957, for the benefit of teachers who could not be accommodated on the 1956 tour.

**Income Tax Deductions**

Educational leaders are conferring with the Bureau of Internal Revenue, in an attempt to induce the Bureau to change its ruling relative to tax-deductible educational expenses. According to the present ruling, expenses for college courses pursued by teachers during the summer or during off-hours are not deductible if such courses are taken on the teacher's own volition to advance his professional qualifications. However, if the teacher is required by his supervisory board of education to take such courses in order to meet certification standards or to hold his job, the expense may be tax deductible under the heading of professional expenses. Educators believe that teachers, as those in other professions, should be allowed tax deductions for any expenses incurred in improving their professional competence.

**Adventist School Enrollments**

Last fall 8,012 students enrolled in our liberal arts colleges, the College of Medical Evangelists, and the Theological Seminary. This represents an increase of 220 students over the same time last year. In the academies, the opening enrollments totaled 11,069 students—an increase of 53 over last year.

These increases are especially heartening in view of the fact that students now in high school and the early years of college were born in the low-birth-rate years of the late 1930's and early 1940's; and therefore it is estimated that there are now fewer late-teen-age youth in our nation than at any time for many years.

Reflecting the high birth rate of 1944-1950, as well as a constant growth in Adventist membership, our elementary schools have registered the greatest increase in enrollment. There are 38,960 children in our elementary and intermediate church schools this year. This is 1,269 more than last year. We may expect continued mushrooming enrollments on all levels.

A recent report from the Pacific Union Conference reveals that in that union alone there are 2,512 more students in Adventist schools than there were five years ago.

In the nation at large, there is an 8.8 per cent gain in college student enrollment, and a 10 per cent increase in high school enrollment. More than 40 per cent of last year's high school graduates are now in college—the highest proportion in United States history. The major enrollment gains in the nation's colleges are in engineering and teaching, two fields in which our country's needs are most pressing.

**Miscellaneous Enrollment Notes**

A world survey of education, newly published by UNESCO, shows that of every ten children of school age, five are not in school, four are in elementary school, and only one above that.

Of the nation's 76 approved medical schools, only five have current enrollments of more than 600 students. The largest, the University of Tennessee, enrolls 781.

*Please turn to page 28*