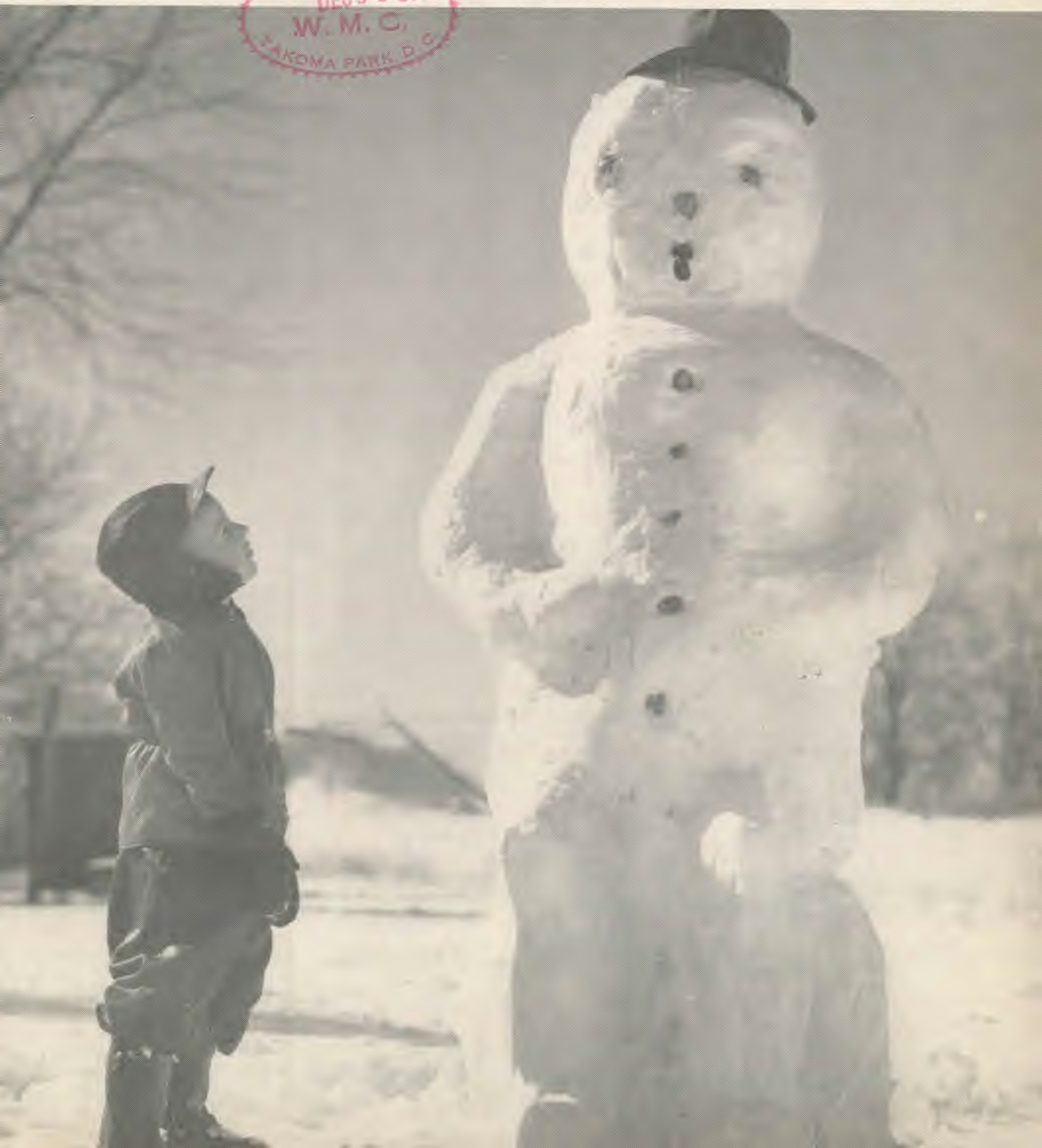
The JOURNAL of TRUE Education

VOLUME 20 DECEMBER, 1957 NUMBER 2



The JOURNAL of TRUE

Education

RICHARD HAMMILL, EDITOR

Associates

ERWIN E. COSSENTINE
LOWELL R. RASMUSSEN
GEORGE M. MATHEWS
ARCHA O. DART

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

CONTENTS

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

ISSUED BI-MONTHLY, OCTOBER THROUGH JUNE, BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, $1.75 A YEAR. PRINTED BY THE REVIEW AND HERALD PUBLISHING ASSOCIATION, TAKOMA PARK, WASHINGTON 12, D.C., TO WHOM ALL COMMUNICATIONS CONCERNING CHANGE OF ADDRESS SHOULD BE SENT, GIVING BOTH OLD AND NEW ADDRESSES. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

IT IS THE *LIFE* THAT COUNTS

A Guest Editorial

ACTIONS speak louder than words!" Our students hear us speak a lot of words. We know our subject matter; we have professional preparation; we can answer questions and give logical answers. Our boards expect this, and we should not disappoint them.

This is not enough for the Christian teacher. First and foremost, our actions and conduct should encourage the youth in their Christian living. They should want to be loyal Seventh-day Adventists because we are loyal to Seventh-day Adventist principles. This kind of person will also be the best classroom teacher, conscientious in all he does.

The Master Teacher drew men to His side, not only by His teaching but more by the life He lived. His teaching had power. Why? "What He taught, He lived. . . . What He taught, He was. . . . Not only did He teach the truth, but He was the truth. It was this that gave His teaching, power." [1] The successful Christian teacher will endeavor to follow this example. We are told that "the true teacher will educate himself in moral excellence, that by precept and example he may lead souls to understand the lessons of the Great Teacher." [2]

A recent writer mentioned that "the most difficult job teen-agers have today is learning good conduct without seeing any."

Dorothy Massie taught in a small town in Washington State. Her school was twelve miles from the Canadian border. This little town had only seventy-five inhabitants, but they operated a consolidated school and the enrollment was 450 pupils. Miss Massie was the science teacher. More and more children wanted to study science. There were more requests for science than could be accepted. Miss Massie tried working her students so hard that they would want to drop the class. They still wanted to study science. Finally the school authorities had to limit the number of students who could select a science major.

This successful teacher was asked the source of her energy and success. Miss Massie replied, "Well, I spend fifteen minutes in devotion every morning. Prayer surely helps. It gives me more patience, more energy, and more calm. And besides, it keeps my Irish temper bottled up." This teacher had a religion that worked. It is the *life* that counts.

Our children of all ages need much counsel and guidance. The church school children must be invited to give their hearts to the Lord and guided into church membership. The academy-age group must be carefully directed while they develop into young men and young women. For this age the personal conference period is profitable, since each problem is different. College students also need guidance as they make preparation for their lifework.

As these contacts are made and counsel given, we must always remember that the young people study us as individuals more than the words we say. "When a crisis comes in the life of any soul, and you attempt to give counsel or admonition, your words will have only the weight of influence for good that your own example and spirit have gained for you. You must *be* good before you can *do* good." [3] It is the *life* that counts.

The spirit of compromise is in the air. Dangerous trends are abroad. Seventh-day Adventist teachers must know what we believe, and follow that belief. We must know how we should live, and live that way. We must set the example.

The future of the denomination rests in our hands. We are preparing children and young people for a special purpose and for special places. "Not more surely is the place prepared for us in the heavenly mansions than is the special place designated on earth where we are to work for God." [4] We train the leaders: the ministers, the missionaries, the teachers of tomorrow. What a responsibility! And what a privilege! Our attitudes will do much to direct their future. Our feelings will be conveyed to them.

We sing, with Frances Ridley Havergal:

> Live out Thy life within me,
> O Jesus, King of kings!
> Be Thou Thyself the answer
> To all my questionings;
>
> Live out Thy life within me,
> In all things have Thy way!
> I, the transparent medium
> Thy glory to display.

The life the teacher lives has its lasting influence. It is the *life* that counts.—W. A. NELSON, educational secretary, Lake Union Conference.

---

[1] Ellen G. White, *Education*, pp. 78, 79.
[2] White, *Fundamentals of Christian Education*, p. 525.
[3] White, *Thoughts From the Mount of Blessing*, pp. 127, 128.
[4] White, *Christ's Object Lessons*, p. 327.

Stars of the First Magnitude

Taylor G. Bunch
PASTOR, SLIGO CHURCH, MARYLAND

UNIVERSITY OF CHICAGO PHOTO

ASTRONOMERS describe the brightness of the stars on the basis of their magnitudes, with a scale of one to six. The most brilliant stars are said to be of the first magnitude; and the most dim, of the sixth. It requires the combined brilliance of one hundred sixth-magnitude stars to equal one first-magnitude star.

Let us use this as a parable of the spiritual realm. Paul declared that "one star differeth from another star in glory,"[1] and astronomers tell us that no two of them are alike in size, color, mineral content, or composition; which of course refutes the evolutionary theory and proves separate and independent creations. Also one Christian differs from another in characteristics, talents, and abilities, and therefore in the final reward, for God has given "to every man his work,"[2] and will therefore reward "every man according to his works."[3] On this basis no two rewards will be exactly alike.

But what kind of works will help us to "lay up . . . treasures in heaven,"[4] and determine the extent of our rewards? How can we become stars of the first magnitude in the realm of spiritual values and in the kingdom of glory? Daniel gives the answer: "And they that be wise shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars for ever and ever."[5] "They that be teachers" is the marginal reading. *The winning of souls is the only possible basis on which we can be rewarded according to our works*—a reward that can be enjoyed increasingly through all eternity.

One of the greatest thrills of the future life will be to meet and associate with those whom we have influenced toward salvation during this life. In fact Paul declared that it would be his crowning joy and richest reward: "For what is our hope, or joy, or crown of rejoicing? Are not even ye in the presence of our Lord Jesus Christ at his coming? For ye are our glory and joy."[6] Even in this life it is a great joy to meet those who thank us for what we have done for them intellectually or spiritually; but this cannot compare with what will take place in the world to come.

The promise of our text is given in contrast to the previous sentence describing the rewards of another class who, because of their earthly lives and works, suffer "shame and everlasting contempt."[7] It is because of the contempt of the whole universe for sin, that through all eternity "affliction shall not rise up the second time."[8] Until they are destroyed and brought to ashes, the wicked will suffer remorse and shame because of the complete failure they have made of their lives.

Our text brings an encouraging message especially to teachers, who are to shine with an unusual brilliance and as blazing stars of the first magnitude,

not temporarily, but permanently in the kingdom of glory. "But the teachers will shine like Lights in space, and those who have led many to righteousness, like Stars for ever and ever," is the Fenton translation. Jesus doubtless had this text in mind when He said, "Then shall the righteous shine forth as the sun in the kingdom of their Father."[9] The light of this world is the sun, which of course is a star, as distinguished from the planets. Being the star nearest to this earth, it is the most brilliant star in *our* heaven, even though it is one of the smallest in the galaxies of the universe. Sirius is the star next in nearness to us and therefore in apparent brilliance.

In this world, only those who achieve outstanding success in their work are called stars, especially in the theatrical world; and not all thus distinguished are of the first magnitude. But every faithful teacher is divinely declared to be a star that will shine, not only in this life, but especially in the life to come—not with a temporary brilliance like a meteor, a comet or shooting star, but with the permanence of the blazing sun. We are told by the Lord's messenger that "teachers are to be . . . indeed the light of the world."[10]

Jesus spent more time teaching than in preaching. He was often addressed as "Teacher," but never as "preacher" or "pastor." Perhaps that is the reason He is called in Scripture "the day star,"[11] and "the bright and morning star."[12] Theological students would make far better preachers if a few years of teaching were included in their preparation. They would not only be better students but present their messages in a quiet, conversational tone and without the exaggerated gestures and other physical movements that partially spoil so many sermons.

But the promise that teachers are to "shine . . . as the stars" is on condition that they "turn many to righteousness" from among their students. "The righteous is a tree of life; and he that winneth souls is wise,"[13] said the wise man. This is because of the far-reaching results, both to the teachers and to those who are influenced by their teaching.

True wisdom is not merely to inform the mind on the subject taught, but to turn the student to the development of a righteous character; for "the fear of the Lord is the beginning of wisdom: and the knowledge of the holy is understanding."[14] "The first thing in knowledge is reverence for the Eternal, to know the Deity is what knowledge means," is the James Moffatt translation. Daniel and his companions put first things first and became ten times wiser than their own teachers. Surely, Daniel could say with the psalmist: "O how love I thy law! it is my meditation all the day. Thou through thy commandments hast made me wiser than mine enemies: for they are ever with me. I have more understanding than all my teachers: for thy testimonies are my meditation. I understand more than the ancients, because I keep thy precepts."[15]

The place of the spiritual in true education is emphasized in the following statements: "Knowledge is power only when united with true piety."[16] "We cannot afford to separate spiritual from intellectual training."[17] "The Bible contains all the principles that men need to understand in order to be fitted either for this life or for the life to come."[18]

The teaching that builds noble characters is the only kind worthy of the name. While the ability to teach requires years of training and experience, the wisdom to turn many to righteousness is a spiritual gift obtained through Bible study and prayer, and developed through spiritual growth. God is the source of all wisdom, and He has promised to give it to those who recognize their need and ask: "If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him."[19]

The pastor has his audience together but once a week for only an hour; the teacher, from four to six hours a day, five days a week—a total of twenty to thirty hours; and that while the hearers are young, when impressions are most easily made and character changes most easily effected. Also children hear and accept a far larger proportion of what is taught than do older people; hence, teaching effectiveness decreases with advancing age.

The stars or suns are the most brilliant and permanent of all God's created works, and to these blazing orbs He likens the teachers who not only impart knowledge but at the same time build noble characters and turn their pupils to righteousness. They will shine with a glory and splendor unequaled even by the angels and unfallen beings. Their glory will never dim or be eclipsed.

What an incentive for Christian teachers to magnify their mission with faithful service! "Nothing is of greater importance than the education of our children and young people."[20] Your work as teachers is therefore of paramount importance; and if you do your work faithfully, you will receive an exceeding great and precious reward.

---

[1] 1 Corinthians 15:41.
[2] Mark 13:34.
[3] Proverbs 24:12.
[4] Matthew 6:20.
[5] Daniel 12:3.
[6] 1 Thessalonians 2:19, 20.
[7] Daniel 12:2.
[8] Nahum 1:9.
[9] Matthew 13:43.
[10] Ellen G. White, *Testimonies for the Church*, vol. 6, p. 156
[11] 2 Peter 1:19.
[12] Revelation 22:16.
[13] Proverbs 11:30.
[14] Proverbs 9:10.
[15] Psalm 119:97-100.
[16] White, *Testimonies to Ministers*, p. 197.
[17] White, *Counsels to Parents, Teachers, and Students*, p. 167
[18] White, *Education*, p. 123.
[19] James 1:5.
[20] White, *Counsels to Parents, Teachers, and Students*, p. 165.

Scientific Method and Everyday Life*

Ray Hefferlin

ASSOCIATE PROFESSOR OF PHYSICS
SOUTHERN MISSIONARY COLLEGE

THE largest product of Washington, D.C., is wastepaper—25 billion pieces of paper annually to make the decisions needed to run the United States Government!

As I talk with college students, I find that many if not a majority are wishing they could decide what they want to do—art or advertising? whom they want to marry—June or Joan? what to do about religion—live by it or ignore it?

Is there a formula for making right decisions? Yes; and this formula is what I should like to outline for you here. It is called the scientific method. It is a routine procedure for making correct choices. It is so good that it was said of the men who developed it: "No one understands what they say, but it is certain that they will be believed!"

By way of introducing the scientific method, let us mention a few ways *not* to decide.

First, chance. To flip a coin is *not* the way to decide. On this point I quote part of an interesting conversation that once took place between Ellen G. White and her son, W. C. White. Listen to his proposition:

> What is your mind regarding the matter of deciding business questions and questions about the daily movements and decisions of an individual by asking the Lord to answer "Yes" or "No" to his question, in this way? He writes the words on either side of a card, and then drops it, and accepts as an answer, the way in which the card falls, believing that in this way God indicates that He does or does not want him to do a certain thing.

Mrs. White answers:

> . . . It is a haphazard method, which God does not approve.
>
> W. C. White: Suppose it comes to a business transaction. I see a property that looks good to me, I ask the Lord to tell me whether to buy it or not. Then I adopt the manner of tossing up a piece of money, and if it comes one side up, I buy it; and if the other side comes up, I will not buy it.
>
> E. G. White: God has given me the message that no such thing is to come into the work of His cause. . . .
>
> W. C. White: Sister Harris says that Brother Harris always prays before he tosses up his coin. Would not that make some difference?
>
> E. G. White: Not a whit of difference.[1]

So chance is not a good way to arrive at decisions.

Second, what about miracles and signs? Miracles are no sure evidence of God's will. In Revelation, chapters 13 and 16, we read:

> And I beheld another beast coming up out of the earth. . . . And he doeth great wonders, so that he maketh fire come down from heaven on the earth in the sight of men, and deceiveth them that dwell on the earth by the means of those miracles which he had power to do.[2]
>
> And I saw three unclean spirits like frogs. . . . For they are the spirits of devils, working miracles, which go forth unto the kings of the earth . . . , to gather them to the battle of that great day of God Almighty.[3]

But isn't healing a sign of the last-day church? No! In *The Great Controversy* we read:

> Through the agency of Spiritualism, miracles will be wrought, the sick will be healed, and many undeniable wonders will be performed. And as the spirits will profess faith in the Bible, and manifest respect for the institutions of the church, their work will be accepted as a manifestation of divine power.[4]
>
> Fearful sights of a supernatural character will soon be revealed in the heavens, in token of the power of miracle-working demons. . . . Persons will arise pretending to be Christ Himself. . . . They will perform wonderful miracles of healing.[5]

We should not prepare to be deceived then by depending on signs and miracles now. So, miracles and signs are also not a good way to make decisions. The Spirit of prophecy writings go so far as to declare:

> The opinions of learned men, the deductions of science, the creeds or decisions of ecclesiastical councils, as numerous and discordant as are the churches which they represent, the voice of the majority,—not one nor all of these should be regarded as evidence for or against any point of religious faith.[6]

If the scientific method is not chance, nor miracles, nor so-called authorities, what is it then?

We must first admit that we have a problem. Either you don't have *any* idea what to do, or there are two alternatives. Either you don't know where to begin, or you just have to decide between Joan and June!

The second step, very important, is the collection of data. The Government is willing to spend 40 million dollars to learn about space satellites, and 6 billion dollars to find out about uranium chain reaction! Where do we get our data?

> There are three ways in which the Lord reveals His will to us, to guide us, and to fit us to guide others. . . . God reveals His will to us in His word, the Holy Scriptures. His voice is also revealed in His providential workings. . . . Another way in which God's voice is heard is through the appeals of His Holy Spirit, making impressions upon the heart.[7]
>
> Our circumstances and surroundings, the changes daily transpiring around us, and the written word of God which discerns and proves all things—these are sufficient to teach us our duty and just what we ought to do, day by day.[8]

* A chapel talk delivered at Southern Missionary College during the 1956-57 school year.

To do our best in the work that lies nearest, to commit our ways to God, and to watch for the indications of His providence—these are rules that ensure safe guidance in the choice of an occupation.[9]

These are the ways we collect data in the application of the scientific method to our everyday lives. But is there nothing to divine guidance but study and formulas? What about conscience? Surely.

Conscience is the voice of God, heard amid the conflict of human passions.[10]

And listen to these statements describing those who will have labored with God in the finishing of His work in the earth:

Many . . . determined to exercise great prudence. . . . But the Spirit of God came upon them . . . ; they could not refrain from preaching. . . . The words which the Lord gave them they uttered. . . .

God's Spirit, moving upon their hearts, has constrained them to speak. Stimulated with holy zeal, and with the divine impulse strong upon them, they entered upon the performance of their duties without coldly calculating the consequences. . . .

But conscience and the word of God assure them that their course is right.[11]

But the devil has succeeded, I fear, in getting too many of us to be emotional where we should be reasonable; to be cold and calculating where we sometimes ought to be impressible. During a recent Week of Prayer, several told me they were resisting the appeals in order to avoid being duped into fanaticism!

Having admitted the problem, and discussed the collection of data, we reach the third phase of the scientific method, which is to come to a tentative conclusion—called a hypothesis. This is something the calculating machine cannot do. This is the thing we try hard to develop in all our college teaching. Information, yes; but also creative thinking.

Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do. . . . It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought.[12]

Fourth, compare this hypothesis with some standard of judgment—measure it by the yardstick. In geometry, we measure a new theorem by certain basic postulates; such as, "A straight line is the shortest distance between two points." In physics, we compare a new theory with certain laws, such as the law of gravitation. In our religious experience, we compare, measure, or evaluate a new idea according to the Bible.

To the law and to the testimony: if they speak not according to this word, it is because there is no light in them.[13]

"Prove to me from the Holy Writings that I am in error," he [the martyr Jerome] said, "and I will abjure it."

"The Holy Writings!" exclaimed one of his tempters, "is everything to be judged by them? Who can understand them till the church has interpreted them?"

"Are the traditions of men more worthy of faith than the gospel of our Saviour?" replied Jerome, "Paul did not exhort those to whom he wrote to listen to the traditions of men, but said, 'Search the Scriptures.'"[14]

The fifth step is experiment.

The education to be secured by searching the Scriptures is an experimental knowledge of the plan of salvation.[15]

I have never read a better definition of experimentation than this given us by Inspiration:

Real experience is a variety of careful experiments made with the mind freed from prejudice and uncontrolled by previously established opinions and habits. The results are marked with careful solicitude and an anxious desire to learn, to improve, and to reform on every habit that is not in harmony with physical and moral laws.[16]

Throughout, we must pray. One scientist is reported to have said, as he did an experiment, "Quiet, gentlemen; I am asking God a question." Prayer must attend every step.

The sixth and last point in applying the scientific method to our lives, is decision. Without this concluding step, the rest would be futile. The decision is what we are working for in this method. Practically any decision is better than prolonged delay.

Long delays tire the angels. It is even more excusable to make a wrong decision sometimes than to be continually in a wavering position, to be hesitating, sometimes inclined in one direction, then in another.[17]

We *must decide,* even if the evidence appears incomplete. That is what faith is, *decision on the basis of good though incomplete evidence.*

Faith is the substance of things hoped for, the evidence of things not seen.[18]

He [God] requires of His people faith that rests upon the weight of evidence, not upon perfect knowledge.[19]

God does not promise, by the masterly acts of His providence, to irresistibly bring men to the knowledge of His truth, when they do not seek for truth and have no desire to know the truth. . . . The power of choosing is left with them.[20]

Faith must rest upon evidence, not demonstrations; those who wish to doubt have opportunity; but those who desire to know the truth find ample ground for faith.[21]

We must decide on the basis of evidence we have carefully collected and with which we have made careful experiments. It's hard! In fact, it is the decision, rather than the data, that is our fundamental problem. None will be lost because of insufficient information. In fact—

Everything depends on the right action of the will. Desire for goodness and purity are right, so far as they go; but if we stop here, they avail nothing. Many will go down to ruin while hoping and desiring to overcome their evil propensities. They do not yield the will to God. They do not *choose* to serve Him.[22]

Choose you this day whom ye will serve; . . . but as for me and my house, we will serve the Lord.[23]

---

[1] Ellen G. White, *Special Testimonies,* Series B, No. 17, pp. 16-18.
[2] Revelation 13:11-14.
[3] Revelation 16:13, 14.
[4] White, *The Great Controversy,* p. 588.
[5] *Ibid.,* p. 624.
[6] *Ibid.,* p. 595.
[7] White, *Testimonies for the Church,* vol. 5, p. 512.
[8] *Ibid.,* vol. 3, p. 333.
[9] White, *Education,* p. 267.
[10] White, *Testimonies for the Church,* vol. 5, p. 120.
[11] White, *The Great Controversy,* pp. 606-610.
[12] White, *Education,* p. 17.
[13] Isaiah 8:20.
[14] White, *The Great Controversy,* p. 114.
[15] White, *Christ's Object Lessons,* p. 42.
[16] White, *Testimonies for the Church,* vol. 3, p. 69.
[17] *Ibid.,* p. 497.
[18] Hebrews 11:1.
[19] White, *Testimonies for the Church,* vol. 3, p. 258.
[20] *Ibid.,* p. 427.
[21] White, *Education,* p. 169.
[22] White, *The Ministry of Healing,* p. 176.
[23] Joshua 24:15.

The things children hear, as well as those they see, are a constant source of questions and new learnings.

HAYS, FROM MONKMEYER

The Teaching of Listening—and Why

Miriam E. Wilt

TEACHERS COLLEGE, TEMPLE UNIVERSITY
PHILADELPHIA, PENNSYLVANIA

PRIOR to the invention of the printing press, knowledge and information were largely acquired through the ears. The printing press made books and other printed matter available to the masses. Four centuries have made people print-minded, and literacy has come to be measured in terms of reading and writing. In less than thirty years the invention of radio, sound recorders, and television has helped to swing the pendulum back. Perhaps there is something to be learned from the Hindus who, admittedly illiterate in terms of reading and writing, "have a literacy of the spoken word—thoughtfully spoken and thoughtfully listened to."[1]

In These Critical Times

Today, as never before, the ears of the people of the world are being bombarded by information and misinformation; by propaganda—good and bad; by drama, lectures, panel discussions, news reports of all types, and advertising campaigns. Sometimes what can be heard is worth while; sometimes it is actually harmful. The ability to listen intelligently and discriminatingly is important in these critical times.

Recent scientific and technological developments have increased the amount of time that people spend in listening. In the opinion of many people, however, the ability to listen efficiently has not improved through increased use of the ears.

While "speech instruction is common, good listening is supposed to be acquired naturally. Frequently it is never acquired, for ear specialists tell us that more than half of so-called deafness is nothing more than inattention."[2]

A study[3] was made to determine whether teachers considered listening an important learning aid in elementary education. Five aspects of the problem were investigated: (1) the amount of time children are supposed to listen in the average classroom; (2) the amout of time teachers *think* that children learn by listening; (3) the relative importance teachers place upon listening as compared with other language skills; (4) teachers' opinions of the importance of listening skills in situations in which listening is the activity of the majority of the group; and (5) evidence of the teaching of listening in classrooms.

The data for this study were gathered from the answers to 1,452 questionnaires by teachers in forty-two States and by timing the listening activities of the children in nineteen classrooms.

In the opinion of the teachers answering the questionnaires, children spend the major part of the day reading. And also, in their opinion, learning to read is the most important skill to be learned. Contrary to what teachers believe, in the schools visited children were spending more time listening than in any other single activity. They were expected to listen 57.5 per cent of the classroom activity time.

In evaluating the relative importance of language activities common in modern schools, activities which are predominantly oral (such as group discussion, reports, and oral reading), only 29.5 per cent rated listening as the most important skill to the majority of the group. Paradoxical as it may seem, in each situation only one child spoke or read while the remainder of the group listened.

In the schools visited, seldom was there a real purpose for listening to what was being said. There was little reading of stories or poems that were new to the children listening. Rarely was oral reading used to prove a point, to give additional information, or to provide enjoyment. The most common uses of oral reading were in rereading stories, geography, history, or health lessons that had already been predigested by the class. This could scarcely be called purposeful listening. As for other oral language activities, they

were largely verbal ping-pong with the teacher serving up a question to which some child parroted an answer from the book.

There was substantial evidence from the classrooms visited that the majority of elementary teachers do not consciously teach listening as a fundamental tool of communication. There was no evidence of its being taught. While children were expected to listen more than half the school day, purposes for listening, standards of achievement, and evaluation of the activity were conspicuous by their absence.

Basic Principles

Teachers should realize the importance of skillful listening for effective living.

Present classroom listening practices should be evaluated to determine whether they are really learning experiences.

Purposeful critical listening should be a concomitant of many classroom learning experiences.

In the light of children's need to learn by doing, children should do more talking and listening to one another and less listening to the teacher. The value of peer group learning through speaking and listening should be considered.

More use should be made of visual and auditory aids, experiments, excursions, and other experiences that require group discussion before, during, and after the activity.

Material read orally should be new, interesting, and meaningful, so that the children are encouraged to develop critical and intelligent habits of listening.

Less time should be devoted to parroting questions and answers from the text and to making monosyllabic answers to teachers' questions. More time should be devoted to group discussion and problem solving.

A wide variety of listening experiences should be introduced into classrooms if children are to learn to adapt the kind of listening they do to that type which will best serve the purpose of the activity.

Activities for the Younger Children

Classes primarily for the purpose of the teaching of listening are not the answer. They would be stilted and artificial. The listening inherent in so many regular classroom activities is a natural setting for the teaching of this skill. This presupposes a real purpose for listening and an evaluation of what has been heard. It must be functional to be effective.

Teachers of the five- to eight-year-olds have an increasingly important role to play in helping children toward effective living and listening. The range of abilities is very wide. Some children are speaking in complex sentences and are able to comprehend long, detailed explanations and stories when they come to school. Others speak in monosyllables or not at all and are unable to follow simple directions or sequences.

What are some of the incidental and more formal activities that can be used to capitalize on the keen sense of hearing many children have? How shall we keep alive this alert curiosity about things in their environment? The things children hear, as well as those they see, are a constant source of questions and new learnings.

Mike, scarcely able to talk, says, "Whazzat?" And his puzzled aunt, looking around and seeing nothing, replies, "What's what, Mike? I don't see anything."

Mike, impatiently, "Whazzat?"

And still she sees nothing and says so.

In a few seconds Mike says again, "Whazzat? Ooo-ooo-oo-oo."

And suddenly, from far away, she hears the whistle of a locomotive scarcely discernible to her ears, which have become practically deaf to the sound symphony all around.

For Alertness and Discrimination (Inside and Out)

(1) Have the children close their eyes and see how many different sounds they can identify. They may hear dozens of things, as: someone sweeping, a baby crying, a pencil being sharpened.

(2) Listen for sounds made just by people, as: children singing, a voice on the radio, a mother calling, a huckster calling his wares.

(3) Listen for nature sounds, as: the rain falling, the murmur of a brook, the roar of the surf, the wind howling.

About This Article

Too often the audio in audio-visual is given less attention than the visual by both audio-visual specialist and classroom teacher. True, we use radios, phonographs, recorders, sound films, and other audio teaching aids. But are we concerned enough about whether the student is really learning from listening?

It has been said that people must be taught to learn from pictures, and it is probably equally true that people must be taught to learn from listening. What Miss Wilt has to say here about the teaching of listening should be of real interest and value, we think, to both audio-visual specialist and classroom teacher.

We are indebted to Row, Peterson and Company, Evanston, Illinois, textbook publishers, and to Miss Wilt for permission to reprint this article from the Row, Peterson Monograph on Language Arts, No. 66.—Editor of *Educational Screen.*

(4) Listen for mechanical sounds, as: a jet plane, the subway roar, a trolley car, a train whistle.

(5) Have the children close their eyes. Either one of the children or the teacher may then make a variety of sounds for the rest to identify. See how many different sounds the children think of, as: clapping hands, tapping with a hammer on metal, tapping on wood with a hammer, hitting the palm of the hand with the fist, rapping on a window.

(6) With closed eyes, have one child say, "Good morning" or some other short phrase and have the rest of the children try to identify the voice. Help children to refrain from guessing by listening for certain definite characteristics of individuals.

In all activities, it is important for children to learn to listen well to one another as well as to adults. In this learning to listen discriminately for information and pleasure, children should habitually give the same kind of attention to one another as they are supposed to give to the teacher. Too often the only things we expect children to hear and to remember are those things we say to them. One of the primary purposes of this program must be to see that children respect the contributions of their peers. A concomitant responsibility is that the speaker has something worth while to say. Courteous listening is important, but equally important is the realization on the part of the speaker of his responsibility to the group.

Teachers cannot and should not try to impose upon children standards for listening. Standards must be set by the people using them. As much of the talking as possible should be carried on by the children themselves. Even the youngest can decide what to listen for, why they should listen, and whether they have heard what they set out to hear. The teacher's function in this situation is to ask an occasional question or to make a comment that carries the thinking of the group beyond where they are.

Try Out These Ideas

(1) Today we are going to bake cookies. Nancy will read the recipe and the directions. Why is it important to hear what she has to say? What things must we listen for especially? (After the reading, the children discuss the steps to be followed and necessary ingredients.)

(2) Tomorrow we are going to the zoo. Let's see what we already know about the animals we are going to visit. What are the things we want to find out? If you have some information you want to share, be sure nobody else has said it (common with young children). You will also need to listen in order to know whether you disagree with what has been said.

(3) Today Joan wants to tell us the story of "Cinderella." Most of us know this story. For what shall we listen, and why shall we listen to Joan tell it? Is the sequence of events right? Does she impersonate the characters well? Are the facts correct? Does she use good sentences and not string them together with "ands"? Is her voice pleasant to listen to? Can you see pictures as she tells the story?

(4) Today I am going to play a record. You have asked for "Tubby and Tuba." For what shall we listen? How many musical instruments do you hear? Clap your hands when you hear Tubby speak. Be ready to tell the story in your own words.

(5) Today we're going to see a sound motion picture. The movie shows and tells about baby animals on a farm. Each of you choose one animal about which you will make a riddle. You will not only need to get all the information you can about the animal you choose, but you will have to watch and listen so that you can guess other children's animals.

(6) Give a child a series of directions to be carried out in the same order they are given. Increase the number and difficulty of the tasks as the child improves in the ability to carry the sequence in his mind.

These ideas are merely suggestive. They can be varied to meet the needs of many ages and the content of the material. You will think of many additional ones. Unquestionably these suggestions are not designed for teaching listening. They are the activities of which the modern curriculum is made. Our plea is only that we capitalize on what is already part and parcel of the things we are doing.

In the Middle Grades

In the middle grades the listening act becomes an even stronger force in influencing attitudes, as a source of information, and in the forming of opinion. With panel discussions, guest speakers, news reports and analyses, political campaigns, advertising, and entertainment to be intelligently listened to and evaluated for pleasure or information, the variety of experience is wide and the need is great.

(1) As a group, have the children select some evening or weekend program, such as "Town Meeting of the Air," to which they will all listen. Ask them to take just the notes they will need to be able to discuss the major premises of the discussion and the manner of delivery and refuting.

(2) Have the pupils listen to several different news reporters report on the same current event. Discuss the varied ways of saying the same thing and the many impressions listeners can get from the same words.

(3) Compare the same current event discussed by a news reporter and a news analyst.

(4) Choose some program or a recording which is definitely propaganda and discuss how public opinion is formed and influenced not only by what people say but the way they say it.

(5) Have the pupils listen to advertisements of

Please turn to page 30

A long-range campaign
against the teacher shortage

Teacher Recruitment Starts in the Eighth Grade

*Claude W. Traylor**

IT IS our responsibility as educators to combat the teacher shortage through the recruitment of superior candidates to teaching. "Yes, it's a responsibility of high school and college teachers, but hardly of elementary teachers," you say?

Two years ago our faculty at the Greenfield Elementary School in Kern County, California, sat down to discuss this problem of teacher shortage. In what ways, we asked ourselves, could we in elementary education be of service? How could we capture the interest of capable young people? One of the members came up with an idea: Why not let them learn by doing? Let them participate in a cadet teaching program.

This suggestion quickly caught fire and an informal plan was prepared.

Each primary teacher agreed to work with an eighth-grade girl two or three hours a week for a six-week period. Informal evaluation would be given when necessary. It was decided that the neophyte eighth graders had the ability to sustain certain activities—they could supervise seat work, mix paint, prepare display materials and charts, correct workbooks, read stories, and supervise word drills.

The avowed goal of this experiment was to create interest in teaching as a career.

Our eighth-grade teachers screened prospective candidates in their classes on the basis of scholarship, citizenship, conduct, and eagerness to take part in the experiment.

The six girls chosen met with the principal for orientation. They were told that they could resign at any time should the work become onerous, and that they would not be excused from any classwork. Teaching assignments and schedules were formulated and the eighth graders started to work.

Almost immediately reports from the primary teachers told that their cadets were doing remarkably well at their new jobs.

The cadets met several times during the training period to consider such "teaching" questions as: How can the gifted student be encouraged to use his full potential? How can rejected children be integrated with the rest of the group? What can be done about children who are discipline problems? How can acceptable standards for behavior be developed?

All six student teachers enjoyed their internship. They found that children must be led and not bossed, that isolates and fringers need more help than better-adjusted children, that pupils who experience success in learning activities are happier and more confident than those who do not, that children try harder when they receive more attention, that pupils seem to mirror feelings of the teacher.

Five of the six young ladies stated that they were making tentative plans to become teachers.

When asked how the program could be improved, the girls suggested that longer internship be established. They also thought that a change in grade level would be beneficial.

In evaluating the experiment, the primary teachers reported that their charges had demonstrated a seriousness of attitude and purpose which was laudable, and they requested that the program be continued the following year. Interestingly, no community criticism was encountered during or after the experiment—indeed, all comments by parents of primary children were favorable. And parents of the student teachers were likewise much in favor of the experiment.

Incidentally, classmates showed no change in attitude toward the six girls and peer relationships were not affected.

Following the cadets' suggestion, we decided to increase the training period from six to nine weeks and to expand the program. Student teachers are now a part of the shop and homemaking programs. Our eighth-grade boys are now given the opportunity to student teach in the middle grades and are finding the experience most interesting.

Is such a student teaching program difficult to maintain? Of course not. The time spent on evaluation, scheduling, and supervision is negligible compared to the amount of help that is received in return.

Please turn to page 28

* Mr. Traylor is principal of the Greenfield Elementary School, Bakersfield, California.

Should Seventh-day Adventists Study Psychology?

E. M. Cadwallader
PROFESSOR OF EDUCATION AND PSYCHOLOGY
UNION COLLEGE

THERE seems to be some confusion in the minds of a significant number of Seventh-day Adventist lay members, workers, writers, and students concerning the whole subject of psychology—what it is, its use and value, its dangers, and even the rightness or wrongness of it.

Occasionally an Adventist writer or speaker—unwittingly, it is assumed—impresses readers or audience that he categorically denounces the teachings of psychologists, the guidance of counselors, or the physician's use of psychiatry. This causes some to feel that there is a taint of heresy in the congregation.

Because of a misconception and/or prejudice, some students in our colleges actually avoid registering for courses in psychology, though they may desperately need more knowledge about themselves; others who take psychology courses because they are required for certain degrees or certificates, do so in fear or with a feeling of guilt or show open antagonism—any one of which attitudes will prevent the student from profiting as he should from the study.

It would seem, therefore, that all Seventh-day Adventists, especially teachers and other educators, should be able to give a scientifically accurate and clear-cut answer to the question, Should Seventh-day Adventists study psychology?

Before one can safely say Yes or No or even That depends, he needs to know the answers to at least these four questions: What is psychology? What is its scope? What benefits might accrue from studying psychology? What dangers exist in the study of the subject? Other related questions needing answers would be: From what sources should a student get his knowledge of psychology? For how long have Seventh-day Adventists been teaching psychology? What does Ellen G. White have to say about it? All these questions will be dealt with seriatim.

What is psychology? Short definitions are not sufficient, but may be helpful: Psychology is "the study of human behavior"; "the science of behavior and experience"; "the study of adjustments of organisms, especially human organisms, to changing environment." The teaching of psychology is, therefore, an attempt to give the student a better understanding of human nature and human behavior.

What is the scope of psychology? As an aid in understanding behavior, psychology includes consideration of various aspects of man's nature and physical make-up, such as the anatomy and functioning of the whole nervous system; the effects of secretions of the endocrine glands; the effects of drugs, toxins, vitamins, and diet in general; how one learns, forgets, or remembers; individual differences in intelligence, sensitivity, and emotionality; the nature of emotion, motivation, et cetera; maladjustment, delinquency, mental hygiene, mental illness, and abnormal behavior contrasted with normal. Psychology is, therefore, more than a study of the mind or conscious part of man. It includes also a study of reflexes and involuntary behavior, even during unconsciousness.

Many college studies contribute to a knowledge of human nature and behavior, including religion, history, sociology, biology, and especially psychology.

What benefits may accrue from studying psychology? One may reach a better understanding of himself. A philosopher said, "Know thyself." The Bible teaches that it is difficult for a person to appraise himself correctly, because "every way of a man is right in his own eyes,"[1] and "the heart is deceitful."[2] Ellen G. White teaches that self-knowledge "is great knowledge."[3] Through a knowledge of psychology, and resulting acquaintance with the laws of learning, one should become a better student. Parents may be better parents because of a knowledge of child growth and development. Anyone who works with and for others can benefit from a study and application of the principles of psychology. Ministers, teachers, physicians, nurses, lawyers, salesmen, lecturers, and social workers will have meager success unless they have learned—in or out of school—something of the science of human behavior.

> He who seeks to transform humanity must himself understand humanity.[4]
>
> The training which Solomon enjoins is to direct, educate, and develop. In order for parents and teachers to do this work, they must themselves understand "the way" the child should go.[5]
>
> In order to lead souls to Jesus there must be a knowledge of human nature and a study of the human mind.[6]
>
> There are very few who realize the most essential wants of the mind, and how to direct the developing intellect, the growing thoughts and feelings of youth.[7]

The last quotation implies that one should know

the needs of the mind, and how to supply or satisfy them. Psychology can give the parent or other educator principles to guide in working with the child.

What dangers exist in the study of psychology? Today there are many schools of psychology, just as there are different Christian denominations. Some psychologists hold to one idea while others espouse another, just as one branch of government favors large dams across big rivers while another favors smaller dams near the sources of streams. One must choose and formulate opinions for himself.

In approaching the study of psychology one should carefully choose his school, his instructors, and the books he reads, lest he be led astray as a novice. This principle applies equally to other college subjects.

> In the study of science, as generally pursued, there are dangers equally great. Evolution and its kindred errors are taught in schools of every grade, from the kindergarten to the college. Thus the study of science, which should impart a knowledge of God, is so mingled with the speculations and theories of men that it tends to infidelity.
>
> Even Bible study, as too often conducted in the schools, is robbing the world of the priceless treasure of the word of God. The work of "higher criticism," in dissecting, conjecturing, reconstructing, is destroying faith in the Bible as a divine revelation; it is robbing God's word of power to control, uplift, and inspire human lives.[8]

It would seem that there can be danger in the study of many subjects commonly offered in college if wrong information is taught, wrong methods used, or ungodly teachers employed. It is equally apparent that it can be helpful to study the same subjects in a Christian school where content and faculty are in harmony with Bible doctrine.

From what sources should a student get his knowledge of psychology? This question has been answered by implication in the above paragraph. It should be added that probably the safest place for a Seventh-day Adventist youth to study psychology is in a Seventh-day Adventist college. In such a school the sources of knowledge will be the Bible, the Spirit of prophecy, and carefully selected textbooks.

For how long has psychology been taught in Seventh-day Adventist schools? Psychology has been taught in Seventh-day Adventist schools from their early days. For example, the bulletin of South Lancaster Academy for 1899-1900 lists as a fourth-year subject: "Philosophy, Mental. The Intellectual Faculties; The Sensibilities; The Will." The textbook was *Mental Science,* by Gordy. The term "mental philosophy" was used synonymously with "psychology." One example of this usage is found in Welch's *How to Organize, Classify, and Teach a Country School,* published in 1884. In the 1912-1913 bulletin of the same academy appeared this description: *"Psychology.* A careful study of the most important principles of psychology with special reference to their application to character building as the aim in teaching, and to pedagogy and method."

What did Ellen G. White write about psychology? Some hold the opinion that Mrs. White condemned the teaching of psychology; but I have found no words to that effect in 32,000 pages of her published works. She was living and writing instruction to our schools when psychology was included in the curriculum. Though she reproved our educators for several undesirable practices, and denounced some of the content of popular education of her day, she apparently had nothing to say against the teaching of psychology. In more than 6 million running words she uses the word *psychology* once:

> The sciences of phrenology, psychology, and mesmerism have been the channel through which Satan has come more directly to this generation, and wrought with that power which was to characterize his work near the close of probation.[9]

It is true that those three sciences, falsely so called (even psychology at that time was not a legitimate science), were used by men under the influence of the evil one to lead men away from God. This raises the question, "Is the body of knowledge that is today quite different but still labeled psychology, also used to delude men and lead them astray?" The answer is Yes; but the same can be said of many other legitimate sciences as witnessed by the following illustrations. The sciences of physics and chemistry in the material world have enabled men to develop the highly efficient vehicle known as the automobile, which is a great blessing to mankind, but which, in the hands of careless, incompetent or emotionally unbalanced persons is a lethal weapon scattering corpses on the nation's highways, and which, in the hands of the immoral, can spread immorality.

The science of electronics has made possible the devices of radio, sound motion pictures, and television—all wonderful means of communication as well as of intellectual and spiritual development when rightly used, but also capable of schooling children and adults in mischief or crime, robbing people of valuable time, inculcating false doctrines, inciting nations to war, and a host of other evils. All of these inventions are being used by both God and Satan. Because they are so effective, we could hardly expect either power to ignore them.

The words of the last quotation above were penned by Mrs. White in 1862, about ten years before the denomination's first school was established in Battle Creek. At that time psychology was not really a science in the true sense of the word defined as "an organized body of principles supported by factual evidence, together with those attitudes related to and those methods applied in the search for and the organization of scientific facts and principles."[10]

By referring to the title page and the beginning of the table of contents of a book published in 1890, one may see that even then psychology was still subjective and philosophical:

THE ELEMENTS OF PSYCHOLOGY

A Text Book

By David J. Hill, LL.D.

President of the University of Rochester, and author of Hill's Rhetorical Series

With Illustrative Figures

Butler, Sheldon and Company
New York, Philadelphia, Chicago

. . . . .

CONTENTS
or Analysis

Introduction

A glance at corresponding pages from a book issued nine years later shows that a change was coming in, with a more scientific approach and better methods in the search for knowledge about human behavior:

THE NEW PSYCHOLOGY

By E. W. Scripture, Ph.D. (Leipzig)
Director of the Yale Psychological Laboratory

With 124 Illustrations

LONDON:

Walter Scott, Ltd., Paternoster Square
Charles Scribner's Sons
153-157 Fifth Avenue, New York
1899

. . . . .

CONTENTS

Part I

METHODS

The above quotation from *Messages to Young People* contains two other words that deserve attention; namely, "phrenology" and "mesmerism."

"Phrenology" is defined by Webster as "the study of the conformation of the skull as indicative of mental faculties."[11]

Mesmerism also is now a dead issue, though at one time it exerted considerable influence on the lives of many persons. Friedrich Mesmer, 1735-1815, was an Austrian doctor who practiced in Paris. He was interested in the stars, and he thought they exerted an influence on organisms on earth. He identified their supposed force with magnetism, and rubbed his patients with magnets—but later discarded this practice. Then he claimed that some occult force resided in him, and he began to conduct séances. A commission of physicians visited his séances and branded him a quack and a charlatan.

> His consulting apartments were dimly lighted and hung with mirrors; strains of soft music occasionally broke the profound silence; and the patients sat round a kind of vat in which various chemical ingredients were concocted. Holding each other's hands, or joined by cords, the patients sat in expectancy. And then Mesmer, clothed in the dress of a magician, glided amongst them affecting this one by a touch, another by a look, and making "passes" with his hand toward a third. Nervous ladies became hysterical or fainted; some men became convulsed, or were seized with palpitations of the heart or other bodily disturbances.[12]

In passing it should be noted that Mesmer used hypnotism along with other procedures, so that in the minds of many mesmerism became synonymous with hypnotism; but not all who used hypnotism employed it for nefarious purposes. Nor should we today think of hypnotism as mesmerism.

But what about psychology? In the single passage where Mrs. White uses the word, it appears in questionable company. The so-called sciences of phrenology and mesmerism did not stand the test of time, *and they did not change.* Psychology, on the other hand, developed as a useful science. We still use the same name to label a quite different study, a science grown up; just as we use the name Henry to designate first the infant and later the man—the same person, but a very different individual.

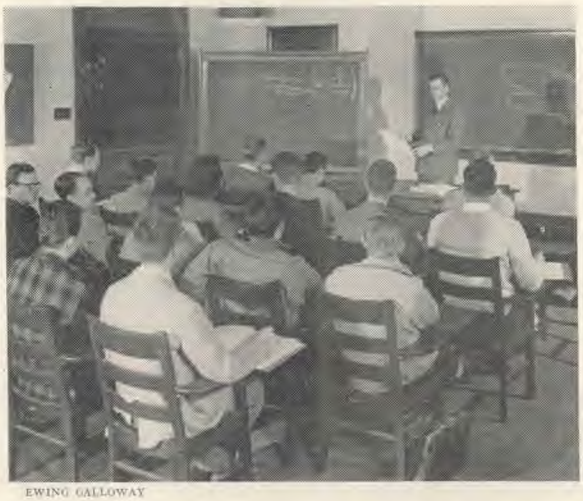
One may thus conclude that there is a body of scientific knowledge known as psychology that should be known and understood by persons who are trying to influence the lives of others; and that this knowledge can be safely acquired in a Christian college where instructors keep their teaching in harmony with the Bible and with the Spirit of prophecy.

---

[1] Proverbs 21:2.
[2] Jeremiah 17:9.
[3] Ellen G. White, *Counsels to Parents, Teachers, and Students,* p. 67.
[4] White, *Education,* p. 78.
[5] White, *Testimonies for the Church,* vol. 3, p. 131.
[6] White, *Christian Service,* p. 226.
[7] White, *Fundamentals of Christian Education,* p. 15.
[8] White, *Education,* p. 227.
[9] White, *Messages to Young People,* p. 57.
[10] Good's *Dictionary of Education.*
[11] Webster's *Collegiate Dictionary.*
[12] *Encyclopaedia Britannica,* 11th edition.

Conduct Becoming a Teacher

Ruth G. Burnett



EWING GALLOWAY

MALCOLM knew he was doing what was forbidden. He was finishing his maths in science class.

In the front of the room Mr. Black stretched his neck, saw the maths on the boy's desk, and yelled, "What are you doing, young man?"

Then without waiting for an answer, he swooped down on Malcolm, snatched the three sheets of maths problems, and ripped them to ribbons.

"Not in *my* class, you don't!" he thundered.

Aghast, the boy saw his work thrown away. It would all have to be done over. Quick tears burned his eyes. He muttered something under his breath.

"What did you say?" the irate teacher demanded.

"I said that Mrs. Brown didn't do that."

"Two hours' detention for being disrespectful," Mr. Black snapped.

Malcolm drew a long, trembling breath and opened his science book. But he did not really see its pages.

Teachers have always demanded that they be shown proper respect, but their conduct is not always of the type that *earns* respect.

How, then, had Mrs. Brown handled the situation? For Malcolm had also been working on his maths in her English class.

"Malcolm," she said as she paused beside his desk, "do I see what I think I see?"

He nodded. "Yes, ma'am."

Her voice was low. "What doth it profit a man if he gain his maths, and lose his English?"

"Aw, Mrs. Brown," he grinned sheepishly. But he put away his maths and concentrated on grammar.

Mrs. Brown does not snatch. She does not pounce on personal notes when she sees them passed. The less said about behavior, the better the behavior: that is her motto!

But the secret, of course, goes much deeper. She is a person of true dignity, and pupils cannot upset her as they upset Mr. Black. *Her conduct does not depend on their conduct!*

Mr. Black cannot understand Mrs. Brown. He thinks she doesn't know what goes on in the world. But Mrs. Brown is quite as aware of bad behavior as Mr. Black.

She also knows, and Mr. Black does not, that a teacher must do more than be aware of it or even understand it. A real teacher must be able to rise above bad behavior. Mr. Black deals with behavior on its own level, and by so doing, asks for more of the same.

Marcus Aurelius maintained that there is a *proper dignity* to be observed in the performance of every act of life. Plutarch discovered long ago that not only does the office distinguish the man, but the man, the office.

When the Great Teacher walked the earth, He had many troublesome pupils. They were sometimes inattentive. They misquoted their Teacher and misunderstood Him. One day in the Master's class things got too crowded, and a hole was cut in the roof and a sick man lowered through the hole. This Teacher did not thunder out, "Not in *My* class, you don't!"

Mr. Black, in his dealing with Malcolm, has made a big mistake. Being a teacher does not give him dignity. It is he who must give the office of teacher true dignity by his equanimity and understanding.—Courtesy of *The Link,* July, 1957.

Good School Morale Builds Desirable Discipline Patterns

Fred J. Crump
BIBLE INSTRUCTOR
THUNDERBIRD ACADEMY, ARIZONA

LOOK at a Seventh-day Adventist academy in America, 1957: a few buildings, moderate equipment, some adequately trained teachers; plus a pot-luck, heterogeneous group of growing, fun-loving, television-exposed teen-agers (too large a percentage from broken homes) bristling with complexes and frustrations galore. Some of these are new and joyful in the faith, a few are spiritually balanced and steady, others are externally agreeing while internally rebelling—all mingling, for thirty-six weeks, within stone's throw of one another! Little wonder that sometimes the stones or other actual or verbal missiles *are* thrown!

Discipline? Ask any member of the government committee! A smile of courage may light his features, but he'll reply, "Yes, too much. Not too much for the problems we face, but far more than we'd like. And unfortunately, the general trend in the world today shows that the situation will not improve."

Discouraging? It could be. Ask the weeping mother five hundred miles away, who, at 4:00 A.M., wrote a pleading letter to the school; inquire of the heart-broken parents who had just been told via long-distance telephone that their son was one of several who could no longer remain at the school; look in the solemn faces of the fathers sitting in the principal's office after having been disgraced by their sons' actions! Discipline problems? Yes; all schools have them. And things won't be getting any better, except as individual schools strive to conquer their own problems through a program of study and intense attention to the basic fundamentals of the message instead of frills—and with the help of the Master Teacher, succeed!

School morale is a basic factor in the number of discipline cases to be considered in a given school year. It is not the only factor, for there are upsetting things outside the general pattern that cause difficulty. Yet generally speaking, discipline problems are inversely proportional to the status of school morale: high morale, few problems; low morale, more problems.

Face it squarely: as long as we deal with the human element, there will be failures. The Master Teacher Himself found it necessary to dismiss one of His twelve "best" students, for government that operates on love does not force wills to yield. So, even in the most ideal situation, there will be incorrigibles. Likewise, in the school possessing low student-teacher morale, there will be students whose names never come before the discipline committee, for some young people have learned in the home school to conduct themselves according to principle.

In this article, then, we consider the middle section, the John's and Mary's whose minds are not yet set in any rigid pattern, who are still open to suggestion, who will likely follow the crowd—which often move according to feeling. And those feelings are largely formed by certain pressures, ideas, and activities that contribute to high or low school morale.

The term *school spirit* is often used in evaluating the morale of a school; but in the Christian system of education, school spirit is an outgrowth of and indisolubly linked with Christian spirit. Where there is a good Christian spirit, there is sure to be a correspondingly high school spirit. Therefore, the first and most important step in building school morale is to encourage a steadfast, buoyant Christian spirit.

Certainly there is no shortage of time given to religion in our program. Why, then, the shortage of results? Think; in your own experience, when do you pray most earnestly? search the Bible most thoroughly? find yourself most vitally interested in life? Is it not when you are faced with a challenging problem—winning a soul, explaining a passage of Scripture, helping someone physically or spiritually? Just so, the spiritual experience of a student group thrives on missionary activity. Give frequent and regular opportunity for singing bands, home visitation groups,

literature mailing clubs. Sponsor a student effort, and watch enthusiasm grow. Choose a needy overseas mission school, and put on a special chapel program at Thanksgiving or Christmas during which students walk past a horn of plenty or a Christmas tree and present their personal offerings. The very act of sharing will boost morale; and the letters of grateful appreciation from the recipients will send school spirit soaring!

Since our chief business is not teaching subjects or theories, but teaching human beings (and who can be more human than teen-agers?), it must be recognized that all things can and do influence them. They have not yet achieved full stability of mind and purpose. It will be years before their characters are sufficiently molded and matured to allow them unswerving convictions in the face of upsetting influences. Thus, many factors mold school morale: the quality and quantity of food served in the cafeteria; the recreational equipment available; the amount of coeducational activity; the quality of chapel services; the personality and conduct of the principal and other key teachers, in fact, of all faculty members; even the number of letters received from home—if there is a home from which to receive letters!

School morale is strengthened by close and friendly association of teachers and students, in work and play as well as in scholastic activities; but "familiarity breeds contempt." When the teacher's conduct, attitudes, and reactions become so stereotyped and familiar that his students may more or less accurately predict his words and moves, that teacher has lost his influence *and* his students—who are probably asleep or in mischief!

Surprise tends to foster school morale, provided that the surprise is pleasant. No program is damaged by taking off a little time once or twice during the school year for some innocent recreation, with everyone participating—and springing the event as a complete surprise to the student body.

School morale is at its peak when students are working together for a common goal: painting a backdrop for a program; the Ingathering campaign and its success rally afterward; tearing up an old floor to be replaced by a new one for a better church auditorium; common tasks of everyday labor in school industries or services. Whatever keeps hands, hearts, and minds occupied in a useful task with a worthy objective, will heighten school spirit. For a superabundance of school morale, let teachers work right along with students at least occasionally!

Another important factor in school morale is the attitude of students and administrators toward school rules:

> Rules should be few and well considered; and when once made, they should be enforced. Whatever it is found impossible to change, the mind learns to recognize and adapt itself to; but the possibility of indulgence induces desire, hope, and uncertainty, and the results are restlessness, irritability, and insubordination.[1]

Above all, *don't harp on rules!* Make them, make them known, enforce them; but don't keep talking about them.

How can school morale best be fostered? The answer lies in two words—friendly cooperation.

> Co-operation should be the spirit of the schoolroom, the law of its life. The teacher who gains the co-operation of his pupils secures an invaluable aid in maintaining order. . . . So far as possible, let each be called upon to do something in which he excels. This will encourage self-respect and a desire to be useful.[2]

Do some students have a yen for a "secret" organization? Suggest a club to promote good deeds. In one school a little group who called themselves the Three Shining Stars were dedicated to making unhappy people happy. They left little gifts at the doors of sick dormitory students, painted a badly scarred hallway during the "wee sma' hours," did numerous kind acts, incognito. Their identity remained secret, but not their influence. Do students occasionally want to "get away from it all" for a picnic or an outing? Good! Guide them, but let them form the plans and face the difficulties; and whether or not the outing is held off-campus, let *them* direct the activities.

Is Week of Prayer drawing near? Break precedent, and invite the students to plan and conduct the devotional week, channeling different campus organizations into presenting "the topic for the day." Are students complaining about faculty committee actions? This shows they are thinking, and are concerned. Form an advisory student-faculty council, to study problems and suggest solutions.

Traditionalize where possible: have something happening regularly, associated with a pleasant event, that will capture the interest of the student now, and in afteryears remind him of his school. This could be a certain hymn played each week at the close of Friday evening vespers; the school bell or chimes always heard at sunset beginning and closing the Sabbath; mottoes or slogans intriguingly worded, conspicuously placed, frequently changed. Christ used the principle of traditionalizing in His teaching, for spiritual lessons were connected with the scenes of nature and were thus indelibly impressed upon the minds of His disciples and other hearers.

Summing up, then: good school morale is a product of Christian spirit, means fewer discipline problems, and may be promoted by friendly, unselfish cooperation and activity, vitalized with a full measure of Christian buoyancy!

Yes, look at a Seventh-day Adventist academy in America, 1957: a few buildings, moderate equipment, some adequately trained teachers—and a high challenge!

---

[1] Ellen G. White, *Education*, p. 290.
[2] *Ibid.*, pp. 285, 286.

Teaching Business Administration Overseas

George T. Gott

BUSINESS ADMINISTRATION
MIDDLE EAST COLLEGE, BEIRUT, LEBANON

WHILE teaching business administration in a mission college offers a new and challenging experience to the teacher accustomed to the American system, it also affords great satisfaction in the interest and enthusiasm of his students.

Middle East College offers the B.A. degree in business administration, permitting courses in economics to count on the major field, as do most of our colleges. Other courses offered are accounting 1 and 2, business law, business management and policies, money and banking, and a business seminar.

Since our students come from all countries of the Middle East, and are represented by at least four mother tongues, all courses are taught in English. This at least makes it easier for the teacher, in that he can teach without the additional problem of learning a foreign language. However, the problem arises with the student. Even though he may have learned the English language for ordinary use, he now must learn the language of business in the English tongue.

Because of the use of a foreign tongue, students do not find it possible to proceed with the same speed and efficiency as do those who study in their mother tongue. However, this seems to be offset in part by their eagerness and enthusiasm. I have had at least one accounting class here that I consider as good as, if not better than, my best class in America.

The next problem is the teacher's. The classes in business administration should be geared to the needs of the locality. There are few if any real textbooks in the Middle East from which to teach business subjects for this locality. As a result, foreign textbooks must be used, American or British. In either case they are slanted toward the American or the British system. Accounting is not much of a problem, since accounting procedures are much the same the world over. With business policies it is a bit different. Middle East is mostly on a "small business" basis—small shops, and a few larger companies. A class system dividing white-collar workers and hand laborers emphasizes the dignity of the office worker and the low respect for the ordinary laborer. The absence of mass-production processes deprives the teacher of local illustrations for teaching business management methods by the American textbook. Supermarkets, automobile factories, et cetera, can only be imagined.

Further complications arise in studying sources of raw materials in manufacturing, sales methods, financing, and investments. While it may be interesting for the teacher to present in a graphic way the great American business system, and while the students may sit with ears, eyes, and mouths wide open to absorb these stories of the world-famous American business methods, it may not help much to prepare the students for the problems they will meet in their world. Somehow the teacher must bridge the gulf between his own experience with the use of American textbooks, and the nature and opportunities of local business conditions.

Economics presents much the same problems. Local economic conditions will usually be far different from those presented as models in the British or American textbooks. While many principles may be adapted to local conditions, the students may tire of hearing or reading references to widely different conditions existing in countries thousands of miles removed. There is a tendency for the teacher to believe that conditions existing in his own land are most worth while, and he may become impatient to force such methods upon his students. The teacher might conceivably be right—such methods may be better; but unless he can change the whole business economy of the land where he is teaching, he would

better content himself to prepare his students to meet their own local problems intelligently. The teacher's task, then, while not one of translating into local languages, is one of translating into local needs and conditions. This means that he must study to understand and respect prevailing systems, suggest improvements when and if feasible, and make his teaching understandable and practical to his students where they are.

For the Adventist teacher of business in a mission college, it would seem that there are three ways in which the teaching of courses in business administration and economics can be made effective.

First of all, he can take special work or study material in his field at a local college or university. Fortunately for us at Middle East College, there is a fine university here with many nationals on the teaching staff. While even here there is a tendency to teach the American system, special problems of research into local conditions have provided an abundant supply of material.

Second, he can simply keep his eyes and ears open, watch business and economic activity, listen to local businessmen, visit with local government authorities, and absorb the ideas of his environment. It is surprising how quickly the viewpoint changes, and how soon one begins to think in terms of illustrating his lectures with these local situations.

Third, students can be given research assignments into local situations. This will not only give the student an insight into real business procedures and problems, but, if properly conducted, will also make possible the building up of study material for the teacher, which will help in the preparation of his future courses. For instance, I have asked students to prepare papers on local money and currency practices of the government, or exchange problems and banking practices, labor and wage-level problems, insurance practices, agriculture conditions, et cetera. All these papers will help me another year in presenting material of a local nature.

Students trained in business in our overseas schools should be urged to look forward to denominational service. Certainly, then, courses in denominational accounting and financial policies should be included in the curriculum. Students are thrilled with the business organization of our worldwide work. Much can be done to inspire and strengthen confidence in our whole denominational program, by showing how intelligent financial management, with the blessing of God, has established our institutions around the world.

The same ultimate satisfactions come to the business teacher in the overseas school as come to teachers everywhere, when he sees his students grow into practical men and women, honest in their dealings, intelligent in their decisions, and spiritual in their understanding.

First-Prize School Exhibit

A feature of Michigan's Mecosta County Fair is the section devoted to school exhibits, in which the various public and parochial schools in the county display examples of the work they carry on in the classroom.

For several years the Big Rapids church school has had an exhibit, and has usually taken second prize. This year the pupils and their teacher, Mrs. A. W. Perrine, were happily surprised to find the first-prize blue ribbon attached to their booth. Pastor A. W. Perrine is shown standing by the exhibit booth.

PHOTO BY COURTESY OF MICHIGAN CONFERENCE

Problems of the One-Teacher School*

Fannie Wyche Dunn
LONG-TIME PROFESSOR OF RURAL EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

(*Continued from October*)

Indirectly Supervised Activities

THE necessity of leaving primary grade children to occupy themselves without her while she gives her attention to the more advanced pupils poses a perennial problem for the teacher of the one- or two-teacher school, a problem which is to a considerable degree shared by the first-grade teacher with forty pupils, who must divide them into several sections for practicable management. An earlier generation of teachers sought for "busy work" for these unsupervised children, and practiced a variety of devices to exactly the end of keeping them busy, whether this busyness was worth being busy with or not, partly with the idea of keeping idle hands out of mischief, and partly to save the hapless little people the boredom of sitting through long hours with no occupation. This was the day when school supply houses profitably issued thick catalogs of materials for meaningless tracing and sewing, and teachers who could not afford to buy such materials set children long tasks of copying, to kill some of the time they could not see how to use.

When "busy work" fell into disrepute because of its manifest wastefulness, it was replaced by "seat work," a term which a quarter of a century ago was applied to a wide range of clever devices by ingenious primary teachers largely to make drill in the three R's meaningful. Many of these devices are still in use in workbooks or other materials of primary reading systems. They consisted largely of cards for matching, building, filling blanks, playing word and number games, and the like. Some of them were and still are of real value. Most of them could be advantageously substituted for devices even now in use in many schools.

Education, however, is today conceived as consisting of guided experience in the child's environment, involving purposeful activity and enriched living, rather than as drill, however entertaining, upon symbols and skills apart from use. The school program is organized, not in isolated and unrelated items of learning, mainly in the skill field, but around large enterprises of genuine meaningfulness, congenial to the child's level of development and interest, but firmly rooted in his home and community life. With this as the point of view the problem of the teacher with respect to her primary pupils is to maintain their activity on as genuine, purposeful, and vital a level as possible during all the hours they are in school, not merely those in which she can be with them to give direct stimulation, guidance, and help.

The primary grades may, in the get-acquainted period at the beginning of the school year, perhaps tell each other and the teacher of the pets they have. There may be a great variety of such pets. Most of the children have dogs or cats, but there may be a goat, . . . a white rabbit or a baby cottontail, a pet calf, or a bowl of goldfish. Out of such conversation various suggestions may arise. Might some of the pets be brought to school for a little while, to give the other children an opportunity to see them, and if so, what arrangements would need to be made for their shelter and food? Perhaps some of the older boys will be called upon to help in the plans, and to take charge of a small committee of the primary children as they work outdoors, where there is plenty of room and no one to be disturbed by the noise of hammering and sawing on the cages or pens in which, indoors or outside, the pets are to be housed. The second and third grades who have shared in some of the interesting experiences of school life in the preceding year may remember the aquarium, the terrarium in which there was even a little garter snake, or the insect cages in which caterpillars brought in during the early fall were watched as they ate and moulted and finally spun their silken cocoons. This equipment may need to be cleaned, repaired, or replaced, and plans can get on foot for that, again perhaps in small committees, with a responsible second- or third-grade child as chairman and leader.

The early discussions, however, might lead or be led along quite other lines. It may be noted that the different pets require very different care and different homes, and this may suggest homes of the children themselves, and the way their own needs and comforts

* This is the second installment of a three-part article comprising a chapter in Dr. Dunn's posthumously published book, *The Child in the Rural Environment*. This present section on "Indirectly Supervised Activities" was originally published in *Child Craft*, Teacher edition 7:135-55; 1940. Copyrighted by Field Enterprises, Inc., and reproduced in *The Child in the Rural Environment* by special permission. —EDITOR.

are met. Out of this may come plans for a playhouse in the schoolroom or on the playground, for a doll house, or for the arranging of the school-home to promote the greatest convenience and happiest living of all concerned. Committee work will be needed again, to clean out and care for the cupboards, to make a library corner, with chairs and table of orange crates, or to get to work on the playhouse. A new house is being built in the neighborhood, and a trip is planned to visit it, to see how the carpenters go about it, and to get ideas for their playhouse.

Perhaps the lead is instead to the farm, where pet calves and lambs are only a part of the interesting animals and activities. Might we not have a farm scene on the schoolroom floor, with barns, farm animals, and play at farm activities? More building and construction are called for, and more planning as a necessary preliminary. Perhaps last year's doll house will do for the farmhouse, and only the barn will need to be built. Farm animals must be provided; how can they be made?

Other leads in the early conversation periods might result in other types of central activities—furnishing and equipping a play corner, with the necessity of weaving a rug for the floor, or making small cushions or mats; repainting the orange-crate chairs made by last year's class, collecting and learning to play various indoor games; building a village street, and playing store and post office; or building and playing with boats, trucks, or automobiles.

Each or any of these interests would afford a center for study, under the teacher's direction, of the surrounding community, with trips, pictorial representation, records in a school newspaper or in booklets; use of pictures, picture books, story books, and other printed materials; measuring and numbering; letter writing; all kinds of constructive activity, group and individual—hammering, sawing, painting, sewing, weaving, housekeeping; and much social or dramatic play.

Part of the time these activities will obviously go on with the teacher present to stimulate, guide, and help in evaluation. It is with her that the group will decide on their purposes, make their plans, organize their committees, decide on times and places. When new processes are to be learned or new materials or resources introduced the teacher will be a necessary member of the group, as she will also be when they come together to estimate their progress, criticize their work, and decide on next steps. But a very large part of the execution of plans will be carried on by individuals or committees, working in the schoolroom or outside, while the teacher is engaged with other classes or pupils. In the course of the enterprise, many of the items of the older seat- and busy-work days may perhaps appear, but they will occur, if they do, because they serve a real purpose in the total living, and the ongoing impetus of the larger enterprise will bring them into use naturally and organically, rather than as separately directed single assignments.

The possible number of such minor or subordinate activities is almost unlimited, but examples may be cited for suggestion and illustration. Thus *dolls,* perhaps, will be wanted by the little girls for their house play. How can they be made? The simplest and least expensive kind of all, which first-grade children can make and which they spend many happy hours sewing for or playing with, is constructed of tough wrapping paper. Two pieces are cut, for back and front, gingerbread style, and are sewed together with a blanket or whipping stitch, leaving space for stuffing with crumpled or shredded wastepaper or with cotton wadding. Eyes, nose, and mouth are drawn, and cheeks colored with crayola; hair is either penciled or made of yarn. Little boys like to make Peter Rabbits instead of dolls; the only difference lies in the two long upstanding ears of the rabbit. These dolls and bunnies are dressed in garments as simply made as the toys themselves, and by much the same pattern. Similar dolls can be made of cloth, with the seams inside, or of old rubber tubes; others are made of bottles or of clothespins with paper icecream spoons for faces; or more elaborate rag dolls may be constructed by the older or more skillful children, with arms and legs made separately like long narrow bags, stuffed and sewed on. Old stockings make excellent cloth dolls.

Toy animals for the farm may be similarly constructed of stiff paper stuffed; cut out of linoleum, cardboard, or soap; modeled of clay; or built up, with empty cardboard boxes as center and basis, of wet paper pulp, or with layer after layer of newspaper pasted on until the appropriate shape is achieved. When finished, the animal is painted with opaque colors. Sometimes animals are ingeniously devised from oddly shaped garden vegetables.

Clay is modeled into many useful forms, of which dishes for the playhouse, decorative jars to hold flowerpots, bookends, or paper weights for the reading table, or bathroom fixtures for the doll house are examples. Clay deposits are often to be found locally, and if too much mixed with coarser particles, the finer clay may be separated by mixing the mass with water and pouring the mud through a large, not too fine, sieve. Clay dishes and vases, after drying, may be painted for decoration and then shellacked to protect against moisture.

Weaving with string, raffia, rags, or strips cut from old stockings is used for various purposes. Individual rugs to use when sitting on the floor may be woven in hit-or-miss design. Each child may make his own, or several larger rugs may be woven on a large loom by the cooperative work of several children. Hooked rugs may similarly be made, the large frame with its

stretched burlap standing out of the way where any child with time available may work on it. String or raffia may be woven around glass bottles for hanging vases in which fresh flowers may be kept, or ivy or wandering jew grown in water in a sunny window.

Various uses of *sewing* have already been indicated and there are many more. Towels will have to be hemmed for the school kitchen; sheets, curtains, and towels for the doll house; and simple doilies, runners, or table covers may be needed for the schoolroom or playhouse. These can be simply decorated with appliqued designs or blanket stitch. If no other form of mat is practicable for floor-sitters, several thicknesses of newspaper can be covered with stout wrapping paper, overhanded around the edges. Sleeping mats may be similarly made if the school can afford no other provision for a midday rest period for the youngest children. A quilt can be pieced for the school cot, where a tired or sick child may rest. Each child may make one square of the quilt, the squares being joined by an older child, perhaps using the school sewing machine. Some primary grades have not only pieced such a quilt, but have carded the wool for its wadding, lined the quilt, and tacked it together after stretching it on quilting frames of their own making. Other groups, lacking time or materials for so large an undertaking, have made quilted cushion tops for their orange-box chairs, while still others have covered their cushions with checked gingham worked in a simple cross stitch design. There are few prettier sights than a small group of little girls from the primary grades in a rural school, sitting cozily in the play corner with their dolls, work boxes, and bits of cloth or ribbon, sewing and talking in quiet sociability like a gentle mothers' sewing circle.

Much other small *miscellaneous* construction will be needed for the schoolroom or playhouse. Toy furniture may be made of cornstalks, using the part of the stalk from the tassel down to the first or second joint, soaking the stalks before using them if they are very dry and hard, and then drying enough to handle. Large pins are used to fasten the pieces together, and square or rectangular frames are filled in with pieces laid side by side as close together as possible when a plane surface like a tabletop is needed. Miniature log cabins, too, may be built of cornstalks. Doll caps and sweaters may be woven around stiff cardboard patterns, perforated or notched around the edges to hold the warp threads. Small mats may be woven of raffia. Many generations of children have knitted reins on spools. Doll clothes, doll house linens, kitchen towels, and the like need to be laundered from time to time. Candles may be dipped or moulded. Clay models of vegetables and fruits may be made and painted for the store. Butter may be made by shaking cream in a covered glass jar, or actually churned in a small rotary glass churn; and cottage cheese, too, is not too difficult for little children to make in school, working under the supervision of an older pupil. Simple costumes may be made for use in the playhouse, the store, the post office, the railroad station, the farm, or in public programs. Furniture, boats, store shelves, kitchen cupboards, jars for flowers or for paintbrushes, and toys of various kinds need to be painted. Sawing, hammering, and screwing are necessary for the various building operations. All of these and many other activities which will be involved in the large meaningful enterprises characterizing primary education today are suitable for the independent work of the unsupervised period, after teacher and children together have made their plans in previous conference periods.

Another large area of happy and educative busyness is the field of *nature study* or elementary science. The aquarium, insect cages, pet pens, window boxes, and flower vases must have regular care and attention, which should be the independent responsibility of duly elected or appointed individuals or committees. A small museum may be collected, and its specimens should be properly labeled, arranged, and kept in order. The library shelves, too, will need to be regularly tidied and their contents checked. Flower beds require weeding and trimming. Bird feeding stations must be constructed and kept stocked with food and water, birdhouses built. Watching the nuthatches, chickadees, woodpeckers, and sparrows that come to enjoy the tendered hospitality, or the behavior of insects, fish, frogs, snails, or pet animals in the various cages or terrariums, is in itself a highly valuable form of occupation. What is noted in these observations may be reported to the whole group at a later "sharing" period.

Many kinds of free *play* are equally appropriate and profitable. The store, the farm, the village, or the house will realize their fullest value for the children only if they are used in the normal child way, in dramatic or imaginative play. And this sort of play seems to go on better without adult supervision than with it. Just as the little girls sit, sew, and talk easily and naturally in the play corner by themselves, so little groups of children pursue their replicas of adult living in their own way in the other stimulating settings already referred to. Two or three little boys go happily about their imaginary farming together, or carry on trucking, railroading, or shipping operations. A little community group housekeeps in the playhouse, shops at the store, has its parcels transported by the trucking service. The only limitation which must be set on those activities is that necessary to protect suitable conditions for the study or conference of other children in the same classroom, and this does not require the deathly stillness which once was thought an essential feature of a well-managed schoolroom. Indeed, in the present time, when children turn

the radio on at home when they sit down to study or read, and keep it going steadily if their elders permit, one wonders whether it was noise or boredom that made their attention so easily distractible in the old-fashioned schoolroom. Noise, however, is not a necessary accompaniment of imaginative play; little children, often before they ever come to school, have accustomed themselves to carrying on their soliloquies or conversations in quiet undertones. Perhaps it is the teacher's, rather than the children's, nerves which are jangled by the sound of childish voices and pleasant play. But the teacher's nervous well-being is a highly important factor in a wholesome schoolroom; the situation must be set up to be favorable for her effective functioning as well as her pupils' and consequently some limitation of absolutely free play is necessitated when a large group of children must carry on their activities in one room. Of this a little more later.

Quiet indoor *games,* commonly played by adults on a table, but by children quite as often on the floor, are desirable occupations for at least part of the primary child's day, especially when that day is long, as it frequently is in a one-teacher school, when younger pupils must wait till older sisters and brothers are dismissed. Especially good games are checkers, and Chinese checkers, dominoes, lotto, jackstraws, parcheesi or similar games in which the moves are determined by spinning an indicator or throwing dice; cut-up picture puzzles or dissected maps, and card games like "old maid" or "authors." Bean bags and ring toss are also good where space is adequate. Familiarity with such games is part of education for the use of leisure time, and in addition many of these games contribute to other desirable learnings. Thus simple number combinations are involved in keeping score in bean bags and ring toss, and in the moves of parcheesi and similar games; while dominoes involves recognition of numbers, and lotto recognition of number symbols.

Similar games, devised to impart desired items of knowledge, are often equally enjoyed by children. Fairy tale lotto is a cut-up fairy tale picture. On the back of each piece is a number combination. These pieces are to be laid on a large card divided by penciled lines into segments corresponding in shape to the cut-up puzzle pieces. In each of these segments is a number, which in each case is the correct answer to the combination on the corresponding piece of the puzzle. Thus when all the questions are correctly answered, all the small pieces will be in their proper places and the picture will be built up.

Phonic and word games may be made of cards containing individually (*a*) pictures of objects, with or without names printed beneath; (*b*) the name word; and (*c*) the initial letter. Thus one card may have a picture of a kitten, with the word "kitten" below it; another may show the word alone; and a third have the letter "k." These cards may be matched by drawing from one another's hand or by calling for cards, as in "authors" to form a book. Before scoring, all books should be laid out for the inspection of the other players, to prevent incorrect combinations.

In like manner domino cards may be matched with cards containing figures instead of dots. Half-inch cubes of tagboard or wood may have calendar figures pasted on each face. Separate cards for each number from one to eighteen are laid in sequence on the table. As two or three cubes are thrown, the child who first finds the card number which is the correct sum takes it for his score. The children may check each other's additions by referring to a chart hung on the wall.

In the game of "ten," cards bearing the figures from one to nine (one figure to a card) are dealt. The game is to make the sum of ten with any combination of cards held in one's hand, either at first or after drawing a card from the next player, as in "old maid." The winner is the one who has the most sets of ten at the end of the game.

A game may be played with sets of alphabet cards or figures cut from calendars and pasted on cardboard or stiff paper. Each player has a complete set and the children race to arrange them in order. This game loses value and interest as soon as the sequence is thoroughly mastered by all.

Pictures of objects, colors, or activities—the words for which are found in the children's reading vocabularies—are pasted on cards, and on the back of each card is printed the corresponding word. The cards are spread on the table, word side up. The leader points to a word, and another child says the word if he knows it. The leader turns the card up. If the picture shows that the child's response was correct, he gets the card for his score. A similar game may be played with number combinations. Two children or a group may play games of this type. Other games might be listed, but these will show the range of possibilities. Children often voluntarily choose such games from a supply which includes the time-honored ones of recreational use only.

Children may share in the making as well as the playing of some of these games. They can paste pictures on stiff paper or lightweight cardboard for older children to cut into picture puzzles, using a sharp penknife or a single-edged razor blade. They can print domino cards with an ink-bottle stopper if the card is a large one, or a small round stick with the end squared off if the cards are to be smaller. They can rule and paint checker boards, cut up straw for jackstraws, make bean bags.—*The Child in the Rural Environment,* Yearbook 1951, Department of Rural Education, National Education Association of the United States, pp. 205-212. (Used by permission.)

(*To be concluded*)

Preparation + Planning = Understanding

Zeph H. Foster
PRINCIPAL
WALLA WALLA COLLEGE CAMPUS SCHOOL

Train up a child in the way he should go: and when he is old, he will not depart from it.[1]

HENRY, an active boy of twelve years, loves to show off. He grabs things, wants to be first, talks behind the teacher's back, cheats, and is belligerent. The principal often finds Henry in his office, sent by his teacher to be reprimanded for tripping children in the halls, destroying personal property, fighting on the playground, or perhaps defying his teacher. His general behavior is so unpleasant that he has no friends among his peer group. Three of his teachers have been unable to reach or interest him in any way. When he was in one grade, it was not unusual to see him tied to his desk or to find him with his mouth taped shut. Spankings were common occurrences, both at home and at school.

You say he is a problem child? Yes, definitely. A problem case? Yes, that too. But if you were this boy's teacher, what would you do for him? One authority on child growth and development had this to say about discipline:

> The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealing with him be such as to show obedience to be just and reasonable. . . .
>
> The true object of reproof is gained only when the wrongdoer himself is led to see his fault and his will is enlisted for its correction. When this is accomplished, point him to the source of pardon and power.[2]

When we as teachers realize the basic fact that "all behavior is caused," we shall have a starting point at which to begin working with such children as Henry.

Most teachers and educational workers realize that a child's schooling consists of more than acquainting him with the three R's. The total personality must be carefully considered and developed if the child is to make maximum growth spiritually, mentally, and socially, as well as physically. By helping children solve their personal problems, teachers make it easier for them to learn more quickly and with less effort. Unless an emotionally maladjusted boy (or girl) like Henry is helped early in life, he tends to become a more serious problem as he grows older.

It is easy for the teacher to say that Jimmy steals, William is a bully, Jean has temper tantrums, and Tom is disliked by his peers. These conclusions are obvious. The challenge is, *why* are these children as they are? And what can we do for them?

It is the responsibility of the teacher to become familiar with the symptoms of emotional disorders in order that he may recognize maladjustments while they are still in the early stages. Unfortunately many emotionally upset children who are misjudged and unintelligently handled at home, may never receive any real help except from their teachers.

> Although the school can never take the place of the home, it can be a fair part-time substitute. . . . Children who feel uncertain of the love of their parents should at least be able to feel secure in their relationship with a consistently kind and sympathetic teacher.[3]

How vital, then, that the teacher realize he is the key factor to a good or a poor learning situation. His moods and his disposition are reflected by his class. If he displays a sense of humor and fun, and plays and jokes with his pupils occasionally, he will likely find them to be cheerful, helpful, and responsive. If he is irritable, tense, and cross, the children will as faithfully reflect this mood. A teacher who is emotionally unstable inevitably produces emotionally unstable pupils. An overaggressive, domineering teacher causes his children to become fearful, timid, and withdrawn. He may be directly responsible for such behavior as bullying, teasing, playing sick, and skipping school. The teacher who nags, belittles, or shames his pupils into conformity with many petty rules and regulations, often causes some individuals to lie and cheat in order to meet the set standard. It is the rule rather than the exception that a calm, courteous, and self-controlled teacher produces an entirely different classroom climate than the restless, impatient teacher who continually "yells" at his class.

> All children, especially the very young ones who are getting their first impressions of school life, deserve to have pleasant, friendly teachers who will instill in them a love of learning. A child's experiences in the early grades often set the pattern of his future adjustment to school. Many potential problems simply never develop when teachers of small children create an atmosphere of warmth, affection, and understanding. On the other hand, many children transfer their dislike for their first teachers to a dislike for education in general and drop out of school as soon as possible.[4]

Please turn to page 29

What the SCHOOLS ARE DOING

► Six men and one woman, all faculty and staff members of the College of Medical Evangelists, last October flew to Tanganyika, East Africa, for a five-week stay in a primitive tribal area some 500 miles southwest of Lake Victoria. Purpose of the visit was to complete a general survey of nearly 300,000 Waha tribespeople, which was begun by a similar group of researchers more than a year ago. Upon completion of the general survey, CME proposes to launch a medical research and assistance program among the Waha people, by permanently stationing an American field party in the area. The aim of the program is to help the tribespeople to help themselves. Promising young tribespeople will be trained in such specialized lines as agriculture, medical laboratory and X-ray technique, sanitation and public health, health education, and others. Base of operation, both for the current survey activities and for the proposed aid program, will be the Heri (Seventh-day Adventist) Mission Hospital, near the northern tip of Lake Tanganyika.

► Because the Washington Water Power Company "believe in what Upper Columbia Academy is doing for American youth and that the work-study program is worthy of special consideration," they made no charge for some $4,000 worth of "moving power banks and lines and installing new secondary transformers," in the reorganizing of the campus incident to erection of the furniture factory unit and the new cafeteria building. In addition, they made a cash donation of $600 to the cafeteria building fund.

► In late August, Atlantic Union College was host to the first Public Relations Workshop for Seventh-day Adventists. Ministers, teachers, institutional personnel, conference workers, and students from Eastern Canada and many parts of the United States received three semester hours of college credit for the intensive course.

► Eastern Michigan was "covered" by students and teachers of Adelphian Academy on Ingathering field day, when the previous world record for an academy one-day campaign was exceeded, with a total of more than $5,200. The enrollment is approximately 300.

► Opening enrollment at Emmanuel Missionary College was 920 when registration closed on October 9, "surpassing the expectations of the administration by quite a margin." EMC Academy opened with 110.

► There does seem to be something new under the sun. The Des Moines (Iowa) church school presents a harmonica band of 19 youthful members.

► Taiwan Training Institute reports baptism of 19 students last June 29, making a total of 36 baptized during the 1956-57 school year.

► Newbold Missionary College (England) keeps "the world and its needs constantly before its students" by means of a large missionary globe, gift of a North England sister.

► Lorraine Fankhouser was honor guest of the educational hour at the Michigan camp meeting, last August 10, in recognition of her forty years of continuous service as a church school teacher.

► Ingathering field day at Walla Walla College, and subsequent receipts, surpassed the $4,000 goal by nearly $1,000. At latest report, college students and faculty had brought in $3,462.17; academy, $266; Rogers grade school, $753.42; plus $447.85 realized before the field day.

► With an autumn quarter enrollment of 189 in a building whose "capacity" is less than 100, students, faculty, and board of the Seventh-day Adventist Theological Seminary are longing for the day when the new university building-to-be may be occupied.

► Young people from La Sierra College, Newbury Park Academy, Glendale Union Academy, and Lynwood Academy united in a Southland Youth Crusade in the White Memorial evangelistic center, October 18-26, in support of E. L. Minchin, of the General Conference MV Department. In addition, some 200 upper-grade girls from Southern California elementary schools made up a girls' chorus.

► Last August 25 was a historic day in the Alabama-Mississippi Conference, when 300 delegates, and representatives of local, union, and General conferences, formally accepted from I. H. Bass a gift of 306 acres of pine timber and pecan orchards, as the site for a much-needed boarding academy. The land is valued at $100,000, with a possible $10,000 annual harvest of pine timber and pecans. Plans for architectural placement have been approved, and funds are being raised for construction of the new school plant.

► Latest addition to the facilities of Southern Missionary College is a new six-classroom building of gleaming aluminum, glass, and red brick, dedicated to the Christian education of Collegedale's boys and girls. The school also serves as the laboratory and demonstration school for the elementary teachers in training. An auditorium-gymnasium is included, with a large area and adjoining rooms on a lower floor, for various school functions, Pathfinder Club, and community activities. Mrs. Ruth Sorrell teaches grades one and two; Mildred Baldwin, grade three; Mrs. E. Grundset, grade 6; E. S. Chace, grades seven and eight; Mrs. Elmyra Conger, grade four and portions of grades three and five, in a multiple-grade room. Shirley Dunn is the receptionist.

► A five-year building program proposed for Emmanuel Missionary College campus includes a vocational arts building, an addition to the library, a cafeteria and student center, a residence hall for men, a laundry and dry-cleaning plant—and of course the new church. Further recommendations were made for a College Wood Products furniture warehouse, a sewage treatment plant to clear the pollution of the St. Joseph River, and dairy herd facilities. Construction is already well under way on the church, the vocational arts building, and CWP warehouse.

► La Sierra College welcomes Denton E. Rebok as professor of sociology; Earl W. Lathrop, assistant professor of biology (who received his Ph.D. degree in botany from University of Kansas, last July); Robert H. Hervig, assistant professor of business administration; Perry Beach, professor of music; W. F. Tarr, head of speech department, with Donald Dick, instructor.

► Ingathering field day at Emmanuel Missionary College brought in nearly $11,000. Added to this were contributions from community church members, funds carried over from last spring, and later receipts, to make a grand total of $15,500.

► With a record opening enrollment of 261, Newbury Park Academy (California) is almost literally bursting at the seams. Dormitories are "cram-jam full" and overflowing into kitchenettes, basement rooms, guest rooms, gymnasium, and faculty homes.

► Eight "meritorious" students of Mountain View Union Academy (California) received $50 scholarships from San Jose Doctors' Hospital, and one received a $100 scholarship from Mountain View Rotary Club.

► West Indian Training College (Jamaica) is justly proud of its new girls' dormitory, of reinforced concrete construction, which provides 52 student rooms, dean's apartment, worship room, and playroom.

► Auburn Academy (Washington), with 348 students enrolled, is staggering its program so that sophomores and seniors attend classes in the morning, freshmen and juniors in the afternoon.

► Pacific Union College welcomes Ruth Munroe to head the department of nursing education; Melvin Hill and Mrs. Violet Rugg to teach instrumental music and voice, respectively.

► Takoma Academy (Maryland) claims the honor of breaking all preceding academy Ingathering records with a total of $5,655.13 reported for the 1957 campaign.

► Upper Columbia Academy (Washington) welcomes Robert Ludeman to teach mathematics and automobile mechanics, and Mrs. Marie McNeil as dean of girls.

► Indiana Conference reports enrollment of 600 boys and girls, in 26 elementary schools, under the charge of 36 Christian teachers.

► Plainview Academy (South Dakota) welcomes J. J. Williamson as its new principal.

► P. G. Miller is the new principal of Malayan Union Seminary, Singapore.

► Platte Valley Academy (Nebraska) welcomes David Morris to teach science and mathematics.

► B. L. Archbold is the new president of Caribbean Union College (Trinidad, British West Indies), and Walter Tate is in charge of the printing department.

► The Far Eastern Division reports 244 elementary schools, 24 intermediate or middle schools, 18 full secondary schools, and 7 colleges and training schools. The total enrollment is 16,614.

► Of the 66 students who received degrees from Atlantic Union College last spring, 20 teachers and 4 ministers have been "placed"; 7 are studying medicine; 2, dentistry; and 13, other graduate studies.

► A graduate course for school administrators was conducted at Pacific Union College, last July 28 to August 9. Some 40 principals of elementary, intermediate, and secondary schools, and other educators, were in attendance.

► Middle East College (Lebanon) was host last summer to a Medical Cadet Corps camp for youth of the Lebanon-Syrian Mission, under the competent leadership of Wayne Olsen. E. N. Dick, world commander of MCC, visited MEC shortly before time for the camp.

► Lodi Academy (California) welcomes new staff members: Mabel Flemmer, homemaking; Vera Fay Lester, dean of girls, developmental reading; Helen Lund, typing, shorthand, and secretary to the principal; W. H. Murphy, voice and choral director; Edward L. Timothy, band instruments and director; Calvin G. Unterseher, English; T. R. Waterhouse, registrar, Bible, United States history, and general business.

► Enrollment of 377 future physicians topped the list of registrants at the College of Medical Evangelists last September. Second largest enrollment was nearly 200 in the School of Dentistry, followed by more than 150 in the School of Nursing. Registration in other CME schools included: Medical Technology, 5; Physical Therapy, 30; X-ray Technology, 7; Dietetics, 11; and Graduate Studies, 38. Grand total, 806. Since CME first admitted students in 1905, it has graduated more than 5,700 from its various schools.

► New staff members at Maplewood Academy (Minnesota) include Boris Belko, boys' dean and teacher of biology; Don Cantrell, registrar, mathematics, and physics; Mrs. Julia Godfrey, director of food service; John Hooper, craftshop accountant and bookkeeping; Mrs. Hooper, English 1 and 2 and German 1; L. E. McClain, principal, history; Ardonna Manous, piano and organ; Mrs. Aaron Moon, English 3 and 4; Dwight Rhodes, voice, choir, and band; David Schwab, maintenance; Mrs. Naomi Wilmot, typing 1 and 2; Mrs. Faye Wintermeyer, girls' dean. And believe it or not, there are three "old" teachers: Kenneth Juhl, Bible; Betty M. Tope, home economics: and Richard Wilmot, accountant and driver training. The opening enrollment was 142.

► New faculty members at Atlantic Union College include G. H. Gibson, professor of physics; Mrs. Gibson, assistant in business and economics; W. R. A. Madgwick, acting head of the history department; Paul B. Riley, dean of men; Norman J. Roy, assistant professor of music; John Thurber, assistant dean of men and instructor in music; Mrs. Hannah Yanke, dean of women; Jerome G. Schwartz, dean of academy boys; Leona B. Bolton, teaching in the elementary school. Mary Louise Durning, former dean of women, is teaching in the department of home economics.

► At Pacific Union College, old Grainger Hall has recovered from a major operation, which included replacement of the old gable roof by a modern low roof, complete insulation, a new glass-and-block-veneer entrance, and an over-all coat of ivory paint. Lower division men appreciate the new look. Also an attractive faculty duplex has replaced old Newton Annex, which was destroyed by fire last year.

► New staff members at Lodi Academy (California) include Sidney E. Stewart, band director and teacher of instruments; William Murphy, voice teacher and director of choral groups; Mabel Flemmer, home economics; Helen Lund, commerce, and secretary to Principal W. T. Will; Calvin Unterseher, English; T. R. Waterhouse, registrar and teacher of American history.

► The symphonic choir of Australasian Missionary College recently made its TV debut on Sydney's Station TCN-9, was broadcast over radio Station 2CH, and sang in several of Sydney's largest churches, creating a most favorable impression of Seventh-day Adventists and Christian education.

► At San Diego Union Academy (California) the library has been completely redecorated and refurnished, and a full-time librarian, Mrs. Evelyn Traylor, has been employed. In the elementary school, Beth Townsend is teaching the seventh and eighth grade.

► A new 315 H.P. Brisin boiler has been installed in the heating plant at Oakwood College; and approximately $1,700 worth of new equipment has added greatly to the attractiveness, efficiency, and value of the home economics department and its offerings.

► In spite of difficult conditions in Bolivia (South America), a fine new school building has recently been completed in Chulumani, and is filled with happy and grateful students. Director Carlos Treptow reports baptism of 49 thus far in 1957.

► Canadian Union College welcomes new staff members: Victor Fitch, dean of men; John Irvine, biology; Dorothy Jo Quade, dean of women; Arno Kutzner, classes in the academy grades.

► On the annual Ingathering field day at Union College, students and staff solicited $3,077.49—exceeding last year's receipts by approximately $700.

► Columbia Academy (Washington) reports a 10 per cent increase in enrollment, with 192 secondary students and 71 in the elementary school.

► Union College reports an enrollment of 740, of whom 293 are freshmen.

► To meet the demands of a growing enrollment, the Bellflower elementary school (California) has added two capacious classrooms.

► Sheyenne River Academy (North Dakota) exceeded its own previous records by bringing in $807.27 on Ingathering field day, September 24.

► Opening enrollment at Pacific Union College was 829—a 7 per cent gain over one year ago. Students from 19 different countries are enrolled.

► Walla Walla College English department welcomes two new staff members: Roberta J. Moore, assistant professor; and Ruth E. Burgeson, instructor. Charles W. Harter is a new instructor in engineering.

► Following the literature evangelists' institute at Helderberg College (Africa) last September 7-13, more than fifty young men and women made plans to spend the vacation months in the literature ministry.

► Pacific Union College has awarded six graduate assistantships for the 1957-1958 school year: Kenneth Baldwin, business; Edmund Blair, history; Clifford Clendenen, mathematics, Fred Perlee, education; Rocklyn Rouse, physics; and Ernest Ziegenbald, biology.

► Opening enrollment at Southern Missionary College was 458, including 17 junior nurses completing classwork and clinical processes at Florida Sanitarium. With 130 in Collegedale Academy, and 150 in the elementary school, the student population is close to 750.

► Monterey Bay Academy (California) is again "bulging at the seams" with an enrollment of 316. New teachers are Frances Blackwood, assistant dean of girls; Mrs. Helen Brinckerhoff, cafeteria assistant; Henry F. Brown, Spanish; Jay Clymer, printing, radio, and press superintendent; James Morehead, automobile mechanics and boys' physical education; Harvey Rudisaile, band, orchestra, and instruments; Shirley Stoft, piano.

► Mountain View College (southern Philippines) shows definite signs of surviving its tremendous crisis of two years ago, and during recent months improvements, new construction, and new installations have vitally changed the appearance and increased the efficiency in nearly every area, though much yet remains unfinished. Two years ago there was a staff of 17, with 140 students; now the staff numbers 25, and the enrollment has passed 450. More power to President T. C. Murdoch and his loyal staff.

► At last spring's meeting of Madison College's Board of Directors, President A. A. Jasperson's resignation was accepted, and Dean W. S. Sandborn was elected president. At the same meeting Mr. Jasperson was elected extension secretary. Paul Dysinger is the new general manager; Homer R. Lynd, registrar and head of the department of education; Philip C. Lang, assistant administrator; Ralph Martin, chairman of associated services; Verle P. Sossong, in charge of grounds; and Edward Hassenpflug, general manager of Madison Foods.

► The College of Medical Evangelists, Loma Linda and Los Angeles, last July announced appointment of 11 persons to faculty rank in the Schools of Nursing and Medicine. Seven of the School of Medicine appointments are voluntary, while two each for the medical and nursing schools are full-time appointments: Nursing—Mary Gainer Ehlers and Lucile Lewis, instructors in nursing, both Los Angeles; School of Medicine (full time)—Robert L. Nutter, Ph.D., instructor in microbiology at Loma Linda, and D. E. Reisch, M.D., instructor in radiology at Los Angeles. Voluntary appointments: Sherman W. Hartman, M.D., and Malcolm R. Hill, Jr., M.D., instructors in surgery at Los Angeles; Andrew J. Hunter, M.D., and Marvin K. Levin, M.D., instructors in obstetrics and gynecology at Loma Linda and Los Angeles; Robert P. Natelson, M.D., and Robert W. Wells, M.D., instructors in medicine, Los Angeles; and Eldon T. Perry, M.D., instructor in dermatology and syphilology, Los Angeles.

► Girls of Mount Ellis Academy (Montana) are especially happy over their beautiful new "home away from home," which provides for 74 student residents, dean's apartment, parlor and reception room, worship room, playroom, wash-and-shower rooms, laundry and storerooms. One section of the building also provides a fine homemaking department, and another section houses the new modern kitchen and dining room for the school —the latter large enough to seat 200.

► New staff members at Walla Walla College include Claude C. Barnett, physics; Gordon B. Hare, mathematics; Mrs. Marilee Hayes Thomas, academy English; John Christian, academy history and Bible; Leland Quinn, choir and chorus; Maurice Smith, grade four, and Mrs. Smith, grades three and four, in the elementary school; Mrs. Van Roberts, grades one and two; Mrs. Raymond Ferguson, grades five and six.

► Mrs. Eva Prior, her son Don G., and his wife have joined the staff of Newbury Park Academy (California): Mrs. Eva is superintendent of the bakery; Don is public relations and sales promotion man; and Mrs. Don is secretary to the principal. Mrs. Lena B. Cady is dean of girls, John P. Underhill is assistant in the garage, and Leroy Pyle is teaching piano and organ.

► Thunderbird Academy (Arizona) announces new staff members: C. B. Harris, Bible; Mrs. R. O. Stone, registrar and home economics; Florence Shelton, Spanish; E. J. Anderson, attendance officer and teaching boys' physical education, general mathematics, and baking; Mrs. Mae Marshall, director of food service, assisted by Mrs. Sally Morris.

► Enterprise Academy (Kansas) welcomes S. C. Chaffee as band and choir director; A. F. Etling as director of physical education and teacher of Bible doctrines and woodworking; and E. C. Wines as principal.

► A new, attractive, and highly functional union elementary school was opened on September 9, midway between Corvallis and Albany, Oregon. There are two teachers and 34 students.

► Walla Walla College enrolled its 1200th student on October 1.

Teacher Recruitment

(*Concluded from page 11*)

Pupils who work under the tutelage of the student teacher are given much more individual attention than their regular teacher could manage alone.

Our student teachers are learning leadership through practice. They are growing in responsibility. They are ripening into more mature students and citizens. Our profession will be greatly enhanced when some of these outstanding youngsters elect teaching as a career.

Every elementary school, irrespective of size, can inaugurate a student teaching program of the type described here. The idea is not new; the distinguishing characteristic here lies in a shift of emphasis—a realignment of focus.

At Greenfield School, students are apprised that we are deliberately attempting to proselyte them to teaching. Passivity has been discarded in favor of a recruitment program that is dynamic and competitive. —*The School Executive,* vol. 76, no. 7 (March, 1957), pp. 62-64. (Used by permission.)

► An MV Investiture service was held, last June 15, at Middle East College (Lebanon), in which 12 students were awarded the Master Guide insigne, and a large number were invested in preliminary classes.

► Indiana Academy reports new staff members: Lowell Smith and Donald Runyan, music; Mrs. Virginia Lamb, cafeteria director; Joyce Sivertson, home economics; Helen Craig, dean of girls; Warren Parmelee, science.

► The poultry and hatchery department of Upper Columbia Academy (Washington) practically walked away with the prizes at the Spokane Interstate Fair, last September 18-22. Of the 9 entries made in the various classes, 8 took first prize and the 9th won a second prize. Approximately 40,000 chicks were sold during the 1957 hatching season.

► Southwestern Junior College welcomes new staff members: Mrs. Ernestine Burkett, English and speech; Otto Krotz, stringed instruments; R. W. Merchant, accountant; Sarah Slate, registrar; Robert Wagner, head of department of education and principal of elementary demonstration school; Mrs. Margaret Meeker and Mrs. Phyllis McLafferty, grades one and two in the elementary school. The opening enrollment was 467.

► Outstanding in the summer "face lifting" at Lodi Academy (California) are changes in the girls' dormitory: a delightful new lounge, a kitchenette, and a sewing room; redecorated and refurnished apartments for Dean Vera Lester and Assistant Dean Mrs. Irene Hamilton; rewiring of all girls' rooms with wall switches and outlets; and, in common with all dormitories, an automatic self-activating fire alarm system and self-closing fire doors. The administration building, laundry, cafeteria, and many student rooms and classrooms were repainted.

The Bookshelf

Youth, The Years From Ten to Sixteen, by Arnold Gesell, Frances L. Ilg, and Louise Bates Ames. New York: Harper and Brothers, 1956. $5.95.

Into this 250,000-word volume, Dr. Gesell and his collaborators have packed an amazing amount of information about children from ten to sixteen years of age. The book is actually the third in a trilogy, the preceding works being *Infant and Child in the Culture of Today* (1943) and *The Child From Five to Ten* (1946).

The authors were able to maintain research contact with a large number of the same children whose development they had already followed up to the age of ten. Of the total 165 children—83 boys and 82 girls—115 constituted a "nuclear core group" who were seen repeatedly throughout adolescence. The other 50 children were seen at only one age level each. Altogether, the number of children observed for any particular age, ranged from 60 to 88. Five hundred and forty-five yearly contacts over a period of twelve years provided abundant raw material for the report.

The socio-economic status of the families of which the children were members was, the authors freely admit, much higher than that of any average urban community. For example, 57 per cent of the subjects' fathers engaged in professional activity (as against a national average of 6.2 per cent); 9 per cent represented the clerical, skilled trades, and retail business (as against a national average of 28.9 per cent); 3 per cent were classified as semiskilled, minor clerical, and minor business (as against a national average of 29 per cent). No day laborers appeared in the study (as against a national average of 8.4 per cent). As can be expected, the subjects represented a high-to-superior level in school. Whether this marked unbalance in favor of the "right side of the railroad tracks" lessens the validity of the conclusions is worth some investigation.

The reader is invited to interpret the manifestations of adolescence in terms of the psychology of growth. "Maturity profiles" portray the maturity characteristics of the seven yearly age zones from ten through sixteen years. The "maturity traits" report on the total-action system, routines and self-care, emotions, the growing self, interpersonal relationships, activities and interests, school life, ethical sense, and philosophical outlook. "Maturity trends" indicate the sequences and gradients of growth for the sector of years from ten through sixteen. A separate chapter is devoted to each age zone.

The last nine chapters provide another approach from which the trends of maturity can be examined in greater detail. A separate chapter is devoted to each of the nine major areas listed under the maturity traits. Here, instead of focusing upon the single age zone, the authors see the sequences of growth in "longitudinal perspective." They mark off forty distinguishable fields of behavior and list the "growth gradients" for each one.

Under "emotions," for example, the growth gradients are given for emotions in general, then for anger, worries and fears, humor, affectivity, self-assertion, and expressing feelings. Growth in the ethical sense is indicated in terms of right and wrong, a sense of fairness, response to reason, honesty, and attitudes on swearing, drinking, and smoking. The philosophical outlook is brought to view by way of answers to two questions: "What is time?" and, "What is space?"; and by opinions expressed about "death" and "Deity."

In these days of almost endless talking and writing about teen-agers, with emphasis on juvenile delinquency, one comment is worthy of particular note:

> Paradoxically enough, it appears that society has simultaneously undervalued and overvalued the yearly unit as a criterion of growth. The significance of the individual year should be critically considered for the period of adolescence. Depreciation of its value is clear enough when the whole epoch—about a decade in length and encompassing a momentous variety of changes—is subjected to loose, sweeping generalizations. The term *teen-ager* has become almost a misnomer. As a cliche it is too closely associated with the delinquencies and glamours of the seven years from thirteen through nineteen. As a stereotype the comprehensive term *teen-ager* obscures the annual progressive changes in normal growth.

Dr. Gesell, Ilg, and Ames have described the development of psychology for the ages ten through sixteen. The book portrays what the child *is,* and how he feels and acts. This is not a volume on "how to counsel" or "how to deal with" or "how to help." Its greatest value lies in giving a picture of the growth and development of *normal* children for these critical years. From this can be formulated, with fair accuracy, "norms" of conduct and growth for all children in this age range.

The authors have made a contribution of cardinal importance to parents and to all persons working closely with youth. There is little doubt that this will become a classic in its field.—C. E. WITTSCHIEBE, *Professor of Pastoral Care, SDA Theological Seminary.*

Preparation + Planning = Understanding

(*Concluded from page 24*)

It is of utmost importance then that the classroom teacher plan for each hour of the day. As Christian educators we have a moral responsibility for the way in which we use school time. We must make each day at school interesting, enjoyable, challenging, and profitable. By thoughtful and consistent preparation of meaningful subject material and planned activities, such as field trips and nature hikes that have a recognizable relationship to schoolwork, organized play, classroom parties, and music groups, the alert teacher can discover his pupils' emotional problems.

Could Henry have been helped? Was his case hopeless? or could an understanding and interested teacher have molded his life into a thing of beauty? The elementary teacher is not expected to become a child psychologist; but every teacher can and should acquaint himself with the foundation principles of child growth and development, and thus discover better and more effective ways to solve the problems and meet the needs of each child in his classroom.

[1] Proverbs 22:6.
[2] Ellen G. White, *Child Guidance,* p. 223.
[3] E. W. and M. F. Detjen, *Elementary School Guidance,* p. 252.
[4] *Ibid.,* pp. 251, 252.

The Teaching of Listening—and Why

(*Concluded from page 10*)

"name brands" of some common products and discuss what makes legitimate advertising and how people are protected by law from false claims.

(6) Documentary films and those produced with current social issues involved can be used as class projects for both Social Living classes and the valuable practice they give in listening.

(7) Following silent reading around some topic of interest, either with everybody reading the same material or from a variety of sources, have the children discuss their findings and then have one member of the group summarize the main points. The remainder of the group will act as judges of both how well the reporter listened and how well he was able to summarize what he heard.

(8) Listening to oral reading can be a valuable experience. It also can be a deadly one. If it's merely practice in word-calling for the reader, rereading of material already read, or reading stories with no surprise element, it has little value for listening or for anything else. If, on the other hand, it is new information, humor, story with a plot, beautiful prose or poetry, descriptions of persons or nature, or is a dramatic reading of conversation, it can challenge thinking and careful listening for some specific purposes.

(9) Following oral directions of several steps is difficult for many adults. Use street and road directions for giving practice in carrying in the mind a series of directions that must be followed in sequence.

Common shared listening experiences are the best activities for the teaching of listening skill. In common experiences the children and the teacher together have an opportunity to check one another's misconceptions and misunderstandings. There is also probably a better opportunity for helping children realize the critical need for accurate listening.

The teaching of listening is not something new to be added to an already overburdened school program. It is merely capitalizing upon those experiences which are already part of your day and using them to make living and learning more effective. If, as one writer has said, "the energy is there, also the time, and it is known that they listen,"[4] then teachers need to assume responsibility for providing those experiences which will provide practice in this very important phase of the language arts.—*Educational Screen,* April, 1952, pp. 144-146, 163. (Used by permission.)

[1] Alice Sterner, Katherine Monoghan, and Milton A. Kaplan, *Skill in Listening,* N.C.T.E. Pamphlets on Communication (Chicago: National Council of Teachers of English, 1944), p. 5.

[2] Eda B. Frost and Rhoda Watkins, *Your Speech and Mine* (Chicago: Lyons and Carnahan, 1945).

[3] Miriam E. Wilt, *A Study of Teacher Awareness of Listening as a Factor in Elementary Education.* The Pennsylvania State College: doctoral dissertation, unpublished, 1949.

[4] R. V. Burkhard, "Radio Listening Habits of Junior High-School Pupils," *Bulletin of the National Association of Secondary School Principals,* XXV, April, 1941, pp. 45-48.

► Melvin K. West, assistant professor of music at Atlantic Union College, has been accepted as a fellow of the American Guild of Organists.

► Broadview Academy (Illinois) welcomes new staff members: Weldon Fivash, mathematics and science, and Mrs. Fivash, English and home economics; Mrs. Mildred Vye, dean of girls and school nurse; Jerry Lawson, dean of boys.

► Oakwood College is justly proud of its new modern store, bakery, and post office building. New equipment valued at $10,000 installed in the bakery has increased the daily output to 5,000 loaves of bread, 300 pies, and 200 dozen doughnuts.

► At Thunderbird Academy (Arizona) the girls' dormitory has been remodeled to bring the three units into one, converging at a new entrance lobby, with the parlor and dean's apartment also opening into the lobby. A kitchenette and an ironing room were added too.

► Atlantic Union College opened its 76th year with a total enrollment of 926: college students, 581; academy, 191; and elementary school, 157. Hoping for the speedy finishing of the new men's dormitory, 51 men are "camping out" in various cabins, homes, apartments, and over the bindery.

► "Uncle Arthur" Maxwell, whose youngest daughter, Deirdre, is a freshman at Pacific Union College this year, wonders which of the campus buildings he has paid for during the twenty years that his six children have been getting educated there. Eldest son, Graham, associate professor of Biblical languages, likes to think it is the new library!

► New staff members at Pacific Union College include Waldo Curtis, M. W. Holm, and William Perry, physics; Mrs. C. G. Campbell, secretary to Business Manager H. L. Shull; Dudley Inggs, library assistant; L. James Patton, manager of College Mercantile; Mrs. John Rice, secretarial science; Mrs. Gladys Hoffman Ellis and Mrs. Donald Muth, teaching in the elementary school. H. E. Douglass, assistant professor of religion, is welcomed home after receiving his B.D. degree from the Seventh-day Adventist Theological Seminary.

The JOURNAL of TRUE

Education

Printed by
Review and Herald Publishing Association
Takoma Park, Washington 12, D.C.

RICHARD HAMMILL, *Editor*

Associates

ERWIN E. COSSENTINE GEORGE M. MATHEWS
LOWELL R. RASMUSSEN ARCHA O. DART

THE JOURNAL OF TRUE EDUCATION is published bimonthly, October through June, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington 12, D.C. The subscription price is $1.75 a year.

Correspondence concerning subscriptions and advertising should be sent to the Review and Herald Publishing Association. Address all editorial communications to the Editor.

New Filmstrips *and* Audio Tapes
AVAILABLE NOW

HEALTH INSTRUCTION

"Your Radio Doctor," now in illustrated form—in beautiful color! The series of health programs prepared by Dr. Clifford Anderson, which have met with such tremendous acceptance as broadcast on Radio Ceylon and throughout the world, are available in filmstrip form. Each of the forty popular fifteen-minute talks on various health subjects is accompanied by professionally produced pictures to illustrate the subject material.

NOTICE—All tapes are now available.

Filmstrips for lectures 1 to 10 are available now. Work on and completion of the others is progressing steadily.

Following are the lecture titles, Nos. 1 to 10

Tape No.	Film No.	SUBJECTS
T-2201	F-2101	Help Yourself to Health!
	F-2102	The Spark of Life
T-2202	F-2103	Be Good to Your Heart!
	F-2104	The Miracle of Human Blood
T-2203	F-2105	The Dreadful Price of Ignorance
	F-2106	Headaches, and How to Treat Them
T-2204	F-2107	What Is Cancer? Can You Escape It?
	F-2108	Appendicitis
T-2205	F-2109	What's Getting Under Your Skin?
	F-2110	Arthritis, and How to Treat It

FILMSTRIP PRICES

Single frame, $3.50

A printed lecture is furnished with each filmstrip.

TAPE PRICES

T-2200 Complete set of 20 tapes, DT 7½ $59.50

Tapes purchased individually or any quantity not comprising a complete set; two subjects to a tape. $3.75

DOCTRINAL TEXTS

Complete set of 1,880 double-frame texts in color (white letters on colored background). Includes all texts needed to present the Bible doctrines.

F-5101	Old Testament Filmstrip of unmounted slides	$45.00
F-5102	New Testament Filmstrip of unmounted slides	45.00
F-5100	Complete	82.50

HE GAVE HIS ALL

Dr. Everette Dick died of polio after just three weeks of mission-field service. This story of heroic faith and devotion on the part of his young widow with three children is now available on sound tape. Complete with script for lighting cues and synchronous portrayal by six persons. A moving story in dialog form especially adapted for MV programs.

T-0050 DT 7½ (22 minutes) $4.75

ORDER BY CATALOG NUMBER AND TITLE FROM YOUR BOOK AND BIBLE HOUSE

Periodical Department, Review and Herald Publishing Association, Washington 12, D.C.

Editorial
NEWS AND VIEWS

Colleges in the U.S.A. According to the 1956-57 "Education Directory, Part 3: Higher Education," published by the United States Office of Education, there are 1,886 colleges and universities in the United States. This is 31 more than for 1956, and an increase of 187 over 1940. More than one third of these colleges and universities (744) are under church control: 474 Protestant, 265 Roman Catholic, and five Jewish. Four hundred eighty-one are private institutions but nondenominational. Six hundred sixty-one are under public control: 369 State control, 282 district or city, and 10 Federal. Coeducational institutions number 1,414. Of the 472 remaining, 223 are for men and 249 for women.

The Ph.D. or equivalent degree is granted by 191 of the institutions. More than 500 institutions provide programs of less than four years.

The State reporting the largest number of institutions of higher learning is New York, with 153. Next in order are California 138, Pennsylvania 117, Illinois 102, Texas 96, Massachusetts 77, Wisconsin 63, Ohio 62, Michigan 55, North Carolina 55, Missouri 53, Iowa 50.

Reading Speed Educational literature of the past decade has emphasized increasing reading speed. Slow readers in grade and high schools are specially helped to read more material in a given time. Many colleges require remedial reading courses for freshmen whose reading speed is "substandard." Adult education schools or departments offer remedial courses to the general public, and popular magazines present articles on reading improvement.

However, educators are beginning to ask if this emphasis on speed of reading is really justified. V. E. Leichty, associate professor of English at Michigan State University, maintains that emphasis should be on slower, more thoughtful reading, not faster. As reported in *School and Society* for January 5, 1957, Dr. Leichty said: "Many of the greatest minds of the past were products of a few books which were read and reread until the thought of their authors was thoroughly assimilated. Because good books not only record thought but also provoke it, justice can seldom be done them by a hurried reading, or even by a single careful reading.

Good teachers do not emphasize reading speed alone. They counsel their students to adjust reading speed to the material in hand. Much that one reads *should* be skimmed or skipped, while other material should be carefully read and reread. Our schools ought to help pupils to read quickly. But it is even more important that they teach them how to tell the difference between what is to be skimmed, or read quickly, and that which they should thoroughly absorb. Good discrimination of worth-while literature, plus training in leisurely, thoughtful reading, is a most important phase of the education we Adventists seek for our youth.

Educational Secretaries Travel Your general secretary and his associates have been "going to and fro in the earth" these past months. We think you may be interested in a brief statement about each.

E. E. Cossentine spent August and September in South America, where, in company with E. R. Maas, division educational secretary, he inspected our secondary schools and colleges in Peru, Bolivia, Chile, Argentina, Uruguay, and Brazil; assisted in 13 teacher institutes; helped to plan the layout of a new secondary school in north Brazil; and counseled with division leaders concerning future development of schoolwork in all their fields and institutions.

Richard Hammill visited Australasia during August, September, and part of October, assisting in teacher institutes and inspection of schools in New Guinea, Fiji, New Zealand, and Australia. Afterward he spent a month and a half in the Far East, inspecting schools and holding institutes in Singapore, Indo-China, and the Philippines.

L. R. Rasmussen has visited three overseas divisions during the last year, spending more than eight months outside the United States. In Switzerland he attended the Southern European educational council. From October 27, 1956, through January 31, 1957, he was in Southern Asia, where he inspected schools in Pakistan, India, Burma, and Ceylon; and attended the division council and the division-wide educational council at Poona. From March 15 through June 15, he visited Northern Europe, surveying schools in Finland, Sweden, Denmark, and the Netherlands, and meeting with the board and faculty of Newbold College, in England. He later spent two months in the West African countries of Sierra Leone, Ivory Coast, Nigeria, Liberia, and the new country of Ghana, surveying schools and holding teachers' institutes. He returned home in June, just in time to conduct the North American Academy Principals' Council at Monterey Bay Academy, California; and since then has employed the time in attending teachers' conventions in the North Pacific, Southwestern, and Central unions, and meeting with the boards of Oakwood College and Riverside Sanitarium.

G. M. Mathews employed the months of August, September, and October in assisting at camp meetings in Oklahoma and Arizona, and six elementary teachers' conventions: at La Sierra College for the Pacific Union; at Hayden Lake, Idaho, and at Portland, Oregon, for the North Pacific Union; at Canadian Union College for the British Columbia, Alberta, and Manitoba-Saskatchewan conferences; at Minneapolis, Minnesota, for the Northern Union; and at Chicago, Illinois, for the Regional teachers of the Atlantic, Columbia, Lake, and Southwestern unions.