

The JOURNAL of TRUE
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The JOURNAL of TRUE Education

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

ISSUED 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.

GROWING CRITICISM OF MODERN EDUCATIONAL METHODS

An Editorial

WHEN the American public learned that Russian scientists had successfully launched a satellite before their own scientists had made a first attempt, an avalanche of criticism descended upon the public school system. "Schools in America have too many frills and not enough basic studies," "Not enough science is taught," "New methods of teaching are ineffective," "The pupils are not forced to study hard enough," and countless other charges were hurled to try to ease the ego of people who think that America has to be first in everything.

Invidious comparisons were made with schools in Europe and in Russia. Tabloid newspapers and popular magazines, which millions have considered to be authorities on the subject, rushed into print with censorious broadsides at educators. One national television network put on an hour-long program on education in which the reporter, seeking to show the weakness of science instruction, interviewed a number of boys in a large high school. None of the boys were taking basic science or mathematics courses. Most of the classes in which they were enrolled were light—frills as some would say—including a course in household management and cooking. In answer to the reporter's questions, the boys gave evidence that they had no serious interest in education.

After the telecast the principal of that school, furious and fighting mad, demanded of the network an equal amount of time to tell the real story of his high school. It developed that the reporter had deliberately chosen those boys because they were not interested in school or in obtaining a good educational foundation. The facts were that this was an outstanding high school, offering a fine selection of science and mathematics courses. To prove his point the principal had with him on his telecast half a dozen of his last-year graduates, all of whom were freshmen in outstanding scientific institutions.

That incident highlights the folly of our basing opinions of the true status of education on rash appraisals or uninformed sources. Another of our glossy-covered popular magazines came out with the following emblazoned on its cover: "We are less educated than fifty years ago." Facts and premises of the article on education in that periodical have been shown to be completely biased.

Great care is necessary when comparing educational systems or achievement levels of students from different countries. In America 70 per cent of the youth of secondary school age are in our high

schools, whereas in Europe only 10 per cent of that age group—the intellectually elite—are in school. About 25 per cent of American college-age youth are in college, as compared with 5 to 6 per cent in Europe. We have almost as many students in national honor societies as Europe has in its entire student bodies. If comparisons are to be made, perhaps it is only the students in our honor groups who should be compared with the European students.

Nevertheless, when all this has been said, the fact still remains that many capable youth in American high schools, and in our own schools, are not willing to get down to a hard, constant study program. To a certain extent this is a reflection of parental attitudes and of the attitude of our society. We have not placed enough value on the human resource of high intellect. In our country, scholars have borne the opprobrious epithet "egghead." Because of our desire to uphold the equality of the rights of all men, the emphasis has all been on "the common man." This is all well and good, but in our complex technological society, as one has said, the nation that does not value trained intelligence is doomed.

In our denominational schools we have been negligent in providing proper challenge for our gifted youth. I have observed that often those who appear bored with school and who drop out are among the brightest youth. Other gifted young people become content with mediocre attainment. Without doubt one of our most urgent problems is the early detection of youth with high ability; then challenge them with solid courses geared for their more rapid learning. If it appears too expensive to provide them with special courses, then by all means we should accelerate them so that they may as quickly as possible get into one of our colleges with adequate resources to offer what they need, that their high talents may be fully taxed and trained. Ellen G. White has advised Adventist educators to "let students advance as fast and as far as they can; let the field of their study be as broad as their powers can compass."*

We need to guard against the tendency to gear all our instruction and assignments to the level of the inferior or mediocre pupils. We may have to adjust the curriculum to meet the needs of pupils who cannot handle studies in basic disciplines, but let us be sure that a large share of our effort and funds are directed toward those who have scholastic ability.

* *Counsels to Parents and Teachers*, p. 394.

This

I BELIEVE*

D. J. Bieber

PRESIDENT, UNION COLLEGE



D. J. Bieber

I BELIEVE it is only fair and right at the beginning of my administration at Union College to tell you students clearly and frankly what I believe as to the operation of Union College or any other Seventh-day Adventist school. I may be wrong in my beliefs, but I would rather convey wrong beliefs than to keep you wondering during the course of the year as to what I believe. I admit also that during the course of the year I may modify these beliefs, but that only as they do not involve basic Seventh-day Adventist standards and principles. In the event of any changes in thinking, I shall be equally frank in making them known to those concerned.

1. Knowing that Union College is a Seventh-day Adventist college, I believe that the first and foremost business of the college board, the staff, and you students is to operate the college on a high spiritual level. You as students have chosen to make the necessary sacrifice in leaving your homes and in paying hundreds of dollars to come to Union College to receive a "different" training, and the college owes it to you to give you this "different" kind of training and experience.

I read in the writings of Sister White (and I assume all of you believe in her writings) the following objective of a Seventh-day Adventist school: "To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized—this was to be the work of redemption. This is the object of education, the great object of life."—ELLEN G. WHITE, *Education*, pp. 15, 16.

Our job at Union College then is to bring ourselves back to the image of Christ, in whose image man was first created. This can be done anywhere by living a life fully dedicated to God, but it can be

accomplished much more easily and effectively in an environment where the principles of Christ are taught and practiced. It is the job of the college, by students and staff members working together, to create such an environment.

I have been impressed by what I have seen within the past few days. The friendly Christian climate on the campus, the beautiful and dignified Sabbath services, the high plane of conduct on the part of you students—all convince me that every phase of this our campus is permeated with the principles of Christ. I believe in such a program, and I pledge my humble efforts to the continuation of such a program. I want this campus to be a campus where angels of God love to dwell. It must not be otherwise. I believe that all of us, as we leave this place for home visits, for town visits, for tours, or for any other contact with the world will show an "observable difference" in our lives for having been on this campus.

2. I believe that, since we are accountable to God for our time and our talents, we are expected to attain the highest possible level of academic achievement. To some God has given much, and from such much is expected. To some God has given little, and from such little is expected. The best is expected from all, according to the ability that God has given.

We are proud of the high standards and reputation that Union College enjoys academically. I believe we must and will keep Union at the top in this respect.

3. I believe that a congenial student-staff relationship is an absolute necessity for proper educational achievement.

A plant will grow only when the elements essential to growth are present. A student body and staff will make spiritual, scholastic, and social growth only as a congenial and wholesome relationship exists between the two. Frequently we see a wide gap between students and teachers, and it is my belief that if such a gap exists at Union College, it must be narrowed or entirely eliminated. As teachers and administrators we covet your friendship. I trust, too, that you covet a spirit of Christian fellowship with your teachers. It is this congenial and happy relationship

* The editor is pleased to present to our readers this opening address of D. J. Bieber when he became president of Union College. We commend it to you for careful reading.

that will breed mutual understanding, and in turn a happy and contented Christian family.

4. I believe in the high Christian standards of the Seventh-day Adventist Church, and I further believe that a Seventh-day Adventist Christian school remains strong only in proportion to its adherence to these standards. I also believe, and this is based on experience, that a student body appreciates and responds to a consistent program of high standards.

I have seen and been in schools where the standards were low—and the morale was low. I have been in and observed schools where high standards were adhered to—and the morale on the campus was high. There is a definite correlation between standards and morale.

When I speak of standards I refer to standards of conduct, social behavior, health, dress, and all the others that characterize our church. Union College cannot afford to compromise on any of them. Union College is known by tradition as a school of standards, and we must continue to keep them high, and if necessary lift them still higher.

The college has over the years developed well-defined regulations to assist students in the maintenance of good standards. Although I believe these regulations must exist and must be enforced, yet I believe that Christian young people are and should be motivated by principles of right and honor far more than by regulations and the fear of violating them.

Most of you are planning to become workers in God's cause. I believe it is your privilege and responsibility to become so thoroughly indoctrinated with Seventh-day Adventist standards that they will become a controlling power in your lives, and as a result, by precept and example, you will teach them to others.

5. I believe college-age Seventh-day Adventist young people are possessed with a keen sense of judgment, and so should be encouraged in the freedom of thought and expression. I further believe, however, that this freedom should be exercised within the framework of Seventh-day Adventist principles, and further still that this foundation demands a corresponding responsibility.

Much of what is done on the Union College campus is of direct concern to you as students. It is true that the administration and the staff of the school are responsible for the operation of the school, and we must operate within the limits of well-defined policies and principles. However, since what is done is for your welfare, I believe you as students should have and exercise the right of freedom in making suggestions and offering constructive criticism of the program of the college. I also believe that you are capable of assisting the administration and staff in planning and implementing the college program.

There are certain channels provided whereby students may exercise the foregoing rights. I am very happy to find a well-organized and active student-staff council on this campus. This council is not a legislative body, but items of concern to students may be freely and frankly presented and discussed. If this body finds constructive solutions to the problems presented, it may recommend to any legislative body on the campus such suggestions and solutions. I believe that in all cases such recommendations should be carefully studied by the respective legislative organizations, and if feasible and desirable for the good of all concerned, they should be carried out.

The president's office, as well as every other administrative and staff office, is always open for frank suggestions and constructive criticism. We want to know your thinking and we will value it.

I mentioned that freedom of thought and expression demands a corresponding responsibility. I believe that you as students will always have the welfare of the college in view as you offer your suggestions and criticisms, and that you will always relegate personal desires to positions of secondary importance or to positions of no importance at all. Sometimes a few are interested in promoting selfish desires, often contrary to good standards, but I believe the thinking students of Union College are not interested in such a program. I have observed that Christian young people are deeply concerned to promote the best interests of any school and will always come up with the right solution to the problems.

6. I believe cooperation is a product of understanding. Believing in this principle, I shall keep you apprised of pertinent information pertaining to the functioning of the college. I believe you have a right to know the whys and wherefores of the college policies as far as they concern you. For this reason I shall plan as far as possible to meet with the student-staff council and shall be happy to answer any questions or explain any part of the program. Your questions will be welcome. I shall also welcome individuals or groups to my office for the purpose of explanation or passing on of correct information. I despise unfounded rumors and wild stories. These can lead to misunderstandings. Let's find out what is truth and we will avoid these possible misunderstandings.

7. I believe participation brings meaning and is essential in the training for leadership. Because of this, I firmly believe in active student participation in the various activities of the college. I understand Union College has an active student association. I believe in a student association. I believe, however, that a student association can be most useful only as it becomes a channel for worth-while and wholesome activities involving participation by a large group through the various committees of the association.

To provide opportunity for leadership in the Seventh-day Adventist denomination, I believe any kind of student organization should coincide as closely as possible with the general pattern of denominational organization. This can be done. I shall follow with a great deal of interest our type of organization.

I have greatly appreciated your fine participation in the Sabbath school, Missionary Volunteer Society, social activities, et cetera. I hope to see much more.

There often is a tendency for only a select few to hold office and to participate in the various activities. I strongly believe that participation should include a large number, and particularly those who need the experience. I wish to challenge you who hold office and you who are on the nominating committee to make use of a large number of students, to find the hidden talent and put it to work.

Participation demands corresponding responsibility. I believe all activities should be carried on in accordance with accepted Seventh-day Adventist standards. Our public programs must measure up to a high level of performance. Every organization or committee has a sponsor. These sponsors are chosen to give counsel and are in turn responsible to the administration. Use your sponsors. No committee or function should be called without the knowledge of the sponsor.

In accepting positions of leadership and responsibility you have a definite duty to perform. It becomes your business to function or to step aside. Your constituency, which has placed confidence in you, expects this of you.

8. I believe good organization is fundamental to any successful enterprise. Union College is well organized. A simple and well-defined organization spells good efficiency. There are certain chains of organization that I am certain will be of help to you in the solution of your problems. You will find in your handbook, *The Inside Story*, on pages 38 and 39 under "Whom to Consult," very worth-while and helpful information.

I believe any Seventh-day Adventist home or institution should be a model in housekeeping. God is a God of order, and we have no excuse for anything less than the best in housekeeping. If I possess any pet peeve it is that of seeing a dirty building or a poorly kept campus. For the most part Union College has fine, modern buildings. We certainly have a beautiful campus. Candy wrappers, bits of paper, and other trash detract from the beauty of our buildings and campus. I believe you will do your part in keeping our campus beautiful and our buildings clean.

9. I believe in practicing the golden rule on the Union College campus. I do not believe in a caste system in any shape or form. I want all students to be treated equally and fairly. I believe that all stu-

dents should reach out to include many in their circle of friends rather than to confine their friendships to a few and to operate only within a circle of a select few.

10. I believe in the dignity and blessing of manual labor. It was my privilege to work most of my way through Union College, and my highest regard is for you students who are finding yourselves in a similar situation. A few of you are able to attend college without employment during the school term. We appreciate your willingness to step aside, thus permitting others to enjoy the work and needed income. May I suggest that you make your services available to the various school organizations, and through this means enjoy the blessings of service.

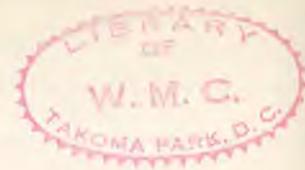
11. I believe that all school government is designed to teach *self*-government. I believe that you as students have willingly subscribed to the government of Union College. Your contract with the college is your signature, and we believe your signature is backed up by your honor. Since you have freely placed yourself under the government of the college, we believe any unwillingness or inability to abide by the government will prompt you to withdraw cheerfully. This would eliminate any expulsions from Union College. Any separation from college should be by mutual consent and mutual understanding and we hope not even this will be necessary.

12. I believe the best means of promoting the interests of Union College in the field is by operating an aggressive college program commensurate to the needs of you students. I believe the success of any college is largely determined by student and staff morale, and the morale rises in proportion to the type of program carried on. A high morale will automatically radiate into the field, and that, I submit, is our best advertising for Union College. I solicit your support in this type of program for your college. Some 800 satisfied Union College students within the three Midwestern union conferences and other parts of the country and world field will bring untold dividends to Union College.

13. I believe in an aggressive plant improvement program. I realize our financial limitations, but shall do all within my power to continue to promote a strong building program. We shall recommend to the board a long-range and a temporary short-range program for the upbuilding of our physical facilities. I believe we must at all cost keep pace with modern educational practices, and this demands modern and up-to-date facilities.

14. Finally, I believe I know and understand my own limitations in the administration of a Christian college. Knowing and believing this, I solicit your understanding and your prayers. I will pray for your

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Reading Readiness Activities

Marion Hartlein

SUPERVISORY TEACHER, FIRST GRADE
ELEMENTARY DEMONSTRATION SCHOOL
WASHINGTON MISSIONARY COLLEGE

READING readiness is or should be a major concern of all first-grade teachers. Though Ellen G. White called attention more than fifty years ago to the principle of readiness,¹ it is only in recent years that the idea has been generally accepted by educators and put into practice. Even today the first-grade teacher, with one eye on the calendar and the other on the course of study, may be tempted to omit this essential part of the program.

There are some aspects of readiness for reading over which the teacher has little or no control. Others can be definitely developed through a planned program. Let us consider some of the factors necessary for effective reading.

First in importance is the child's physical development. He should have good general health and should be carefully checked for possible eye and/or ear defects. The teacher should be constantly alert for signs which indicate that a child may have difficulty in these areas, and make sure that such are remedied.

Emotional and social development must also be considered. The child who is unduly upset by separation from his mother will be too upset to concentrate on the task of learning to read. Since instruction in reading is usually a group rather than an individual process, the child must also be able to function with others in a group situation.

Another aspect of emotional readiness is that of cooperation and obedience. Though obedience is not usually thought of as a factor in reading, the child's progress in reading is definitely affected by his attitude toward the teacher and the demands made upon him by school routine. Reading is a complicated process, and learning to read requires sustained attention. The child who has not learned to obey at home may fail to follow the teacher's instructions. Unless he is willing to comply with the teacher's requests concerning reading, he is not ready to learn to read. The teacher who would teach such a child to read must first teach him to obey.

Most Seventh-day Adventist children have achieved normal maturity through regular attendance at Sabbath school, where they have stayed without their parents and have participated in group activities.

Most of the readiness activities are centered in the area of mental development. It has been determined

that a child must have a mental age of at least six and a half years before he is ready to learn to read through group instruction. Of course, the teacher cannot change a child's mental age, but she can and should help him to continue to develop mentally. In addition to the formal activities, many and varied interests can be used profitably with the immature child. He may participate in the care of a classroom pet; prepare scrapbooks and charts classifying objects such as toys, pets, fruit; assemble puzzles; draw pictures and dictate stories about the pictures; and so on and on. However, it would be preferable that a child whose mental age is less than six and a half years should remain at home for an additional year.

Children who *want* to learn to read usually learn more easily. In planning a readiness program the teacher will need to recognize the importance of developing a positive attitude toward reading. This is usually accomplished through reading to the children books that they will enjoy and which give them information. Through listening the children will be impressed with the importance of reading and will want to learn to read for themselves.

Reading is a complicated process of interpreting visual symbols and getting meaning from them. An activity that leads naturally into this is the reading and interpretation of pictures and picture series, which are also symbols, but concrete rather than abstract. Beginning with pictures, the child works from concrete to abstract. Reading pictures also fosters language development.

To develop visual discrimination is an important step in reading readiness, for without the ability to discriminate between words and letters the child will be easily confused. The teacher will need to provide exercises that will help the child to develop this ability. Many commercial readiness books provide practice in discrimination between similar and/or dissimilar objects. Usually the child is asked to find the object that is different—in size, shape, direction, or color. This type of exercise is helpful for the very immature child, but the average child entering first grade can already discriminate between objects. These children need practice in discriminating between words and letters.² Exercises of this type are difficult to find commercially, but are easy for the teacher to

prepare. The examples below are listed in order of increasing difficulty. Of course, the child is not able to read the words, but in each case he is asked to find the word that is different:

Example A - look	come	look	look
Example B - like	like	look	like
Example C - bite	bite	bite	bit
Example D - was	was	saw	was
Example E - boot	boot	boot	boat
Example F - farther	further	farther	farther

To add variety and increase the difficulty, the exercise could be changed to marching, in which the child is to find all the words that are the same as the first word:

stand stand stood band stand plant

The teacher will need to determine at which level each child should be working. Some may need to begin at the level of Example A and master each succeeding level, while others may not need help until the difficulty level of Examples E and F. It is usually advisable to continue some work of this type even after instruction in actual reading has begun.

Closely related to visual discrimination is auditory discrimination. Many children cannot hear the difference between the sounds of individual words. Children who have speech difficulties are more often in this group. For example, the child who pronounces *R* as *W* may really not hear the *R* sound.

Interesting and effective ear-training exercises can be developed by the teacher. Usually the easiest to teach are rhyming words. The teacher may read verses and short poems to the children, and encourage them to pick out the rhyming words. A variation of this is to say the first line and let the child finish the second line with a rhyming word:

Example: One, two, three,

I see a——

The child's recognition of *initial* sounds is more difficult to develop. This work will be started during the readiness program, and should be carried on throughout the first grade. Of the many different approaches to this training, a common one is to give the child three words such as *soup*, *soap*, *box*, and ask him to tell you which two *begin* alike. Such an exercise may be made more interesting by using pictures and objects rather than words, permitting the child to sort and match the pictures or objects according to initial sounds. The creative teacher will discover many games and other ways of making auditory discrimination interesting.

Children must learn to read from left to right and from top to bottom. This should be taught while they are still reading pictures. After reading from the board or from charts is begun, the teacher should always indicate the place to begin, and sweep her hand from left to right, thereby leading the children's eyes in the correct direction.

Since everyone's speaking vocabulary is far greater than his reading vocabulary, both children and adults will find context clues most valuable aids in the recognition of unfamiliar words. Instruction in this can be given during the story period. As the teacher reads he may skip a word and let the child guess which word belongs. Children soon become adept at this, and will transfer the skill to their own reading.

The teacher will need to determine when each child is ready to begin formal reading. Commercial readiness charts are helpful, but they should not be considered infallible. I have found the following method to be a more reliable guide as well as an educational process.

A list of words for teaching should be selected from the first preprimer the child will read, plus whatever service words the teacher wishes to include. Using these, she prepares reading charts introducing not more than one or two new words on each chart, and repeating the old words frequently.

Example:	<i>List</i>	<i>Chart 1</i>	
	look	See	
	see	See, see.	(see, the)
	the	See the	
	oh	See, see, see.	
	come		
	go	<i>Chart 2</i>	
	up	Look	
	down	Look, look.	
	and	Look and see.	(look, and)
	red	See the	
	blue	Look, look, look.	
	yellow		
	funny	<i>Chart 3</i>	
		Look Up	
		Look up.	
		See the	(up, yellow)
		See the yellow	
		Look up, up, up.	

The teacher will spend one, two, or three days on each chart, also using flash cards for games. After eight or ten words have been introduced, she will test each child to see if he can recognize the words from the flash cards and if he can read the stories. Children who have learned the words and can read the stories fluently are ready to begin reading from a book, while children who stumble through the stories or are mixed up on the words need more readiness activities and chart work. The charts may be varied for the immature child by using pictures of nouns, thus keeping the reading vocabulary small.

The average church school teacher who carries more than one grade may feel that the readiness program demands too much of her time. It is true that the multiple-grade classroom presents additional problems, but they are not insurmountable. Older children can often help the little ones with readiness exercises and play the games with them. Even children in second or third grade can help by finding

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A Good Teachers' Convention Is Many Things

George M. Mathews

ASSOCIATE SECRETARY, GENERAL CONFERENCE DEPT. OF EDUCATION



Mrs. G. E. Appleyard, leader of a group of third- and fourth-grade teachers, makes a point.



Elder Vernon Becker, Atlantic Union educational secretary answers a question from the floor.

THESSE things took place in and around Portland, Maine, October 12-15, 1958, during the Atlantic Union Conference Teachers' Convention.

It is the result of careful planning and personal leadership by the union educational secretary.

It is general meetings to bring inspiration and a feeling of togetherness to the teachers.

It is one or more periods of prayer and serious inward meditation to receive spiritual refreshing and strength.

It is the dividing into interest groups under the leadership and guidance of well-informed, dynamic chairmen and resourceful individuals.

It is an exhibit of educational materials—books, manuals, work-books, supplies, and teaching aids of all kinds.

It is one or more periods of questions and answers, panel discussions, buzz sessions, and other means to satisfy each teacher's problems.

It is personal interviews and spontaneous discussion groups during intermission periods.

It is an excursion to nearby religious, historical, or literary shrines—in this case to the birthplace of Ellen G. White and to her girlhood home, to the school where she was severely wounded by a stone, and to the site of William Miller's evangelistic meetings.

It is an evening of fellowship, song, and games to strengthen the bond that ties Adventist teachers together.



Allen Hillier leads a discussion in the grades one and two group with resource person, Agnes Eroh, to assist.

Enriching the School Program Through Field Trips

C. D. Garrett

PRINCIPAL, PENDLETON JUNIOR ACADEMY

THE birch rod, the dunce cap, the sundry implementations of yesterday have long been relegated to the museum of obsolete pedagogy. In like manner the textbook method confined to four classroom walls has been undergoing a period of metamorphosis and is emerging from its chrysalis in varied tones and colors.



The professional teachers, armed and fortified with modern techniques, are potent antagonists of ignorance and protagonists for the highest possible educational achievements.

The purpose of this article is to summarize one of the legion of educational tools—field trips. The potentialities in this area are almost unlimited and the number available within a given locality is far more than can be or will be utilized by any instructor. Many factors, such as time and money, will necessitate a program of careful selection based upon proper and valuable objectives.

Field trips, like motion pictures, can be divided into three groupings according to their results, whether measurable or immeasurable. First, results may be doubtful, negative, or undesirable. Second, the same objectives can be attained from regular classroom routine with less expense, time, and effort. Third, positive values can be obtained that would have been obtained with difficulty, if at all, by any other procedure.

If the adjectives that describe the goals in this method are to be in the superlative, there are definite requisites necessary to procedure and culmination. Long-range planning will be well in advance of the execution date. The participating group, the parents, and all concerned should be informed. It

should be publicized to keep interest alive. Every angle should be exploited. Criticism may come. Build upon it, and if your plan is feasible, supporters will help carry it to fruition. The instructor must know where, when, and how he is going; the time of return; and above all *why* he is going. He must know the potential educational values that lurk in the shadows as well as those that do not require extensive searching out. Briefing the group as to the values they will be expected to gain is a must. Create within them a desire to acquire these values.

In May, 1957, the biology class of Pendleton Junior Academy took a two-day field trip to Seattle and its environs. Objectives were much more than biological; they were manifold. The cost for each pupil for transportation and food was \$7.50. Hotel fees were taken from profits on our yearbook. We were accompanied by parents and our pastor and his wife. Early on a Sunday morning the caravan left the sleeping little city for a new adventure.

The flora of the Cascades was outfitted in spring apparel. Trees of which Joyce Kilmer wrote were all about us. The long Lake Washington Bridge, part of which is supported by pontoons, now became a reality, nevermore only textbook subject matter.

We spent Sunday afternoon in the zoological and floral gardens of Seattle's Woodlawn Park. Rain came and clothing was dampened, but not the spirits of our youth.

"Now where do we go?" "To the ship canal and to the locks," was the reply. Who ever imagined the immensity of it all or that locks filled and emptied so rapidly! The twenty-mile ferryboat ride to the great Puget Sound Navy Yard at Bremerton was the next high light. Arrangements had been made for this visitation, and when upon arrival it was learned that we were to go aboard the famous *Missouri*, joy of anticipation abounded. There upon the deck, on the very spot where General Douglas MacArthur and the illustrious of many nations had gathered, our youth were permitted to stand. Will they ever forget that? Never! Thence we hastened to the marine aquarium at Tacoma. Textbooks passed into oblivion, but the facts previously studied were now magnified by actuality. Words are inadequate.

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Making Old Classrooms Interesting and Attractive

Kathleen J. Kacbuck

ELEMENTARY SUPERVISOR, WASHINGTON CONFERENCE

THIS looks like you," remarked a superintendent to a teacher as he stepped into an attractive classroom. And the classroom does reflect a teacher's personality, manner, and habits. The decorations, the children's pictures, the bulletin boards, and the room's "beauty spots," as well as other displays, suggest the type of occupants in this "home."

Good Order

The schoolroom is the children's home for four to six hours of each school day, and they are pleased to see it clean, orderly, and attractive. A school board chairman once stepped into a classroom but forgot to wipe his wet feet on the mat. Immediately a little deaf girl came to the teacher and in distress related (in her mode of speech) the carelessness of this man. She and the rest of the children wanted to keep their school home a little heaven.

Order and cleanliness is the law of heaven; and in order to come into harmony with the divine arrangement, it is our duty to be neat and tasty [in good taste].¹

Order is heaven's first law, and the Lord desires His people to give in their homes [church schools] a representation of the order and harmony that pervade the heavenly courts.²

It is not essential to know a great deal about art, and certainly the room should not look like an art museum. There should be a place for everything and things can be labeled for emphasis. The children may assist in putting up displays and help to keep them orderly. They like to see all the odd little things they bring to school arranged and displayed in an orderly manner. It will mean extra work to have them around, and to take time to teach the children about them; however, in the long run it will save hours of work and do a great deal toward training the children.

Color

A simple color scheme used throughout will brighten up and unify the room. If the classroom has a northern exposure, you no doubt will want a warm shade, but one not too intense in color. A soft shade of yellow or peach will help to make the room cheerful in appearance, whereas a room that receives much light may need to be painted a soft cool color. Strong shades tend to excite; soft shades give a feeling of relaxation.

Use of Color

The use of colored construction paper affords many variations throughout the year. It may indicate the season of the year, special holidays, or other ideas you may wish to present. Properly used, it emphasizes the children's work; it should never overshadow it. Color schemes may be used in many places. On display boards a colored background will unify arrangements or written work. A sheet or two of colored paper under flower arrangements will unite them with the room as a whole. For the bulletin boards, captions may be made in colored letters. (Bulletin boards should always be labeled.) These letters can be cut from colored construction paper and set on pins, as they are less noticeable than thumbtacks. This gives a three-dimensional effect. If you wish to use two colors for emphasis or contrast, you could paste one letter overlapping the other about one fourth of an inch. This makes the caption stand out. Colored scalloped borders above the captions are effective. Always follow a unified color scheme throughout the room.

If you put up an alphabet, locate it where the pupils can see it, but not necessarily in the most conspicuous place. Narrow edges of colored construction paper behind the border of the alphabet give a pleasing effect.

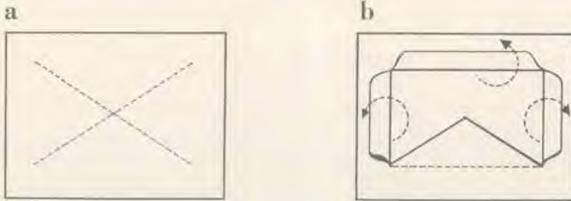
Display of Pictures

To display art work, mount it on paper mats or colored construction paper. Place the pictures so that either the tops or bottoms are all on the same level. As a guide in leveling the pictures you may have two children pin a tightly stretched string across the space while the pictures are put in place. Pictures should not be placed too close together as this gives a cluttered appearance.

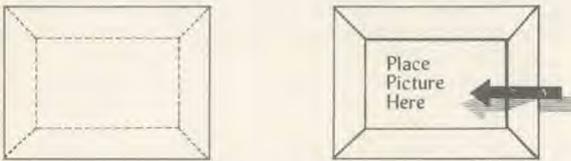
In general, mats should be made to fit the paper sizes most often used in the school, such as 9 by 12 or 12 by 18 inches. The opening in the mat should be 8½ by 11½ inches. Make the top and side margins equal and the bottom margin slightly wider. Children can make these mats from a sample pattern. Their work can be pinned in these mounts and changed easily from time to time.

Suggestions for Mountings

1. When cutting the "frame" for your picture, allow an extra three-fourths inch for margin, then cut into the corners diagonally and curl back the edges, and place over your picture. Use paste or glue to hold back the edges. Cut an x from sheet of paper a ; then curl back the edges as in b . Use paste to hold the curled edges in place.



2. With the edge of scissors score or press on the outline of a border; then bend along the scored lines. This will give a folded-frame or three dimensional appearance.



3. Pictures can be cut in free-form shape or mounted in free-form shape.



For variation and interest you may wish to use metallic paper, glitter, raffia, yarn, or rough-textured paper on your displays.

Maps depicting products, people, dress, customs, pupils' work, et cetera, can be displayed on a bulletin board. If you have several of unequal sizes to put up, line up the outside edges and balance the other things on the inside. The larger objects or pictures should be at the bottom. Because most bulletin boards are rectangular, it is more pleasing from an artistic angle if the arrangements follow a rectangular pattern. To unify odd-sized small pictures, it is well to use a common background and common mounting shapes.

If you have just attended a teachers' convention and received many new ideas, don't put them all into exhibits at the same time. Introduce one at a time. Save a few ideas for the following months or even until another term.

Bulletin boards are used to emphasize an idea, to tell a story, or to teach a lesson. If your bulletin board accomplishes this, you have a successful display.

Beauty Spots

A beauty spot is a pleasant addition to a classroom. Anyone entering a room is attracted immediately to it. A flower arrangement, a winter bouquet of weeds with a piece of driftwood, children's clay or papier-mâché models, et cetera, are some examples. Remember, however, that too many additions are confusing and that such a "busy" atmosphere will carry over to the children, causing them to be irritable and noisy. One beauty spot is usually sufficient.

Tin cans covered with paper matching your color scheme may serve as flowerpots. A frog can be made of chicken wire anchored to the bottom of the can with modeling clay. In arranging the flowers, do not overload with too many blossoms. A florist once suggested that after a floral arrangement is made, take out one half of the flowers and you will have enough.

Library Corner

The library corner can be made very inviting by touching up the chairs, tables, and bookcases with a little fresh paint in harmony with your color scheme. In one area of this nook you may wish to make a planter from wood or a more permanent one from brick. If green plants are not available, artificial ones can be purchased inexpensively.

A bowl of fish or a small aquarium on the library table will add interest and give much pleasure as the children study the ways of these little creatures.

A display of one or two colorful open books will intrigue the children and may entice the poor reader to peruse them.

Pictures apropos to the age group may be hung on the wall of this corner. They should be hung at eye level. Shells, rocks, birds' nests, and other collections on a shelf of the bookcase will provide interesting observation and study during free periods.

In our church school and Christian homes we are training children for life and for eternity. Much of this training is given in the classroom. By giving them an appreciation for beauty and orderliness we instill in their lives a love for God and His great message.

¹ Ellen G. White, *Testimonies*, vol. 4, p. 142.

² White, *Counsels on Health*, p. 101.

Thoughts From Ellen G. White on Physical Labor and Trade Skills as Factors in Educational Development

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IT IS the business of our schools to teach our students the dignity of labor, to train them in practical work, to impart skill and knowledge in certain vocations best suited to the student's interest and aptitudes, and to offer courses that will aid the students in their choice of a vocation.

It is interesting to note the words of Christ when He said, "I must work" (John 9:4). All nature is busy. Matter is inert, we say; yet there is not a particle that does not gravitate toward and act upon its fellow. And what abounding activity we see in all forms of life. The sun, the soil, the sky—all appropriate movement, energy, and victory. Christ points out that idle hands and idle minds are a monstrosity in a universe like ours. He emphasizes the command of the Decalogue: "Six days shalt thou labour." He prepares us to hear the command of Paul that "if any would not work, neither should he eat" (2 Thess. 3: 10). He directs us to take a look at His activities with His father at the carpenter bench. He was reared according to the rabbinical principle that whoever does not teach his son a trade is as if he brought him up to be a robber. Yes, the example of Jesus magnifies work.

THE BACKGROUND OF THE CHRISTIAN SCHOOL

The Eden School

From the time the first utterances of the voice of Adam were heard after his creation in the Garden of Eden until this day, God has revealed that all the faculties of man are capable of development. Neither Adam nor Eve could challenge the vast scope of nature that was before them without engaging in exercise.¹

It is noteworthy to observe that the Spirit of prophecy unhesitatingly states that the Eden school was to be "a model for man throughout all after-time."²

Both Adam and Eve were symmetrical in form. No doubt this feature of their physique gave balance and rhythm to their work activities.

Although there is no indication that Adam and Eve attended a formal schoolhouse, it would be entirely inaccurate to state that they were without schooling. One need only to take into account the beautiful scenes of nature in the Garden of Eden to realize that it was there that they were to receive their education.³

The training of Adam and Eve was begun under the tutelage of their Creator and certain angels. In the words of Mrs. White:

In His interest for His children, our heavenly Father personally directed their education. Often they were visited by His messengers, the holy angels, and from them received counsel and instruction. Often as they walked in the garden in the cool of the day they heard the voice of God, and face to face held communion with the Eternal.⁴

Every aspect of man's variegated activity revealed the pervasiveness of his industry. He was committed to care for the Garden, "to dress it and to keep it."⁵ In every phase of life they were richly blessed, yet it was not God's plan that they should be idle. "Useful occupation was appointed them as a blessing, to strengthen the body, to expand the mind, and to develop the character."⁶

One of the earliest lessons our first parents learned in their new home was that of industriousness, which they learned because of God's work-study program for them. To this combination of physical and mental development can be added their profound faith in the immanence and glory of God as the keystone to man's existence. For man was summoned to give attention to the advancement of his whole being—the harmonious development of his spiritual, his mental, and his physical powers.

To summarize: The first schoolroom was the Garden of Eden; the first schoolteacher was God, assisted by certain of His angels; and the first curriculum was studying and working in God's great outdoors.

The Schools of the Patriarchs

The system of instruction as established in the Garden of Eden shifted from direct instruction by God and His staff to the parents as the representatives of Christ. An education centered in the family

prevailed. Mrs. White expresses the idea in this manner:

In the divine plan of education as adapted to man's condition after the Fall, Christ stands as the representative of the Father, the connecting link between God and man; He is the great teacher of mankind. And He ordained that men and women should be His representatives. The family was the school, and the parents were the teachers.⁷

Many were consistent with God's original plan of life, and they became "tillers of the soil and keepers of flocks and herds, and in this free, independent life . . . they learned of God."⁸

The activities of the children of Israel in the preparation of the sanctuary in the wilderness required the highest artistic skills. Therefore special wisdom and insight were needed to perform the labors of brain and hand indispensable to their building program. The Scriptures amplify this statement:

And the Lord spake unto Moses, saying, See, I have called by name Bezaleel the son of Uri, the son of Hur, of the tribe of Judah: and I have filled him with the spirit of God, in wisdom, and in understanding, and in knowledge, and in all manner of workmanship.⁹

Every aspect of their labor taught them to cooperate with God and with one another. United in their aim for Israel's education, God through the parents imparted His principles of study and labor to their children.

The Schools of the Prophets

The effect of God's plan of education transcended by its very character many of the problems that would have driven men to unfaithfulness had they not religiously adhered to it from the beginning. But as time passed by, God's method of dealing with men was altered, and His unflinching purpose was but partially fulfilled. Because of the hardships and irrationalities of Egyptian bondage, increasing numbers of Israelites had alienated themselves from the directions the Lord had given them. One can hardly say that that age, in which agnostic, atheistic, and hedonistic currents flowed strongly, was one peculiarly receptive to the religious discipline that God had commanded of the Hebrews. To counteract the mingling of the people of God among the heathen and the compromises of truth with unbelief, God provided the school of the prophets to meet the evils of the day.¹⁰ When "fathers and mothers in Israel became indifferent to their obligation to God, indifferent to their obligation to their children,"¹¹ God had to make provision for further instruction of the young.

Samuel founded the schools of the prophets in Israel. In the early days of these schools he came face to face with a double task. First, he had to gather companies of young students who were pious and intelligent. Then he had to seek out godly instructors who had the respect and confidence of the people.¹² In the accomplishment of these tasks may be found the source of his success in promoting that

righteousness which "exalteth a nation."¹³ For these schools in no small way "aided in laying the foundation of that marvelous prosperity which distinguished the reigns of David and Solomon."¹⁴

The schools of the prophets were patterned after the school of Eden in that they offered a work-study program. The pupils of these schools sustained themselves by their own labor in tilling the soil or in some mechanical employment. In Israel this was not strange or degrading; indeed, it was regarded a crime to allow children to grow up in ignorance of useful labor. "By the command of God, every child was taught some trade, even though he was to be educated for holy office."¹⁵

Because of Israel's back-and-forth treatment of the great principles she had been taught in Eden, she was finally subjected to the humiliating captivities of Assyria and Babylon. The more she desired to be like all the nations around her, the more she became a prey to those very nations.¹⁶

Although men may have separated themselves from the principles of God from time to time, God's purpose for His people is unchangeable and never dwindles. Matching the needs of Israel as a nation, the schools of the prophets established a formal system of Christian education that was designed to rescue the Israelites from the perils of heathenism, and to protect the Hebrews from the indifferent attitudes of their parents.

THE MEANING OF TRUE EDUCATION

The Triad of Effective Christian Education

"True education means more than the pursuit of a certain course of study. . . . It is the harmonious development of the physical, the mental, and the spiritual powers."¹⁷

Spiritual development in education "strengthens the character, so that truth and uprightness are not sacrificed to selfish desire or worldly ambition."¹⁸

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Reading Readiness

(Continued from page 8)

pictures or objects beginning with certain sounds, and may well profit from the review themselves. A good reader may read to the beginners during his spare time, which will be good for him and them. If one has all grades in one room, the seventh and eighth graders can prepare much of the needed material for the little folks. If constructive activities of this type are intelligently directed, they do not rob the older child of his time, but give him good training and practice as well as opportunity for service.

¹ Ellen G. White, *Education*, p. 41.

² Paul McKee, *The Teaching of Reading*, pp. 148, 149.

Strengthening Nursing Education

R. Maureen Maxwell

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THERE might have been a time when a woman was a "born nurse," when nursing consisted only in giving baths, making beds, and soothing the feverish brow. Today nursing to meet the world's needs and the ills of mankind is a complex and challenging process. The professional nurse needs a highly specialized education to prepare her to fulfill her responsibilities to her patients and to relate herself intelligently to life's opportunities in service.

Nursing Has Changed

Nursing is a changing profession. The nurse is becoming increasingly recognized as the cornerstone of the health team. Today, in addition to providing for the physical needs of the patient, the nurse cares for the patient's immediate environment; teaches him and his family home nursing, preventive and rehabilitative measures, as well as general health instruction. The supervision of the activities of auxiliary personnel is also one of her duties. The doctor, the dietitian, the social worker, the physical therapist—all rely on the nurse to coordinate their patient-centered activities. The nurse is becoming more and more involved in nursing the whole man—in helping the patient with his social, emotional, and spiritual as well as physical problems. The nurse is becoming the liaison, the coordinator, and often the interpreter for the patient, the hospital, and other community agencies.

As knowledge has increased, the professional members of the health team have adapted this knowledge to improve patient care. With the shortage of personnel in many of the health professions, the nurse has been the one to fill the gap. Not only has she increased her nursing functions of providing physical, emotional, and spiritual comfort, but she has also accepted functions that only specialists in the various health fields undertook a few years ago. Increasingly the nurse makes important decisions that involve the lives of other people.

Scientific Principles Are Needed

The nurse requires scientific concepts in giving such demanding nursing care. Daily the nurse makes decisions that are based on biological and physical science. As nursing itself becomes more complex, the decisions made by the nurse become more precise

and the nurse's foundation in selected areas of the sciences assumes greater importance. Physics, chemistry, physiology, and bacteriology give a basis for understanding life processes, and also must be understood to ensure safe therapeutic measures in applying nursing procedure. The full potential of science courses can be reached only when they are definitely planned in relation to specific objectives based on student needs. There was a time when it was thought that the nursing student needed special courses in the sciences. Today it is increasingly recognized that nursing students may share beginning science courses with other students, provided their needs are considered in planning course objectives and methods and that assignments are individualized. Continued and deeper application of the sciences to nursing procedure is needed as the student progresses from lower- to upper-division nursing courses.

There was a time when the nurse worked closely with one doctor and one patient. Such a situation is rare now. Today the nurse not only relates to individuals on a person-to-person basis but she must understand, identify, and interpret the needs and problems of all kinds of patients (and their families) of varying nationality and disposition. She must give guidance and help to those on the nursing team; she must communicate and work with those on the health and paramedical team. The nurse needs an increasing understanding of herself and others, with a broad understanding of the society in which she lives, if she is to help others toward optimum rehabilitation and acceptance of citizenship responsibilities. To know the principles of social science is necessary. Today courses in psychology, sociology, history, and literature are part of the regular program of the nursing student—not applied or survey courses, but experiences in which the nurse comes to grips with the ways and problems of people.

Nursing Spirit Is Revived

Nursing is made up of three major components—the art, the science, and the spirit of nursing. The art of nursing is built upon scientific principles and is comparatively easy to master when once the principles are understood. Applied understanding, how-

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EVERY man has his price." So states an old saying, meaning that if the reward is great enough, every man can be persuaded to do that which is wanted of him whether it is good or bad. Fortunately, there are many men and women in the world who cannot be bribed to swerve from principle at any price. We must, nevertheless, recognize that personal gain in some form or other, whether it be praise, flattery, recognition, power, sensual gratification, or material things, has come to be the strongest motivating force in existence for the majority of people. Recognizing this fact, the world at large has employed competition, prizes, and rewards to regulate human behavior in such a way as to achieve every type of objective ranging from the despicable to the commendable. Even churches have adopted these methods, justifying the practice by pointing with pride to the attainment of various goals thereby. So pervasive is this philosophy that even little children soon learn to think in terms of compensation, and for every act they ask orally or mentally, "What will I get out of it? What will you give me?"

Can it be wrong to think in terms of reward when Jesus says, "Behold, I come quickly; and my reward is with me"? Can it be unwise to use competition as a means of motivation when Paul says, "Know ye not that they which run in a race run all, but one receiveth the prize? So run, that ye may obtain"? Should the use of prizes be discouraged when Paul says, "I press toward the mark for the prize"? Perhaps a careful study of competition, prizes, and rewards would be well worth while.

Comparison is the very foundation of competition. It had its beginning before the creation of the world when Lucifer compared himself with the Son of God and said, "I will be *like* the most High." That comparison and consequent active aspiration brought war in heaven, and God delayed the creation of this world until the terrible battle could be ended and Satan cast out.¹ Knowing full well its deadly power, Satan used the same principle when he successfully tempted Eve to sin with the words, "Ye shall be *as* gods." Cain compared his sacrifice with that of his brother Abel, and in anger committed the first murder. Down through the centuries men have been striving with one another for the supremacy. The most troublesome question among the disciples of Christ, and one that He worked hardest to counteract, was "Who is the greatest?" By word and act Christ endeavored to show them a better way. "Who-soever will be chief among you," He said, "let him be your servant." With His own hands He washed the feet of the disciples to impress upon their hearts the lesson of humility.

Speaking of the Pharisees and priests who stood on the street corners, saying their prayers and calling public attention to the gifts they gave to the poor,

Christ said, "*They have their reward.*" Christ's words applied not only to the Pharisees of His day but to every person who is motivated by the desire for earthly reward in the form of prizes, praise, or human commendation. Having already received the reward they sought, there will be none for them in heaven. Like great beacon lights, the words "*They have their reward*" should warn and guide every Christian who desires a heavenly reward. They should ring in the ears of everyone who is tempted to train boys and girls to look for extrinsic rewards. When He said, "Behold, I come quickly; and my reward is with me," Christ spoke of the heavenly reward that will be given, not to those who win at the expense of others nor as a result of competition with any fellow being but to those who have reached the standard He has made clear to everyone.

Paul recognized the tremendous urge of men to compete with one another, and he made his philosophy perfectly clear on the matter when he said, "Be kindly affectioned one to another with brotherly love; in honour preferring one another." The only competition he condoned was competition with oneself. Paul made it clear in his letter to the Corinthians that the only comparison of ourselves that we can safely make is with the measure of God which is given us. "But they measuring themselves by themselves, and *comparing themselves among themselves, are not wise.*"²

The most casual observation reveals the fact that competition and its corollaries, prizes, and rewards, occupy a major position in all our lives today. Even workers in the cause of God are sadly afflicted with the malignant disease.

They walk apart from Christ, their life is not pervaded by His grace, and the characteristics of self are revealed. Their service is marred by desire for supremacy, and the harsh, unlovely traits of the unsubdued heart. Here is one of the chief *secrets of failure in Christian work*. This is why its results are often so meager.³

With a tenacity worthy of much nobler forces, this destructive vice has invaded every phase of our

ir Reward

L. R. Callender

PRINCIPAL, SANDIA VIEW ACADEMY

lives. It is manifest in prizes and contests in our Sabbath school, the pitting of one side against another to raise Ingathering and other goals. In our schools competition is most frequently the basis for the grading system. Valedictorians are selected on the basis of "the best in the class." In private life we see constant strife for the supremacy. Most family troubles stem from this source. In almost every instance the practices referred to are carried out in the belief that they will motivate people to reach the desired goal, whatever it may be. In all fairness we must credit the sponsors with sincere and worthy motives, but "there is a way that seemeth right unto a man, but the end thereof are the ways of death."⁴

By the alchemy of time and circumstance, the by-products of education frequently become the end-products. In that light, side effects become extremely important.

To thoughtful educators the evil effect of competition as a means of motivation are all too apparent. Dr. Richard Hammill, associate secretary of the Department of Education of the General Conference of Seventh-day Adventists, wrote in *THE JOURNAL OF TRUE EDUCATION*, December, 1955: "Traditionally, educational systems have tried to motivate pupils by methods that our own schools should not emulate. Competition and rivalry are the most common of these, with their appeal to *self-esteem*, to *selfish ambition*, and to the *desire to master others*, and thus *elevate oneself* above his fellows."

Charles A. Bucher, associate professor of education, New York University, said—

Do we ever stop to realize what we are doing in always stressing the winner? We are *glorifying and publicizing a few talented individuals at the expense of the many*. We are interpreting success to mean *blue ribbons, trophies, high grades, purses, power, prestige, and material possessions*. . . . The alarming and shocking part of this consuming desire to be on top is that the schools are largely to blame.⁵

Arthur B. Moehlmann, prominent author and educator, in his book *Social Interpretation*, says—

If the purpose of education is the instruction of all individuals in terms of their inborn capacities by methods

that stress the scientific and social aspects of the educational process, then heavy competition stimulated by the institutional urge to win is hardly in accord with this philosophy of instruction. . . . *Elimination rather than growth and development* of all students is the general rule. . . . From the standpoint of mental hygiene the immature children are frequently stimulated beyond reason, *emotionally disturbed and shaken* and their normal orientation distorted by *unbalanced publicity and ballyhoo*. . . . The championship cult is decidedly a liability to the school as a social institution. Once a community has become inoculated with the championship germ, it will not rest content. . . . Educationally, the *emphasis on championship is hazardous*.⁶

Foreseeing the insidious and pervasive nature of competition, God has given us careful instruction concerning it. The following quotations, when studied in their context, indicate clearly what our attitude and our practice as educators should be in this matter.

We should not seek to imitate Sunday schools, nor keep up the interest by offering prizes. The offering of rewards will create *rivalry, envy, and jealousy*; and some who are the most diligent and worthy will receive little credit. . . . Try none of these methods in your Sabbath schools. . . . What a blessing it would be if all would teach as Jesus taught!⁷

In our institutions of learning there was to be exerted an influence that would counteract the influence of the world, and give no encouragement to indulgence in appetite, in selfish gratification of the senses, in pride, ambition, love of dress and display, love of praise and flattery, and *strife for high rewards and honors* as a recompense for good scholarship. All this was to be discouraged in our schools. It would be impossible to avoid these things, and yet send them to the public schools, where they would daily be brought in contact with that which would contaminate their morals.⁸

*More harm than good results from the practice of offering prizes and rewards.*⁹

Commenting on Paul's reference to competition and prizes in 1 Corinthians 9:24, the servant of the Lord says:

However eagerly and earnestly the runners might strive, the prize could be awarded to but one. One hand only could grasp the coveted garland. Some might put forth the utmost effort to obtain the prize, but as they reached forth the hand to secure it, another, an instant before them, might grasp the coveted treasure.

Such is *not the case in the Christian warfare*. Not one who complies with the conditions will be disappointed at the end of the race. Not one who is earnest and persevering will fail of success. The race is not to the swift, nor the battle to the strong. The weakest saint, as well as the strongest, may wear the crown of immortal glory.¹⁰

Oh, how out of place is all this strife for supremacy! Jesus alone is to be exalted. Whatever may be the ability or the success of any one of us, it is not because we have manufactured these powers ourselves; they are the sacred trust given us of God, to be wisely employed in His service to His glory. All is the Lord's intrusted capital. Why, then, should we be lifted up? Why should we call attention to our own defective selves? What we do possess in talent and wisdom, is received from the Source of wisdom, that we may glorify God.¹¹

Eliminating competition alone, however, is completely unsatisfactory. A better way must be found to take its place. God never condemns a practice without supplying something far more desirable in its stead. There are ways of motivating that are both effective and wholesome. In 1 Corinthians 12:31, Paul says, "And yet shew I unto you a more excellent

way." Then in chapter 13 he exalts love as the motivating power, and in 2 Corinthians 5:14, he sets forth with brilliant simplicity the most powerful motivating factor in the world when he says, "For the love of Christ constraineth us." It was this great overwhelming love that drove the apostle to suffer imprisonment, beatings, shipwreck, hunger, thirst, and danger. Long after any other factor would have ceased to have any effect, he was *constrained*, that is, motivated, driven, by the love of Christ to go on, to climb higher, to achieve and to sacrifice. That same force is just as powerful today to activate men and women, boys and girls, as it was then.

Paul epitomized another great principle of motivation when he said, "Woe is unto me, if I preach not the gospel!" An overwhelming sense of duty to God will activate men, women, and children much more effectively than competition can. *To do* right because it is right is something that we as educators have an obligation to teach the young people. This is in violent contrast to the philosophy being taught them as a result of prizes and rewards, for they are being taught to think in terms of personal gain. It is understood, of course, that we speak here of artificial rewards, for there certainly are *intrinsic rewards* that are to be desired and highly commended, but they are *natural results*.

Children and young people have latent curiosity, interests, and drives that can be capitalized upon with great effectiveness if the devastating effects of competition are not allowed to warp and pervert these wholesome tendencies. Excellence must never be sacrificed, but rather highly encouraged and fostered.

In an age when all the world is looking for better ways to do things, surely conscientious educators will search constantly for better ways to motivate boys and girls. The widespread use of competition as a motivating factor is largely due to the fact that little study has been given to better ways. Hence, educators use the only way they know. For those who are eager to learn, much has been written on the subject. For instance, in the 1950 Yearbook of the Association for Supervision and Curriculum Development, entitled *Fostering Mental Health in Our Schools*, published by the National Educational Association, there are four chapters on motivation. The Spirit of prophecy is filled with suggestions and instructions on the subject. Since true learning takes place only when there is a desire to learn, it is imperative that those whose responsibility it is to teach should diligently study how to bring about that desire, and we cannot afford to use less than the best.

As Christians we feel that our greatest responsibility is to teach our boys and girls to follow the example of Christ. Humility, selflessness, and love were His outstanding attributes. Strife for supremacy, ex-

altation, and pride—which are the fundamental ingredients of competition—are the very antithesis to Christ's nature and example. How can we afford to foster these and negate the very reason for the existence of our Christian schools?

Institutional behavior is to a large degree but a reflection of private habits. Then collective competition is the outgrowth of individual strife for supremacy. Self is the source of this strife, and self must die!

(Italics have been supplied in quotations used.)

¹ Ellen G. White, *The Story of Redemption*, pp. 13-19.

² 2 Corinthians 10:12.

³ White, *Christ's Object Lessons*, p. 52.

⁴ Proverbs 16:25.

⁵ Charles A. Bucher, "Must There Always Be a Winner?" *Journal of True Education*, December, 1956, p. 12.

⁶ Arthur B. Moehlmann, *Social Interpretation*, pp. 309-311.

⁷ White, *Counsels on Sabbath School Work*, p. 182.

⁸ White, *Fundamentals of Christian Education*, p. 286.

⁹ White, *Counsels to Parents and Teachers*, p. 270.

¹⁰ White, *The Acts of the Apostles*, p. 315.

¹¹ *The Review and Herald*, Sept. 4, 1900.

SELF MUST DIE

The last inward enemy of the believer

To be destroyed is self.

It dies hard;

It will make any concession, if only allowed to live.

Self will permit the believer to do anything,

Sacrifice anything, go anywhere, suffer anything,

Bear any crosses,

Afflict soul or body to any degree—

Anything, if only it can live.

It will allow victory over pride, poverty, and passion,

If only it is not destroyed.

It will permit any number of rivals, so long as it has first place.

It will consent to live in a hovel, in a garret,

In the slums, in faraway heathendom—if only it be spared.

It will endure any garb, any fare, any menial service

Rather than die.

Dying to self is a poetic expression;

It sounds romantic, chivalrous, supernatural, saint-like.

It is beautiful to read about, easy to talk about,

Entertaining to theorize about. Yet it is hard to do.

But it must be done! There is no abiding peace, Spiritual power, or prosperity without it.

We must die to good deeds and to bad deeds,

To successes and to failures, to superiority and to inferiority,

To exaltation and to humiliation—

To every manifestation of self, and to self itself.

The Saviour said, "I, if I be lifted up from the earth, Will draw all men unto me."

Self lifted up repels. Self crucified with Christ draws; For only then is Christ lifted up in the yielded life.

Happy those who can say with Paul,

"I am crucified with Christ . . .

The life which I now live . . .

I live by the faith of the Son of God."

—From gleanings of the late Esther Stein

Strengthening Nursing Education

(Continued from page 15)

ever, is not so easily achieved. The spirit of nursing is involved with subtle attitudes and values, is caught rather than taught, and is loosely related to wanting to help people. Most students enter nursing because they want to help people. Though it is doubtful that they fully appreciate what they say, the spirit is there nevertheless. It is up to the school and every nurse with whom the student has contact to fan the flame of this desire until it burns brightly and strongly. All too often the spark becomes dim if the student is assigned patient care with no other purpose than that of learning procedures, routines, and disease conditions—and perhaps that of getting the work done. In the past this spirit has often been killed as students were assigned tasks, managerial and manual, for which they were not prepared. Students were frequently assigned a number of patients simply to learn speed and organization or they were given charge responsibilities day or night to learn adaptability before they understood nursing needs. All too often these assignments were made because there was no one else to do them. Students soon learn under such conditions to cut corners, to see the job and to lose sight of the patient. Today undesirable pressures and responsibilities are being lifted as provision is made for inclusive weekly schedule in which time for classes, clinical practice, and average time for preparation are apportioned according to sound educational policy. Nurse educators are increasingly endeavoring to help students see their patients as people who need help, to make every minute spent in school count toward making the spirit of nursing realistic, artistic, and useful.

Nursing Education Has Changed

For many years it has been taken for granted that the nurse can learn to nurse largely through on-the-job training. When on-the-job training was accompanied with correlated and integrated clinical and classroom teaching, it served a good purpose. Today, however, nurse educators in progressive schools of nursing have relieved the overburdened nursing service administrators of the responsibility of school administration.

This trend has some definite advantages: (1) The director of nursing service and her staff have more time to improve the care given to patients, (2) teachers of nursing can concentrate on providing the learning experiences needed by the students, (3) students are not constantly torn between meeting the demands of an understaffed hospital or their own education, (4) wasteful repetition of clinical practice can be eliminated, and theory and practice of nursing be considered as two parts of an indivisi-

ble whole, (5) the development of sound judgment, wholesome attitudes, critical thinking, and self-direction can be planned for and encouraged in students of nursing. These qualities are as important for the professional person as are technical skills and the accumulation of subject matter.

Nursing education is increasingly being provided and controlled by colleges and universities, where students of nursing can have the advantages of campus life, of general education courses, of longer vacation periods, of a nursing faculty prepared for college teaching, of classes with students of other disciplines, and where they can see themselves as men and women preparing for life as well as for nursing.

No one has indicated that they have the final answer as to what the length of a nursing education program should be. Professional education of other professions usually takes longer than four years. Length of time should not be the major concern, but rather the attainment of clearly defined objectives in the development of the future practitioner of nursing. With the responsibilities that are the nurse's today, it is increasingly being recognized that the baccalaureate degree programs in nursing should prepare the student for nursing wherever it is needed in the community, the school, and the home, as well as the hospital, and for advancement to head-nurse positions and to mission service after securing staff experience.

Preparation for administration, teaching, and clinical specialization should be objectives of graduate programs in nursing leading to the Master's and Doctor's degrees. Such graduate study should be built on a sound undergraduate college program that has met the general education requirements of the college and has included strong upper-division courses in nursing. These graduate courses in nursing should be beyond the level of a major in nursing in a good collegiate program.

A New Nursing Education Program Is Tried

The ideal situation would be for every patient to have all his care given by a nurse who has had the advantages of four years of college education. However, there simply are not enough nurses with professional education to give this kind of care. Even though there are more nurses today than there ever have been, with the increased provision for health insurance and the higher standard of living, employers of nurses are at a loss to provide sufficient quality nursing care. The team plan in which a professional nurse cares for twelve to fifteen patients, assisted by aides, practical, or preprofessional personnel, is at present one means of meeting total nursing needs.

Today junior colleges are attempting to develop

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An Adventure in College English Teaching

Kathleen B. McMurphy

ASSOCIATE PROFESSOR OF ENGLISH AND LITERATURE
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THE ink was scarcely dry on my diploma when a rather frightening task was laid in my lap by two eminent educators in our denomination. The task was to build an English department in a newly accredited senior college. When I expressed my dismay at undertaking it, all members of the administration gave me the warmest encouragement, and—what is more—continued their consistent support throughout the vicissitudes of the adventure.

And there were plenty of vicissitudes. Problem number one was to crack a pretty concerted student opinion that excellence in speaking and writing were manifestations of antisocial behavior. Problem number two was to persuade the student body that excellence in anything was worth two hours of study per class period. But the administration and the college board felt that these attitudes were passé and that the English department would make as good shock troopers to rout them as any. Now when you consider that the English department consisted of one abominably shy woman, you can further appreciate her state of mind; but troops had orders and, fortunately, ammunition came from an unexpected quarter.

For several years Southern Missionary College enjoyed the extraordinary good fortune of having Dr. Ambrose Suhrie, professor emeritus of New York University, as educational consultant. Dr. Suhrie's teaching and executive experience had spanned half a century and included a wide variety of educational projects. He had, for example, served as dean of the Cleveland Normal School, had helped organize higher education for Negroes in the South, and had participated in every meeting of the National Education Association since the turn of the century. It is characteristic of Dr. Suhrie that he continued his annual lecture tours of American colleges until after his eightieth birthday.

During the last ten years of his life Dr. Suhrie devoted himself enthusiastically to Seventh-day Adventist education at Southern Missionary College. He had and realized many ambitions for this young and rapidly growing school. One was to build a college-wide, extra-curricular program to create a more congenial atmosphere for the teaching and learning

of English. With his thorough understanding of education in the South, Dr. Suhrie knew that our problems were not unique; and since he had already successfully spearheaded similar programs in other Southern colleges, he knew how to implement one for us.

What a comforting feeling it was, then, to find that such a program had been launched just prior to my arrival, that it had received the blessing of the college board and the administration, and that it was gathering its forces to do battle with the student inertia and prejudice.

During the first year there were many things for a new and Yankee English teacher to learn before anything that could begin to fulfill the expectations of a dynamic English program could be initiated. But Dr. Suhrie was on home ground, and the use he made of the time is the chief subject of this paper.

First of all, Dr. Suhrie had a number of well-defined convictions that grew out of his long experience. Here are some of those he stressed most frequently:

1. The ability to speak and write well are keys that unlock the door to success in almost any occupation.
2. This ability cannot be adequately acquired in any college program. It is the work of a lifetime, and one of the main duties of the college is to provide the student with the motivation and the tools for self-improvement.
3. The job of providing adequate motivation, tools, and training in English is too big for any English department. It is the responsibility of every teacher on the campus.
4. Effective speaking and writing are arts that cannot be mastered without first acquiring a love for fine books.
5. Satisfactory learning in any language involves training as well as education. Frequent drill is essential for the building of good habits.
6. Our Seventh-day Adventist young people can master the use of their mother tongue as well as any youth in the world, and they have a greater incentive for doing so because of the startling message they have undertaken to carry to the world.
7. Seventh-day Adventist English teachers should never stop seeking better methods for doing their job. They should widen their horizons and seek help wherever it can be found. (One of the traditions he instituted at Southern Missionary College was Visiting Day, when the management of the school was turned over entirely to the student association while all the teachers visited neighboring colleges and universities to obtain new ideas and inspiration for their own classes.)

Believing as he did in these principles, Dr. Suhrie lost no time in convincing the administration and

college board of their value. Then he selected the most enthusiastic disciples of good English on the faculty and built an English Improvement Committee to spearhead the new program. Of course, the English and speech departments were heavily represented but much of our most telling support came from the science, foreign language, education, secretarial, social science, and Bible departments.

The task of the committee was to take stock of the assets and liabilities of our total college English situation, to set up specific objectives, and to dream up new and, if necessary, unconventional methods for achieving them.

Dr. Suhrie was to intercede with the administration to obtain time for explaining the English Improvement Program in faculty meeting, for presenting it to the student body in chapel at the beginning of the year, and for promoting it for five minutes a week in the general assembly. These five-minute periods he considered particularly important, for they could be used for educating, motivating, and constantly reminding students of the importance of good English. One point Dr. Suhrie insisted upon: no member of the English department was to deliver these talks. They were to serve as opportunities for showing the student body that all faculty members considered good English important and to underline the idea that the English department is not merely another college department but a service agency designed to nourish all the other disciplines.

One member of the committee was assigned the task of preparing and printing large placards to place in all the classrooms. Each of these placards contained a famous quotation from some eminent author concerning the value of good speech, good reading, or good writing. One of Dr. Suhrie's favorites was taken from Ralph Waldo Emerson's essay, "The American Scholar": "I learn immediately from any speaker how much he has already lived, through the poverty or the splendor of his speech."

Another committee member was charged with the responsibility of planning suitable and attractive bulletin-board material, which we had permission to post in a conspicuous location at the entrance to the administration building. One of the regular items featured on the bulletin board was a cartoon illustrating the right and wrong of some expression common on the campus. These cartoons were amusing and eye-catching, and students did look at them.

In order to emphasize the value of the dictionary, we kept one conspicuously chained on a lectern in front of the bulletin board. We also attached a good handbook of English and a book on parliamentary law. These the students were encouraged to use if they did not possess copies of their own. Over the years I observed that these books became quite dog-eared.

My two special jobs were to build a new freshman English course, which will be the subject of a later article, and to devise and implement a testing and remedial program to improve the English performance of our graduates.

We decided to give all our sophomores a battery of tests toward the end of the year to determine how much of their English training had stuck. Then, after studying the results of these tests, the English department would make recommendations approving the student's candidacy for upper division standing or recommending appropriate and specific remedial work. Since we gave the standardized Cooperative English tests, which cover mechanics, effectiveness of expression, and reading, we could specify remedial work as indicated in these areas. We also tested the students in written composition, speech, pronunciation, and spelling; and we all agreed that no student should be allowed to graduate until he had satisfied the English department in all of these areas.

Dr. Suhrie, however, insisted that no testing program was fair unless it provided an adequate program of preparation and reparation; therefore we worked out a system of reviews. Since most of our students earned a large percentage of their expenses, we had to make the reviews simple enough so that students could follow them without taking a great deal of time. And we had to devise some way of reaching everyone.

First, the English department prepared an abbreviated set of review materials in composition, grammar, usage, pronunciation, and spelling. These were explained during a special Better English chapel period, and then each sophomore was presented with a packet including full mimeographed instructions for study.

Second, the freshman English program was so organized that just before the sophomore tests were given, a series of reviews was scheduled in the freshman classes. These sessions were advertised, and sophomores were invited to attend those dealing with their special difficulties.

Third, the sophomore literature class was planned to include a good deal of writing marked just like the freshman papers, and from time to time the teacher utilized the literary selections under study to illustrate various principles of good writing taught during the first year. In both the freshman and sophomore courses the teaching of composition and literature were closely correlated and made to serve one another's purposes. As the time for the tests drew near, sophomore literature students were urged to review and encourage other sophomores to do the same.

Our remedial program never quite satisfied me because we did not have the funds or the personnel to set up separate classes for those who failed some

portion of the sophomore tests. But we did give individual counsel, made assignments to students, and saw to it that they were carried out. Some had relatively simple tasks, such as mastering spelling demons or correcting frequently mispronounced words. Others were required to join the remedial reading or freshman composition classes until they could read and write well enough to do acceptable upper-division work.

Making the resting program really operate was, in my opinion, the most difficult task undertaken by the English Improvement Program, and had it not been for the concerted and constant support of the administration and the faculty, it would assuredly have failed. The problem of student resistance probably resulted, at least in part, from the fact that the school had only recently become an accredited senior college and was suffering growing pains. It would take time to educate a more or less fluid student body to higher scholastic standards than those expected of a junior college. The resistance, however, gradually dropped off as the motivation features of the total program took hold.

Although Dr. Suhrie and the committee were quite sure that drill, constant reminders, slogans, quotations, and faculty-administration support were essential, we were equally certain that they were not enough to inspire our students to take the necessary time outside of class to improve their own communication skills. Somehow we had to captivate their imagination. We all thought long and hard. What could we do?

At last we decided to ask the administration to inaugurate some academic but noncompetitive awards to be bestowed at graduation time on students who showed outstanding improvement in the field of English. These awards were to consummate a stiff extracurricular program of self-improvement, and we called them the Cultural Marathon in Good Usage and the Great Books Marathon in Reading.

By the end of the second year it was clear that the students as a whole were more interested in the Great Books discussions than in the usage review, and so we concentrated our attention upon the Great Books program since, after all, it was a more mature and well-rounded activity and provided training in many more skills connected with good English—with speaking, logical reasoning, reading, and analysis of excellent examples of effective writing.

Our plan was to take a select group of students to community discussions of eight famous works such as Milton's *Areopagitica*, *The Constitution of the United States*, and Plato's "Apology of Socrates." These discussions were held biweekly at the Chattanooga Public Library and were simply gatherings of people from various walks of life who enjoyed reading and talking about serious books.

There were no teachers or trained leaders of these discussions except for the first meeting or two in the year to get the beginning groups started. After that, leadership rotated among the members, providing opportunity for all. Because our students were beginners and because the first-year program dealt largely with books concerning the principles upon which our American Government is founded, we took most of our students to discussions in this group.

At first only a few of the more ambitious students attended, and these were, and continued to be, almost entirely boys. But those who went soon found that they had such an exciting time comparing ideas with other people of various backgrounds—lawyers, teachers, salesmen, housewives, secretaries, and the like—that others came out of curiosity, had a good time, and came again. The word also got around that it would be embarrassing not to have read the book, and so we had a natural and wholesome incentive for serious reading on a level hitherto almost unknown to our students. Most of those who persevered in attending six or eight discussions improved immensely in their ability to think logically and express themselves convincingly in the realm of ideas. And most of these later became leaders in the student association.

The most significant contribution of these discussions to the English Improvement Program, however, is the fact that it began to be rumored that good reading could be fun and that it produced advantages for students which anybody could appreciate. They provided a natural demonstration of what the English Improvement Program was trying to say—that good speaking and writing make a difference—that they have changed the course of human events, and that they can change the course of a student's life for the better. There were other advantages too. Students found a way of continuing their linguistic and literary education after college days are over and at the same time a means of winning friends for Seventh-day Adventists. They found that they could win them in influential circles that are often difficult or impossible for us to enter in the normal course of our work. Our students participated—and occasionally led out—so ably in the discussions and demonstrated so much good sense that at the close of the first year one member said (while others assented vigorously) that his whole attitude toward SDA's had changed. Formerly he had thought that Adventists were an emotional group of people who did not encourage rational thinking. "But," he declared, "the way these young people discuss these great works shows that I was wrong. Why, they can think!"

Something, I suppose, should be said about the results of the total English Improvement Program at

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The Most Effective Use of the Chapel Hour

J. W. Cassell, Jr.

PRINCIPAL, EMMANUEL MISSIONARY COLLEGE ACADEMY

TEACHERS and administrators in our academies have often heard students complain of long, boring chapel periods. Many administrators have tried to find ways of improving the chapel hour in order to make it more interesting and challenging to the student body. However, owing to the heavy responsibilities our academy administrators carry, the chapel program often is neglected more out of necessity than desire.

Why do students complain of the chapel hour? Primarily because sessions often consist of long theological discourses far above the level of the average adolescent, because of poorly planned and even more poorly prepared programs, because of inappropriate speakers, and because of the typical restlessness and inability of teen-agers to give their attention for long periods of time.

Neglecting the spiritual contacts of the school staff with the student body is a serious mistake. No administrator in a Seventh-day Adventist school should lightly regard his responsibility as not only educational but spiritual leader of his school. The group spiritual contacts of the staff with the students are excellent opportunities for molding the whole school in the divine Pattern.

We should take time in planning all religious activities so that they are varied and interesting to the students. The responsibility for planning falls to the administrator of the school, but a wise administrator will delegate many of these tasks to competent staff members. The administrator who tries to carry the total responsibility for all spiritual contacts with the student body defeats his own purposes. Students like to hear different people's ideas and enjoy different personalities and approaches to things of a spiritual nature.

Most talks on spiritual subjects—or any subject for that matter—should be short and to the point. The interest span of adolescents is relatively short, and talks of an intensive nature that go much over ten to fifteen minutes more often than not become boring and uninteresting to the majority of students. Consequently, hostility toward the speaker negates any good that could be accomplished.

Christ taught by illustrations and parables. He used this technique when speaking to all ages and

intellectual levels. Therefore, we too should follow the pattern of using many illustrations and stories with moral and spiritual significance that will hold the attention of the student body. Spiritual emphasis should also be placed at a time of the day when the students are fresh and alert. Chapel periods before dinner come at a most inopportune time. Teen-agers with their typical ravishing appetites are usually thinking more about their stomachs than they are about the words of the speaker. Their minds are also more often than not tired by use from the previous study appointments of the morning.

Adolescents are deeply impressed by the accomplishments and abilities of those their own age. It is well, when possible, to give conscientious and dedicated students an opportunity to testify of their faith or give a short sermonette on a topic that is of worth to them and their fellow students. Sometimes these contacts can do more good than all the talks or sermons faculty members or ministers can present.

Notice these pertinent statements from Mrs. White's pen:

Those who instruct children should avoid tedious remarks. Short remarks and to the point will have a happy influence. If much is to be said, make up for briefness by frequency. A few words of interest now and then will be more beneficial than to have it all at once. Long speeches burden the small minds of children. Too much talk will lead them to loathe even spiritual instruction, just as over-eating burdens the stomach and lessens the appetite, leading even to loathing of food. The minds of the people may be glutted with too much speechifying. Labor for the church, but especially for the youth, should be line upon line, precept upon precept, here a little, and there a little. Give minds time to digest the truths you feed them. Children must be drawn toward heaven, not rashly, but very gently.¹

Morning and evening service in the chapel, and the Sabbath meetings, may be, without constant care and unless vitalized by the Spirit of God, the most formal, dry, and bitter mixture, and, to the youth, the most burdensome and the least pleasant and attractive of all the school exercises. The social meetings should be managed with plans and devices to make them not only seasons of pleasantness, but positively attractive.²

It is apparent from these quotations that overburdening the minds of the youth with long religious services and neglecting the planning and preparation of group religious contacts with the students is a serious mistake.

For the last three years at Emmanuel Missionary College Academy there has been an effort to main-

tain a religious program that would embody and put into practice these principles. The day begins at eight o'clock with a morning devotional. This period lasts until eight fifteen and includes any brief announcements of the day, a hymn, prayer, and a ten-minute devotional talk. The talks are prepared each week by a staff member on a rotation basis. It has been their practice to choose a particular topic or theme for the week. Outside speakers are not used in this period because of the shortness of the time allotted, and because of the belief that the teaching staff should use this time to discuss things of a spiritual nature that they feel should be brought before the whole student body. They are free to choose their topics and present them in the way they see fit. Students are sometimes invited to present a topic of interest to their fellow students; however, this is usually carried out in conjunction with the speech class. The talks are prepared in the class and checked as to content and method of presentation by the speech instructor prior to presentation.

Devotional periods are held four days a week—Monday, Tuesday, Thursday, and Friday mornings—with the entire student body. On Wednesday morning each grade meets in a home room with their home-room adviser, for a short devotional talk prepared by the adviser or a fellow student, followed by prayer bands. Also on Wednesday mornings at eleven fifteen, general assembly is held until noon, at which time visiting religious speakers are invited in or a film or program of general educational interest is presented. Regardless of the type of program being presented, secular or religious, each assembly is opened with a hymn and prayer.

The parents in the community, the students, and the teachers are receptive to the program and pleased with the results. It has greatly helped to stabilize the religious program of the school. It has placed the spiritual emphasis at the most strategic time of the day, when the students are fresh and alert. The talks are short but to the point; consequently, the stress is on quality instead of quantity.

Under this program the students better perceive each teacher as a spiritual leader instead of thinking of the Bible teacher and the principal as the only ones responsible for religious and moral instruction, or who are capable of presenting it. The administrative values are numerous because the program brings the total student body to a central place each morning where a record can be taken, thereby greatly reducing the usual tardiness in first-period classes.

In this plan there is as much total time, if not more, spent in group religious instruction as in the traditional three chapel periods per week, but the doses are smaller, more numerous, and more concentrated. As professional educators the staff of

Emmanuel Missionary College Academy feels that the program is educationally sound, and as teachers in a school of God's remnant people they believe the program more closely follows the divine blueprint.

¹ *Testimonies*, vol. 2, p. 420.

² *Fundamentals of Christian Education*, p. 116.

► Elder D. J. Thomann, returning from 19 years of foreign mission service, has joined the modern language department of Pacific Union College. Also coming to PUC is Eugene Gilbert, from the National Science Laboratory at Los Alamos, New Mexico. He will teach in the physics department and help in its expanding research program.

► Louis Dickman has been called to serve as principal of the Madison College Academy to replace W. H. Wilson who has gone to the Fletcher (North Carolina) school and sanitarium as manager. Mr. Dickman is a Madison graduate with a Master of Arts degree from George Peabody College.

► Donald Keeler, of Washington Missionary College Press, has been called to serve as sales manager of Southwestern Junior College Press.

Enriching the School Program

(Continued from page 10)

Time is fleeting and we were soon homeward bound. Stories, songs, and occasional glimpses of feathered friends and four-footed creatures comprised an appropriate ending for two almost perfect days.

This area of study is rich in varied possibilities. It offers material for English topics, written and oral. The door can be opened for research on numerous points of interest. Every teacher will of necessity fit these advantages to his or her group. No one can legislate as to the frequency of excursions. Common sense should be the rule.

Nature trips need no explanation. Courtroom procedures, election-day visitations to voting areas, government institutions, are all areas open to young Americans. Libraries, newspaper printing plants with their amazing presses, the weather bureau, transportation terminals, factories, mills, and hydroelectric plants are before us almost without end. In the Pacific Northwest a trip can coincide with seasonal salmon runs. Historical monuments and museums are everywhere, and short rides on the streamliner to the next town can be taken.

These excursions never end. They become topics of discussion for months and even years. They form an intricate part of these young lives we are endeavoring to fashion after the plan of our Creator.

Beginners' Day at the Rogers School

Z. H. Foster

PRINCIPAL, ROGERS ELEMENTARY TRAINING SCHOOL
WALLA WALLA COLLEGE

TRAIN up a child in the way he should go: and when he is old, he will not depart from it" (Prov. 22:6). These words by a man of God reflect the basic philosophy of Christian education, and we at the Walla Walla College laboratory school feel that the time for such training begins with the pre-school child.

To introduce boys and girls of six to eight years and their parents to this new venture of going to school, an orientation program is provided in the spring of the year. All prospective first-graders and their mothers and fathers are invited to visit the Rogers school. Upon arrival the children are taken to the first-grade room where they are introduced to the teacher. The old-timers in the first grade have been invited to visit the second grade, thus leaving their room free for the new arrivals.

A program is planned for these little folks that will open to them such new worlds as reading, writing, art, and music. These boys and girls will spend an exciting hour in a real school setting, learning to do things together. But let us leave these little ones now and turn our attention to their parents who have assembled in the all-purpose room where a special program has been prepared.

This hour for the mothers and fathers was introduced by Dr. P. W. Christian, president of Walla Walla College, who presented the challenge of true education in his opening remarks. Following the address by Dr. Christian, cookies and punch were served, and an informal discussion period resulted as the parents examined and discussed the contents of the first-grade booklet that had been prepared to serve as a guide to information about registration, expenses, school supplies, the lunch program, parent conferences, general readiness for school, reading readiness, et cetera.

As the discussion progressed, the parents were asked to open their booklets to the section on general readiness, for perhaps the most important item for each one to consider is, "How ready for school is my child?" In answering this question the parent was urged to consider his child's physical, social-emotional, mental, and psychological readiness. The following questions were provided to help the group evaluate these areas objectively:

Physical readiness

1. Will your child be at least six years old when school begins in September?
2. Does he have difficulty with his hearing or vision?
3. Does he show excessive fatigue?
4. Is his motor coordination adequate?
5. Does he use baby talk?

Social-emotional readiness

1. Is he usually happy?
2. Can he adjust easily to new situations?
3. Does he listen well?
4. Does he enjoy being with children?

Mental readiness

1. Is he able to follow directions?
2. Does he express himself without difficulty?
3. Is he able to interpret a picture?
4. Is he eager to learn?

Psychological readiness

1. Does he enjoy books and being read to?
2. Is he interested in "reading" pictures?

Many parents were interested in knowing what general characteristics of development and behavior could be expected of their six- to eight-year-olds; therefore, a guide was provided that outlined these characteristics in a broad way.

The Six-Year-Old

- Is very active, into everything, likes to crawl and climb.
- Finds it difficult to sit still for very long at a time, even though he tries.
- Has a good sense of balance; likes to skip, hop, tumble; handles wagons and sleds easily.
- Learns much better through being active and working with concrete materials than through sitting still and listening.
- Begins activities with enthusiasm, but interest is apt to shift—interested in the doing, not the results.
- Wants to be independent and do things for himself—such as dressing.
- Likes to dress up and play role of father, mother, nurse, teacher, or fireman.
- Likes games in which he is a cowboy, Indian, et cetera.

- Has a keen imagination; believes his own exaggerated tales.
- Is cautious in new situations.
- Obeys safety rules.
- Is extremely self-centered, wants to be first, wants his own way.

The Seven-Year-Old

- Likes rough and boisterous play and uses speed and energy in everything he does.
- Shows more skill in climbing, skating, and riding.
- Likes to touch and manipulate things.
- Has a longer attention span—stays by a job longer.
- Is willing to listen to others and show an interest in their ideas.
- Likes school duties.
- Likes small group games.
- Is still imaginative.
- Wants to be independent but is anxious for fear he will not do things correctly.

The Eight-Year-Old

- Enjoys active play, wants to kick and throw balls.
- Likes to use tools and learns to handle them easily.
- Likes to organize and arrange materials.
- Needs responsibility through which he can earn respect of classmates.
- Likes simple team games.
- Wants and needs companionship.
- Uses his imagination in creative activity.
- Likes to investigate machinery.
- Becomes daring and sometimes does not use good judgment.
- Is aggressive but desires approval—torn between desire for independence and desire for security of adult guidance.
- Often questions authority but will respond to explanation.

The topic of reading was one in which everyone present proved to be interested. Many of the parents were acquainted with the term "reading readiness" and its meaning. Their question was, "What can we do to help our children be ready to read?" In answer to this question, it was suggested that they should—

- Check on the physical condition of the child.
- Provide a background of varied experiences—such as visiting the airport, the park, the farm, et cetera.
- Provide picture and story books.
- Read and discuss stories with the child.
- Help the child see likenesses and differences.
- Let him know that you think reading is important.
- Give the child opportunity to express himself.
- Help the child to listen carefully.

The concluding portion of the program and the high light of the afternoon came when the preschoolers returned to the all-purpose room and pre-

sented a musical selection they had learned while visiting the first grade. It was indeed a proud and happy occasion for these little people and their mothers and fathers.

As the last good-by was said, we felt our objective had been accomplished, for the parents and preschoolers had become acquainted with their school, their principal, and their teachers. We were now partners in education.

Strengthening Nursing Education

(Continued from page 19)

workers to meet the need for preprofessional personnel. These programs are not shortened three-year programs, but different in both method and content. A firm foundation is provided in the physical, biological, and social sciences as well as in nursing. It is hoped that through these two-year programs there will be an increase in numbers of those prepared to give basic nursing care. It is not expected that the nurses prepared in such a program will have developed the maturity of judgment and insight that should be characteristics of the nurse who has completed a college program, but they are competent to give safe, efficient nursing care in hospitals, homes, and doctors' offices. For advanced positions in nursing, public health, and overseas nursing, they will need further college education.

SDA's Need Sound Nursing Education

Through the years Seventh-day Adventist nursing education has been progressive and sound. The one-year college prenursing program offered in all SDA colleges for the last twenty-five years has given the schools of nursing a considerable stability, though it is doubtful the principles learned in this year have been applied to the best advantage in the remainder of the nursing program. Several strong and carefully built four-year college programs in nursing have been developed in recent years. One advanced program leading to a Master's degree in nursing is offered at the College of Medical Evangelists.

With the changing concepts of nursing and nursing education, and with the acute shortage of well-prepared Seventh-day Adventist nurses in all types of positions, nursing and general educators, college and hospital administrators, are re-examining the educational program for the Seventh-day Adventist nurse. It is hoped that nursing education programs built on SDA educational objectives may be planned in regional areas that will (1) provide increased numbers of well-prepared nurses, (2) keep the cost of nursing education within reason, (3) make it possible for the registered nurse from a program that prepares for licensure in less than four years to grad-

Please turn to page 29

Michigan Junior Choir Festival

Merton S. Petersen

PRINCIPAL, EMC ELEMENTARY SCHOOL

THE fourth annual Michigan Junior Choir Festival was held in the Battle Creek Academy Auditorium on April 20, 1958. Increasing interest on the part of children, teachers, and parents is indicated by the continuous growth of the festival membership and attendance from year to year.

Initiated four years ago as a means of encouraging better music and training for the youthful singers of the State, the program has developed into a worthwhile enterprise for schools, as well as for homes and churches.

The selection of the music for the massed choirs is made by a committee during the summer months. Each of the voluntarily participating schools purchases the required music, trains the young singers, develops the choir, and prepares for the festival in the spring. During the year the individual choirs gain further experience, and enrich the religious services of their local churches by rendering their choir numbers as they are learned.

The spring festival is a high light in the lives of the children who have been working toward this focal point for many weeks. This past year they came, four hundred strong, to produce a program consisting of six numbers by the massed choirs and special numbers given by the individual participating groups. All the selections are done from memory and are sacred in

nature. The program would make an inspiring contribution to the worship service of any church.

Frank Foote, choir director of the Battle Creek Tabernacle, has directed the massed choirs during the four years of their appearance. His work and that of Leslie Iles, who operates as chef for the noon lunch, have been deeply appreciated. Their services have combined well with the enthusiastic and efficient support of the loyal teachers and music directors in the church schools of the State. From the congenial hospitality of the Battle Creek Academy personnel to the loyal support of parents, teachers, and interested friends, the program is destined to be a success.

The plans for the fifth annual festival are well under way. Committee members and teachers are encouraged by the good work of the past and they are giving their support for a continuation of the program. Efforts are being made to reach more and more of the children in our schools and thereby stimulate in them an interest in good music. Perhaps no program has done so much to inspire interest in good music in the church schools of this State and to encourage junior-choir participation in the church services on Sabbath. We are looking with anticipation to the time when the festival will become so large that it will be necessary to divide the territory, and thereby serve more people and reach more children.



Michigan Junior Choir Festival.



What the SCHOOLS ARE DOING

► A demonstration of the value of Christian education was given when the second-grade class of the Orangewood Junior Academy of Garden Grove, California, presented the worship service at three of the churches and at the MV meetings at three others. The 30 students under the leadership of Mrs. Alfred Stump presented the history of the Law of God in songs, poems, and readings from the Bible, introducing the Law as a revelation of God's character. The ceremonial law—its origin, its place in the side of the ark, and its abolishment on the cross—was made vividly clear by these young evangelists. Many non-Adventist parents and friends attended, and some have been led to search the Scriptures as a result of what they saw and heard. The program has been recorded and a set of picture slides is being prepared so that they can be used for similar programs by those working with children.

► This past school year the San Diego chapter of the ATS at the San Diego Union Academy (California) enrolled about 50 paid members. The club members of the English classes wrote letters to their Senators and Representatives asking them to support the bill prohibiting interstate advertising of liquor. Seventeen members, who also belong to the Silver Speech Club, gave temperance programs at various clubs and churches of the city. One Methodist minister commented, "Ministers' remarks on temperance seem to have little effect in stemming the tide of alcohol, but when the youth begin to fight, the results will be sure." Seven WCTU silver pins and three gold pins for oratory were awarded in appreciation of the temperance talks. Upon request, six showings of the film *One in 20,000* were given by George Bryson at a large high school, which brought an unsolicited letter from the school to the principal of San Diego Union Academy expressing appreciation for the presentation of the tobacco problem, adding, "As a product of your school, George reflects superior training and guidance. We commend George and you for this priceless service."

► Traveling on a Greyhound bus on which a number of students were returning to Monterey Bay Academy (California), a woman thought she was doomed to endure a "rough" trip. But because of the courteous actions of these students, her ride turned out to be most pleasant—so much so that she wrote to Monterey Bay Academy to commend the school for the very fine ladies and gentlemen the school is producing.

► Another new industry is being planned for Mountain View College (Philippines)—the processing of soybeans. This will raise the number of work departments to 26. During the last 12 months the mill has sawed 678,556 board feet of lumber and shown a profit of P/8,473.49.

► Elder P. C. Jarnes, who has been on leave for the past year for advanced study at the new Potomac University in Washington, D.C., has returned to Union College to teach in the department of religion. Other new staff members there this fall are: Melvin Johnson from Seattle, Washington, joining the music department as instructor of stringed instruments; Catherine Brown, also joining the music department as instructor of theory and organ; Cecil Gemmell, secondary education department; Dr. Rene Evard and Mr. Warren Murdoch, chemistry department; and Dr. E. N. Dick, who has been a research professor in the history department, is returning to continue his research projects and to do part-time teaching.

► Pacific Union College, La Sierra College, and Walla Walla College have adopted a 4-point system for grade-point averages in place of the 3-point system previously in effect. An "A" will be equivalent to 4 points; a "B" to 3 points; a "C" to 2 points; a "D" to 1 point; and an "F" to no points. This is an advantage over the former system because the IBM computing machines used in the Western institutions to figure the grades cannot handle the minus numbers that the 3-point system includes.

► Elder Edward Nachreiner, associate professor of German and instructor in theology at La Sierra College, has accepted a call to become pastor of the German-English Concordia Adventist church in Milwaukee, Wisconsin, after an eight-year stay at La Sierra.

► Winston DeHaven, former eighth-grade supervisor at La Sierra Demonstration School, has gone to Thunderbird Academy in Scottsdale, Arizona, to become dean of boys.

► Southern Missionary College has added the following to its staff: Alfreda Costerisan, dean of women; Morris L. Taylor, head of music department; Herman C. Lambeth, custodian in charge of the service department; and William H. Taylor, dean of students.

► Dr. Jean Zurcher, educational secretary of the Indian Ocean Union Mission and president of the Indian Ocean Union Training School (Madagascar), joined the Atlantic Union College faculty in September to teach courses in modern languages.

ERRATA

In our last issue of THE JOURNAL, H. Stoeger was incorrectly listed as the new educational secretary of the Southern European Division. Instead, Elder Stoeger is the new principal of Bogenhofen Seminary in Austria, and P. Steiner, formerly principal in that institution, is the new educational secretary of the division.

Thoughts From Ellen G. White

(Continued from page 14)

Mental development in the work of true education is to encourage and "train the youth to be thinkers, and not mere reflectors of other men's thought."¹⁹

Physical development is of primary importance in the total educational program of the Christian, for "both mental and spiritual vigor are in great degree dependent upon physical strength and activity."²⁰

The Source of True Knowledge

"Since God is the source of all true knowledge, it is . . . the first object of education to direct our minds to His own revelation of Himself."²¹ Though all created beings in their original perfection were an expression of the thought of God, yet later, because of sin, they gave evidence of the imperfection of their understanding of the Creator. Thus God has given a fuller revelation of Himself to man in the Holy Scriptures. "Search the scriptures; for . . . they are they which testify of me."²²

The Specific Aim of True Education

"Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached."²³

¹ Ellen G. White, *Education*, p. 15.

² *Ibid.*, p. 20.

³ *Ibid.*, p. 21.

⁴ *Ibid.*

⁵ Genesis 2:15.

⁶ *Ibid.*

⁷ *Ibid.*, p. 33.

⁸ *Ibid.*, p. 34.

⁹ Exodus 31:1-3.

¹⁰ *Ibid.*, p. 46.

¹¹ *Ibid.*, p. 45.

¹² White, *Patriarchs and Prophets*, p. 593.

¹³ Proverbs 14:34.

¹⁴ White, *Education*, pp. 47, 48.

¹⁵ White, *Patriarchs and Prophets*, p. 593.

¹⁶ White, *Education*, p. 50.

¹⁷ *Ibid.*, p. 13.

¹⁸ *Ibid.*, p. 18.

¹⁹ *Ibid.*, p. 17.

²⁰ *Ibid.*, p. 195.

²¹ *Ibid.*, p. 16.

²² John 5:39.

²³ *Ibid.*, p. 18.

(To be concluded in next issue)

An Adventure in English Teaching

(Continued from page 22)

Southern Missionary College. Such things, of course, are very hard to evaluate. Naturally, it was not one hundred per cent effective. Not all of its objectives were achieved. But looking back over the four years of this experiment, these are my impressions. Its most important objective—to change the basic attitude of the student body toward English—was achieved to a remarkable degree. Gradually the prevailing hostility subsided and was replaced by a growing respect for and pride in the requirements we insisted upon. Of course, there were some die-hards,

but they were definitely in the minority, and student opinion was no longer behind them.

Then our students began to do better in their national sophomore tests. In fact, during the first three years the average performance moved from 35 per cent on the national scale to 65 per cent.

During these years one of our problems was that we had practically no English majors; and the field was imploring us for teachers for the various academies. By the fourth year, however, we had thirteen majors planning on teaching or writing careers.

Yet without the most loyal support of President Wright and the dean, and without the vision and experience of Dr. Suhrie, we could never have achieved even this measure of success. It seems very fitting that today a bronze bust of Dr. Suhrie stands in the library of Southern Missionary College, and that it was wrought by an internationally famous artist who came to teach at our school as a direct result of the good impression our students made upon her during the Great Books discussions.

Strengthening Nursing Education

(Continued from page 26)

uate from a college program in nursing with a minimum loss of time, and (4) make it possible for college graduates with a major in nursing, and who have outstanding leadership potential, to prepare for teaching, supervision, administration, and health education in nursing on a graduate level.

It is hoped that graduates of SDA educational programs in nursing will accept the challenge of their responsibility as Christian nurses, not with passive willingness but actively, eagerly facing the nursing needs of the denomination and the world. The nursing needs of people can be met only if SDA nurses find personal satisfaction in improving their service to others through continued creative thinking and self-education.

This I Believe

(Continued from page 6)

success every day that passes and will take great courage in knowing that your prayers will be with me.

May this be the happiest and best year for you; may Union College continue to be a leader in our great sisterhood of colleges; may God provide that which we are unable to do ourselves; may His blessing be ours in the year ahead is my prayer.

► Clyde Bushnell, chairman of the division of languages, Southern Missionary College, received his Doctor's degree in the field of Latin American history and literature at the University of Texas in the summer of 1958.

The Bookshelf

Plastic Embedding and Laminating With C.M.E.-D Series Polyester Resin, A Complete Manual for the Teacher, Student, Hobbyist, Technician, by Ernest L. Lutz, Sr., Natcol Laboratories, Route 2, Box 575, Redlands, California, 1958. \$3.50 (10 per cent discount to SDA's).

In this age when modern developments have presented to our youth an alarming array of temptations and unwholesome distractions, it is gratifying to see something appear that will help counterbalance this situation. The embedding of objects in plastic is a fascinating occupation, and since frequently the objects embedded are from the natural world, work along this line serves the dual purpose of keeping an otherwise idle mind busy and of attracting the mind to God's second book, the book of nature. This work also fills a great need in presenting an easy method of embedding biological specimens in plastic, and thus facilitating the improvement of biological teaching materials for our grade schools, academies, and colleges, as well as for our own medical school where these techniques were worked out.

The author has spent several years in research, developing new materials and techniques that make the embedding of simple objects in plastic very easy. Many biological specimens that previously presented insurmountable problems can now be embedded with relative ease. It is indeed fortunate to have the result of these years of experience presented in a single manual such as this, and anyone interested in this type of work will save himself considerable time and trouble by consulting it.

There are twelve chapters, which cover the subject quite comprehensively. The first chapters deal with the materials and procedures used by the beginner. The techniques used are simple and the instructions are complete and easy to follow. Training in science is not needed in order to be able to learn these plastic embedding procedures. The technique has been so simplified that with a little practice anyone can prepare and embed simple objects. In addition, the new materials and methods offer an extremely flexible procedure, permitting the embedding of a great variety of objects. The objects embedded need not be of a biological nature. An immense number of things can be preserved in plastic, and color can be added to the plastic for variety. Color can be used in the background layer, with contrasting objects, such as shells, rocks, et cetera, placed in a clear foreground layer to make attractive paperweights, brooches, buttons, and numerous other things. These first chapters also include many techniques of interest to the more advanced worker.

There is a chapter dealing with botanical specimens, much space being given to the important task of preparing and preserving specimens such as moss, leaves, flowers, cones, and bark. It also includes a good summary of many of the present techniques used to preserve color in flowers. The reader will find this material valuable if he plans to work with flowers.

The chapter on zoological specimens gives the procedures to be used for various insects, birds, marine

specimens, reptiles, et cetera. Of special interest to the student of biology is the section describing how to prepare cleared and stained skeletal mountings and how to embed them permanently in plastic.

Chapters eight and nine, which deal with preparing gross and microscopic anatomical specimens, will be of special interest to the advanced student of biology. The coverage given by the chapter on gross specimens includes techniques for a variety of organs, including some pathological specimens. The instruction on the preparation of microscopic sections gives a general evaluation of the technique, and references for further work.

For the person interested in creative art work, the chapter dealing with reinforced artistic laminations presents an interesting approach. It gives one who is not so interested in biological specimens as such, an opportunity to work with plastics in a different way. A great variety of patterns can be made by altering what is placed between the layers of plastic. Many uses may be found for these flexible laminations, such as waste-paper baskets, lampshades, et cetera.

There is a chapter dealing with special methods and techniques. The novice will also be glad to find a glossary of uncommon terms used and a listing of sources of supplies. Photographs and line drawings are included.

The technique of embedding specimens in plastic has heretofore been a relatively complex procedure subject to many caprices and failures, and requiring fairly elaborate equipment for satisfactory results. These facts have often discouraged those interested. Now with the new simple and adjustable procedure described in this manual, the process is within the reach of all, both young and old.

Embedding in plastic would be an attractive addition to the science courses in our schools. Teachers of elementary schools, academies, and colleges might be interested in considering this possibility as they plan for their courses, and no biology teacher will want to be without this manual. It offers an excellent way of developing the special-project type of program. Our MV leaders would find this work of interest to the young people in Pathfinder and summer camp programs.—ARIEL A. ROTH, Ph.D., *Department of Biology, Emmanuel Missionary College.*

The JOURNAL of TRUE Education

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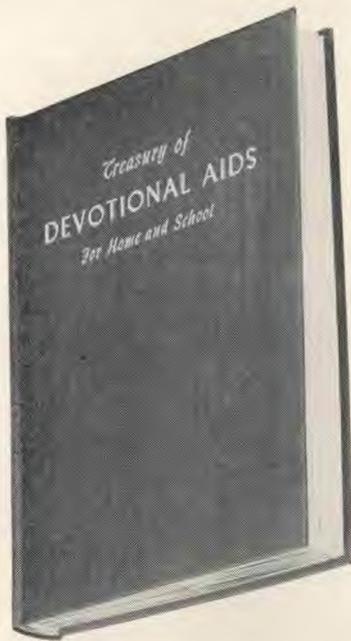
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Editorial NEWS AND VIEWS

Welcome to New Teachers Now that the new subscription list has been made up, hundreds of new teachers in Adventist schools around the world will be receiving their first copy of THE JOURNAL OF TRUE EDUCATION. When James Bryant Conant was president of Harvard University he wrote: "Over a period of years the new appointments and promotions [of faculty members] to permanent positions determine the fate of any college or university." This principle applies to the appointment of teachers in all levels of our schools. We take this opportunity to welcome you new teachers into the ranks of the Seventh-day Adventist worker force. Your appointment is of major consequence to this denomination. That you make a success of your work is a matter of deep concern to our leaders, not only because you influence our children and youth but also because we cannot afford wastage of any of our human resources. We hope you succeed in your work; may you stick with it and develop into first-class educators.

Educational Conventions for College Personnel, 1959 The Autumn Council of the General Conference Committee, which has just finished its work, voted approval for the heads of the departments of business, economics, secretarial science, home economics, agriculture, and applied arts in the colleges of the North American Division to hold their regular quadrennial council at Walla Walla College, August 19-25, 1959.

Also approved was the biennial council of college administrators, including, in addition to the college presidents, the college deans, registrars, deans of students, and residence hall deans. This council will convene at La Sierra College, July 20-24, 1959.

The State and Nonpublic Schools We hope in the near future to bring to our readers several articles on the relationship of our Adventist schools in America to the Government. Inasmuch as several inquiries have been made on this subject, we draw attention to a new study—the first of its kind—by the Office of Education of the United States Government.

The 152-page publication *The State and Nonpublic Schools* describes the legal framework within which these educational institutions operate, and reports the responsibilities of State departments of education in connection with them. This study is especially significant in the United States where private and public schools work side by side in providing education for all. During the last half century the proportion of the nation's elementary and secondary pupils enrolled in church-related and private nonsectarian schools has increased steadily, the

report reveals. About 1 in 11 pupils were enrolled in such schools in school year 1899-1900 and 1 in 7 in 1953-1954. If the trend continues, about 1 in 6 will be in nonpublic schools by 1965.

On the college level, the publication shows, the proportion of the total enrollment in private institutions has remained about the same for a quarter of a century—one out of every two resident students. Copies of this new publication may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C., at \$1.25 each.

Another new document on this same subject, but citing more legal decisions of court actions, is "The State and Sectarian Education," which is the *Research Bulletin* of the National Education Association for December, 1956. Copies may be obtained at 50 cents each from the NEA, 1201 Sixteenth Street NW., Washington 6, D.C.

Christian Home Week We urge all of our schools to lay adequate plans now for the observance of Christian Home and Family Altar Week, February 1-7, 1959. Of all the special weeks in our church calendar, this one ought to receive major attention in our schools. All such media as chapel programs, worship services in residence halls, Friday evening vesper service, in addition to the Sabbath morning sermon, should be used to emphasize this matter of such vital importance to the church's welfare.

Trends in Teacher Education Another State has somewhat reversed its attitude concerning what studies are necessary to train good teachers. Virginia's State Board of Education has changed the requirements for a teacher's certificate, so that youth who are training for the teaching profession will be required to take more courses in the subjects they teach and fewer courses in the techniques of instruction. For elementary teachers the number of semester-hour credits in professional courses has been reduced from 24 to 18, and for secondary teachers, 15 semester hours will be required instead of 18 as formerly. More subject-matter courses are required for certification to teach the various academic fields.

While we recognize the need and the value for teachers to study how pupils learn, and the best methods of presenting material in class, we think this new emphasis on the mastery of the scholastic discipline one is teaching is long overdue.

► Marilyn Chace, secretary to CME Dean of Faculties Keld J. Reynolds, is the recipient of a \$50 cash award for her entry in the contest for words for the college hymn of the College of Medical Evangelists. The title of the hymn is "To Make Man Whole."