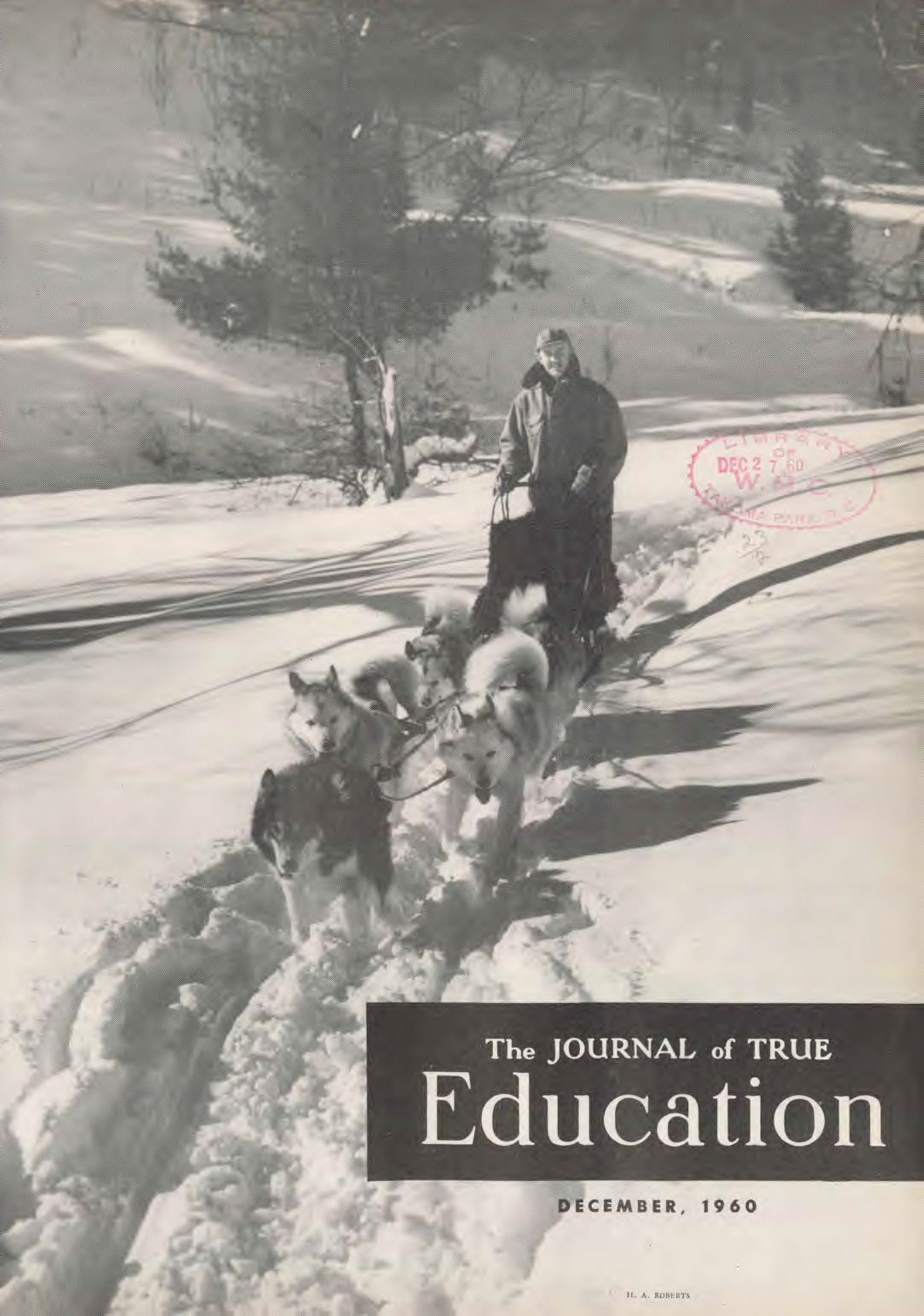

The JOURNAL of TRUE Education

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H. A. ROBERTS

The JOURNAL of TRUE

Education

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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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, (5) Home and Parent Education.

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Editorial

Learners Together

IN OUR last editorial we spoke of the necessity for helping our youth become learners and thinkers. A major requirement for reaching this goal is that those of us who are teachers must ourselves be learners. Granted that some of us may not have had as good an educational foundation as we desire, or the opportunity to finish college or to study for a graduate degree, nevertheless, almost any person in the teaching profession who has the spirit of a learner may grow in professional competence and make a success of his work. The "learning spirit" is contagious, and unless youth catch this spirit, they will never reach their full potential. The teacher's first responsibility is to awaken in his pupils their inner resources of curiosity and creativity. All will agree that a teacher cannot instill or incite intellectual curiosity unless he himself has it. In fact, if he doesn't have it himself, he may actually stultify or kill any intellectual curiosity or natural freshness and vitality already present in his pupils.

The highest form of teaching on any level is that in which those being taught can easily discern that the teacher has kept the spark of learning alive within himself. Teachers set the level of expectancy in classwork, not so much by their hortatory admonitions or "tough assignments" as by the apparent evidence of their own intellectual attitude and competence. Youth can tell whether their instructor is competent. His own intellectual climate is readily discernible. Bluffing is useless. If the teacher does not study the lesson, there will be no freshness present. If he is not seeking new information for himself—perhaps far beyond the level of the material he is presenting—it can be sensed by those in his classes.

Concerning the competence of teachers, Ellen G. White has written: "They should ever pursue a course that will command the respect of their students. The youth have a right to expect that a Christian teacher will reach a high standard, and they will pass severe judgment upon him if he does not." [1]

"The vast sea of ignorance still stretches before us," Sir Isaac Newton wrote long ago. The islands of knowledge in this sea are still so small that no true teacher can be satisfied without continually reaching out to enlarge the area of his knowledge and understanding. When he does this, by study and reading and discussion, it will be apparent to his pupils; then his words will be effective when he holds an ideal of excellence before them. His own competence will inspire a vision of achievement.

A class once presented a book to their favorite teacher as a gift at the close of school. On the flyleaf they had written: "He grasped morality and practiced it; but it was not for this we loved him. Rather it was that he too was striving for something which he could not obtain. Though he lit the path for us who are blind, the darkness was always before him." Teachers who are competent in subject matter are those who are ever learning.

A major task in education is to keep some teachers alive. Part of this task is the provision of an adequate salary so they can keep body and soul together. More difficult is the task of keeping some teachers intellectually alive and awake. A student characterized a certain class as "a race to see who will get to sleep first—the class or the teacher." It is easy for a teacher to fall into a rut and lose interest in his work if he is not a learner. We have all met the teacher who carries his body to class but allows his soul to play truant. He considers his teaching merely a means to make a living. Perhaps diversionary jobs to increase income take up his time and interest. Maybe he would really like some other profession. At any rate, he has gone stale; he is intellectually asleep.

We have also met the true teacher, one who is vitally interested in learning. Thoreau once said that he never yet had met a man who was fully awake. "How could I have looked him in the face?" he asked. He couldn't have, without waking up. When youth face a teacher who is really awake, who is aware of the enormous questions facing all men in these days, who knows something of the stirring questions involved in his field of study, and who is trying with all his strength to solve them, their only choice is to wake up. Then they will learn. Then they will think.

Is this expecting too much of teachers in our schools? We think not. Why should we not be mentally alert, seeking to learn more about our world, about the life pulsing and throbbing upon it? We have been told: "The Lord designs that the teachers in our schools shall excel in wisdom the wisdom of the world, because they study His wisdom. God will be honored when the teachers in our schools, from the highest grades to the lowest, show to the world that a more than human wisdom is theirs, because the Master Teacher is standing at their head." [2]

Enthusiasm about any idea of knowledge springs from two sources—research and study to enlarge

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BELIEVING that the music festival idea as usually conducted in our unions needed some restudy, the music department of Union College in cooperation with the union boards of education of the college territory have begun a new approach to promoting interest in music. At the suggestion of the music department of Union College, the Central Union academy principals and subsequently the triunion educational coordinating committee (a combination of the union boards of education of the Northern, Southwestern, and Central unions) studied the advisability of conducting a clinic on the college campus for carefully selected musicians from the academies and intermediate schools in the territory.

As a result of this study, detailed plans were developed for an annual music clinic sponsored by the college music department. The instrumental and choral groups included many of the same students; therefore, in order to avoid a conflict of interest in scheduling the music clinics, it was decided to alternate the clinics between instrumental and vocal interests. The first annual music clinic festival for band was conducted March 10-12, 1960, on the Union College campus under the direction of H. Lloyd Leno, conductor of the Union College concert band.

W. A. Howe

SECRETARY, DEPARTMENT OF EDUCATION
CENTRAL UNION CONFERENCE

The band directors of each of the thirteen participating schools accompanied their students and assisted in the teaching and rehearsing throughout the days of the clinic. Sectional groups met for specialized instruction and demonstration for various instruments. Discussions were conducted for the purpose of inspiring both students and teachers of music toward a higher standard of excellence in performance. There was much rehearsing and a final performance of a full evening concert by the fifty-eight-piece band directed by Professor Leno before a capacity crowd in the college auditorium on March 12.

Thirteen schools, including Union College, were represented in the band. Students from Union College and Southwestern Junior College and a limit of five from each of the academies and intermediate schools of the Central and Southwestern unions made up the students invited to the clinic. After proper authorization for the festival had been voted, the band director of each of the institutions selected nominees for the clinic and gave them a sight-reading test. The results, along with other information concerning each player's music abilities, were sent to the clinic director along with the list of nominees. Professor Leno then selected the students who would be invited to attend the clinic, taking into consideration the need for balance of instruments in the clinic festival band.

Union College, as host, furnished the housing and meals for the selected students during the clinic festival. Many students paid their own transportation. A small registration fee was collected from the students to help on the expense of the music purchased. One school received a donation from a generous person to finance the 1,800 miles of travel necessary for the students to attend. No academy or intermediate school was asked to contribute financial support.

A quick survey of students, band directors, and parents attending the concert indicated unanimous approval of and enthusiastic gratitude for this new approach to music excellence. The consensus of opinion was that this type of clinic festival was invaluable to the student in terms of instruction and inspiration, a great vehicle for the improvement of music in each of the schools attending the clinic, and a decidedly favorable climate for drawing the musically talented young people of the territory to Union College.

The principals of the academies and intermediate schools consider the worth-whileness of this sort of clinic to be completely established. They all feel deeply indebted to Dr. J. Wesley Rhodes, then head of the music department of Union College, and particularly to Prof. H. Lloyd Leno, conductor of the concert band, for his successful direction of this new approach to extending the influence of the college music department in the territory.

The Tree of Knowledge and the Tree of Life*

R. H. Brown

DEAN OF ADMINISTRATION
WALLA WALLA COLLEGE

A YOUNG girl looking up to her teacher in wonder and admiration said, "Do you know as much now as I don't know?" This appealing incident suggests a student-teacher relationship that many of us might wish were more common. It also draws attention to the place of knowledge in education.

A study of typical syllabuses and examinations is likely to produce the conviction that the communication of factual knowledge is the dominant concern of much of our teaching. Knowledge appears to be the supremely exalted goddess in the temple of education. All too often teaching techniques and examinations rate students in competition with textbooks and encyclopedias. The student is urged from high school to college and from college to graduate school so he may acquire ever more and more knowledge.

It is axiomatic that knowledge, in so far as it concerns truth, is good. In the inspired counsel which is the basis for the Seventh-day Adventist educational work we are told that "the more of true knowledge a teacher has, the better will be his work." [1]

Man has been given an intense thirst for knowledge per se. One sees this demonstrated in the large number of persons who are collectors of obscure and/or valueless bits of information, such, for example, as the number of rivets in the Eiffel Tower and the precise number of railroad ties between principal cities in the United States. College counselors often have difficulty adjusting to a realistic level the ambitions of knowledge-hungry students who desire to major in three or more subject areas.

In common with other human desires which in themselves are basically good and necessary for the full development of man, the thirst for knowledge has been perverted to become destructive. The Garden of Eden contained a tree of knowledge and a tree of life. In seeking for knowledge which ministered to pride, the parents of our race lost access to the tree of life. In age after age since that tragedy "the curiosity of men has led them to seek for the tree of knowledge, and often they think they are plucking fruit most essential, when in reality it is vanity and nothingness in comparison with that science of true holiness which would open to them the gates of the city of God." [2] Education that has as its aim success in the world leads students to "eat of the tree of worldly knowledge, which nourishes and strengthens pride." [3] For these "the tree of knowledge . . . has become an instrument of death." [4]

"The pursuit of knowledge merely for its own sake diverts the mind from devotion to God, and checks advance along the path of practical holiness." [5] A prominent educational philosophy holds that "knowledge is power." From the viewpoint of the individual's need for life, "knowledge is power, only when united with true piety." [6] Factual knowledge that is presented for its own sake, factual knowledge that is presented so as to foster pride and worldly ambition, is fruit from the tree of knowledge of good and evil; it is an instrument of death.

The fact that a body of knowledge is presented on a Seventh-day Adventist campus is no guarantee that it is fruit from the tree of life and not an instrument of death. Instruction on our campuses can trifle the students' time away with novelties; it can foster pride and worldly ambition. We teachers have obtained our advanced training in institutions devoted to the tree of worldly knowledge. Our curriculums are copied from those in the great educational centers, which foster pride and worldly ambition. The textbooks we use were written to conform to the spirit and to meet the aims of these institutions. Under such circumstances it would indeed be a miracle if some of the poisonous fruit of the tree of knowledge did not find its way into the instruction our students receive.

It is common experience that the number of graduates from Seventh-day Adventist colleges exceeds the number of calls placed for denominational employment. Thus the colleges are more and more feeling the necessity of providing young people with training that will fit them for distinguished careers outside of church employment. We naturally wish our students to give a favorable impression of the denomination and its schools as they take positions in business organizations and professional circles of the world. This places the training in Seventh-day Adventist colleges in competition with the training received in other colleges of the nation, and increases the subtle danger of subject matter in our schools being so presented as to foster pride and worldly ambition.

In the counsel God has graciously given to the Seventh-day Adventist Church we are informed that "the teaching in our schools is not to be the same as in other colleges and seminaries." [7]

* A talk given August, 1959, at Walla Walla College at the quadrennial council of heads of college departments of business, secretarial science, home economics, agriculture, and industrial education.

If our teaching is not to be the same as the teaching in the institutions where we received our advanced degrees, if our teaching is not to be the same as the standard courses for which our textbooks have been designed, how is it to be different? Perhaps we can find some guide to the answer for this question in the example set by the One whom we recognize as the greatest Teacher that ever lived. With all the knowledge and wisdom of the universe at His command, Christ "said nothing to gratify curiosity or to stimulate selfish ambition."[8] In the educational instruction given us by the Holy Spirit we are informed that—

> Christ imparted only that knowledge which could be utilized. His instruction of the people was confined to the needs of their own condition in practical life. The curiosity that led them to come to Him with prying questions He did not gratify. . . . To those who were so eager to pluck from the tree of knowledge, He offered the fruit of the tree of life.[9]

Are the students in our classrooms richly fed with the fruit of the tree of life or is there mixed in the instruction we give them the poisoned fruit of the tree of knowledge? Seventh-day Adventist schools are maintained at great sacrifice to provide life for the young people and the church organization—life which is not available in the institutions that are devoted solely to the preservation, development, and use of knowledge.

If it is to be worthy of the sacrifices that maintain it, the Seventh-day Adventist college has no place on its staff for a strict, subject-matter specialist. Its teachers must be distinguished more for devotion to God and the third angel's message than for competence and achievement in their subject-matter specialties.[10] The Seventh-day Adventist teacher needs to be eminently qualified in his subject matter, but his aim must be to bring life at its fullest and best to each of his students. He will not be so much concerned with recruiting majors for his department as with developing in his students objectives that will produce greater Christlikeness in their lives and experience. He will be more interested in imparting to the student a creative drive and in inspiring him with a passion to serve than in training him to make a good showing on a subject-matter mastery test.

Glenn W. Giddings, of the General Electric Company, writing in the *American Journal of Physics* for May, 1956, said that "the primary purpose of education is to *form* the mind, not to *fill* the mind." This statement puts the factual knowledge of subject matter in proper perspective. But a Seventh-day Adventist college fails to justify its existence even if it perfectly meets Dr. Giddings' criterion. It must form both heart and mind if its students are to receive fruit from the tree of life.

In speaking on the crisis in American education Max Lerner has given the challenge that teaching must transmute, not merely transmit.[11] It is the responsibility of the teacher to transmit knowledge, but if in transmitting knowledge he does not transmute the student, his service at best is of little more value than that of a good encyclopedia.

"The great aim of the teacher should be the perfecting of Christian character in himself and in his students."[12] His degrees, his subject specialty, his course offerings, and the teaching equipment at his disposal will be only tools for achieving this end. He will inspire his students to achieve distinction not *in* their major field of study but *by* making maximum utilization of this training for bringing life to their fellow men. A teacher who can do this must have divine life in himself.

> It is only life that can beget life. He alone has life who is connected with the Source of life, and only such can be a channel of life. In order that the teacher may accomplish the object of his work, he should be a living embodiment of truth, a living channel through which wisdom and life may flow.[13]
>
> No teacher can do acceptable work who . . . does not put aside all plans that would weaken spiritual life.[14]

One sometimes hears people express concern that the curriculums and the organization of the daily program at Seventh-day Adventist colleges have carried these institutions far from the specifications of the Spirit of Prophecy blueprint. The general outlines of the various curriculums offered by the school and the organization of the students' daily program are matters of grave importance, but they are of minor significance in determining the degree to which an institution represents the heaven-inspired ideals of education that have been given to the remnant church. The degree to which God's plan for the denomination's schools is carried out is largely measured by the capabilities of its staff in feeding students with the fruit of the tree of life. When the teachers are distinguished, not as purveyors of knowledge—however accomplished they may be in that role—but as men and women who form minds and transform hearts, as men and women who set a conspicuous example of sacrificial support of the work of Christ on earth, as men and women who inspire their students to make the most efficient utilization of their abilities in bringing life to fellow men, then the institution will meet the purposes of God and the higher needs of its students; and it will also win the sacrificial support of its constituency. No matter how perfectly the curriculums and the daily program of the institution may measure up to the best interpretation of the Spirit of Prophecy counsels for Seventh-day Adventist schools, an institution will meet the needs of the time and measure up to God's will only to the degree that its staff is a living embodiment of the third angel's message, a group of men and women of demonstrated power to transform the minds and hearts of their students.

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Academic Administration in the College*

Keld J. Reynolds

VICE-PRESIDENT FOR ACADEMIC AFFAIRS
COLLEGE OF MEDICAL EVANGELISTS

THOSE who have planned this conference have asked for some observations on three questions: (1) What is a workable plan of organization in regard to the duties of the various deans? (2) What kinds of matters are dealt with on each level? (3) What should be the line of communication from the deans and registrars to the president?

The schedule entitled "Academic Administration in the College" presents what I think is a workable plan for the Adventist college of liberal arts and sciences, with a proposal for the distribution of responsibilities. The comments that follow should be thought of as footnotes to this schematic presentation.

A Concept of the Pattern of College Administration. A unitary plan of communication between board and institution is suggested. In this plan the operating college speaks to the board only through the president, and the board speaks to the college only through him. If other administrators make reports or recommendations to the board, it is with the knowledge and consent of the president. Generally speaking, the reports and recommendations made to the board have been agreed upon between the president and his administrative staff, and may therefore be thought of as the consensus of the administration and not the views of the president alone.

There must be centralized and consistent responsibility if the institution is to be run efficiently. If the institutional climate is to be good, democratic processes are indicated for arriving at decisions and recommendations, but ultimately one person—the president—must be responsible for the total operation.

This implies a concept of the presidency as an office, as distinguished from the president as a person. In this view the presidency includes the principal segments of the administration—on the accompanying chart the academic, managerial, student service, and development functions—within which are to be located all administrative units and all activities of the total institution. The business manager functions within the presidency, and thus is responsible to the president; so also, the development officer, the chief academic officer, and the officer in charge of student services.

The presidency is expected to provide leadership. It must be a place of light if that leadership is to be at once strong and wise. Light on the multitudinous problems that the college administration is called upon to solve requires multilateral communication, extramural as well as intramural. It also requires reflection and careful, tedious planning. Communication and reflection tend to get in each other's way. The president or a college officer who closes his door in order to reflect may shut out the man whose emotions, opinions, or facts are pertinent to the problem he is studying. On the other hand, the president who becomes captive to committees and his secretary's appointment book, or who clings to too many routine functions, will find it difficult to give his college the leadership it requires.

The president should be accessible within practical limits to all who wish to talk with him, so far as possible keeping these conferences within announced hours selected with reference to the working schedules in the college. The grand old man of Leland Stanford University, President David Starr Jordan, used to sit and whittle in a sunny corner of the quadrangle. When he was so occupied, he was accessible to faculty members, students, patrons, or campus workers with complete informality. On the bench he felt the pulse of the university; in the office his hours were planned for work.

In addition to being accessible to people, the president should receive and read the minutes of faculty committees and the reports from the administrative units of his institution.

College Officers. The college officers should be few in number. In the chart the dean of academic administration, the director of development, the director of student services or dean of students, and the business manager are the officers. Each should have a well-defined and well-understood area of responsibility for service and decision. Each should have direct access to the president. Collectively, these officers should have periodic sessions with the president at specified times, preferably within the early days of the week, as these are best for administrative conferences and decision-making. Other than officers, no one in the administrative line or staff of the college should be directly responsible to the president.

Dean of Academic Administration. The chief academic officer should have a more descriptive title

* Talk presented at the sixth biennial meeting of administrative officers of SDA colleges in North America, La Sierra College, July, 1959.

than that of "dean of the college." The following are among the better titles: Dean of Academic Administration, Dean of Instruction; and in the larger schools, Vice-President for Academic Affairs. Dean of the Faculty is not good, as it suggests a senior member of the faculty or a representative of the faculty who is responsible to it.

Whatever his title, this officer should be assigned specific powers and duties by the president, in contrast with an Administrative Assistant, whose title suggests the lack of permanently assigned responsibilities. Just what powers are to be delegated to the chief academic officer will depend on his talents and experience, the president's own interests, and the traditions and needs of the college. However, they must be stable, and they must be clearly understood throughout the college. A faculty handbook with job analyses of all major administrative offices is helpful in this respect. If circumstances indicate the temporary or permanent withdrawal by the president of delegated or assigned responsibilities, the officer should be notified beforehand.

On the chart the academic functions are grouped under School Services and Faculty Services. Within the first area are the librarian and the registrar, both responsible to the academic officer. Within recent years the college and university registrar has gained greater professional status, and may therefore have built for him a more extensive function, with more responsibilities from the school and faculty lists than are here indicated. However, it should be in a consistent and well-structured pattern, and not consist of heterogeneous elements of iron and clay. In smaller schools he may still be responsible to the president.

Student Services. A trend is observable in college administration toward the centralization of responsibility for organization, coordination, and direction of student services. Much can be said in favor of collecting all student services under one head, with the title of Dean of Students or Director of Student Services. Such an organization reflects the concept that the student should be seen and dealt with as a total person. Given a grouping of student-service offices in geographical proximity, it permits use of a centralized records system, with great saving to the college as well as increased usefulness and efficiency.

BOARD OF TRUSTEES

PRESIDENT

DEAN OF STUDENTS	DEAN OF ACADEMIC ADMINISTRATION	DEVELOPMENT	MANAGEMENT
Counseling	School Services	(Not Expanded)	
	Testing programs		
Discipline	Orientation of freshmen students		
	Faculty committee schedules		
Clubs	Libraries—LIBRARIAN		
	Audio-visual facilities and service		
Publications	Annual and other reports		
	Official publications		
Placement	Self-evaluation studies		
	Accreditation		
Spiritual life	Interdepartmental relations		
	Academic budget administration		
Socio-cultural life	Official Records—REGISTRAR		
	Central records system		
Scholarships, fellowships, etc.	Academic		
	Personnel		
Selective Service	Placement		
	Alumni		
Immigration and naturalization	Credit evaluation		
	Admissions processing		
Exchange Student programs	Graduation clearance		
	Academic calendars		
Health	Faculty Services		
	Recruitment		
Student housing—RESIDENCE HALL DEANS	Orientation		
	In-service training		
Provide cultured, Christian home life	Leave for study (sabbatical, etc.)		
	Vacation schedules		
Administration of halls	Selective Service		
	Rank and tenure		
Maintenance	Exchange programs		
Counseling			
Minor discipline			
Social life and recreation			
Spiritual life			

An examination of the chart will show how natural is the relationship between the residence hall deans and the dean of students. This functional relationship, reinforced with periodic conferences of the director of student services with the residence hall deans, permits better, more comprehensive, and more intelligent service to the student, with a consequent improvement in his ecology.

Communications. Clear and adequate channels of communication contribute greatly to a good academic climate as well as to administrative efficiency. Good communication calls for accurate and adequate information, sent through proper channels, with prompt and suitable response. For example, the president learns that a teacher is habitually late for his first morning class appointment. The president may then follow military procedure, which is to notify the academic officer and request that he notify the chairman of the teacher's department; or, less formally and possibly more efficiently, he notifies the chairman of the department of the problem, provides him with such facts as he has, suggests that he investigate, and reminds him that he is to report his findings and disposition of the matter to the academic officer. A copy of this letter is sent to the academic officer to notify him of the situation and of his responsibility to follow up to a satisfactory conclusion. He may then be asked to report to the president.

Another example occurs when a residence hall dean wishes to make a policy recommendation to the administration. The recommendation is made in writing to the dean of students, a copy going to the office of the president. The latter now has opportunity to help with the matter, or to check progress. In the event that discussion of the problem or the processing of the recommendation bogs down, after a reasonable time interval the residence hall dean is justified in discussing the matter with the president, who may then give it his personal attention, but not in such a manner as to by-pass the dean of students.

An appeal from delay, "pocket veto," or unsatisfactory decision may in time be made to the president by any administrator or faculty member, but the same principle will prevail. The president will not handle the problem and by-pass the responsible persons simply because the matter was brought to him. He will see that the responsible persons take suitable action to resolve the problem.

Great care should be taken to see that minutes of the faculty and committees go to the offices of those who need the information or who are responsible for implementing the actions. Notification of new policies relating to faculty functions or welfare should be sent in writing to all concerned.

While all important matters should be put in writing, this procedure should not take the place of the day-by-day and face-to-face personal fellowship by which academic people come to know and understand each other, and to pool their resources of information, insights, and personality.

Finally, it should be remembered that administration is a ministry, to be practiced with empathy, humility, and creative imagination. It should not be so conservative as to freeze or stultify on the one hand, nor so fluid or whimsical as to engender insecurity on the other hand. The administration of the college should be a government of laws and not of people, in which the laws of the board—the legal body—and the enactments of the faculty—the academic legislature—are properly blended and balanced by the administrators. While the government should be one of law, the administration is by people—people mature in judgment and in interpersonal relationships. Needs and circumstances change in your colleges. Therefore no chart of institutional anatomical structure, no tables of organization, and no single job analysis should be thought of as having permanence beyond a very few years. Your organization should be continuously subjected to critical analysis and revised to meet changing concepts and needs, the one constant being that the Seventh-day Adventist college is a community of teachers and students learning together the disciplines of our civilization and the disciplines of God, and drawing from both such wisdom as the individual is able to achieve to direct his knowledge and skills in the service of God and man.

Administration exists chiefly for the purpose of providing an environment, facilities, and a climate of learning in which these objectives can best be met by teachers and students within the concepts and philosophy of Christian education.

► The department of English of Washington Missionary College sponsored a writers' conference in the Sligo church, October 21-23. Elder Walter Crandall, editor of *The Youth's Instructor*, directed the conference. Among those who attended were English teachers from the academies in the Columbia Union, Washington Missionary College teachers and students interested in writing, and free-lance writers from the area served by WMC. The instruction was given by various denominational editors, writers, and public-relations leaders.

► In October, Bethel Training College at Butterworth, South Africa, completed the new double-story front to its administration and school block. This also provides for a commercial unit and library. Other projects completed in the recent past have been a new dining room and domestic science unit with cooking, sewing, and laundry laboratories. This school offers the African Bantu youth two years of work beyond the twelfth grade. Owing to lack of accommodations it annually turns away many applicants. Languages taught there are English, Afrikaans, Xhosa, Sesuto, and Zulu.

the right book for the right child at the right time

(*Concluded from October*)

Area V. Understanding in relation to persons of other races, creeds, and nationalities.

Children belonging to the majority groups need to understand children belonging to the minority groups and vice versa. Also, those of the minority group frequently need sympathetic help.

Negro girl: *Bright April,* Marguerite de Angeli. Garden City, N.Y.: Doubleday and Company, Inc., 1946.

Negro: *Two Is a Team,* Lorraine and Jerrold Beim. New York: Harcourt, Brace and Company, 1945.

Negro: *Bayou Boy,* Eleanor Frances Lattimore. New York: William Morrow and Company, 1946.

Polish: *The Hundred Dresses,* Eleanor Estes. New York: Harcourt, Brace and Company, 1944.

Czech: *Zuska of the Burning Hills,* Alvena Seckar. New York: Oxford University Press, 1952.

Jewish: *All-of-a-kind Family,* Sydney Taylor. Chicago: Wilcox and Follett, 1951.

Jewish: *More-of-all-of-a-kind Family,* Sydney Taylor. Chicago: Wilcox and Follett, 1954.

Area VI. Understanding in relation to America and people of yesterday.

Through some of these books children will gain a fuller knowledge and a deeper appreciation of America and her backgrounds. They need to see what their heritage as Americans means and what the freedoms are that our forefathers fought and died for. It is also good for them to read of the hardships and the way of life of our pioneers.

The excellent books by Laura Ingalls Wilder are published by Harper and Brothers, New York. The following were published in 1953:

The Long Winter
Little House in the Big Woods
Little House on the Prairie
Farmer Boy
On the Banks of Plum Creek
By the Shores of Silver Lake
Little Town on the Prairie
Those Happy Golden Years

Caddie Woodlawn, Carol Ryrie Brink. New York: The Macmillan Company, 1958.

Magical Melons, Carol Ryrie Brink. New York: The Macmillan Company, 1958.

Marcus and Narcissa Whitman, James Daugherty. New York: The Viking Press, Inc., 1954.

Pilgrim Kate, Helen F. Daringer. New York: Harcourt, Brace and Company, 1949.

The Valiant Seven, Netta Sheldon Phelps. Caldwell, Idaho: The Caxton Printers, 1947.

Our Country's Story, Frances Cavanah. Chicago: E. M. Hale and Company, 1945.

The Thanksgiving Story, Alice Dalgliesh. New York: Charles Scribner's Sons, 1954.

Puritan Adventure, Lois Lenski. Philadelphia: J. B. Lippincott Company, 1944.

Silver for General Washington, Enid La Monte Meadowcroft. New York: Thomas Y. Crowell Company, 1944, 1957.

Sam Houston, The Tallest Texan, William Johnson. New York: Random House, Inc., 1953.

Treasure in the Little Trunk, Helen Fuller Orton. Philadelphia: J. B. Lippincott Company, 1932.

Abe Lincoln's Other Mother, Bernadine Bailey. New York: Julian Messner, Inc., 1941.

Understanding people of yesterday and the things they have accomplished is also the area of understanding people today and of the building of ideals. This may be accomplished through the following authors: Jeannette Covert Nolan, Jeannette Eaton, Clara Ingram Judson.

Area VII. Understanding in relation to the rest of the world.

Geography and travel books could help in this area. The series by Clara Ingram Judson called They Came From are excellent. The following are published by the Follett Publishing Company.

They Came From Scotland: *Bruce Carries the Flag,* 1957.

Bernice E. Searle

ASSOCIATE PROFESSOR OF EDUCATION
WALLA WALLA COLLEGE

They Came From Dalmatia: *Peter's Treasure,* 1945.
They Came From Ireland: *Michael's Victory,* 1957.
They Came From Bohemia: *The Lost Violin,* 1947.
They Came From China: *The Green Ginger Jar.* Boston: Houghton Mifflin, 1949.
They Came From Sweden: *Sod House Winter.* Boston: Houghton Mifflin, 1942.
They Came From France: *Pierre's Lucky Pooch.* Boston: Houghton Mifflin, 1943.

Area VIII. Understanding themselves in relation to this world in science, nature, industry, geography, crafts, social studies, arithmetic, How-to-do-it books, occupations, et cetera.

The books by Sam Campbell, published by Bobbs-Merrill Company, Inc., N.Y., as follows:
The Seven Secrets of Somewhere Lake, 1952.
Fiddlesticks and Freckles, 1955.
How's Inky? 1943.
On Wings of Cheer, 1948.
Moose Country, 1950.
Eeny, Meeny, Miney, Mo, and Still-Mo, 1945.
A Tippy Canoe and Canada Too, 1946.
Loony Coon, 1954.
Too Much Salt and Pepper, 1944.
Beloved Rascals, 1957.

The books by Jane Tompkins. New York: J. B. Lippincott Company, as follows:
The Raccoon Twins, 1942.
The Polar Bear Twins, 1937.
The Red Squirrel Twins, 1950.
The Penguin Twins, 1939.

The books by Maud and Miska Petersham as follows:
The Rooster Crows. New York: The Macmillan Company, 1955.
The Christ Child. New York: Doubleday, Doran and Company, 1931.

(The following Petersham books are published by John C. Winston Co., Philadelphia:)
Joseph and His Brothers, 1938.
Moses, 1938.
Ruth, 1938.
The Story of Oil, 1935.
The Story Book of Rayon, 1939.
The Story Book of Silk, 1939.
The Story Book of Sugar, 1939.
The Story Book of Wheat, 1936.
The Story Book of Wheels, 1935.
The Story Book of Wool, 1939.
David (by Maud F. Petersham only), 1938.

The Pogo books by Jo and Ernest Norling, published by Henry Holt and Company, Inc., New York, as follows:
Pogo's Fishing Trip, 1942.
Pogo's House, 1941.
Pogo's Lamb, 1947.
Pogo's Letter, 1946.
Pogo's Mining Trip, 1945.
Pogo's Sea Trip, 1949.
Pogo's Sky Trip, 1943.
Pogo's Train Ride, 1944.
Pogo's Farm Adventure (by Jo Norling only), 1948.

The "True Book" series prepared by Illa Podendorf, published by the Children's Press, Chicago, and the "I Want to Be A" series, by Carla Greene, also by the Children's Press. The consultant on these books is Dr. Paul Witty, of the Psycho-educational Clinic, Northwestern University.

Books by Bertha M. Parker, Glenn O. Blough, and Elizabeth M. Downing, about life, animals, birds, insects, plants, seasons, weather, light, fire, soil, sound, heat, magnets, electricity, et cetera, published by Row, Peterson and Company, Evanston, Illinois.

Area IX. Understanding themselves in relation to growing up.

Boo, Who Used to Be Scared of the Dark, Munroe Leaf. New York: Random House, Inc., 1948.

Books by Eunice Young Smith. New York: Bobbs-Merrill Company, Inc., as follows:
The Jennifer Wish, 1949.
The Jennifer Gift, 1950.
The Jennifer Prize, 1951.
Jennifer Is Eleven, 1952.
The Mixed-Up Twins, Carolyn Haywood. New York: William Morrow and Company, 1952.

Area X. Understanding in relation to the special needs of the child.

A. A sense of belonging or a sense of security.

Books by Laura Ingalls Wilder and Carolyn Haywood referred to previously.

B. A sense of achievement.

Books by Marjorie Flack, published by Doubleday and Company, Inc., N.Y., as follows:
Angus and the Ducks, 1930.
Angus and the Cat, 1931.
Angus Lost, 1932.
Wag-Tail Bess, 1933.
Marcus and Narcissa Whitman, James Daugherty. New York: The Viking Press, Inc., 1954.

Make Way for the Ducklings, Robert McCloskey. New York: The Viking Press, Inc., 1941.

C. A sense of beauty.

Poetry books, such as:

Let's Read Together, Poems 3, 4, 5, & 6, Helen Brown and Harry J. Heltman. New York: Row, Peterson and Company, 1950.

Now We Are Six, A. A. Milne. New York: E. P. Dutton and Company, Inc., 1927.

Poems Teachers Ask For, Selected by Readers of *The Instructor.* Dansville, New York: F. A. Owen Publishing Company. (No year given.)

Poems, Rachel Field. New York: The Macmillan Company, 1957.

Time for Poetry, Hal Kearney (designed). Chicago: Scott, Foresman and Company, 1952.

Poem books published by the Review and Herald Publishing Association.

Silver Pennies, Blanche Thompson. New York: The Macmillan Company, 1956.

D. Character needs that teach each trait so that our boys and girls will desire those traits we call ideals. These traits are unselfishness, kindness, fairness, friendliness, cooperation, courage, honesty, perseverance, loyalty, responsibility, reverence, patriotism, and others.

Snow Treasure, Marie McSwigan. New York: E. P. Dutton and Company, Inc., 1955.

Books by Clara Ingram Judson.

Methods

1. Surround the children with books, but do more than this.

2. Introduce the children to books; talk about them; display them.

3. Keep the books easily accessible, on library tables, on chalk trays, on shelves where they are easy to touch and handle and to pull off to examine. Be sure they are not hard to pick up.

4. Provide time for library reading and free reading when everyone is doing it.

5. Help boys and girls to get the library habit by taking them to the library in the school, in the town, and to visit the book departments of stores.

6. Be so aware of children's books that you will be able to present the right book to the right child at the right time. This will involve the following:

a. Being interested in children's books and children's reading.

b. Learning to know the authors of children's books and which books they write.

c. Studying children's books until you can choose the good ones and the ones to fit the situation. Start with the ones you know are good, and keep on studying and reading more.

d. Read and become acquainted with books such as the following:

Christmas Without Johnny, Gladys Carroll. New York: The Macmillan Company, 1950.

Reading With Children, Anne Eaton. New York: The Viking Press, Inc., 1957.

Treasure for the Taking (Revised Edition), Anne Eaton. New York: The Viking Press, Inc., 1957.

The Proof of the Pudding, Phyllis Fenner. New York: The John Day Company, Inc., 1957.

Your Child's Reading Today, Frank Josette. New York: Doubleday and Company, 1954.

Books, Children, and Men, Paul Hazard. Boston: The Horn Book, Inc., 1947.

A Parent's Guide to Children's Reading, Nancy Larrick. New York: Pocket Book, Inc., 1958.

Storytelling, Ruth Tooze. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959.

Your Children Want to Read, Ruth Tooze. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957.

Teaching Children to Read, Lillian Gray. New York: The Ronald Press, 1957.

7. Present books in a tactful way. Use such phrases as "I know a book that you will like," "That reminds me of a story," "Did you ever hear of Andy? He felt as you do," "Have you ever read———?" "There is a funny part in this book; will you read it to tell to the class?"

Have a book on your desk; show your interest in it; advertise it; tell a part of it. Discuss it sufficiently with those who have read it to arouse the curiosity of the others.

8. Make use of the children's interests. If you have some, or even one, who are interested in horses, get all the good books you can on horses. If one is interested in ships, make it your business to find books on ships.

9. Make use of your example. The children will know whether reading is important to you. Do they see you read? What do they see you read? Do they hear you talk about the books you read? Are they seeing you read good books? Do they see you read the Bible? Sister White's books? Are you showing them that you love to read the Bible more than anything else?

10. Read aloud to the pupils. The fifteen minutes after the noon hour, when many teachers read to the children, is an important time. It has a tremendous influence on the reading power of boys and girls, on building their vocabulary, on the amount

of learning accomplished in general education; and it is a strong force in drawing the teacher and the children together. The books you read to the children should be worth-while and important books. They should be of value and of interest to the listeners. These books need to be outstanding—better than the books you say are good library books. They may be informational, just for fun, or for a decided purpose, but they must be ones that will stretch the children's reading ability, their interests, and their mental, emotional, and spiritual growth. These moments, when teachers read to boys and girls, are golden opportunities that will tell for eternity.

11. Read with the children. You may do this many times during worship periods. Read by turns, you reading part of the time, or read in unison or responsively. Read in verse choirs or as in choral groups. Psalms 24 and 119 lend themselves very well.

I repeat: Be aware of the problems of the boys and girls; seek to understand them and the children in relation to the areas I have listed. Remember to "know thyself," to learn to know books and authors, and to provide them at the right time to the right child. Last of all, remember that children may forget what we teach them, but they will never forget our kindness and understanding. Therefore, let us pray and remember the promise of Psalm 119:144—"Give me understanding, and I shall live."

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L 'Envoi

When earth's last school day is ended, and the
books are all stacked away,
When the last wrap's gone from the classroom,
and the last child gone out to play,
We shall rest; I know we shall need it—relax for
a school term or two,
Till under the great Master Teacher, we open our
"schoolbooks" anew.

The pupils in heav'n will be happy; they will feel
it a privilege rare
To study the planets in orbit and even take field
trips there;
They will have the great as classmates—Samuel,
Peter, and Paul;
There they'll learn through ages eternal, and never
get tired at all.

And only the Master shall score, and only the
Master shall grade;
And no one will fail his courses, and no one need
be afraid;
But each, for the joy of learning, and each, while
the ages flee,
Will gain from the Master true knowledge through-
out all eternity.

Virginia Eakley

ELEMENTARY SCHOOL SUPERVISORY INSTRUCTOR
EMMANUEL MISSIONARY COLLEGE

A New Film Entitled *Stay in School to Graduate*

A new 16mm. film in color entitled *Stay in School to Graduate* has recently been released by the Navy. This excellent 15-minute film is designed to encourage students to remain in school until they have finished their high school education. Appealing to boys and girls alike, this realistic presentation is available from the Navy's local recruiting office, or upon request from Dr. J. E. Barber, Head, School Relations, 1822 Navy Annex, Washington 25, D.C. The Navy pays the cost of shipping both ways.

More Library Books for Less Money

Ray N. Montgomery
LIBRARIAN
SHENANDOAH VALLEY ACADEMY

LIBRARIANS look at books as something to be stored, protected, and circulated. Publishers look at books as a commodity to be disposed of as soon as possible. The librarian views the patron as a seeker for information, entertainment, and culture. The publisher, generally speaking, views the patron as a walking pocketbook to be emptied of money and filled with books as fast and as often as possible.

The librarian is ready and willing to buy books; but inasmuch as he usually is not a well-filled ambulatory pocketbook, he must choose within the confines of an economic strait jacket—the budget. How can the librarian possibly purchase more books for less? It can and is being done. How? Here's the answer succinctly stated, complete in two words: paperback books.

Paperbacks were first put on the market on a large commercial scale some twenty years ago. In 1939 between thirty and forty titles sold 1.5 million copies. Today 250 million copies of 6,500 titles have been sold by more then one hundred publishers and thirteen university presses. Publishers of paperbacks are now selling one half as many books as are circulated by all the public libraries in America. This is a far cry from the beginning of bookselling in Athens, 400 B.C., where hundreds of copyists reproduced by hand the scrolls in demand by readers. These copyists were known as *librarii.* From that term the present-day designation *librarian* is derived, as well as the Spanish name for a bookstore, *libreria.* By the second century in Rome the reproduction, sale, and rental of scrolls was a thriving business. In the twelfth century the universities took over the copying, sale, and rental of scrolls and books. By this time the booksellers were known as *stationarii,* hence the stationery store of today selling both books and paper goods.

During the age of feudalism and chivalry when fairs flourished in town and city the stationarius' stall was a common sight—both selling and renting his product; it was a forerunner of today's rental systems in libraries and stores.

Later, in England cheap editions of printed pamphlets were sold in the same manner, not only in the open markets and fairs but by the many itinerant peddlers then known as chapmen, and in time these early paperbacks were known as chapbooks. It is interesting to note that the early products of Gutenberg's press were sold by traveling book dealers. The French gave them the name of colporteur. The term *colporteur* is a descriptive title composed of *col,* the neck, and *porteur,* one who carries. The French word *colporter* meant to hawk or peddle. Hence we have the word *colporteur,* one who carries his books in a bag or tray around his neck and peddles them from door to door.

In 1860 the first paperbacks as we know them appeared, known as dime novels, written first by an author named Ellis and selling to the incredible total of 600,000 copies. By 1863 his publishers had sold 5 million copies. In such a manner was born the modern paperback book. These early publications were lurid fiction. Later literary respectability came to the paperback in the United States when Houghton Mifflin Company began publishing the time-honored Riverside Literature Series, which finally ran to almost three hundred titles.

Early in the twentieth century Haldeman-Julius began the publication of the Little Blue Books. Nobody knows how many copies were sold by him on every conceivable subject.

World War II put the paperbacks in the million-dollar class. It changed the concept that a book is to be purchased, read, kept and cherished, to the present idea that cheap books are expendable, to be bought in quantity, read, and either given away or discarded if not of such a nature as to be retained in one's library.

During the first half of the present century publishers began to produce a wide variety of nonfiction paperbacks. Since 1958 twenty publishers, such as McGraw-Hill and Scribner's, have begun paperback production due to the demand for inexpensive factual and technical books both for the general reader and as textbooks. Certain foundations and organizations interested in disseminating information relative to democracy and the Western way of life have become heavy purchasers of paperbacks. The Department of Defense distributes large quantities to military personnel. The United States Government prints millions of paperbacks.

Large purchases of paperbacks by libraries began

in New York, Baltimore, Cleveland, and then San Francisco. About this same time library committees in junior and senior high schools saw the light and came into the market for millions of copies both for the library and as textbooks. This trend, or avalanche, has roared on until now every large publisher of paperbacks has its educational department whose sales approach is aimed directly at the school market.

Some school libraries have actually given paperbacks away to students, since the cost of circulating the average book once is the same as the initial cost of a paperback. A survey among colleges where paperbacks are available reports that students are reading an average of ten unrequired books a year.

Today the emphasis among publishers is to nonfictional paperbacks. They are available in such solid areas as accounting, taxation, advertising, sales, business biography, real estate, banking, capital, and labor, as well as history, literature, and science. So wide is the selection in this new type of inexpensive books that in 1955 the Bowker Company began publishing *Paperbound Books in Print.* It lists almost 7,000 titles averaging in price about $1.50 as compared with an average cost in hard covers of from $2.50 to $8.00. Statistically the average book purchased for a library costs $4.75; the difference is $3.25, which means that the librarian can purchase almost three times as many books for the same money.

Book dealers have been delighted to find that book buyers who hesitate long over paying $4.00 for a single volume will gladly hand over $6.00 or $7.00 for an armload of paperbacks.

The quality of paper-bounds is steadily improving. One library supply house now sells a heavy-duty stapler and covers to reinforce much-used titles at a cost of a few cents a book. Even if the book is rebound permanently the total cost is still much lower than prebound copies.

In 1959 the sale of all types of paperbacks was up 14 per cent; the higher priced editions up 29 per cent. In 1958 the total sales ran beyond 59 million dollars. Many libraries not only shelve but display and sell paperbacks outright.

In selecting these moneysaving books it is essential to have some guide, such as *Paperbound Books in Print.* If one is not familiar with certain titles that one may wish to buy, further descriptions and evaluations may be found in the *Standard Catalog, Booklist,* or *Library Journal.* The January 15, 1960, issue of the *Library Journal* was devoted to paperbacks, giving reviews of nearly 700 new titles. In order to simplify the ordering of paperbacks from many different sources it is now possible to send an order to one book dealer who will supply any title in print.

Secondary teachers have had surprising success with slow learners using paperbacks. The book is given to the student; he is encouraged to read as many as possible as fast as possible. To name a few, such students seem to "go for" certain titles such as: *Escape From Colditz,* Reid; *The Man Who Never Was,* Montagu; *Strange As It Seems,* Hix; *Beyond Courage,* Blair; *Death Be Not Proud,* Gunther; *God Is My Co-Pilot,* Scott; *About American History,* Simpson.

At present two publishers are pioneering with bilingual paperbacks for use in foreign language classes.

Paperbacks are nothing new to Seventh-day Adventists. We have printed and sold or given away many millions in the religious field. In the light of the successful use of paperbacks in the educational world at large, the librarians and educators among us should seriously consider them in two relationships: first, as moneysaving library books, and second, as inexpensive textbooks. Perhaps in this era of inflation and high cost of books it is possible to look forward to a time when our own denominational books may be available in this economical form. In any case, it is now possible to have more library books for less money.

The Tree of Knowledge and the Tree of Life

(*Concluded from page 6*)

It is a fearful responsibility that the teacher in a Seventh-day Adventist school carries. The integrity, the breadth of outlook, the piety, the sacrificial spirit, and the Christlike winsomeness his students see as they associate with him in the classroom, the laboratory, and his home will largely determine the measure of God's grace that will be seen in the Seventh-day Adventist Church twenty years in the future, should Christ's coming be delayed that long. He daily determines the mold of the leaders who will shape the characteristics of the denomination's churches, schools, and conferences in the next few decades. May God grant that each one of us will measure up to these responsibilities.

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[1] Ellen G. White, *Counsels to Parents, Teachers, and Students,* p. 229.
[2] *Ibid.,* p. 12.
[3] *Ibid.,* p. 64.
[4] *Ibid.,* p. 12.
[5] *Ibid.,* p. 405.
[6] Ellen G. White, *Testimonies to Ministers,* p. 197.
[7] ———, *Gospel Workers,* p. 72.
[8] ———, *Counsels to Parents, Teachers, and Students,* p. 34.
[9] *Ibid.,* p. 386.
[10] *Ibid.,* p. 230.
[11] Max Lerner, "The Future of the American High School," lecture delivered at Stanford University, July 21, 1959.
[12] White, *Counsels to Parents, Teachers, and Students,* p. 68.
[13] *Ibid.,* p. 31.
[14] *Ibid.,* p. 419.

Field School

To Be S

Students of the Summer Field School and Elder and Mrs. Bruce Johnston (left of lectern), Elder and Mrs. E. C. Banks (center), and Mr. and Mrs. Bud Siebenlist (right of lectern), musicians for the Field School.

DECISION night in Rockford, second largest city in Illinois, was the climax to three weeks of nightly meetings conducted by the Summer Field School in Evangelism of the Seventh-day Adventist Theological Seminary and Emmanuel Missionary College.

The thirty-one students in attendance had assisted with meetings and visited hundreds of homes, and on Friday night before "decision night" many of them had spent the entire night in prayer for people they had visited.

They saw the answers to their prayers on Sabbath evening, July 2, as thirty-six people responded to the call to surrender all to Christ and prepare for baptism. Other prayers had been answered during former calls when thirty-two persons took their stand for Christ. Then, on Sunday evening, the final night, twenty more came forward.

The Summer Field School had accomplished its twofold objective—training young ministers in methods of successful soul winning and reaching the hearts of the people with the message of salvation.

By the time the meetings closed two baptisms had taken place, another was to be held the following Sabbath, and still more were planned.

The evangelistic meetings had their beginning long before June 7, the date when the novel airatorium (air auditorium) was first inflated. They began with a search by Elders Bruce Johnston and E. C. Banks, evangelism teachers at the Seminary and the college, for a suitable city with an Adventist church willing to put forth the needed effort for the undertaking. Rockford was willing.

Two years previously the Rockford members, numbering about 250, had purchased 18 acres of land in a new section of the city. Although they had only 40 students in their church school, they had greater plans for the future. Their first project was to build a four-room school. While they were constructing the fifth room, the gymnasium, they met in a large classroom for the church service. Just prior to the Hour of Prophecy meetings held by the Summer Field School, they completed the gymnasium and Dorcas Welfare rooms, all debt free!

Names of interested people were collected from various sources. Principally they were Bible school graduates, former members, relatives, and friends of members.

Before the meetings began, the students and teachers along with the local pastor, Elder L. J. Marsa, and laymen of the church conducted an intensive visitation program. They met with the Rockford Ministerial Association and visited some of the churches on Sunday.

The airatorium, which seated a maximum of 500, was full on many nights. Non-Adventist attendance was high throughout the series, ranging from a low of sixty to a high of two hundred.

A key to the success of the field school was the wholehearted participation by the students in a visitation program. Their day began with breakfast at seven-thirty and study until class time at nine o'clock.

Classes, which lasted until noon, were taught by Elders Johnston and Banks. The afternoon was devoted to visiting the hundreds of persons whose names had been turned in. As interested people were found, students cultivated them, and on many occasions brought them to the meetings.

During ensuing weeks students continued to visit and pray with their new-found friends. The effects of the Holy Spirit's work could be seen as decision night approached.

The greatest victories were won, however, after the team held its all-night prayer meeting on Friday evening. The meeting began with the thirty in attendance singing "What a Friend We Have in Jesus." Then they took to the Lord in prayer the names of more than 100 people in Rockford who were on the

ins Students

Winners

Gordon Engen

PUBLIC AFFAIRS SECRETARY
LAKE UNION CONFERENCE

All-night prayer band.

prayer list, with the student, teacher, or layman who had visited the person offering a prayer in his behalf. As each hour of the night passed a different leader took charge of the meeting, presenting a few inspirational thoughts, leading out in singing and going over additional names of interested persons before the group entered into another season of prayer.

The prayer service continued until seven o'clock on decision-day morning. When decision hour came and the call was made, answers to the prayers of the night before were seen. However, many of them did not come without severe inward struggles.

Even before the meetings had concluded, the follow-up program was organized. Laymen in the church met with the evangelistic team to learn how they could best carry on when the Hour of Prophecy group left. To aid them in their work, the Illinois Conference hired one of the Seminary students, Robert Thompson, for the remainder of the summer to give assistance and continuity.

As a testimony to their interest in and support of the evangelistic program, many church members rescheduled their vacation plans so as to be in Rockford during the entire series of meetings.

A dormitory for the men was made in the new Dorcas Welfare room. Married couples stayed in the homes of nearby members. The students were served their meals from the cafeteria at one end of the gymnasium. In addition to food bought from field school funds, Dorcas members donated hot dishes. Mrs. Marsa, wife of the pastor, was in charge of food service and was helped by women of the Dorcas Society.

Shortly after the students arrived June 5, they were initiated into field school life by assisting in the erection of the airatorium. Their first job was to scrub it with soap and water. This large auditorium, made of white waterproof nylon and vinyl fabric, has no supporting posts or guy ropes. The edges are weighted with about twenty-five tons of sand and are staked down to prevent shifting in the event of high winds. An entry with two sets of doors, one rotating, prevents a great amount of air from escaping. Two blowers bring in a constant stream of outside air.

As if to test the endurance of the airatorium, a violent thunderstorm with rain and hail (stones the size of golf balls) hit Rockford midway through the series. The air structure withstood the storm as though it was routine; however, the surrounding area suffered damages totaling thousands of dollars.

Looking back on his field school experience, one Seminary student said, "As a missionary wanting to improve my ministry and learn better how to win souls in foreign lands, I can honestly say that this field school has done more for me than all seventeen years of formal education put together."

Friday evening, October 7, was "trophy night" at Andrews University and Emmanuel Missionary College. During the summer eight evangelistic campaigns had been conducted. In seven of these campaigns students of the university and college were the speakers. There were from two to five students assisting in each, besides the thirty-one who assisted in the large field school directed by Elders Johnston and Banks.

As a result of these campaigns many decisions for Christ were made. There were more than eighty decisions in Rockford alone, and at the present time almost fifty new converts have been baptized. Each student campaign met with encouraging results. On "trophy night" eight of these new members visited the campus, and as the students told their experiences, various ones of these new believers were interviewed. Their stories were thrilling and God's name was honored. The meeting definitely emphasized the importance and joy of evangelism and made a deep impression on the large audience of one thousand students who attended the service.

Social Backgrounds of Seventh-day Adventist Elementary and Secondary Teachers

F. W. Bieber

EDUCATIONAL SECRETARY
NORTHERN UNION CONFERENCE

(*Concluded from October*)

The Teacher

Who is this teacher that springs from such backgrounds? Where did he receive his education? What does he do in his community besides teaching? On what grade levels is he teaching, and how long has he taught? These and other questions will be answered in this chapter.

Indications are that the great majority of the teachers were born into Seventh-day Adventist homes, or homes where one of the parents was a Seventh-day Adventist. It was impossible to compute the answers to the question, How long have you been a Seventh-day Adventist? Some answered, "All my life." Others gave the number of years; so, to figure the answers by the number of years was impossible, and to count simply the number who indicated that they always were Seventh-day Adventists would not give an accurate picture. Where the number of years were given as answers, it is quite clear that most teachers became members of the church at an early age—perhaps at the average age of 14 or 15. There were only two or three answers that indicated the teachers had become Seventh-day Adventists within the last five years or so.

Where were the teachers educated? Table 10 gives this information. Seven indicated that they did not attend college. Thus, the college section of the table is based upon 339 rather than 346.

Table 10—Education of the Teacher

Grades	Public		Public & church		Church	
	No.	per cent	No.	per cent	No.	per cent
1 to 8	206	59.5	36	10.4	104	30.0
9 to 12	124	35.8	37	10.6	185	53.4
13 and up	19	5.6	—	—	320	94.3

The following is a list of colleges attended with the number who attended each. Some attended more than one college, thus the discrepancy in the total number given.

College attended	No. attended
Emmanuel Missionary College	95
Union College	83
Walla Walla College	46
Washington Missionary College	24
Southern Missionary College	23
Atlantic Union College	22
Pacific Union College	20
Public universities	19
Southwestern Junior College	14
Madison College (self-supporting)	7
La Sierra College	6
Oshawa Missionary College	3
Canadian Union College	2

The colleges of the Midwest trained the largest number of teachers. It is of interest to note that 53 (15.3 per cent) teachers were reared in the East, 184 (53.1 per cent) in the Midwest, 78 (22.5 per cent) in the West, and 31 (8.9 per cent) in the South. Whether the response was anywhere nearly equally divided from the various sections of the United States, is not known. However, allowing for an unequal response, it is clear that the Midwest is definitely in the lead as to furnishing most of the teachers both by birth and education. The response could not possibly have been so unequal as to show up so strongly for the Midwest.

Extracurricular Activities. In Seventh-day Adventist schools work or manual labor is hardly considered extracurricular; however, it is of interest to note how many teachers earned a portion of their expenses while in college. There were 304 who reported on this. One hundred forty-seven (48.3 per cent) earned all their way, 31 (10.1 per cent) earned three

fourths of their expenses, six (1.9 per cent) earned two thirds, 65 (21.3 per cent) earned one half, 18 (5.9 per cent) earned one third, 36 (11.8 per cent) earned one fourth. And only one teacher reported not having worked at all.

In view of this heavy work program, how many teachers had time for other extracurricular activities? Undoubtedly many would have had time but did not participate for other reasons. Table 11 is based upon 313 teachers who reported on this.

Table 11—Extracurricular

Rating	No.	Per cent
Low (none or very little)	207	66.1
Medium (church activities, sports, music, etc.)	95	30.3
Upper (president of clubs, classes, officer of organizations, etc.)	11	3.5

Teacher Activities in Community. What are the teachers doing in the community where they teach? Have they joined civic organizations, service clubs, et cetera? Table 12 is of interest in this connection.

Table 12—Community Activities

Rating	No.	Per cent
Low (none or very little)	316	91.3
Medium (belong to one or two organizations and assist in community projects)	30	8.7
Would like to join service clubs or participate more	19	5.4

Table 13—Recreation

Rating	No.	Per cent
Low (church affairs, some travel, nothing in particular)	222	64.1
Medium (sports, travel, church and school activities, music, etc.)	114	32.9
Upper (sports, travel, church and school activities, attend concerts, play in civic musical organizations, etc.)	10	2.8

Recreation. Table 13 shows the teachers' interests in recreation.

We should remember, however, that the parochial teacher by the very nature of his work gives much of his time to church affairs. Thus, it is to be expected that his rating of participation in community affairs and his participation in planned recreation would be rather low. It is my opinion that the teachers were rather modest in rating themselves on extracurricular activities while in school, community activities, and recreational activities. Perhaps the teacher is too overworked and does not have time for these activities. This should demand the attention of the denomination's educational leaders.

Teaching Level. Of the 346 who reported, 214 (61.8 per cent) teach in secondary schools, and 132 (38.2 per cent) in elementary schools. These are all Seventh-day Adventist-operated schools.

The 346 teachers have taught a total of 3,204 years, or an average of 9.26 years per teacher. There were 257 (74.2 per cent) who indicated that they wish to make teaching their lifework, 33 (9.5 per cent) were undecided, 34 (9.8 per cent) do not wish to continue teaching, and 22 (6.3 per cent) did not indicate their desires.

Of the 346 teachers who reported, 182 were men and 164 women.

Conclusions

1. Seventh-day Adventist teachers fit into the general pattern of the public school teachers in the United States.

2. These teachers' parents are predominantly Seventh-day Adventist in their church affiliations, and those who are not Seventh-day Adventists are mostly active members of another church organization.

3. The parents of these teachers are for the most part active in their church affairs and hold many church offices, but are not the top leaders in their churches.

4. These teachers come from well-established American homes. The number of separations and divorces among the parents is far less than the average in the United States.

5. The parents of these teachers, though not wealthy, had plenty to support their families adequately.

6. Since parents of these teachers rate low in community interests and activities, the denomination's leaders should launch a positive program discouraging isolationism, and encouraging more active interest and participation in community affairs.

7. The distribution of rural and city homes being about equal represents a healthy situation.

8. The family size being 4.6 children per home suggests a normal and wholesome family situation for the teachers involved.

9. The occupational and professional distribution of the parents suggests, in general, a wholesome background for the teachers. However, does the low number of professional parents indicate a tendency that some look down on the teaching profession? If this is true, it should serve as a challenge to educators to raise the teaching profession to its righful place.

10. As far as their parents' education is concerned, Seventh-day Adventist teachers have not much reason to boast, since more than one half of the fathers have averaged only 6.6 grades and about 40 per cent of the mothers have averaged only 6.5 grades.

11. Since the majority of children in the schools come from the middle and lower classes, the teach-

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Work vs. Grades

*Hans L. Rasmussen and Robert E. Silver**

THE FOLLOWING is a summary of two studies based on facts and figures obtained at Emmanuel Missionary College, 1958, and at Walla Walla College 1953-55, pertaining to 1,000 and 996 students, respectively. The objectives of both studies were to compare the grades earned by students who work 21 hours or more a week with those earned by students who work 15 hours or less a week.

Although the two studies were made independently in each institution for several years and hundreds of miles apart, both arrived at exactly the same conclusion; namely, that apparently the number of hours a student works to make expenses while at college has little or no effect upon the grades he earns.

Other Studies. It is a common thing for college students in the United States to earn part of their expenses while attending college. But in no other colleges do they work such long hours, nor are so large a percentage of the student body involved as was found to be true in these two colleges. In most other colleges less than 50 per cent, and in many colleges less than 35 per cent, of the student body work at all. But at both Walla Walla College and Emmanuel Missionary College more than 95 per cent of the student body engage in part- or full-time employment while carrying heavy loads of schoolwork in college. Work has become an accepted and integral part of our college way of life. And women work as much as men.

These are not the only studies made of the effect of work on grades. The fact is, there have been many such studies. For example:

1. At Kansas State College a certain Martha Shaffner[1] made a study of 610 college students and the effect of work on their achievement in college. These 610 students were divided into three groups. Intellectually the three groups were almost identical, but in regard to work, not at all.

Group A worked less than 4 hours a week.

Group B worked 6 to 20 hours a week.

Group C worked 24 or more hours a week.

At the end of the year Dr. Shaffner found that Group B obtained the highest grade-point average; Group C obtained the next highest GPA; while Group A received the lowest GPA. We cannot, of course, conclude that because Group A worked the least, it received the lowest GPA. Rather, it would be more logical to think that Group A worked the least and obtained the lowest GPA because it was the least motivated.

2. C. W. Reeder and Samuel C. Newman made a study at Ohio State University[2] of 123 pairs of students. Group A consisted of 123 students who did not work at all. Group B consisted of 123 students who worked from 15 to 20 hours a week. All the students were freshmen. They were paired on the basis of intellectual tests and high school achievement, so that in intellectual strength and educational background they were fairly equal. The conclusion arrived at was that the difference in scholarship records between the two groups—the working and the nonworking—was insignificant. The two men also found that an equal number of students were dismissed from school for low scholarship among the working as well as among the nonworking group.

3. A more comprehensive research was made by Samuel C. Newman and L. Mooney.[3] They surveyed many such studies made through the years in colleges and universities of the effect of work on study, and summarized their findings as follows: On the average, ⅓ to ½ of the students in colleges and universities engage in part-time employment while attending college; there are more men than women doing this. They also found that from 10 to 20 per cent of the students earn all their expenses, and the average number of hours worked a week was nearly 20. They further concluded that work alone is no determining factor in regard to success or failure in college; in fact, the most exacting studies have generally indicated that there is no significant difference in scholastic achievement between employed and nonemployed students.

This is what we found at EMC: The 588 students who worked less than 15 hours a week earned an over-all GPA of 1.35, while the 412 students who worked more than 15 hours a week earned an over-all GPA of 1.38. Actually, there was a slight gain in scholarship by the group that worked the most. On the other hand, among the group that worked 15 or more hours a week, 24.2 per cent fell below the C average; while only 23.8 per cent fell below the C

* Academic dean and associate professor of education, respectively, at Walla Walla College. Dr. Rasmussen presented the report at the meeting of administrative officers of SDA colleges, La Sierra College, July, 1959. Dr. Rasmussen was registrar at Emmanuel Missionary College in 1958 when the EMC survey was made.

average in the group that worked less than 15 hours. Conclusion: As far as grades are concerned, there is nothing in these figures to indicate that it is a handicap to earn one's way through college.

We also found that the students who work long hours during their freshman year will work long hours during their senior year. And this was in common harmony with what was found in other colleges. Furthermore, we found that the grades of all students who remained in college improved from year to year. At EMC the GPA's were as follows: Freshmen, 1.05; sophomores, 1.15; juniors, 1.65; and seniors, 1.66. This is also in harmony with what takes place in other colleges.

What about those who fail? Do they fail because of work? In March of last year EMC had 246 students who failed to make the C average, hence can be said to be failing at that time. Since the enrollment was 907, these 246 students constituted 27 per cent of the student body. Did they fail because they were overloaded with work? We were not able to get all the figures of labor for this particular group, but we got most of them, and our figures show that of these failing students—

8.2% worked less than 5 hours a week
23.0% worked between 5 and 9 hours a week
22.5% worked between 10 and 15 hours a week
19.5% worked between 16 and 20 hours a week
13.0% worked 20 to 25 hours a week
13.4% worked more than 26 hours a week

Again our conclusions must be that those who fail do not generally do so because of excessive work loads, since 66 per cent of the failing group worked less than 15 hours a week. The average work load of the student body at EMC was about 17 hours a week. The average work load at Walla Walla College was 18 hours.

This indicates that on an average our students spend two days a week making a living. Therefore they are not really spending four years getting a college education; they are spending only 2⅔years. The other 1⅓ are used for making a living.

The Walla Walla College Study. Since Dr. Silver's study was the basis for his doctor's dissertation, it is naturally much larger and more detailed than the one we were able to make at EMC in our spare time. He studied the records of 996 college students over two school years, 1953-54 and 1954-55. He had a number of objectives, of which the most pertinent are the following:

1. To determine the relationship between the amount of time students work and their scholastic achievement at Walla Walla College, when their abilities to do college work (as measured by the American Council on Education Psychological Examination for college freshmen and high school grade-point averages) are equal.

And in regard to this first objective, Dr. Silver concluded that college is justified in permitting students to work the number of hours in relation to the class load as provided in the college bulletin, because the relationship between the amount of time spent in work and the achievement in college is not significant.

2. To find whether achievement is higher for students doing work related to their college work.

In this respect he found that students at Walla Walla College who work at jobs related to their subjects, such as secretarial science, accounting, industrial arts, et cetera, get better grades by more than one third of a grade point than do those working at unrelated jobs.

Dr. Silver's final conclusion is that the time spent in self-support or in extracurricular activities is not an important factor in determining continuance in college. Few students who drop out after one or two quarters would be likely to stay in college if their work loads were lightened. The chief cause for non-continuance in college is low grades.

Generally when a student is failing, especially one who works long hours, we advise him to drop some of his work load. But will a reduced work load increase a student's GPA?

Dr. Silver studied 112 students who reduced their work load but not their study load. The average work load for the first quarter was 21 hours; the second quarter the average work load was reduced to 12 hours a week. What happened? Did the GPA of this group pick up? The GPA during the first quarter was 2.415 (2=C); and during the second quarter, after the reduced work load, the GPA was 2.419; i.e., an increase of .004. In spite of the fact that the work load had been reduced 57 per cent, the GPA improved only .004 of a grade point. Insignificant. The application is, of course, that when a student is not making his grades, it will in most cases not help to reduce his work load. On the other hand, it might help to reduce the student's study load or change his program.

On the whole, a bright student who has to work many hours to stay in college is a much better risk than a poor one who can pay his way. It is probably also true that students who are willing to work long hours to stay in college are equally willing to study hard.

What we have presented here are the figures, the statistics, of the working and nonworking students as groups. The impact upon the individual has not been included, nor the benefit of working, nor the

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The Teacher "Talks Back"

M. E. Erickson

EDUCATIONAL SUPERINTENDENT
NEW YORK CONFERENCE

ELEMENTARY school supervisors are constantly telling what they expect of a teacher, but seldom do teachers have opportunity to tell what they expect of a supervisor. Recently questionnaires were sent to one hundred teachers in all parts of the United States to give them opportunity to "talk back." Seventy-nine answers were received. Thirty were from teachers now working with supervisors and forty-nine were from teachers whose principals or superintendents are performing the duties of a supervisor. Most of the replies came from teachers in Seventh-day Adventist church schools, although some public school teachers replied.

The teachers agreed that the supervisor should be trained for his work and that he should have a good teaching background, with quality experience more important than quantity. Such a supervisor is better able to understand the teacher and her problems and will be more patient, sympathetic, kind, courteous, and dependable. He will treat the teacher as he would prefer to be treated.

The teachers expect the supervisor to have a sincere and genuine interest in them, the students, the school, and the problems. They desire a supervisor who is willing to listen as well as talk; who makes the teachers feel at ease while questioning them and giving ideas, suggestions, and constructive criticisms. They want one who can make suggestions kindly but firmly and yet not feel the teacher obstinate if his advice is not followed immediately or in exactly the suggested manner. They desire opportunity to voice their opinions. They like to have their suggestions and experience respected. They feel the need for the type of help that enables them to evaluate themselves and helps them learn how to correct their own mistakes. In general, the teachers sense the need of a democratic supervisor who knows good educational practices and good teaching.

The Supervisor Visits. Teachers desire a visit from their supervisor every six to nine weeks, and believe longer visits would be of greater value. Chart I shows that teachers who have supervisors at present desire more frequent visits than do others. More frequent visits will help the supervisor become better acquainted with the school and its problems, and thus be able to give more valuable counsel.

Chart II shows that teachers, by a ratio of almost two to one, favor unexpected visits. Those who prefer to be "warned" of the coming visit believe this gives them ample time to consider what help they desire and what items they wish discussed. Some feel that if the supervisor came into the room unexpectedly, they would become so flustered they could not teach in their usual way. They prefer that the "warning" be given shortly before the visit, thus giving them time to prepare the children for a visitor. It was suggested that the more inexperienced teacher should be notified of the first visit. One teacher suggested that the supervisor come unexpectedly sometimes and expectedly at other times, and compare the school under these different conditions.

Those who believe in the unexpected visits think this is the only way the supervisor can get a true picture. Anyone can put on a good show for a visitor, but the best teacher puts forth her best efforts at all times. Some mentioned that the supervisor should recognize whether they are carrying on a normal program. Some are sure that if they know when the supervisor is coming they will worry about it so much they will be a nervous wreck by the time he arrives. All agreed that if the right relationship exists, the teacher will welcome the visits and will often go to the supervisor for counsel.

Teachers want the supervisor to feel free and relaxed while visiting. This attitude will put them at ease so they can carry on a more normal program. The supervisor should create as little disturbance as possible while observing. Some teachers think the supervisor should sit at the rear of the room and observe, while others think he should walk around and look at the students' work. By observing the work and study habits he may find areas where the teacher needs help. Students are proud to demonstrate their best work to someone who recognizes it and gives praise where deserved.

A small percentage of the teachers wish that the supervisor would take over the class when he visits, especially if asked to do so. This is not to put the supervisor on the spot, but to enable the teacher to learn new techniques. Most teachers, however, think this would defeat the purpose of the visit, since the supervisor would not be able to discern how the school is operated normally.

About three fourths of the teachers desire that the supervisor give a short, interesting, helpful talk to the children and, at times, tell a good story.

Of course, the teacher-supervisor conference should be in private, probably after the school day is over. Then they can relax and have ample time for the visit. Some complained that sufficient time was not allowed for advice, encouragement, and sympathetic understanding.

Teachers like supervisors to be frank but tactful in pointing out weaknesses. They feel a need for assistance in self-evaluation, because they realize they may be so close to the situation that they cannot see conditions as they really are. Reasons for failure and methods of improvement need to be analyzed together. Many times when the teacher is made to see her own faults she will discover for herself how she can improve.

Most teachers think a letter should follow the conference after the supervisor has had opportunity to make a thoughtful analysis of the visit. However, one teacher said that she and other teachers in her school became angry because the supervisor left without saying anything and later wrote a "big fat letter telling mistakes and everything we were doing wrong."

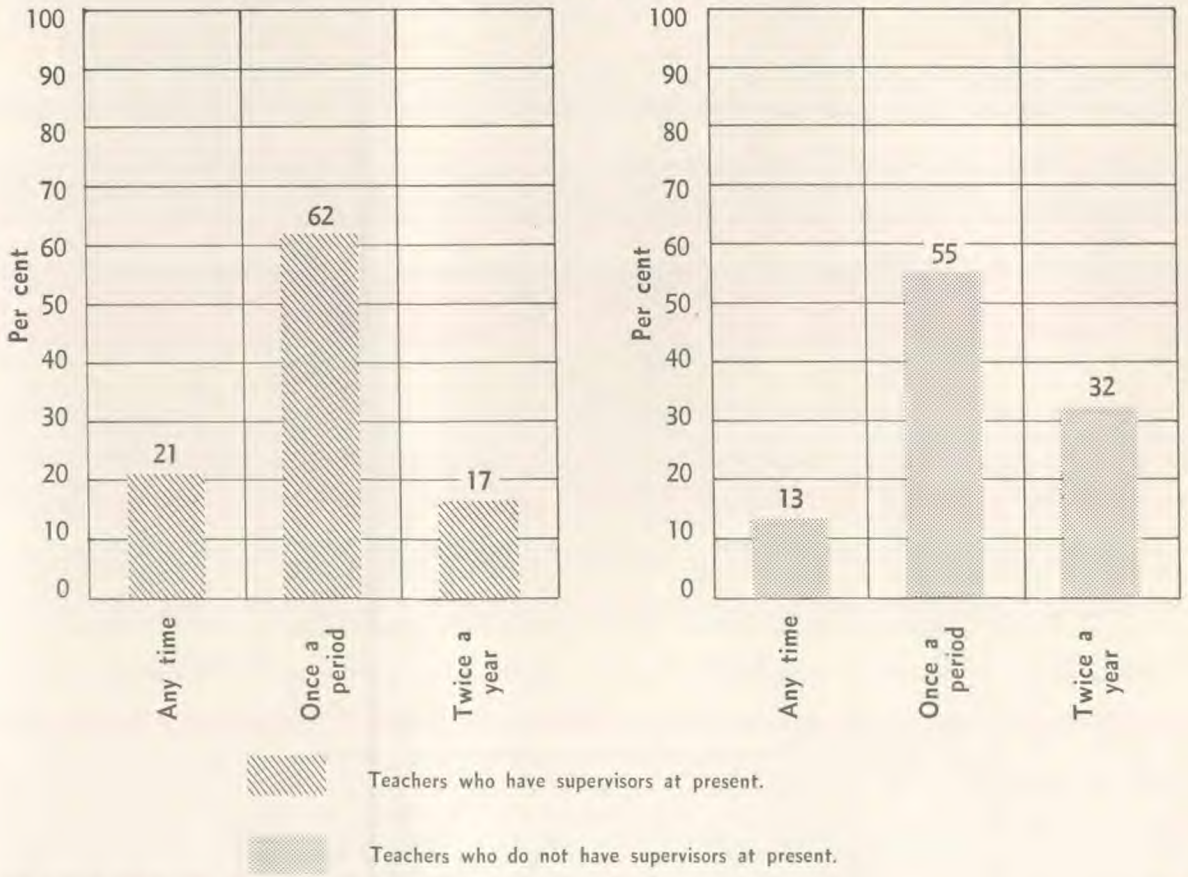
Undoubtedly the teacher-supervisor conference and follow-up will accomplish the most good when good relations exist between them.

The Supervisor and the Teaching Program. The supervisor is constantly receiving new ideas and materials from various sources. He should pass on the successful ideas to teachers, who are always looking for new materials and methods. Chart IV indicates that nearly all teachers desire help in learning where to obtain teaching aids, and that they want suggestions regarding better methods of teaching. Some think that the supervisor should prepare teaching aids, although one teacher took "pity on the poor overworked" supervisor, saying that he would not have time for this.

A few, especially the inexperienced, welcome assistance in making and following daily and yearly

CHART I

HOW OFTEN DO TEACHERS DESIRE SUPERVISORS TO VISIT THEIR ROOMS?



programs. The suggestion was made that the supervisor help to arrange more teacher get-togethers where teachers can talk shop and enjoy the fellowship of others. One teacher put it this way: "I am starved for teacher friends."

Remarks on the questionnaire tell that teachers are eager to get suggestions, but they repeatedly urged a word of caution to supervisors: be friendly, tactful, and understanding.

Instruction at Teachers' Meetings, et Cetera. The teachers were asked to indicate how they preferred instruction to be given at faculty meetings, conventions, et cetera. Demonstrations and workshops received the greatest number of first choices, while lectures received the greatest number of fifth choices. It is interesting to note that panels received the least number of first and second choice votes. One teacher said, "I don't like panels. They never seem to accomplish much and I always wish I could talk."

Chart VI shows that teachers listed their preference in the following order: Demonstrations, group discussions, workshops, panels, lectures.

Teachers get more help if they are shown how to do something and then are given the opportunity to try it for themselves. Participation in a project leads to better comprehension.

Demonstrations, if varied, give birth to many ideas that can be particularly useful in the schoolroom. Group discussions are remarkably effective in exchanging teaching ideas. Workshops provide opportunity for definite problems to be studied, and are helpful if sufficient time is allowed for the project to be completed. Panel discussions prove most valuable

CHART II

DO TEACHERS WANT THE SUPERVISOR TO NOTIFY THEM OF HIS IMPENDING VISIT?

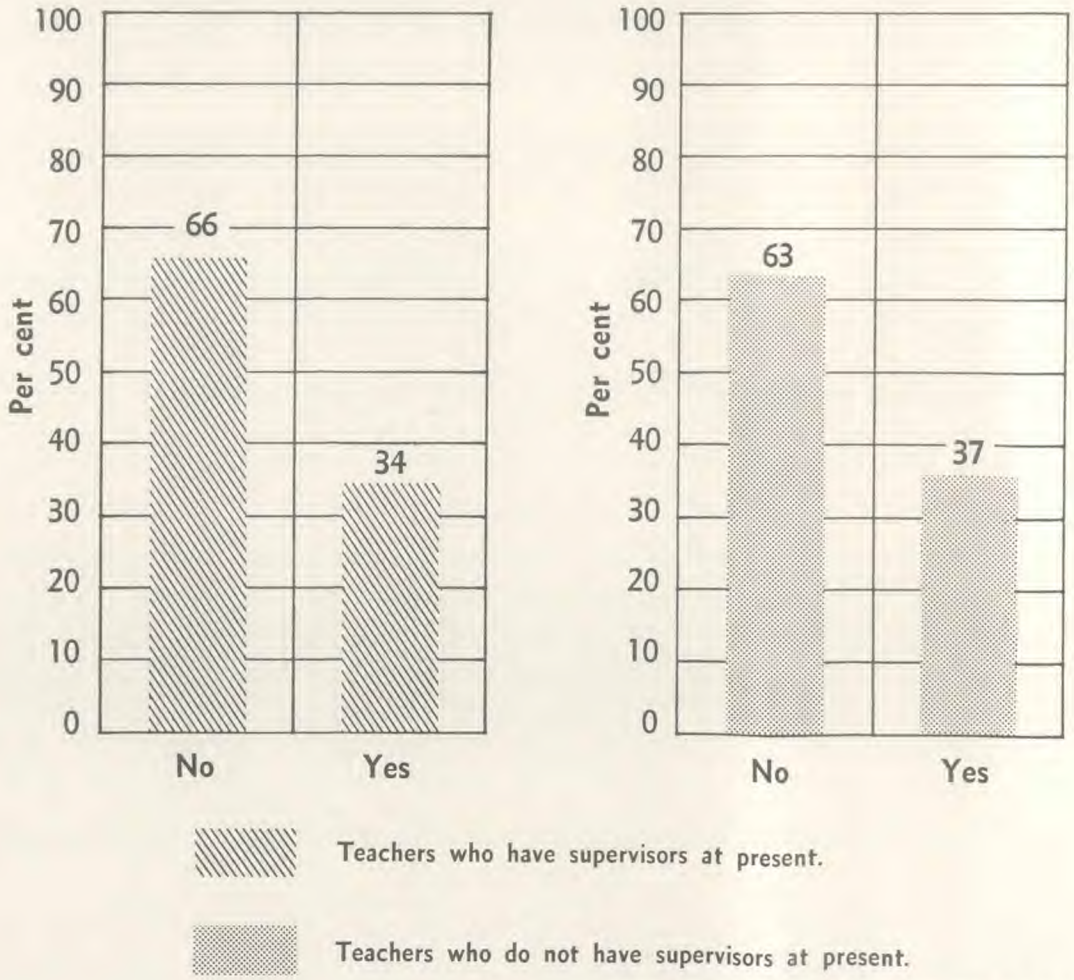
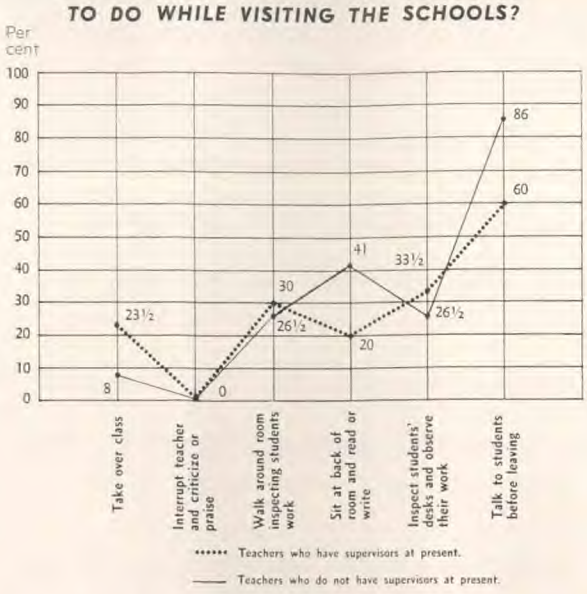


CHART III

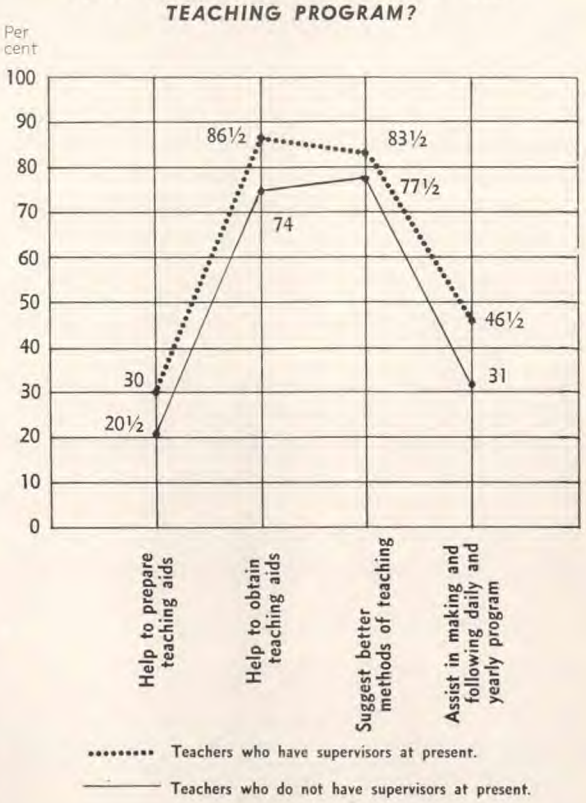
WHAT DO TEACHERS WANT SUPERVISORS TO DO WHILE VISITING THE SCHOOLS?



Each totals more than 100 per cent because some teachers listed more than one item.

CHART IV

HOW CAN THE SUPERVISOR HELP THE TEACHING PROGRAM?



The total per cent is more than 100 because most teachers gave more than one answer.

only when all are given opportunity to join the discussion after the panel members have outlined the problem and have suggested solutions for consideration. Good lectures stimulate interest and offer new ideas, but unless they are well illustrated and brief (not more than thirty-five minutes) they tend to fall on deaf ears.

The general consensus is that the most benefit comes when all can participate, regardless of the method used.

Keeping Up With New Trends. Education is progressive, and teachers must grow professionally if they are to continue to use the best teaching methods. Teachers cannot use all the new methods, and all new ideas do not fit every situation, but the teacher must know the trends and use the ones that suit her personality and the conditions in the school.

Most teachers welcome new methods that will help them keep up with the trend, although a few did mention that they are so busy now that they cannot try "every new idea that comes along." Most teachers said they welcome opportunity to discuss educational trends with the supervisor, but a few believe they can grow by reading professional periodicals, and they don't want anyone telling them what to read. They want to do their own selecting.

All agreed that summer school, conventions, faculty meetings, and group discussions help them keep up with the rapid growth in education.

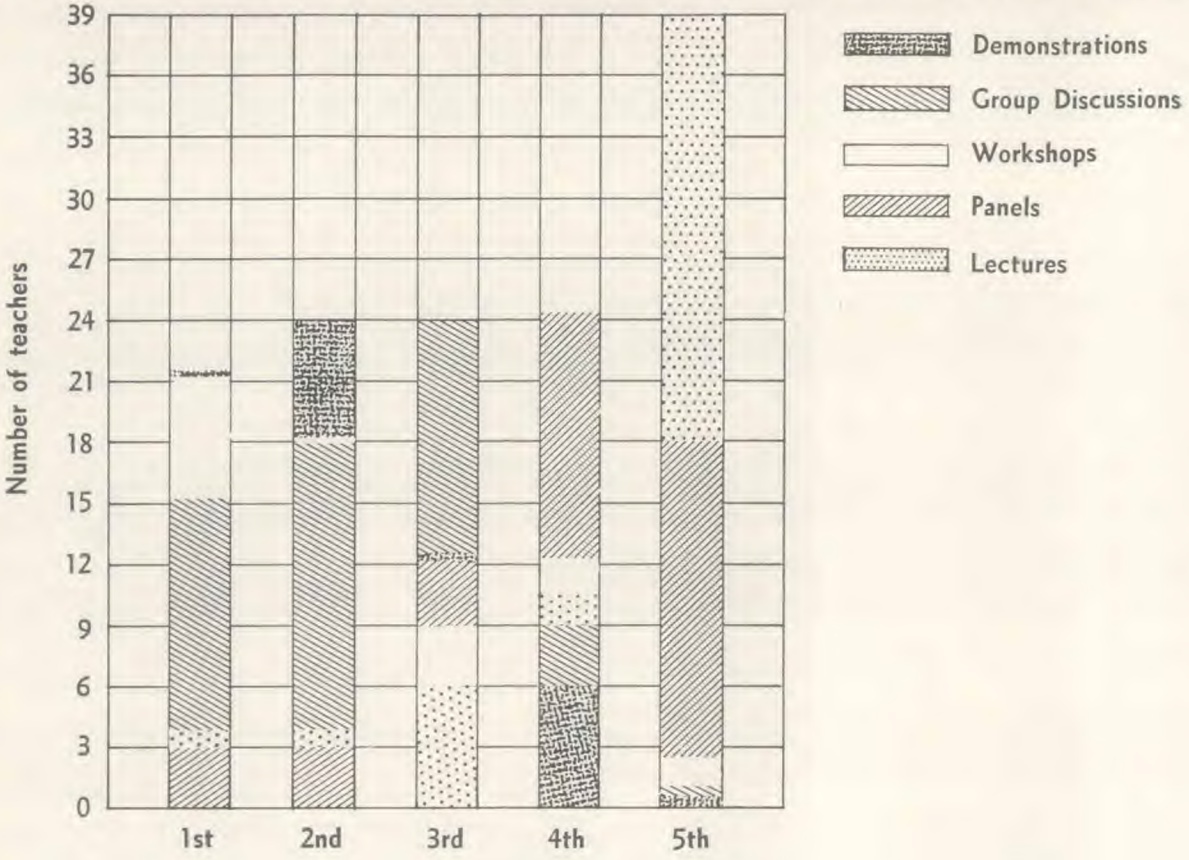
How Can the Supervisor Be of Most Help to Teachers? The teachers were invited at the end of the questionnaire to make some general remarks as to how the supervisor could give the most help. Most of the teachers mentioned what has been discussed previously. They are anxious that the supervisor have the knowledge to give and always be willing to give this knowledge. If he does not know the answers, he should know where to find them. The teachers are not satisfied with "stock" answers but want definite help for their specific problems.

Teachers realize that they need to understand how to evaluate themselves, and they desire help in doing this. They want someone to help them realize their own abilities and potentials. Teachers are busy, and some say they don't have time to practice what they already know, so why should they be troubled with more ideas. But supervisors can assist them in organizing their time and help them to see that some of the new ideas may give them more time to do the things they want to do.

The suggestion was made that supervisors get to know the parents better. It is felt that parents will take suggestions more readily from the supervisor

CHART V

WHAT METHODS, IN ORDER OF PREFERENCE, DO TEACHERS DESIRE SUPERVISORS TO USE AT FACULTY MEETINGS, TEACHERS' MEETINGS, IN-SERVICE TRAINING, ET CETERA?



All teachers did not indicate all five choices.

than from the teacher. A better supervisor-parent relationship may be developed through the Home and School Association.

The supervisor should work with the school board and uphold the teacher before the board, school authorities, parents, and community.

The teachers want a supervisor who is approachable and available not only when an emergency arises but at any time for a conference or for a social visit. They want a supervisor who will give sympathetic consideration to their problems and make an honest effort to suggest workable solutions to these problems.

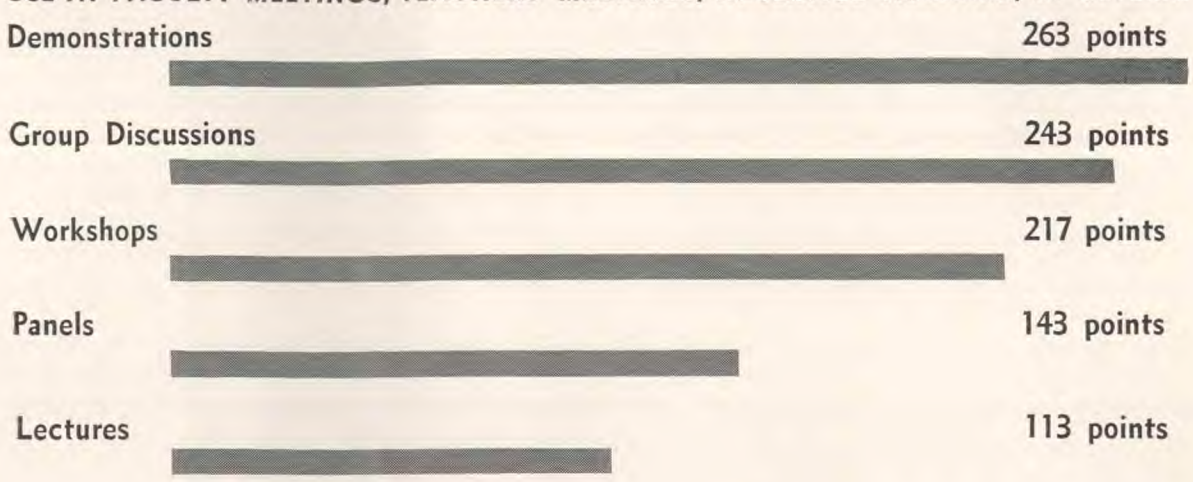
Often the teacher feels that she is alone and that no one appreciates her or is interested in her. One teacher said that the greatest help she can get is "the feeling of belonging and being wanted that a supervisor can give by just a word of cheer and courage." The supervisor can do much to keep up the morale of the teacher and to help her in keeping up classroom morale. Knowing that there is someone to turn to for help when in doubt can relieve the teacher of anxiety. It is good to let the teacher know that her work is appreciated.

The aim of every teacher is to do a better job of training the young minds and characters in her school. The supervisor and teacher should work together to reach this goal. By elevating the caliber of teaching we automatically elevate the standards of education and raise the students to a higher standard of character.

Teachers, like all humans, appreciate a little praise when it is due. They are more interested in receiving suggested methods of improvement than in being told of all their faults.

CHART VI

SUMMARY OF METHODS, IN ORDER OF PREFERENCE, TEACHERS DESIRE SUPERVISOR TO USE AT FACULTY MEETINGS, TEACHERS' MEETINGS, IN-SERVICE TRAINING, ET CETERA.



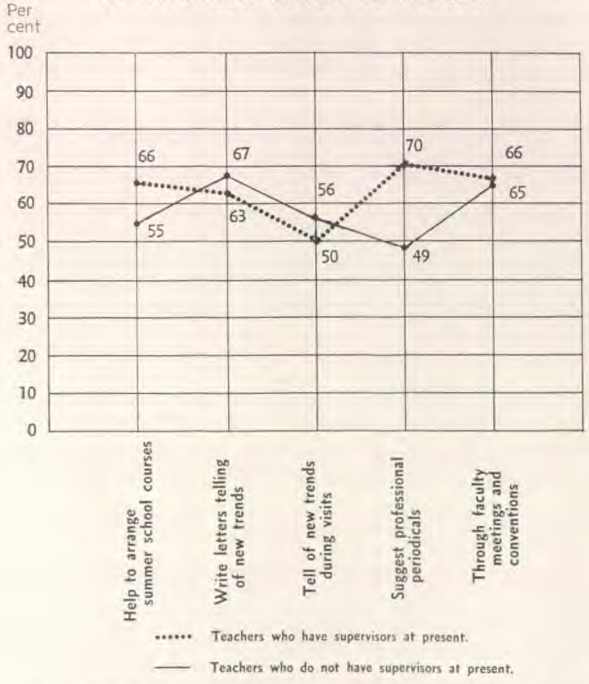
Scale—1 inch represents 50 points.

The order of preference is compiled by allowing:

5 points for each 1st preference.
4 points for each 2d preference.
3 points for each 3d preference.
2 points for ach 4th preference.
1 point for each 5th preference.

CHART VII

HOW CAN SUPERVISORS HELP TEACHERS KEEP UP WITH NEW TEACHING TRENDS?



The total per cent is more than 100 because most teachers indicated more than one method.

► At Atlantic Union College the department of education has established a curriculum library in the reading room of Purdon Library. This special section includes a collection of approximately 1,000 volumes that will be made available to members of the education department and student teachers as well as to the elementary school teachers.

► One of our six nursing students at the Kanye Medical Missionary Hospital has the distinction of being the only student to receive honors this year in the Bechuanaland Protectorate, Africa.

► On a beautiful site in Texas, Jefferson Rural Industrial Academy opened its 1960-61 school year with 43 students, 22 of whom are boarding. Plans are in the offing for agriculture, auto mechanics, baking, electronics, home economics, and woodworking.

► Twenty-seven persons have enrolled at the New York Center for instruction in the Atlantic Union College extension courses held there. Two courses are being offered this year: anatomy and physiology, and New Testament Epistles.

► San Fernando Valley Academy in southern California has now been approved for senior academy status.

Learners Together

(*Concluded from page 3*)

the field of knowledge, to cross the boundary between the known and the unknown, and ability to see the relationship of this knowledge to our work and to our lives. It may come from a re-evaluation of old materials as well as from the discovery of new. If he is teaching basic or elementary skills and knowledge, the teacher's own learning must be at a deeper level, or in the nature of discovering new relevance or relationships of the subject matter being covered. But where teaching is at its best, the activities of the student and teacher are closely related. Together they move toward a greater understanding of the subject in which they both are interested.

Stimulating teachers are almost invariably interested in their pupils as well as in the subject they are teaching. There have been a few great teachers who were not concerned about their students, but almost always the ability to stimulate and excite to learning and thinking results from the ability to help identify oneself with the youth in the learning process. There are too many "cloister-type" teachers who don't like to get close enough to young people to learn their problems, to know them well enough to serve as their guides. Most of us have a tendency to wall ourselves off. If they could afford it, many would build homes on a large acreage and isolate themselves from others with walls and plenty of space. The hurry and bustle of modern life makes us desire peace and quiet. But the true Christian teacher will conceive of himself as a companion in learning with his pupils, and will keep close to them that he may help them learn by his example and his guidance. He will learn to communicate with them, sometimes in their own language. In fact, it would be helpful if more of us knew how to communicate the faith and knowledge of our fathers in the language of our children.

We need more teachers today who will be companions in learning with our youth. Instead of pointing the way and urging the youth to take it, they will say, "Come along, let's go together." We need teachers who will demonstrate that learning is a lifelong process, not something that ends with the graduation exercises. Too often we hear workers refer to the time when they used to be students. Schools fail the youth if they do not impress them with a vivid concept of lifelong learning and do not help them form habits or methods of study that make continuing self-education a natural thing. We must help our youth to understand that no school turns out men and women with their education completed. Education consists in growth of understanding, in fine insight, and ultimately, in some wisdom. Such growth demands a certain amount of maturity, a soil rich with experience. Only in the stage of maturity and experience can the true validity of ideas and theories be adequately evaluated, and only here can they take full root and flower. It is essential therefore that our young people understand the lifelong nature of true education. And from whom would we expect them to learn it except from teachers who themselves exemplify it? As teachers in God's vineyard let us take to ourselves the following, written for students: "Learn to reflect as well as to study, that your minds may expand, strengthen, and develop. Never think that you have learned enough, and that you may now relax your efforts. The cultivated mind is the measure of the man. Your education should continue during your lifetime; every day you should be learning, and putting to practical use the knowledge gained."[3]

R. H.

[1] Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 498.
[2] ———, *Fundamentals of Christian Education*, p. 517.
[3] ———, *Counsels to Parents, Teachers, and Students*, p. 475.

Readin', 'Ritin', and 'Rithmetic

True education ADDS wisdom to knowledge;

True education SUBTRACTS the sins of ignorance;

True education MULTIPLIES capacity by training;

True education DIVIDES the shallows from depth;

True education yields a greater PERCENTAGE of happiness;

True education gives INTEREST to personality;

True education DISCOUNTS chances for failure;

True education grants the LOAN for effective service;

True education is the SECURITY BOND of earth with heaven;

True education INSURES success here and hereafter.

T. S. Geraty

What the SCHOOLS ARE DOING

► Elder Alfonso Roda, of the department of religion in the School of Theology at Philippine Union College, stands with 18 young women he prepared for baptism. All but two come from non-Adventist families and accepted the truth at the college in spite of much family opposition. The girl at the extreme left of the middle row came from Bangkok, Thailand. She is Nancy Chuanpis Chotikapukhana.

► Elder R. R. Figuhr, president of the General Conference, was the featured speaker on September 10 at the inaugural services of the newly constructed College of Medical Evangelists church, Loma Linda. Built at a total cost of $600,000, the church seats 2,200 in its main sanctuary and has ten teaching rooms for children. A chapel and six classrooms will be constructed later. This church was organized in 1928. Since its original membership of 284 in 1928, it has grown to an approximate membership of 1,600.

► In order that dormitory students at La Sierra College may keep automobiles, they must maintain an over-all scholastic record of 2.5. This is based upon a minimum of one semester's work of not less than 12 hours taken in college. Thus freshmen cannot have cars prior to the second semester. In addition, after 8:00 P.M. every night and from sundown Friday to Sunday morning, no cars are allowed to leave the dormitory parking lots without the explicit permission of the dean.

► Under construction near Mandeville, Jamaica, is a new primary school to be used as a demonstration school for West Indies College elementary education students. The new school building represents an investment of approximately £9,000 and will be among the most modern in the West Indies.

► More than 105 biologists, chemists, mathematicians, physicists, and nursing educators from SDA colleges in North America met August 24-30 on the Loma Linda campus of the College of Medical Evangelists. Aside from the routine section meetings, the group heard special presentations on "The Role of Probability in Science" and "The Relation of Religious Dogma to Scientific Research." Another feature of the conference was a report on Flood geology presented by Dr. Frank L. Marsh of Andrews University. Dr. Keld J. Reynolds, vice-president for academic affairs at CME, addressed the group on the necessity for cooperation in a program of Christian education in the sciences. Representatives from the General Conference included Dr. T. R. Flaiz, secretary of the Medical Department, and Elder E. E. Cossentine and Dr. Richard Hammill, of the Department of Education.

► L. E. McClain, who for the past three years was principal at Maplewood Academy (Minnesota), has returned to Auburn Academy (Washington) as principal. Before going to Maplewood he was dean of men at Auburn. Other new staff members at Auburn are as follows: Elder Edwin Reading, who recently received the B.D. degree at the Theological Seminary of Andrews University, heads the Bible department; Norman Chamberlain, formerly a district pastor, Bible teacher and academy church pastor; R. M. Barrows, dean of boys, coming from Sandia View Academy (N.M.); Norman Woods, physical education teacher; Doris Robertson, dean of girls; Richard Worman, sawmill foreman in the furniture factory; William J. Coleman, assistant in the science department.

► After Dr. Ambrose Suhrie retired from New York University he became a resident educational consultant at Southern Missionary College, continuing until his death in 1956. Mrs. Alice N. Suhrie has now set up a $5,000 fund for Southern Missionary College called the Ambrose Suhrie Scholarship Fund. The interest on the money will be used for scholarships for an outstanding elementary teacher education student each year.

► A summer workshop for teacher-librarians in secondary schools was conducted on the Union College campus July 5-August 11 by Floda V. Smith, Union College librarian. Seven students were enrolled in the library science course, an introduction to the basic principles of library organization, and four students in library administration. It was possible to secure three hours of upper division credit for each course. The objective of this program is to provide for the basic six-hour requirement for teacher-librarians in our academies, as outlined by the North Central Association.

Social Backgrounds of Seventh-day Adventist Elementary and Secondary Teachers

(*Concluded from page 19*)

ers from similar classes properly trained and distributed can amply meet the needs of the pupils.

12. The Midwest has produced by far the largest number of teachers.

13. The teachers are well suited for their positions in the matter of the training received in Seventh-day Adventist schools, which has prepared them to teach in similar situations.

14. The teachers, like their parents, need to be challenged to take a more active interest in community activities and recreation.

15. This study indicates that many of the teachers are old. Twenty-five have taught 15 to 20 years; 14 have taught 21 to 25 years; 4, 26 to 30 years; 5, 31 to 35 years; 8, 36 to 40 years; 3, 41 to 50 years, and one taught 52 years. The question naturally arises, will there be enough young teachers to take their places? Indications are that a good percentage (74.2 per cent) are planning to stay with teaching.

I have concluded from this study that the Seventh-day Adventist schools are in the hands of teachers who by their backgrounds and training are properly qualified to do their work and to make a contribution in the field of American education.

It would be highly profitable to continue this research, especially with the thought in mind of finding solutions to certain weaknesses that exist in the home situations of Seventh-day Adventists and the weaknesses apparent in the teachers' situations.

► The La Sierra College operating board at a recent session authorized the institution of a new student assistantship plan for training dormitory deans for Adventist schools. The assistantships envisioned provide a yearly stipend of $700, payable in free room and board, for each applicant selected. Mature and promising undergraduate and graduate students interested in school home administration as a career will receive class instruction and on-the-job experience. Such experience will provide a practical internship type of training. As the program matures, it will eventually combine with graduate studies in secondary education.

► Clarence A. Miller, administrator of the Loma Linda Sanitarium and Hospital, has been elected a Fellow of the American College of Hospital Administrators. The election marks the culmination of seven years of study. He is now one of the 1,000 of the college's 3,500 members who are fellows. Its membership is drawn from administrators of the hospitals in Southern California. Mr. Miller has been administrator of the 170-bed Loma Linda Sanitarium since 1953.

Editorial News and Views

(*Concluded from page 32*)

scene. Young Americans come to college to learn how to behave and how to dress; they come to college to meet—and to marry—the right people; they come so they can leave, label or quote 'college graduate.' For the college degree is one of the few symbols of status that exists in the United States, and its social importance is all the greater as the result." We cite this to show that not only is there a tremendous technological need for trained personnel in the world today but that a college education has social as well as an economic role. In our own school system we are not tremendously impressed by social status. The fact is, however, that every year there are more and more reasons why young people of ability should be urged to continue their studies to as high a level as they are able to profit therefrom.

A college education is a far-more important matter than increasing one's social standing. Actually, young people who apply for admission to a college simply because they want a degree and wish to enjoy the social life connected with it are missing the major purpose of a college education. Colleges do not exist merely to serve people with desires. They were established to serve the cause of truth and for people who desire to participate in the great adventure of learning and discovery.

Work vs. Grades

(*Concluded from page 21*)

detriment of working. Dr. Silver brought out an interesting point in his dissertation; namely, that deans almost unanimously do not agree with the figures presented here. The fact is, deans are strongly opposed to students working while going to college.

Roy Benjamin made a survey of the opinions of deans in regard to students working while in college, and he interviewed deans and employment directors at more than a hundred colleges and universities. Dr. Benjamin summed up his interviews as follows: "There is a unanimous warning that students and parents should give careful consideration to the handicaps and disadvantages that face the man who, while at college, must give a large part of his time to earning expenses."

Who is right, the deans or the statistics?

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[1] Robert Eugene Silver, *The Effect of Self-Support Upon Student Success in Walla Walla College*, 1956, p. 21.
[2] *Ibid.*, p. 15.
[3] *Ibid.*, p. 14.

Knowledge Without Morals

"I'm opposed to any education which will give our children knowledge without morals to help them use it."—*Quote.*

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Editorial
NEWS AND VIEWS

Training Workers "We are servants of the living God, and all who shall be educated in our school, are to be trained to be workers. . . . If each volunteer in the army of the Lord will do his best, God will do the rest. . . . Let all students seek to take as broad a view as possible of their obligations to God." So the servant of the Lord wrote sixty-three years ago (*Fundamentals of Christian Education,* pp. 463, 464). There are to be no conscripts in God's army; all must be volunteers. Nevertheless, those who are leaders in the denomination's schools must hold before the young people therein enrolled the ideal of being workers for God. Not all our youth will be workers in the sense of being on the denomination's payroll, but all of them should be workers for the denomination in the sense that their major aim in life is to witness for God in whatever calling they choose.

We recognize that our denomination cannot absorb the large numbers of young people who, in some lands, are finishing their education. Some youth are interested in vocations in which the church does not need full-time employees. Nevertheless, it is our duty to hold out before every young person who enrolls in our schools the needs the church has for full-time workers. Our schools were founded to fulfill this function first. When that function has been fulfilled other youth are to be trained as lay workers. It is imperative, however, that the burden of full-time service within the denomination be placed clearly before all, and particularly before those of high ability and genuine Christian commitment.

Protestant Elementary School Enrollment Of the 295,423 youth enrolled in Protestant elementary schools in the United States and Canada 173,474 were enrolled in Lutheran schools. Our own school system enrolls the second highest amount with 42,382.

Enrollment in Adventist Schools At the end of the 1958-59 school year we operated 4,738 schools in our world divisions, with an enrollment of 272,945. This is 121 less schools than we had the year before, but with 5,324 more pupils; or a growth in pupil enrollment of 6.8 per cent in the one year. Some of the division fields had a large growth, but others, owing to political conditions, suffered a large loss. Among the latter was the Southern African Division, which lost 131 schools (out of 1,424) and 5,373 pupils (out of the previous year's total of 79,200). The Middle East Division lost 8 of its 27 schools and 832 of its 1,800 pupils.

In the school year 1948-49 we enrolled in our schools in all the world 195,041 pupils. This means that in the ten-year period we have had a gain in enrollment in our schools. In 1948-49 in the North American Division we enrolled 46,589 young people as compared with 67,607 in 1958-59. This represents an increase of 45 per cent as compared with the 48 per cent increase in all schools in the United States.

Enrollment at Andrews University On September 26 Andrews University opened its doors on the Berrien Springs, Michigan, campus. During the past school year about half of its students were enrolled on the Berrien Springs campus. These represented the new students. The other half, representing the students who were enrolled when the decision was made to move the institution, continued their studies on the Washington, D.C. campus. Now the complete move has been made to Michigan. The number enrolled there is 198. Of these, 121 are in the Theological Seminary and 77 in the School of Graduate Studies.

Since the School of Graduate Studies first began offering courses, in the summer and fall of 1957, 64 students have been granted the Master of Arts degree.

Tooth Decay When many parents expressed concern over the growing number of cavities in their children's teeth, the school board of Bethany, Oklahoma, ordered candy and soda-vending machines removed from the local elementary school. According to the Education Summary the action came on the heels of a recommendation for State-wide removal of sweets machines. This recommendation was made by the head of the State Health Preventive-Dentistry Division, who urged that sweets venders be replaced with milk dispensers. Personally, we have been greatly alarmed at the ease with which pupils in many of our schools can purchase ice cream, candy, and soft drinks. We see no reason why any Seventh-day Adventist school should have on its property such vending machines. We also wonder at the wisdom of our schools in making ice cream readily available for purchase at school lunch counters during the noon hour.

The Purpose of a College Education In the United States one person out of 14 has a college degree. At the present time the average American has only 10.8 years of schooling, and even by 1980 the average is expected to be up only to 12 years. This means that while half of our people will have had more than 10.8 years of schooling, half will have had less. The holder of a college degree in this country still has a coveted status. Charles Frankel, in his book *Issues in University Education,* Harper and Brothers, 1959, page 157, states: "From a sociological point of view, the American college has one primary meaning. It is the great social escalator of contemporary American society, a major avenue by which the members of a mobile society are enabled to move upward on the social

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