The JOURNAL of TRUE

Education

OCTOBER, 1961

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Education

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Editorial

A Plea for the Second of the Three "R's"

THIS week I read a news note concerning a speech made by a leader of a great industrial firm. The burden of his speech was the desperate need for schools to give more training in the skill of writing. He stated that one of the major difficulties in the manufacturing plants is not in creating the new machines, implements, and instruments of this modern age but in obtaining writers with sufficient skill to write up technical manuals that describe clearly and adequately how to assemble, operate, and maintain these new machines.

He spoke specifically of the missiles his firm manufactures. The hardware, he said, and the men who operate and maintain them are inseparable, and without the availability of accurate, reliable, up-to-date information covering the operation and maintenance of each component of the missile system, the weapons wouldn't get off the ground. The writers of the operational manuals are an essential part of the next weapons' systems, and without them "the bird cannot fly." Attention was drawn to the fact that today factories are turning out every year a myriad of types of machines, implements, and gadgets that never before existed. Mechanics and engineers are confronted with an "information explosion." The technical publications' industry has a gross annual volume in excess of four billion dollars and employs more than thirty-five thousand writers. During the next ten years the industry will be looking for thirty thousand additional technical writers. From where will these writers come? Schools no longer place adequate emphasis upon writing. From the earliest grades, pupils take objective-type tests, so they receive little practice in forming correct sentences or in stating ideas clearly and lucidly. As pupils advance to the higher levels there is a pronounced dislike of themes and of any form of writing. Whenever writing is taught, it is not taught imaginatively.

This corporation official also spoke of the problem industry faces in trying to find managers and executives who have the ability to give written instruction or to propound their ideas forcefully in written form.

If great manufacturing firms are becoming alarmed because their executives are unable to write clearly and because it is difficult to find people who are able to write up technical instructions, in what state of mind ought the leaders of our denomination to be concerning the inability of the product of the schools to write well, not to mention the widespread aversion to writing? It is not the task of our denomination to produce machines and gadgets, which for adequate functioning need only brief descriptions to tell others how to operate them. Our main business is to bring a message to the world, an unpopular message, which must be presented in such an appealing way that people will realize that it is, after all, good news, and that they should quickly and gladly accept it.

To think that we can bring our message to all the world by the spoken word alone, or by television, is folly. As we get nearer the end of time our publishing work is filling an ever-greater role in carrying the message. The fact is that the new media of communication, such as radio and television, have not diminished the interest of the people of the world for reading books and periodicals. Actually, in the past few years the publishing industry has boomed. People today are reading far more books than they have ever read before. Every year finds the circulation of our gospel-filled periodicals increasing, and the sales of our books mushrooming. For instance, in 1950 the sales of our denominational publishing houses in the world amounted to $12,602,589.69. Ten years later the amount was $23,543,132.57, or a gain of 86.8 per cent. In the North American Division ten years ago the publishing house sales were $8,374,147.69 as against $16,353,748.22 in 1960. This is a gain of 95.2 per cent.

As educators we have resting upon us a tremendous responsibility to turn out from our schools many youth who are able to write well and who like to write. These are the men and women who will be the editors, the authors, the contributors to our periodicals tomorrow; and the need for them will be greater than ever before.

I am well acquainted with this problem of people who cannot write or who do not like to write. As editor of this journal I am constantly inviting our teachers to contribute manuscripts that will be of interest and value to their fellow teachers in all parts of the world. When I invite these people I know they have a message and that they could contribute a manuscript of value for their fellow teachers. Yet I wait year after year for the manuscript that never comes from many of them. Why? Because they do not like to write, or they have not been trained how to write.

Moreover, every year new leaders are being chosen to fill positions of heavy responsibility in the denominational organization. These men occupy positions in which they owe it to their constituencies to write. Some are unable to write and thus do not. Others do not like to write, and either do as little of it as possible or refuse altogether. Therefore the influence and power of these leaders is circumscribed. They cannot function as God would have them because their training in this field of written communication has been deficient.

It is vital that as educators we take steps to remedy this deficiency. I cannot here delineate fully what these

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Hearts Failing Them—For Fear

Edna Holst Grove

THESE are my students. As I sit in this pleasant, well-equipped public school classroom,* I see the names of my seven-year-old students more or less neatly displayed on tiny snowmen as markers on their desks. Each name brings up thoughts of their problems. I am struck with the enormity of the difficult situations they represent. In this time of world history in which it has been prophesied that men's hearts would be filled with fear, their children's hearts are also overwhelmed with fear.

In the third seat in the first row is where blond, blue-eyed Connie sits. She is a devoted young Catholic and attends catechism class faithfully each week. She shyly presents me with gifts—a tiny book about a saint, a medal that has been blessed by the priest, a tiny crèche scene, a leather change purse her daddy has made. With the purse comes this information: "Daddy gets nervous and sad. He yells and fights with people. But when he goes to the hospital to get better and to have shock treatments, he gets to make nice leather things sometimes. He has been to the hospital nine times. Daddy's going away again now. I wish he didn't have to go." I remember suddenly the last Parent-Teacher Association meeting when the loud, uncouth voice of her mother continually boomed out, interrupting the orderly discussion. These parents form the home life for Connie. No wonder her eyes fill with tears when the slightest problem presents itself. No wonder her face reflects unspoken fears and insecurity.

At noon the other day Debra, the anxious one, explained seriously, "I couldn't wake daddy up today. Mother works, you know. I shook daddy and said, 'It's Debbie. I'm hungry. What can we eat, Daddy?' But daddy just said, 'Go away.' So I found some crackers to eat and came on back to school. Mother says she would rather I'd be dead than marry a drinkin' man when I grow up. I s'pose he's spending our prize money for whisky. Last night at a drawing we won thirty-two dollars! He promised we could use it for shoes. Now it'll all be gone." With a sigh Debra walked slowly to her seat and soon had her red curly head down on her desk. I could share my lunch with her, but how could I relieve the distress and fear that disturbed her so mightily? Now I understood better her jittery emotions. I remembered how she had burst into tears at the fall festival while our rhythm band played the happy song about the pumpkins. Her heart, too, was filled with fear.

Yesterday Alan sidled up to my desk and leaned against me to whisper a secret. With eyes twitching and blinking nervously, he confided his problem: "My brother, Jimmy, didn't steal the guns from the store. I can't tell what he really did do or he might have to go to jail. I promised mother not to tell that Jimmy took a gun and shot out twenty-one windows with it. I would tell you because you're my friend, but I promised mother I wouldn't." I nodded reassuringly and agreed that it would be best to obey his mother.

A third-grader from across the hall stood by the coat rack, holding on while he attempted to catch his breath. His asthma was worse today. As I spoke to him, he burst out with "Mother went back to the mental hospital today. When she was a little girl her mother locked her in a closet. That's why she's sick now. My mother never locks me in a closet, but I'm sick anyway. I wish my mother would come home!"

"How do you spell divvyin'?" inquired Gloria Jean. She was the third child of a migrant worker and lived in an almost unheated shack nearby. Recently returned from Alabama again, she had explained, "Theah warn't no wo'k this yeah in Alabama so we comed back." But why did she need to spell "divvyin' "? I wondered, as she stood before me in the clothing I had brought for her just the week before. "My cousin, Ma'tha, comed yeste'day. An' she cain't come to school until she gits some wahm clothes, so ah'm divvyin' up with her so she can come to school on Monday." There was also the constant worry about food each day. Somehow, reading

* While Mrs. Grove's husband was on leave of absence from Walla Walla College to study at Andrews University, she had the unique experience of teaching in a public school for the first time in her nine years of teaching. She wrote, "I am pleased with the professional and helpful attitude of the teachers toward one another. I am impressed with the inadequate homes from which these seemingly 'average' children come. I appreciate more and more the effect our church and beliefs have on our Seventh-day Adventist homes and schools." Mrs. Grove has now returned to Walla Walla College to teach grade two at the campus elementary school.

the story about "The King and the Magical Sun Tree" hardly assumed much importance in her troubled heart filled with the adult cares of life.

And then there is Michael. Michael is the one with such speech defects that it is difficult to interpret what he says. With a history of grade one repeated twice and poor work now in grade two, one wonders what goes on in Michael's mind. His home life will give some insight. His parents had quarreled bitterly during the past two years, finally separated, and now both had remarried. Michael was the greatest casualty. When I remonstrated on the playground that Michael should not hit Alan just because Alan did not want to play his game, he said sincerely and vehemently, "No, I just want to kill he!" A turmoil of confusion and fear was obviously in Michael's heart, helped none at all by the hundreds of "monster" comic books with which his mother so generously supplied him.

A sense of helplessness overwhelms me as I view the problems of these my pupils for this present school year. Then I remember that—

He who was the adored of angels, who had listened to the music of the heavenly choir, was ever touched, while upon this earth, with the sorrows of children, ever ready to listen to the story of their childish woe. He often dried their tears, cheering them with the tender sympathy of His words, which seemed to hush their sorrows and make them forget their grief.[1]

If we have the Saviour in our hearts, there is no need of fear.[2]

Only the sense of God's presence can banish the fear that, for the timid child, would make life a burden.[3]

The fact that Jesus is watching us in tender sympathy and is able to take away fear, that we can have Him dwell in our hearts, and that His presence is always with us—this is the answer to the problem of young hearts failing them for fear.

[1] Ellen G. White, *Selected Messages*, vol. 2, p. 238.
[2] ———, *The Desire of Ages*, p. 336.
[3] ———, *Education*, p. 255.

A Plea for the Second of the Three "R's"

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steps should be, but it is apparent that teachers must begin early to help children learn how to write. First, they must teach thoroughly how to write a good sentence; they must then place emphasis on writing good paragraphs. All teachers should require the pupils to write. It is not sufficient to expect the teachers of English to carry this burden alone. Good writing must be played up all the way along in the educational process. Teachers must be active in setting before students the value that the ability to write will be to them in their later experience.

Finally, when young people are in college we must encourage more of them to enroll in writing courses, especially in creative writing and in journalism. The teachers must present these writing courses from a creative angle as a medium of expressing one's personality as a human being. Youth should be helped to recognize that one glory of writing is that it captures time and rises above time all at once, and as someone has said, "Thus in its particular kind of memory we are able to have knowledge of ourselves."

The servant of the Lord has said, "Some young persons . . . do not improve their advantages. They would like to read and write accurately, but the price of excellence is hard work, and they will not pay it."—*Sons and Daughters of God*, p. 322. It is our responsibility to encourage them to pay this price. R. H.

Painting ceramic apples in the Mount Vernon, Ohio, church school.

► Special projects in health education are receiving nationwide attention as a result of communications from School and Industry Services. Saul Schur, executive director of the organization, approached the General Conference Medical Department requesting projects to be developed for the National Apple Institute. Educational materials thus developed would be used as a guide by elementary teachers across the nation. Seventh-day Adventist teachers responded and four completed their projects in time for the display at the National Apple Convention in Wisconsin. Detailed reports of some of the projects may be found in the October, 1961, issue of *School Health*. Students at Sligo Elementary School surprised National Apple Institute executives with their knowledge of current conditions facing apple growers. Mrs. Martha Gardner's third- and fourth-graders (Mount Vernon Ohio) developed realistic apples of plastic ceramics, while murals were featured both in the Loma Linda first grade and the Browning Memorial (South Lancaster, Massachusetts) sixth grade.

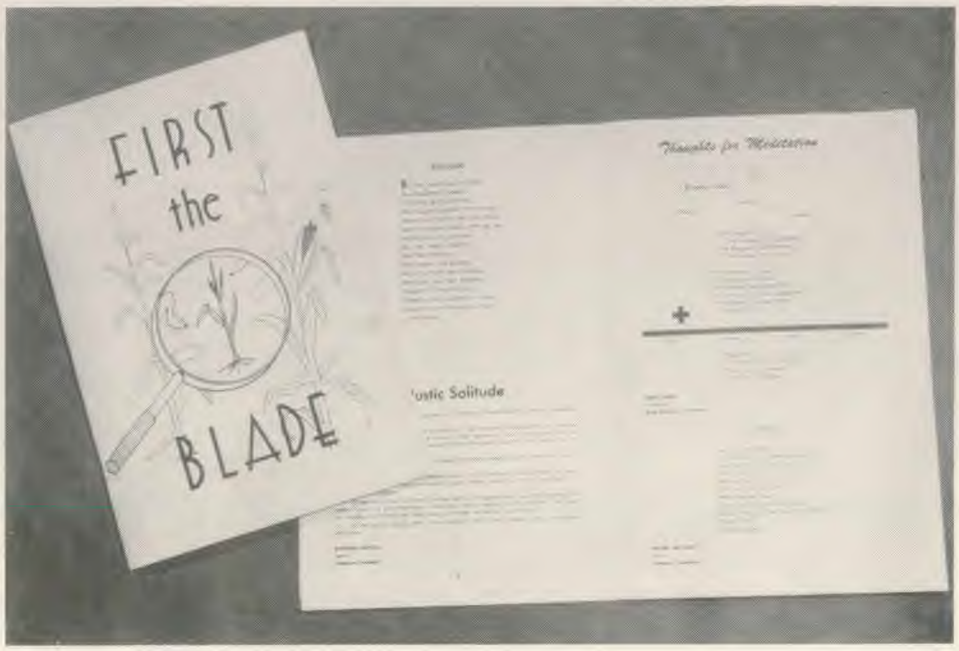
Our Cover Picture

On our cover is a picture of the first SDA church school in Monte Vista, Colorado, in 1914. The teacher is Belle Woodman. Two of the pupils are the Nehring twins, one of whom is Mrs. Ralph Carr, of Walla Walla, Washington, to whom we are indebted for the picture.

"FIRST THE BLADE"

Eugene V. Thomsen

ENGLISH AND SPANISH TEACHER, CAMPION ACADEMY



WRITING

"Writing is a means by which one can escape to his own distant realm of understanding—a place where he, alone with his thoughts, can portray on a canvas of parchment the moods and dreams that haunt his every unfilled moment.

"With a flourish of thoughts stimulating his imagination, he can paint for the blind pictures of beauty and compassion.

"To this world of routine rutted in the cares and whims of daily life, he can bring the invigorating freshness of a spring day.

"To the discouraged and downtrodden heart, he can bring a hope for the future, a dream of tomorrow.

"To the confused and degraded and rebellious, the writer offers a way of escape, a glimpse of the day when he, too, with persevering effort, can take his rightful place in society.

"There's a great responsibility placed in the hand that holds a pen. For it is this hand that supplies the minds of men with food for thought."—KATHY ANDERSON.

SURELY every English teacher would have these experiences for his students. The rewards mentioned by Kathy Anderson in the above editorial can be supplemented by references to the obvious matters of satisfaction and remuneration that come to the writer. However, there are not many media that give young people a sounding board for their words.

"Writing" appeared in May, 1961, in FIRST THE BLADE, an anthology of writing by academy students from all across the nation. Kathy, a freshman at Portland Union Academy, is one of thirty-one whose creative efforts were accepted for this first collection of poems, editorials, and descriptive vignettes. Not a large booklet, but one of quality, which is being met with enthusiasm by secondary

English teachers and others who have perused it. Whimsical meditation and description join the editorials to make this a sampling that spans the spectrum of academy student thought and talent.

The need for Seventh-day Adventist writers is so intense that it is pointless to repeat it here. Few indeed are the students who get a chance to realize that writing produces satisfactions fully as great as those from any other creative outlet. This realization, however, is the English teachers' responsibility to supply.

FIRST THE BLADE grew out of a literature anthology workshop held by the General Conference Department of Education during the Christmas holidays of 1960. The workshop assigned the editorship to Shirley Burton, English teacher at Laurelwood Academy. The press at the same school was asked to print it. All students in the senior academies were invited to participate, with each school being permitted to send up to five entries.

Campion Academy gave wide publicity to the project through bulletin-board posters, chapel announcements, and discussion in English classes. Permission was given for those whose work was published to miss the final English examination. This must have provided an incentive to some. When the deadline came, our English teachers met as a judging committee and narrowed the fourteen entries to the allowed five. The committee was encouraged and heartened to see the creative work that resulted from our promotion. Doubtless other academies had even greater participation. It is to be regretted that only twenty of our eighty schools sent materials to the project. With the success of this first effort, however, and with wider publicity it is likely that the results will grow.

Action taken by the Secondary School English Language Workshop, which met at Southern Missionary College last summer, recommended that the project be continued. We trust that academy teachers of all levels—freshman, sophomore, junior, and senior—and those in all fields will lend their support and encouragement to the 1961-62 edition of FIRST THE BLADE. Announcements will be forthcoming from the Department of Education of the General Conference. Every senior academy principal and every English teacher will be notified of dates and deadlines. If your school is not represented in FIRST THE BLADE this year, you and your students will be the losers.

English teachers will benefit by the motivating factors of publication. The church and its publications will profit when more and better efforts by the young people result in better contributions to our publications. Most important to our purposes, the young people will grow as they reap the rewards referred to in the foregoing editorial.

► Australasian Missionary College officially opened its modern and beautiful new Ellen G. White Memorial building last May. Included in the building are 11 classrooms to accommodate 480 students, a library, offices, a general store, a post office, and a lecture hall with tiered seating, blackout shutters, and audio-visual equipment. The library, circular in shape, seats 150 students and has bookshelves for 50,000 volumes.

► The elementary school of Hawaiian Mission Academy for one month dedicated JMV offerings from all classes to the Castle Memorial Hospital, now under construction on the windward side of Oahu about 15 miles from Honolulu. Gilbert L. Plubell, supervising principal, reported that the school was able to present to W. E. Guthrie, hospital administrator, $111.45. The Castle Memorial Hospital will be an evangelistic as well as health center for the Hawaiian Mission.

► Construction was recently begun on a new $12,000 addition to the industrial education building at Southwestern Junior College. The new addition is made possible by a gift from W. P. Ball, a Cleburne, Texas, physician. Charles Underhill is the new head of the industrial education department, which trains students in welding, metal work, automotive Diesel engines, technical drawing, woodworking, and house planning.

► Dr. R. H. Brown, former dean of administration of Walla Walla College, was last April elevated to the position of vice-president of WWC.

► Mrs. Irma V. Minium, chairman of the secretarial science department of Union College, has been elected assistant secretary for the Lincoln, Nebraska, chapter of the National Office Management Association for the year 1961-1962. NOMA is a professional association providing many services designed to keep office personnel up to date on the latest administrative developments.

► Frank E. Judson, head of the agriculture department of La Sierra College, reports that newly constructed facilities make LSC's dairy the most modern and attractive in the West. Completion of this project has marked one more step to strengthen and upgrade the agricultural program according to instructions given by Ellen G. White.

THE PRINCIPAL AND PUBLIC RELATIONS

PUBLIC relations people seem to make a hobby of defining public relations. My definition is simply this: Public relations are good human relations where the golden rule is applied. It is almost as simple as that, but one additional component is needed—communication of motives and actions so people will understand what is being done and why.

At one time in my experience I asked the man for whom I was working for a desk for my secretary—any kind of desk. She was using a small stand that was entirely inadequate, and it constantly irritated her. Weeks passed and nothing happened. She kept checking but with no results. Finally one morning, feeling that the matter could be delayed no longer, I went directly to the man's office on the way to mine, but I did not find him in. On reaching my office I found a brand-new desk for my secretary, as well as a new chair with a soft pad and a new desk set for me—things I had not asked for nor expected. My irritation was replaced by appreciation for what had been done. This man's motives were good, but his public relations were bad because he failed to keep me informed. I had interpreted the lack of results as a lack of interest and action.

The goal of public relations is to achieve an understanding through proper communication. Understanding results in good, both for the public and for the institution. Mr. Lynn Poole, president of the American College Public Relations Association, and public relations director for Johns Hopkins University, recently said, "Your success will be in direct ratio to the public's understanding of you. How much better off you folks [referring to Adventists] would be if people only understood you." We want people to understand us and what we believe; they must believe in us before they will believe as we believe.

The success of your school and of you as principal is bound up together in good public relations. Everything you do is either good or bad public relations: the way you greet people, the way you make your chapel announcements, the way you collect your bills. It is not what you do that counts so much, but how you do it.

You as principal face criticism, either for the school or for yourself. Remember that criticism is necessary for progress, but be careful not to allow it to destroy your confidence in yourself. There are two ways to react to it: One, get angry and bristle; the other, try to capitalize on it. Here are four points to remember: First, make the critic feel you are taking him seriously; second, go as far as you honestly can to straighten out the trouble; third, if the critic is wrong, be honest and tell him so kindly; fourth, if the critic is right, frankly admit it and make amends.

You may be criticized because you sacrifice effectiveness for smooth sailing that doesn't disturb anyone. A smooth-running program is not always an effective one. Your first task then is to conduct an effective program and to do it as smoothly as possible. Remember, too, that you have to be the judge of the program. You are the one man on the faculty who must see all aspects of any action taken. You face pressure from each teacher with his pet idea. Objectives must be appraised before a move is made. Willingness to view all sides of a problem is necessary; and having done this, you may at times find it best to say nothing.

Persuasion is better than compulsion. A man persuaded feels that he has gained something; compulsion makes him feel that he has had something taken away. Possibly the best test of good public relations is checking to see whether your actions are going to hurt anyone. Have regard for the feelings of others. It takes a long time for a hurt person to recover, and even then the hurt is never forgotten. Try to avoid friction. Have patience and a sense of humor. Don't take yourself too seriously; if you do, others may not.

All your major guns should not be aimed at a minor problem, for this will leave you no emphasis for more important matters.

You will often find it advisable to get your information firsthand. You can do this by spending time in informal visits around the campus with teachers and students. This allows you to make many con-

Condensation of a talk presented at the academy principals' council, Monterey Bay Academy, California, June, 1957. At that time Mr. Reynolds was director of public relations at Pacific Union College.

R. L. Reynolds

PRESIDENT, ATLANTIC UNION COLLEGE

tacts with a minimum amount of time because you control the time of each visit. Whenever visits are made in your office, you lose control of the time to some extent. On the other hand, there is a need for an open office door. It lets people know you are available at all times.

You as principal have many publics. Those we will discuss are your faculty, your students, the parents, and the constituency. We will not discuss the board, for they will be satisfied if you are pleasing your other publics.

Of these publics, the faculty comes first. Choose your faculty carefully. Make sure to get student-centered teachers, teachers who love children and who are interested in their welfare. The most important member of the academy faculty is the Bible teacher. A Bible teacher who is loved and respected is bound to help the spiritual tone of both students and faculty.

Inform your faculty of board decisions and all other developments that affect their work. Make them feel they are a part of the team. It is not good public relations to inform only one or two close confidants and let the others get the news as it leaks out. A faculty without team spirit is likely to have hard going. Teachers need to have confidence in you and in one another.

Plan well your agendas for faculty meetings. Have a program and outline it to the faculty. You should be chairman, but be careful not to dominate the decisions made; and guard against letting one or two faculty members dominate the decisions. The faculty meeting is a time to look over school problems together so that common decisions can be reached, a time for the faculty to give free expression to their thinking.

Study committees are helpful in surveying the over-all program. Committees on public relations, curriculum, and discipline will help the faculty to be conscious of these phases.

Be kind and considerate to your teachers at all times, regardless of how much you may disagree with their opinions. Try to understand their problems outside the school as well as within. See that they have adequate teaching equipment. Extend sympathy to those who need it and offer sincere praise at the right time. Special consideration must be shown to new teachers.

Measure a teacher's value by his efficiency and accomplishment rather than by whether he agrees with you. Let your teachers know you are interested in their professional advancement. Make provision, when possible, for them to attend the conventions.

Push your teachers to the front as much as possible rather than take the spotlight yourself on every occasion. Teachers like to be chosen by students for class sponsors. I believe it is wise for the principal never to allow himself to be chosen as a class sponsor, because there is opportunity for misunderstanding with the teachers. If the faculty respect the principal and are loyal to him, there will doubtless be a united school.

Your second public is the students. Chapel programs are the core of the academy program, and they greatly affect student morale. You control in a great measure through your chapel programs. Chapels should be well planned, with plenty of variety. Have your teachers present talks, and ask them well ahead of time. Chapels should not be too long and should be a time for positive instruction rather than a scolding experience. Prayer bands are of value in the chapel program, but if a large percentage of the students do not attend, I would question the advisability of using them, because this would put sacred things in a wrong light. Well-chosen stories give opportunity to plant important seed thoughts. Student questionnaires and subsequent reports can bring problems to the students' attention that they themselves have mentioned. These may bring out the fact that students think chapel or classes are too noisy. This can then be dealt with as coming from the students themselves.

Choosing the Week of Prayer speaker is one of the most important decisions of the year. Choose him for his love of young people rather than for his availability or closeness to the school.

The students will profit by weeks of specialization, such as Courtesy Week when a king and queen are chosen by a secret committee.

Young people want to be active. Organized recreational activities, both indoors and out, are needed. It is well to provide some athletic activity for the girls as well as boys. Other good activities include students' running school for a day; active student association; well-rounded musical organizations; amateur hour; hobby clubs; temperance club; student Week of Devotion in the winter with chapel periods conducted by students under faculty supervision; student participation in regular chapel periods; student activities outside the school, such as visiting churches, giving music festivals, radio and television programs; and a clean-grounds program (make students conscious of keeping their school clean by deliberately planting paper with a reward offered to those who pick it up—and incidentally this is a good way to lead up to a talk on clean grounds). It is well also to have a testing and counseling program.

At the beginning of the year explain the rules and policies to the students. This can be done by dis-

tributing mimeographed sheets containing a résumé of the policies. This will avoid many misunderstandings.

Handle discipline carefully. Students must always feel that the faculty are interested in them. The faculty must be willing to explain the reasons for their actions. Students, as well as their parents, must be kept informed of their progress so that if eventual dismissal is necessary, it will not come as a surprise.

Teachers should be encouraged to work closely with the students. It is not necessary for every infraction of the rules to be brought to the entire faculty; individual teachers should be allowed to handle minor problems with confidence, and then you should support them in their method of doing it.

Disciplinary actions should not be publicized. We are told in the Spirit of Prophecy writings that in all school discipline faithfulness and love are to reign. When a teacher corrects a student with kindness and tries to avoid humiliating him, love for the teacher will spring up in the heart. If a teacher is unduly severe he may thrust a student upon Satan's battleground. Public exposure of wrong is harmful. It would be well to remind the faculty often that those who have a disagreeable temperament, who are rough, stubborn, and sullen are the ones in the greatest need of love, compassion, and help.

The parents are your next important public. Communication with them by letter at the opening of school is important, inviting them to write, visit, or telephone at any time. Then they must be kept informed at all times of the activities of the school in general and of their children in particular. Students are always talking about school activities, sometimes correctly, but occasionally incorrectly. If you will encourage the parents to check with the principal on incidents that seem of concern, much wrong information will be corrected.

Where possible, on the opening night of school have a faculty-parent-student get-acquainted reception. A back-to-school night early in the term has proved successful. Invite the parents to visit classes in which their children are enrolled. Have each class meet for fifteen minutes. This gives the teacher opportunity to discuss the class with the parents, to tell them what is expected, and give other pertinent information.

Scheduling teachers to be in their offices one night a month will be helpful to working parents who might want to come in and visit. Letters of explanation may be used to advantage at the time grades are sent out. An annual report of the school activities sent to the parents helps to establish rapport between the school and the parents.

A parents' booster club can be of assistance in raising money for band uniforms or other projects. A parent-teacher association in day schools can be integrated into the school program by organizing study groups to give attention to special school problems. Some schools have planned a Parents' Day when parents come in and teach classes. Father-son and mother-daughter banquets also tie parents to the school program.

Parents need not be notified of every petty offense of their children, but anything approaching a serious nature should be brought to their attention. The parents and teachers should work closely together in rehabilitating a student who has had severe discipline or been expelled. It must be made clear to the parents that the faculty has the interests of their children at heart.

The community is also an important public. An open house at the school will help the community residents feel welcome. Many will not attend, but they will feel good to have been invited. Offering the buildings for community projects will create good community feeling.

You as principal can join service organizations and thereby help your community relationships. For example, Monterey Bay Academy through the years has followed the practice of having the Rotary Club visit its campus once a year. You should not hesitate to ask community people for help whenever necessary.

The school should participate in service and patriotic events when possible. People get the impression that we are unpatriotic because there are activities in which we cannot join. Exhibits in local stores on special occasions will also help to acquaint the community with the school.

Schools that have surrounding Adventist communities have special problems other than those already mentioned. Offering evening adult education classes might be appreciated. You should attend church business meetings and other functions of the church. If the constituency of a day school covers more than one community, you would do well to spend some time at public and church activities at each place.

Sundown worship at the Sabbath's close is appreciated by community residents. Let the Adventist community know they are welcome to attend all public programs sponsored by the academy.

The school paper and school annual are two direct ways of informing the community of school activities. Regular information should also be channeled through the union paper. You can write letters occasionally to pastors throughout the field to solicit their help in reaching students who should be in school. Student programs should be sent to all the church centers. Good representation at camp meetings and regional MV meetings acquaints the constituency with the school.

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Some Observations of Effective Teaching

William J. McKeefery

ALMA COLLEGE, ALMA, MICHIGAN

From a Dean's Point of View.—For many years a variety of people have been observing college teaching. Students, colleagues, consultants, administrators, professional evaluators, and even national committees have sampled the activities of the classroom teacher. In this era, which Jacques Barzun has called the age of deans within deans, it is not surprising that even deans have had opportunities to observe the college teacher at work. At the outset, then, these comments are declared to arise from the observations of *one* rather small and fallible dean.

Each dean has a number of opportunities to observe teaching. Although visits to classrooms are still not common on the home campus, opportunities frequently come for formal and informal intercollegiate trips. The Liberal Arts Study of the North Central Association has provided opportunity for several deans to visit classrooms in connection with coordinators' visits. Accrediting agencies depend heavily on deans for evaluation teams. Cooperative institutional self-study on a regional basis also provides such opportunities. There are also the secondary means of learning what happens in the classroom through students, colleagues, and the instructor himself.

The dean is often suspected of having ulterior motives if he suddenly decides to visit the classrooms of his faculty. A newcomer to higher education might think that the faculty members would welcome such a visit. The biblical comment that "he who does the truth comes to the light that his deeds may be approved" does not seem to apply when the dean knocks. Perhaps this is the concept which Edward York Blewett draws in the Bulletin of the American Association of University Professors when he writes:

> Once upon a time a dean went to Heaven. You can judge from this opening sentence that the substance of this talk is pure fiction. Now everyone knows that deans don't go to Heaven, and chiefly, I think, because of the pressure which is applied in a contrary direction. Everyone seems to want them to go elsewhere. . . .

Teacher Evaluation—Our Bounden Duty.—The academic dean is principally and inescapably concerned with the quality of instruction provided by his faculty. Deans are frequently asked to evaluate their teachers. A knowledge of teaching ability is essential in such matters as arranging teaching programs and schedules, recommending promotions, determining loads and future demand, commending the strong and helping the weak. Deans are called upon to approve additions to the faculty. A more thorough knowledge of the qualities often found in effective teachers should be an aid to wise selections.

The faculty member does not always feel the dean knows of his teaching ability well enough to make decisions on promotion and tenure. At the University of Washington the faculty was asked, "Do you believe the administrative officers have enough information concerning your teaching effectiveness?" Only 14% of the faculty said, "Yes." Of the 86% that did not answer affirmatively, 55% emphatically doubted that they had such knowledge.

The dean faces a strange combination: a faculty that is reluctant to be observed, yet a faculty that feels it should be more fully observed to be fairly evaluated. On the other hand, there are few deans who feel they know so little about their faculty members that operations cannot be carried on. If deans must operate within reasonably narrow limits, it may be of value to utilize all the clues to effective teaching available.

Although this paper is not a do-it-yourself kit on observing teacher effectiveness, it is hoped that the approach described will broaden the base for making decisions on teacher effectiveness.

Observation Delimited—The Teacher and the Taught.—The ultimate goal of effective teaching is the well taught individual. The process and the individual are closely related, but observation as here understood is concerned more with the immediate process than the ultimate achievement of the student. In the mind of the observer, however, there is an assumed connection between certain teachers, their procedures and the colonies of outstanding graduates who have passed through their hands. Admittedly, it is a gross estimate, but one that seems to stand up under repeated usage.

In attempting to identify effective teaching by the achievement of the student served, one can never fully parcel out the influence of fellow students,

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other instructors, nor the eighteen or more years preceding this instructor's influence. When, however, the judgments of many students, colleagues and other observers mark this instructor as effective, a broader base is given to the original observation. The study of *Changing Values in College* made by Phillip Jacob makes us cautious of assuming that large changes in values occur during college years. It points up the need for more systematic and comprehensive study of teaching effectiveness.

Other Observers—and Their Observations.—Grouping the studies on effective teaching and illustrating briefly from each group will provide a rough approximation of the large body of literature in this field. Four types are readily identified:

1. Studies of what is actually being done in the classroom.—Umstattd catalogued the actual classroom procedures such as lecture, discussion and seminar on a frequency basis. Currently, many schools, such as Miami University, are measuring the effectiveness of specific procedures in new settings, such as large classes and TV.

2. Appraisals of teachers and teaching methods.—Beginning with Luella Cole's study, *The Background of College Teaching*, a table of traits of good and bad teaching was devised. A series of student evaluation scales have been developed (Wilson, Purdue, Minnesota) rating both the instructor and the course. In 1955 the DePauw University alumni rated the effectiveness of teaching and listed high on the scale "knowledge of subject," "interest in subject," and "tries to be considerate and courteous to students." Sidney French in his book, *Accent on Teaching*, finds students rate highest, "knowledge of subject matter" and next, "sympathy."

3. Critical incidents associated with effective teaching.—Following the work of Flannigan and Bendig on critical incident technique, the faculties of liberal arts colleges in Kansas are currently involved in using critical incident technique as a means of identifying effective and ineffective teaching. Items associated with effective teaching are: "respect for students, preparation for the classroom, general scholarship, and effective lecture techniques." Items frequently associated with poor teaching are: "faulty testing, faulty grading, and poor voice and speaking."

4. Larger studies involving teacher effectiveness.—Institutional self-studies which touch on effective teaching include the recently published *Self-Study* by New York University and the study of general education in nineteen institutions' programs, entitled *General Education Explorations in Evaluation*, by Dressell and Mayhew. The University of Missouri in its publication, *Toward Better Teaching*, evaluated teaching by discussion and other techniques and developed a scale for rating teacher effectiveness. The University of Illinois published a study, *College Learning and Teaching*, in which instruction was rated in terms of learning outcomes. A recent provocative push in this direction was stimulated by the Fund for Advancement of Education by giving $500,000 to thirty-five colleges and universities to study ways to better utilize teaching resources.

Finally a large number of regional and national educational associations consider periodically the effectiveness of college instruction, either as a main theme or an important part of their program. The National Education Association publication *Current Issues in Higher Education* (1956) is devoted to the teaching process.

Types of Effective Teachers.—From the evidence contained in studies of effective teaching and from personal observation, one could collect examples of a large variety of behavior which appears in good teaching. The critical incident studies in particular sharpen the meaning of elements in these lists. To repeat, however, that effective teaching includes a thorough knowledge of subject field and a concern for students would be to repeat well known lists.

As one observes teachers judged to be effective, there seems to be a discernible pattern of good teaching. Although it is common to illustrate from extreme types, a greater value seems to adhere in distinguishing the usual characteristics of the several kinds of good teachers . . . and perhaps of a few who are not so good. For example, the University of Missouri study identified four types of partially effective teachers; the *ghost* who only appeared in the classroom, the *wanderer* who usually strayed from his subject, the *echo* who repeated the words of the textbook, and the *autocrat* who ran things his way. In the classic study by Lewin, Lippitt, and White the productivity of three types of teachers and their classes was compared. Although the authoritarian type was more productive than the *laissez faire* or the democratic, the democratic type had better morale than the other two groups and sustained its productivity even when the teacher was not present. In recent studies made by McKeachie, the security of the instructor is found to be related to the effectiveness of his democratic approach.

Five types of teaching are identified in the following discussion. Three represent different types of effective teaching patterns. One represents an ambivalent status, and one groups together patterns of ineffective teaching. These types were arrived at by grouping the elements frequently associated with good teaching and poor teaching in syndromes. An interesting critical factor that seemed common to each of these patterns was the self-image or self-concept of the instructor. In the three patterns of effective teaching the self-image is realistic and focuses on one of three different goals; truth, unity, or love. In the ambivalent pattern there is some distortion in the self-image and a lower level goal. In the pattern of ineffective teaching a persistently warped or unreal self-concept exists.

The Departmental Specialist.—Of the three types of effective teachers the departmental specialist stands out as the eldest and best documented. Judging him from the streams of outstanding business and professional leaders who majored with him, and their enthusiasm for him as a teacher, a fairly stable and substantial weight of opinion favors his acceptance as one practicing effective teaching. We might credit this teacher with good judgment in selecting able students. We might attribute it to personal enthusiasm and a fatherly interest in the pro-

fessional development of his students. Little doubt exists, however, since the studies of origins of *Who's Who* biographies and eminent men of science that certain departmental specialists on many campuses have been outstandingly helpful to these graduates.

The rationale positing this type stems from an analysis of self-images held by college teachers. Examples of the effective teacher who is a departmentalist suggest a realistic approach to his self-image with a particular orientation toward the search for truth. This quest for further knowledge is primarily oriented toward his academic discipline and spills over to relationships with professional groups and students. The teacher is well satisfied with this self-image and radiates considerable self-confidence, which is supported by his contributions to the field and the achievements of his graduates. Although he may be tempted from time to time by outside non-academic offers, he feels he can and should be able to carry on research within the college walls. This type includes both men and women and the drive often continues right up to retirement. Fortunately this group also enjoys a wholesome variety of non-professional activities.

Certain teaching and background elements appear frequently and seem to be common to departmental specialists. Some that most clearly stand out are:

1. A keen concern for recent research and a desire to participate in it and to use the results in the classroom.
2. A close connection with professional groups and other individuals interested in the same area. (He frequently involves his students in these meetings.)
3. A larger concern for the specific curriculum of his area than the general curriculum although he wants his majors to choose broadly from the liberal arts.
4. A relatively stiff grader, intolerant of cheating, but willing to put a large amount of confidence in his students.
5. Willing to spend a considerable amount of extra time with promising students.
6. A professor's professor usually held in high esteem by his colleagues.
7. A dedicated man centering most of his time and talent on his field and his students. His greatest anxiety is that he is not doing enough reading and research.
8. A directive teacher who tends to go as rapidly as the class can follow and is usually prepared to suggest still more for the ablest. He frequently uses a content centered approach.
9. One who has large acquaintance with the library holdings in his area and motivates his students to read by personal references and assignments.
10. Tends to consider educational methodology secondary to the fundamental love of his subject.

The Generalist.—A second type of effective teaching is carried on by the generalist. He is the product of recent trends in higher education to correct over-specialization in higher education. Although a subject-matter trained individual, he has become interested, or was judged adaptable by his administration, in broad field approaches such as natural science courses, humanities courses, seminars, or upperclass capstone courses. He does not pretend to be expert in this larger adopted area, but by his concern for integration and larger understandings, he has found a second area of satisfaction. Often his spirit of adventure and his cooperative attitude have been factors in his selection for new assignments.

The generalist, like the departmental specialist, has a realistic grasp of himself and projects a self-image oriented toward *integration* rather than the quest for more knowledge. He sees himself as a catalyst harmonizing the interests of subject matter specialists and the life-centered goals of the student. He is more like the renaissance man who saw all areas related to life. Because he has sensed the various educational cross winds, he is less likely to be dogmatic and more willing to adapt or try a new approach. By the very nature of the broad-fields approach he must cooperate with colleagues in other departments, and this in itself speaks of his original tact and his growing sense of appreciation for the interests of others. He seldom, however, receives back the same amount of commendation that he gives to others.

The generalists have in common:

1. A willingness to experiment with new teaching methods.
2. An anchor security in their original teaching fields although professional progress in this area has been diluted by preoccupation with the general.
3. A cooperative and tolerant attitude toward colleagues and all phases of the curriculum.
4. Well defined course objectives and procedures.
5. Evaluation procedures devised to measure outcomes and not subject matter only.
6. Concern for critical thinking and deeper understandings.
7. An enthusiasm for the liberal arts and/or general education concepts.
8. Occasional concern that the integrated approach does not provide the desired depth or the specialist's approval.
9. A desire to visit other schools; attend workshops and conferences.
10. A skill in carrying along students of average as well as superior ability.

(*To be concluded in December issue*)

► Harold W. Clark, professor emeritus of biology at Pacific Union College, recently spent a day of study and interview with a group of theology students and a history professor from Ambassador College, Pasadena, California. The visit came as a result of the influence of his publication "The New Diluvialism." The group were eager to get the full viewpoint of a religionist believing in the Genesis story of Creation while teaching and writing in the field of geology. Ambassador College is an "orthodox and fundamentalist college," they explained, operated by the Church of God.

► Beginning with the fall term Loma Linda University is offering a course on the graduate level in health education. It is designed for ministers, teachers, nurses, physical therapists, medical and dental students, and laymen who desire to know how to give instruction in healthful living, and is open to those who have completed a Baccalaureate degree from an accredited college.

Raising the Standards of Teacher Education and Certification

Part I

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MORE than a century ago Alexis de Tocqueville wrote of this country: "America is a land of wonders, in which everything is in constant motion and every change seems an improvement. . . . No natural boundary seems to be set to the efforts of man; *and in his eyes what is not yet done is only what he has not yet attempted to do.*" (Italics supplied.) I do not ask that you accept this entire statement, but the latter part I commend to us as we consider raising the standards of teacher education and certification. If "where there is no vision, the people perish" (Prov. 29:18), certainly those of us involved in Christian education must view the seemingly impossible as a challenge to our educational leadership.

Historically, the beginning of the formal process of preparing "keepers of schools," later known as schoolteachers, is obscured in the dim and misty backgrounds of the all-but-forgotten and not-too-reliably recorded educational past. From the data available I find the Pestalozzi of 1746-1827 vintage has been referred to as the first, albeit one-man, teachers' college. From this early beginning until the present, interest in the teachers' college has continued to increase. In the last decade we have witnessed a phenomenal growth in both the number and importance of teachers' colleges, schools of education, and department of education. This indicates that teaching as a profession is growing up.

The fact that this group of Adventist educators are concerned with the improvement of teacher training and certification is evidence that we consider important this relatively modern development in the field of education—teaching coming into its own as a profession. As a people we have recognized other professions, and their pre-eminent demands have been met in our educational planning. In the area of theology we have within the span of service of the average worker witnessed the raising of standards of ministerial trainees at two different times. For many years no educational requirements existed other than a few classes in Bible. Then with the introduction of the internship plan, the educational requirements of the minister-to-be were upgraded to include a minimum of the Bachelor's degree. I might add parenthetically that the only way it was possible to enforce this practice was for the General Conference to refuse to provide the two-thirds salary subsidy to the conferences employing the ministerial intern unless the intern had earned the Bachelor's degree.

Eventually our denominational educational system responded to another need and established the Seventh-day Adventist Theological Seminary. This was one more step in making theology truly professional. Presently Andrews University is being developed, which includes the former Seminary. And once again the ministerial internship requirements have been raised to include the fifth year of training.

A much longer chapter of our educational history records our progress toward full denominational recognition of another profession—medicine. Indeed, both in our work and in the world, theology and medicine have been far more successful in achieving maturity and prestige as professions than has education. There was a time within the range of my memory when a doctor's sole claim to status as a Doctor of Medicine was the fact that he had taken two years (two, mind you) at Battle Creek College and had paid the two dollars annual license fee necessary to permit him to practice medicine in his State for a sufficient number of years prior to the enactment of a law requiring that one pass a basic science test. I know this to be a fact, because it was the experience of a personal friend of mine; and his practice, to say the least, was fabulous, both in quality and quantity.

As recent as prior to World War II the attitude of many industries was one of suspicion, if not hostility, toward using the help of professionally trained engineers. Most of you can remember without too much effort when colleges of agriculture were the laughing stock of even the farmers (many of whom didn't really know how to care for any other kind of stock). Yet today, through professional schools and resulting public acceptance, these have now all become recognized professions.

During the early stages of their development as

Condensation of a talk presented at the academy principals' council, Monterey Bay Academy, California, 1957.

professions, theology, medicine, agriculture, and engineering, to name only a few, found many hurdles in the way. Probably one of the most difficult of these obstacles was and, in fact, still is the opposition of the older practitioners who have "arrived" without formal training for what has come to be recognized as a specialized field of endeavor.

In like manner, many teachers and administrators find the same roadblocks barring the approaches to professional status for teaching. The reason for this is that men have ideas. They think. Even spiritual insight must include the act of thought, discrimination, and selection of that which is good. The mind is served by the teacher. Therefore the key to teacher-training improvement and raising the standards of certification is in securing for our teachers and administrators the recognition, respect, and privileges that have been accorded the other professions we recognize as truly learned.

The development and maintenance of high standards is the means by which the goal of professional recognition of teaching is achieved. How professional we will be in our system of Christian education, where the best should characterize all our efforts, must depend upon our self-determination.

Teaching on all levels is growing up as a profession. It is incumbent upon us that we recognize that as a profession grows up we will see professional bodies take root, shape, and finally to a greater or lesser degree suggest controls of the profession's rights, privileges, obligations, ethics, and approval or accreditation of its schools. This has ever been the history of the professions. We have no reason to doubt that it will be so in our ranks.

A recent article in educational literature was published under the title of "Seven Cardinal Principles of Certification." The first principle laid down was "Teaching is a profession, and certification should be the badge of membership in the profession." It is from the frame of reference to this first principle that I should like us to view the problem of raising the standards of teacher education and certification. It is my conviction that we need a denomination-wide inoculation of professional adrenalin that would stimulate all our educators to recognize that we are professional people, uniquely so because we belong to a recognized profession especially devoted to Christian education. With this we should be conscious of all the obligations for behavior as skilled specialists incumbent upon those of any learned profession. This awakening would change our teacher and administrative thinking a great deal, and thereby our actions.

As a case in point, so long as a principal's competence is judged primarily if not solely on the basis of the operating gains or losses, we will find ourselves wandering in the foothills of mediocrity instead of the heights of professional maturity. I do not mean that good administration permits our ignoring the financial aspects of the school's operation. But an altogether disproportionate amount of the average principal's time and effort is spent in seeking, if not always finding, the solutions to the problems directly and indirectly related to fiscal matters. As long as there are schools, public or private, there will be financial matters to be considered. In our denominational system of operating secondary schools, this responsibility is in a real sense a part of the work of the principal. Indeed, his continuation as a principal is almost altogether determined by his success on this point. He must accept this responsibility. Professional administration, however, does not demand that this responsibility be accepted to the exclusion of the over-all educational program.

Coupled with the financial responsibility of the administrator is supervisory responsibility for the teaching in the school. How many of you principals during the past year did any classroom supervision of your teachers? How many classes did you visit? As a follow-up, how many *group* interviews with teachers did you hold with a view of improving the teaching that characterized the classrooms you visited? How many *personal* supervisory interviews did you conduct? How well did you prepare for these interviews? What came as a result of them? Have you a concrete plan for each one on your staff—or one for yourself, for that matter—for continuing professional growth?

If this list of possible supervisory techniques has left you breathless, I assure you I am sympathetic. You are probably thinking, There simply aren't enough hours in the day. With that I agree. Our staffs are not adequate to provide supervision of our teachers in any fashion worthy of the name. It is impossible under our present financial support of Christian education. If we would forthrightly recognize the professional implications of teaching's becoming a matured profession, it would force us to recognize also the factor of human limitations and endurance, while at the same time press hard the need for supervision by the principal. It is to be hoped that we can muster the courage of an inner commitment to the ideals of professional competence and call forth the fortitude necessary to put into action the things we know are important.

Of course, such changes will entail finances. This problem too will slide into proper perspective as a denomination-wide program of education emphasizes that educational personnel are professional people. This information must be beamed at boards, patrons, and church members in the best professional manner by all of us in the field of education. Our people, if convinced, will pay the bill.

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IN LIEU

The Reward

A NEW voice in the great educational debate has said that teachers are recruited from among either the dedicated or the incompetent. The remark, of course, is a variant of the older adage that people who can, do, and those who cannot, teach. Both the original and the variant are, to be sure, only half-truths at best. A student named Jay, who smelled of manure and spouted outrageous opinions like a soapbox orator, taught me that teaching can indeed have rewards not measured in money but, on the other hand, not requiring the kind of saintly commitment suggested by the word *dedication*. My lesson from Jay did not put steak on my table instead of hamburger or pay off a desk drawerful of pediatrician's bills, but it did convince me that I had stumbled into the right occupation. At the time, I needed convincing. I had encountered nothing to stir dedication, and I was not resigned to an admission of incompetence. As a young college history instructor, I had awakened to the brute fact that after eight long and expensive years of college training, I was earning less money than a shoe salesman. What was even worse, the future did not promise much advancement. In that year, all college professors received a national average income about equal to the average family income of the nation as a whole. I had heard that teaching compensated for proverbial low pay and status with such advantages as job satisfaction, long vacations, and low-pressure working conditions. But I was dubious—until Jay came along.

I first met him as a "problem" student. He had enrolled for a survey course in Western Civilization that I was teaching at the urban night-school division of a large state university. He was not a "reading problem" or an "underachiever," or even a "discipline problem," at least in any usual meaning of the jargon. He was a problem because he stood out in the class like a warty nose and because he threw himself with such abandon into class discussions that he antagonized everybody in the class, including me. He was a tall, bony youth in his early twenties, several years older than the other freshman students. He had a great shock of explosive black hair, and for the twelve weeks of the course he did not consult a barber about it. He wore soiled blue denim trousers and an equally dirty and rumpled blue denim jacket. He talked in loud, booming, rural tones, the kind of speech that vaudeville farmers spoke and that has supposedly disappeared in our day of Hollywood movies, television, and radio.

When I saw him sitting in the front row of the classroom on the first evening of the class, a few idle questions entered my mind. A mere glance was enough to persuade me that I had an eccentric of some kind under my nose. Before the first class meeting was over, more urgent and disturbing questions raced through my mind. I had anxious misgivings about his gaunt presence there in the first row of seats. I wondered how I was going to bear up under his eager stare for three months, his avid headshaking in agreement or disagreement with all my remarks, and his loud voice breaking into my lecture with no advance warning like a bulldozer. I was not an old hand at conducting a college class from the low raised dais and from behind the imposing lectern. I was certainly not dedicated. But as events proved, that first evening with Jay, bad as it had seemed, was my easiest. Jay had only been warming up.

For the second long meeting of this weekly class I came prepared to lecture with wit and learning on the liberal and national revolutions in post-Napoleonic Europe. I had marked my voluminous, anxious lecture notes like the orchestration for a jazz band. At appropriate, seemingly controversial points I had allowed a break for improvisation and class debate. But in my limited experience I had already learned that these hopeful breaks for discussion were often disappointing.

"Why, do you think, such and such led to such and such?" was the form my probings sometimes took. I would pause and wait, poised for the storm of heated opinion. Nothing would happen. Gaping young faces would stare up at me courteously, waiting for me to resume their "education," waiting for me to continue the talk they had paid for. I would then rephrase my question, perhaps in exasperation making it outrageously provocative, suggesting that Lincoln had really been a tyrant deserving assassination at the hands of a Brutus or that absolute monarchies were better governments than democracies. Still nothing would happen. Still the same polite, waiting faces. I then understood why some teachers adopted a perpetual iconoclastic pose—anything to stir up excitement and to agitate torpid gray cells.

But in this class, with Jay, I had no such disappointment in the response to my leading questions. Jay rose to my bait. He boomed out even more out-

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MONEY

Teaching

rageous assertions than I would ever have dared to make. The class took fire also. Everybody got very angry. Voices were raised. I had never participated in a discussion, in or out of school, that had reached the shouting stage so quickly. It took more than my scant abilities to keep the discussion on the level of minimal courtesy. I never got the chance, of course, to finish my carefully prepared lecture on the liberal and national movements of the early nineteenth century. In fact, I was able to say very little all evening except for a series of futile "Now, let's . . ." or "Perhaps we can . . ." or "Shall we look at the . . . ?" As I plunked my books and notes into my imitation-leather brief case after class, I was exhausted and angry. The twelve weeks of the course yawned ahead

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of me like a vista of years. I realized that I had a real primitive on my hands. Jay was obviously bright and enormously interested, but he was a complete savage and boor. What was worse, I had no good ideas about how to tame him. I thought wearily only of survival.

I did not even escape Jay after class. When I went down the street for a cup of coffee before driving home, he was in the café. I would have retreated hastily, postponing coffee till I got home, had I seen him in time. But I had seated myself in a booth and given my order before I spotted him sitting nearby at the counter. At once he rushed over and sat down opposite me without waiting for an invitation.

"Say, I really enjoyed that class," he roared, causing half a dozen persons in the café to crane their necks to watch us.

"I could tell," I answered quietly, trying dismally to set an example.

"Yes sir, I'm really going to enjoy that class."

I thought such a refrain could go on indefinitely. I tried to steer the conversation to him. I was curious about him in spite of myself, in spite of my irritation and vague embarrassment.

"Are you working toward a degree?" I asked, dragging an obvious and polite question out of the air.

For the next half-hour I got the answer to my question and to many others I did not have the opportunity to ask. Jay was an orphan who had been reared by a reluctant uncle—I could commiserate with that uncle—on a submarginal farm. He had had a hard life. Ever since he could remember, though, he had read books, hundreds of them. As he talked, I could picture him upon some bunch-grass moor, devouring Dickens, Carlyle, the Harvard Classics, the Bible, anything and everything he could find in his uncle's clapboard house, the traveling rural library, or at more cultured neighbors' houses. His uncle had not been happy with him, but Jay only hinted at the problems he had encountered in his foster home. Somehow Jay had finished high school, even though he had been forced to leave home to do so. As a nineteen-year-old, he had lived alone in the city. He had received some small help from remote relatives, and he had worked at an incredible variety of part-time jobs. He had been completely unsocial in high school, leaving for his job or his rooming house as soon as the afternoon bell rang. He was working for a college degree through "Extension" and was worrying about how he would ever be able to fulfill the state university's residence requirements for a degree. Only two years of night-school credit could be transferred toward the degree. I learned that he had found a job as a laborer on a dairy farm about twenty miles outside the city. Three nights a week he came into the city to go to school. He never had time to change his clothes. I was pleased to have the blue denims and the smell of manure explained.

I learned a lot about Jay that evening in the café. I was better able to understand his complete lack of the social graces. But I did not learn very much about his convictions and opinions. I learned about them during the next meeting of the class.

After I had polished off a few of the "isms" of the early 1800's, hurrying to compensate for lost time and feeling that I was making a botch of the whole thing, I finally got to Karl Marx. Then Jay blossomed out again as he had the previous week. But what had gone before in my classroom had been prompted by Jay's less strongly held opinions. Now he took over the floor completely. He explained and defended the *Communist Manifesto,* part of that week's assigned readings, almost point by point. He even stood up and faced the class and began to read the thing sentence by sentence, with exegesis. The rest

of the class rose up in arms and challenged him, point by point. Jay, however, lectured and cajoled them and orated with a grand sweeping of his arms. He completely ignored my remonstrances, my really loud, angry, almost rude orders to shut up. He plowed ahead, pulling down ancient sacrosanct institutions. The church and organized religion dispensed tranquilizers. The American family, so sacred to television, was really only a blind for "male chauvinism" and "bourgeois prostitution." The Constitution was a mask for ruthless exploitation. Before we were all saved by the bell, he had aroused everyone in the class. They almost stood on their desks to scream at him. From the platform I tried vainly to moderate the meeting, to insist upon common-sense qualifications, in between periodic attempts to get everyone to shut up completely.

It took me some time to get out of the classroom that evening. I was surrounded by angry adolescents threatening to withdraw from the course, threatening bodily injury to Jay. I thought I could understand Jay a little better than most of his outraged peers. Knowing something of his life, I could see the utter bookishness of his opinions and understand why, in his bitter and impoverished experience, they seemed such good opinions. But I could not explain all that to the students. Besides, I was angry at Jay myself.

After the class, I saw him again in the café. I had the feeling he had been waiting there for me. He had hurried out of the classroom after the bell, leaving arguments hanging in the air. We had a conversation that lasted for almost two hours and through many cups of coffee.

"That was sure a fine class tonight," he said, as he barged into my booth again without invitation.

Because I could hardly agree with him, I only looked at him wearily and grunted.

"You don't have to cover up to me," he said. Again I could see the necks bending all over the café. "You've got the dope, I know. I can tell. I'm not going to snitch on you to the FBI." He roared with laughter. . . . "That was a good class. I sure like to talk about those things."

I took the bull (figuratively?) by the horns. "First of all," I said grimly, "don't shout!"

"Shout?" he shouted. "Who's shouting?"

For half an hour or more we talked frankly about ordinary social usage, about its practicality, its rationale, its genesis, perhaps, in chivalry and feudalism, its place in the "class struggle," its current sociological implications, everything. I told him exactly how the rest of the class had reacted to his display and explained as simply as I could, cutting through the philosophical delaying actions, how he might proceed to change the situation.

For a while I thought I had crushed him. Then, for a briefer moment, I thought I might have to fight him—or call a policeman. But before it was all over, he had quieted down and was volleying questions at me. In some ways, they were questions an interested six-year-old might have asked. He wanted briefing on the most elementary etiquette. Our talk for the rest of the evening was largely unacademic.

At the next meeting of the class, Jay surprised me and everyone else. For one thing, he waited a long time before volunteering to speak, and then he raised his hand first. He turned in his seat and apologized to the grim-faced and expectant students sitting behind him.

"I'm sorry I riled you up so much last time. But I'm still right. The Prof thinks I'm right too."

I felt a flash of annoyance at his presumption in speaking my mind for me. But I recognized my cue. Instead of shouting, as seemed to be the practice in my classroom, I set out on a long explanation of Marxism and its importance in modern history. I explained in an elementary way the many sects and denominations that claimed descent from the Marxist scriptures and what the lasting value of Marxism seemed to me to be in modern thought.

Jay looked crestfallen. He actually sulked through the rest of the long class period. After class, in the café again, he accused me of having no "guts." "Are you afraid of McCarthy?" he asked. That evening's conversation was almost entirely academic. Jay, I was sure, crept back to his bunk at the dairy farm with his world shaking. But I hoped that something had been said during the evening, some ideas or hints of ideas exchanged, which would help him in the rebuilding of his foundations, even if they continued to be Marxist.

The remainder of the course passed more quietly, although Jay occasionally forgot himself in brief, wild enthusiasms. I had several more long talks with him over coffee in the café. Instead of debating the *Manifesto,* point by point, we branched out to discuss other books and other thinkers. Jay was a voracious reader. Because he had practically no social life, he raced through twenty or more big, important books before the course was over—Freud, Spengler, Kant, Wittgenstein, and others. He was only beginning to recognize shadings, qualifications, and rhetorically skirted problems. Then sometimes he would break off a criticism of logical empiricism to ask me some pathetic, practical question, prompted, I suspected, by some event in his daily life. "How do you ask a girl for a date?" or "How do you talk to a girl?"

The term finally ended. Jay gave me an effusive good-by when he came to my desk to turn in his final examination paper. I gave him a grin and said good-by, wishing him luck in his plans.

I did not see him again for over a year. Then, after another evening class, I met him in the same café.

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Ray Hefferlin

PROFESSOR OF PHYSICS
SOUTHERN MISSIONARY COLLEGE

Would You Consider Teaching in One of Our Colleges?

Part I

THE person for whom this article is meant was graduated about three years ago from one of the Seventh-day Adventist colleges. His success in the study of physical science led him to continue his education in that area and to obtain a Master's degree at a university. At that point he may have chosen to continue working toward the Doctor's degree, or to accept one of the numerous offers of employment in the research laboratories of industrial concerns or of government agencies. During this whole period our friend showed by his life that the love of God was burning brightly in his life; this love shone out to others wherever he went. These qualifications inevitably came to the attention of those responsible for staffing our colleges with the best of personnel, and so feelers were sent out. Through the mails, by means of mutual friends, or in some other way the question was asked: "Would you consider teaching at one of our colleges?"

When the feeler made contact, probably the first thoughts that came to mind were, Do my qualifitions and experience really fit? What does a faculty member at one of our colleges do? How does a small liberal arts college work? How does one allot his time?

Further problems were of a more philosophical nature: Will I do more good than by staying in my present job with its mission opportunities? What about the personality conflicts and inconveniences of which I have heard?

At present I shall approach only the first problem. My answers, you must understand, are somewhat general and represent, wherever figures are given, unofficial averages. Just what should I know about the college in order to make an intelligent decision? How, for instance, is one's time allotted? You have probably been spending 80 per cent of your time on brainstorming in one form or another, and 20 per cent on other things; that is, if you have been in graduate school, 80 per cent in study and 20 per cent in teaching assistantship. Or if you have been on the staff of a university or of a laboratory, you have probably spent 80 per cent of this time in research and 20 per cent in teaching duties or in staff meetings and attending professional conventions.

What will you be doing in a small Seventh-day Adventist college? First, of course, you will be expected to teach your classes. You will teach at least half the courses offered in your department. Second, with these classes there will be laboratories and demonstrations, because you believe in making your subject come alive. Third, as the person in whose hands to a large degree is the future of your department, you will feel a responsibility in the public-relations area. Fourth, you will be asked to help in campus and community projects. Fifth, realizing that the effectiveness of your teaching depends partly upon a fresh sense of discovery, you may want to do some research. Sixth, with all these activities you will want to remember that the prime object is to help the young people under your care.

Then there is a seventh function that requires a small average of time, say three hours a week, somewhat independent of how the other functions are handled. The hiring of student assistants, the location of an additional member of your department, and the rough design and supervision of any building expansion will be your (usually) pleasant duties also. Every so often your college will undergo the rigors of an accreditation evaluation that will make some demands on your time.

Your teaching responsibilities—actual classwork without labs, preparing tests, grading papers, and making out grades at the end of the semester—will run 25 hours or so a week.

The amount of laboratory and demonstration work you do will depend on your skill and tastes and equipment at hand. You can spend most of your remaining time on this or a minimal amount of time, say ten hours a week, letting your courses stress theory more than gadgetry.

The same is true of the third function; the public-relations angle can take quite a chunk of your time. Organizing a physics club, helping amateur radio (or

other related area) enthusiasts, and writing articles for the student paper about these and other activities of your department can easily average ten hours a week, and probably won't be less than four hours. You will feel some anxiety that eager young academy graduates share your enjoyment of your specialty, and may endeavor to interest them in it before they reach your classroom. There are all sorts of ways to do this, from making posters for the academy bulletin boards to presenting an entertainment-demonstration program during their assembly hour. You will want also to correspond with your alumni.

Projects for campus or community? There are almost an infinite number of them. Your campus firefighting squad needs a walkie-talkie set; the cafeteria sound system has a nasty hum in it; a nearby science fair needs a competent judge; the Kiwanis Club wants a speaker on "What Does the Atom Mean to Us?"; the student association conceives of a spectacular stage program demanding ingenious lighting. This is to say nothing of what could be done for nearby academies to increase their effectiveness, or for your neighborhood civilian defense, or for such campus committees as traffic improvement and safety. For these let's say a minimum of five hours a week.

Then research—and you know already that the universe does not yield its secrets without a heavy toll of thought and time. When I say "research" I do not mean it only in the restricted sense of the term, "original investigation," but rather that it should include any investigation which increases your knowledge or competence in some related field. You may want to study up on some topic that excited your interest in graduate school, work in amateur radio, or experiment with electronic organs. The research, then, could have at most what is left after 25 hours (classes), plus ten hours (labs), plus four hours (clubs, et cetera), plus five hours (campus and community), are used up, if you would choose to stress it that much. A danger exists of doing so and of forgetting the personal counseling and the extracurricular mingling with students, which was the sixth item on our list. One solution chosen by some is to seek a leave of absence and to take a research-oriented summer job off campus. Perhaps after a time you can accumulate enough equipment and reference material to do your summers' research on your own campus, along with a summer-session class.

Just how much time you allot to each of these functions will be to some extent yours to decide. It goes without saying that you cannot do an A-1 job on all of them. I would suggest two rules:

1. Let the transition from your predecessor to you be as smooth as possible. Drastic, sudden reorganizations of cupboard contents, committee members, college curricula, or departmental functions usually only dissipate energy into heat. It would be much better to cause a "slow perturbation," preserving the advantages of past methods with those you propose in new ones.

2. Decide at the onset which of the functions shall become the strongest one, which the next, and which shall be left out. If the unique feature of your department is going to be community work in the form of a campus radio station, then you will have to cut the other areas, and you may decide largely to let the public relations and research go. But, of course, a radio station *can* provide much opportunity for student laboratory experience; it will result in good public relations and will present many challenging technical problems.

You would like some discussion of advantages and disadvantages? The advantages are three in favor of your accepting the appointment. First, the suburban or rural location. Where else but near a small-town college can you live in the country or on a wooded hillside and yet drive two miles or so to work? Second, you may experiment in a more free way with course content and curricula than at a large college or university, assuming that the administration is favorable to that sort of progress, and to my knowledge this is usually the case. The very fact that you are considering this appointment must mean that you have considerable interest in teaching. Here you have an opportunity to create a balanced curriculum embodying your philosophy of your subject, a sequence of courses that opens to the students, in some especially desirable way, the scope of your field. You have always thought that a certain course could be done in a more interesting, motivated sort of way than when you took it? Fine. Here's your chance. Teach it backward if you think it will help. Third, you have a unique opportunity to mold the thinking and lives of your students. The Seventh-day Adventist college faculty takes considerable interest in the students' extracurricular activities. You will get close to the students in your department, closer than to any equal number of students in a much larger department. They see you at work and also see you at home. They help you in the classes as readers, in the labs or demonstrations, in showing visiting high school students around, in testing the new dormitory hi-fi set, and in your research.

What are the disadvantages? First, you are out of the main stream of scientific meetings and visiting professors, probably a hundred miles from any place where a national society has staged a meeting in the past five years. But there are some steps being taken to make brief visits of scientists possible, and your college will send you to a professional meeting every year or so. Second, repetition. You will have to teach

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We Are Educating Youth for Their Place in the Church

Reuben Hilde

SUPERVISING TEACHER IN RELIGION
LA SIERRA COLLEGE ACADEMY

NOT more surely is the place prepared for us in the heavenly mansions than is the special place designated on earth where we are to work for God."[1] These words should not only give us a sense of Christian security but also help us to realize that God values our service as He values our souls.

In connection with this statement from *Christ's Object Lessons,* the Christian teacher has a twofold responsibility. First, it is his responsibility to bring the glorious truth of this statement home to the heart of his student. He should help the student realize that this fact is of a highly personal nature—God has a special place for *him.* Second, the Christian teacher is to instill in the heart of his student a desire to *find* his place in this work for God. It is this second responsibility with which this article will deal primarily.

If our youth are to be led to see and to desire their place in the church, the following suggestions should receive serious consideration by parents and teachers.

Make Christ attractive. Jesus declared, "I, if I be lifted up from the earth, will draw all men unto me."[2] Jesus has power to attract; in fact, to the Christian He is the greatest of all attractions. "He is altogether lovely."[3]

It is one thing, however, to believe that Jesus is "altogether lovely," and another thing entirely to convey that truth to others. This cannot be done merely by declaring it as a fact; the teacher must reveal it in his life. It is difficult for the student to see the attractiveness of the Saviour if the Bible teacher is impatient, if the business manager is stern and exacting, if the farm manager is cruel to the cattle, if the choir leader is eccentric, if the science teacher is impractical. It all adds up to this fact: the teacher's first duty is to incorporate the principles of Christianity into his life. When he succeeds at this, he also succeeds in making Christ and the Christian way of life attractive to his students.

The student will never espouse the cause of God successfully unless Jesus Christ has become the supreme attraction in his life. Jesus must not be merely *an* attraction; He must be *the* attraction. Paul declared fervently, "I count all things but loss for the excellency of the knowledge of Jesus Christ my Lord."[4] The things of earth faded into insignificance when the Sun of Righteousness came over the horizon of Paul's life. When the Christian teacher counts "all things but loss for the excellency of the knowledge of Christ," he has taken the first step in guiding his students into their place in the church.

Lead youth to bear practical responsibilities. It would be an injustice to the teacher, to the parents, and to the students if the impression were conveyed that parents and teachers bear the responsibilities of life. The youth must never be left to feel that others bear the responsibilities for them. With growth toward maturity and toward self-direction, students must be taught that their personal responsibilities are ever on the increase.

> The Christian youth should be in earnest, trained to bear responsibilities with brave heart and willing hand. He should be ready to encounter the trials of life with patience and fortitude.[5]

It would be impossible to train youth to bear responsibilities if responsibilites were not placed upon them while they are young. "The students, every one, need a most thorough education in practical duties."[6]

The theory of driving an automobile may be understood thoroughly, but the ability to drive does not come with the theory alone; the theory must be put into practice under proper guidance.

The matter of bearing responsibilities involves more than being able to work to help defray the expenses of gaining an education; it involves more than faithful study of the subject material in school; it involves the individual responsibility of becoming personally acquainted with the Saviour.

When the religion of Christ becomes a personal experience with the student, the student will say with his teacher, "I too count all things but loss for the excellency of the knowledge of Christ." The student will then be ready to assume the practical responsibility of carrying the "good news" to the world.

Lead the student to see what constitutes a call from God. Often when students have given themselves to the Lord they feel impressed that they should enter the ministry. As a supplement to this feeling, they are often encouraged by others to take the ministerial course. Too long the idea has been cherished that a heart response to the Saviour indicates that a young man should enter the ministry. The call to service may be a call to one of many lines of endeavor that aid in the promulgation of this glorious gospel.

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PERSONAL IMPRESSIONS OF SMC's

SECOND SCHOOL CAMP

G. M. Mathews

ASSOCIATE SECRETARY
DEPARTMENT OF EDUCATION
GENERAL CONFERENCE

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At its second school camp for grades seven and eight the elementary school of Southern Missionary College had 52 pupils and counselors under the direction of Principal E. Stanley Chase. The photos appearing on this page depict a few of the daily activities: (1) counselors' meeting, (2) tent and personal inspections, (3) morning worship, (4) lining up for meals, (5) first-aid drill, (6) nature study, (7) washing dishes, (8) games. Personal letters to me from every camper and interviews with counselors have led me to recommend this form of outdoor education for futher experimentation and study by the union conferences of the North American Division.

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Audio-Visual Instruction in the Christian School

M. M. Gutman

HEAD, DEPARTMENT OF ENGLISH
OSHAWA MISSIONARY COLLEGE

AUDIO-VISUAL instruction is not new. Although many new aids and devices have been developed within the past few years, still the use of sight and sound in teaching—for that is what visual and audio mean—dates back to the Garden of Eden. When the first school was organized, with Adam and Eve as pupils and the heavenly Father the teacher, the ultimate in audio-visual technique and materials was used. Not pictures, recordings, tapes, models, or any of the devices that we herald as new, but the actual article about which the lesson was to be taught was brought into the "classroom." Agriculture, the natural and physical science, and all other subjects of the "curriculum" were studied among the trees, flowers, and stars. The sights and sounds of nature were the textbooks God provided. No better teaching method has ever been devised. In the earth made new this plan will be resumed.

Drawings, specimens, collections, and models were used by the early Greeks, by Rousseau, Froebel, Horace Mann, and many other great thinkers and teachers of the ages. Jesus, the master teacher, used the fields, the seas, and all of His surroundings as models and exhibits to illustrate His lessons to the disciples and to those who followed Him daily.

For years Christian teachers have used charts, maps, diagrams, and the chalk board in presenting lessons from Holy Writ. In geography, history, literature, and in every other subject, the enterprising teacher must learn to use with effectiveness the audio-visual tools that will best aid the teaching-learning situation. Audio-visual instruction is an aid to, but never takes the place of, good teaching. It helps us arrive at the desired results.

Such teaching is not mere entertainment. In its best form it adds interest, stimulates thought, and encourages further study; but it never leaves the field of learning. Many teachers feel that audio-visual instruction implies sound motion pictures. These are but a small part of the broad meaning of the term.

Audio-visual instruction (we will call it A-V) implies hearing, sight, touch, taste, smell—all the senses; in fact, it has been termed by some educators to be "sensory" instruction. This term is too broad in scope, for A-V mainly applies to sight and sound. A few of the aids would include blackboards, charts, graphs, maps, slides, photos, prints, posters, cartoons, clippings, models, specimens, exhibits, tapes, records, sound movies, pantomimes, pageants, and tours. There is no limit to what the on-his-toes teacher can utilize to make teaching realistic via A-V instruction.

The teacher must know the specific function of the various aids before they can be used effectively. A-V aids must teach, stimulate, and challenge. Display is not enough. As in any other method of teaching, teacher preparation is a must. A proper sense of time, both effective and economical, must be considered, and an evaluation made of the aid to be used. Just as the use of the typewriter makes writing easier, faster, and more easily read, so will attention to the operational ease of A-V aids and materials strengthen your teaching-learning situation. Not only the weaker students but the average and above-average have much to gain. Stimulation reaps large dividends. A mother asked her small boy if he would rather watch television than play with the neighbor boy. He answered, "I'd rather play; real people are more interesting than pictures." The real thing is better than a picture of it.

Book after book lines the shelves of our educational libraries, telling us how to use these aids, how to choose, how to incorporate them into our teaching. The wide-awake teacher will keep abreast of the tools of his trade just as surely as the physician will keep himself informed on the latest discoveries in medical practice.

First and foremost in the aims of the Christian teacher's daily instruction must be the character-building steps that will lead each student to Christ—for eternity! This implies a teaching job that must not fail. No less than our best is required. The consecrated teacher uses the best from the highest sources. For that reason we use the Bible as our textbook for the most important subject. Jesus did that too. The fact that He quoted from the parchment scrolls of Holy Scriptures proves that He knew the

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At the time this article was written, Mr. Gutman was principal of the Shreveport, Louisiana, SDA elementary school.

What the SCHOOLS ARE DOING

► To hundreds of academy students the woman pictured here is famous for her attractively prepared home-cooked food. She is Mrs. Frank Pitchen, but they know her better as Mom and love her because of her ability to cheer up homesick boys and girls with a delicious meal. She has given 25 years as food service director in Seventh-day Adventist academies—12 at Cedar Lake Academy (Michigan), eight at Mount Vernon Academy (Ohio), and the past five at Wisconsin Academy. Along with her duties as food service director, she has taught home economics. In her important position she has made an outstanding contribution to the education of young SDA's.

► Having recently earned his Ph.D. degree in botany from the University of Maryland, Leonard E. Hare has joined the Emmanuel Missionary College biology department. He was the recipient of the Carroll E. Cox Memorial Award from the University of Maryland, which is given to the most outstanding, all-around graduate student, and Mr. Hare was commended for having made a singularly distinctive achievement in his independent responsibilities in the department of botany.

► At a meeting previous to the close of school last spring, 72 students at Platte Valley Academy (Nebraska) received the Tell Ten pins as a result of intensive witnessing through Bible study teams, seminar teams, tract teams, and enrollment teams. These students found the finest type of social life in dedicating their entire talents to witnessing the power of the gospel to their neighbors. The Bible teacher, Elder Gayle Rhoads, provided excellent leadership. PVA plans to work various small towns in their large corn belt in the same way during the present school year.

► At a promotional program preceding the groundbreaking ceremony for the proposed new elementary school at Mountain View College (Philippines), the 52 sawmill workers promised to donate a week's labor on the building. Thirty-eight student colporteurs dedicated a total of 21 days of canvassing time. This time added to individual pledges amounted to 4,824 hours of labor dedicated to the project. At the same time many cash pledges were made to this proposed model church school for the south Philippines.

► Two teachers of Laurelwood Academy (Oregon) studied last summer under special grants. Vernon Kaiser received the second successive stipend from the National Science Foundation for graduate study in mathematics at Washington State University. A journalism fellowship was extended to Shirley Burton from the Newspaper Fund of the *Wall Street Journal,* which she used in a special four-week seminar at the University of Oregon.

► To enhance the remedial reading program's effectiveness as well as to assist all students in becoming better prepared for college, Little Creek School (Tennessee) has ordered the Science Research Association reading laboratory, accelerator, projector, and films. The students have become keenly interested in self-improvement through these new devices.

► The seventh and eighth grades of the Fairview SDA Elementary School (Colton, California) for the second consecutive year voted to forgo their annual banquet in order to share their blessings with others. Their first offering brought material and spiritual help to the needy Calexico mission school near the California-Mexico border. Last year they chose the Voice of Prophecy as the recipient of their sacrificial gift.

► On August 16, 40 seniors of Columbia Union College (formerly Washington Missionary College) received Bachelor of Science and Arts degrees. This brought to more than 150 the number of degrees and certificates awarded in 1961 to Columbia Union College students.

We Are Educating Youth for Their Place in the Church

(*Concluded from page 21*)

It is obviously the duty of the Christian teacher to help the student, boy or girl, find his most fruitful place in the church. But how is the teacher to aid the student effectively and wisely?

Testing and counseling programs have been set up in many schools; these are to be commended. However, to the average teacher, one who may not be directly connected with a formal guidance program, the very finest help comes from the pen of inspiration:

> We need to follow more closely God's plan of life. To do our best in the work that lies nearest, to commit our ways to God, and to watch for the indications of His providence—these are rules that ensure safe guidance in the choice of an occupation.[7]

What better counsel could any Christian teacher give his student than that which is found in these three rules?

1. "Do your best in the work that lies nearest." If the student is to recognize the call of God, he must do his best in algebra; he must make the best broom he knows how to make; he must put in an honest day's work. If he is taught to "do all to the glory of God" (1 Cor. 10:31), and if he carries this out in the work that lies nearest, he will be led to the task that God would have him to do.

2. "Commit your ways to God." The daily consecration of self and the submission of all plans to Him, "to be carried out or given up as His providence shall indicate"[8] constitutes the second "safe rule." This rule not only brings success in Christian living but leads to that "special place" where the student is to work for God.

3. "Watch for the indications of His providence." This third "safe rule" is not the flipping of a coin or the opening of a Bible at random and seeing what the message of the text happens to be. It is a rule that calls for spiritual alertness. Certainly if the student is to do his "best in the work that lies nearest," and if he commits his ways to God, God will direct the eye of faith to recognize "the indications of His providence."

Finally, the church must be eager to accept dedicated talents. The church (made up of its members—parents, teachers, leaders—having aided the youth in acquiring his education and finding his place) must never turn upon that youth with feelings of resentment. No covert jealousy must be allowed to linger in the recesses of the heart of the older worker.

Furthermore, it is not wise to remind the youth of the trials and struggles of men of the past, and of the great achievements of the past, without reminding the youth of the magnitude of the work they can and will do through cooperation with the divine.

Should the student show signs of surpassing the teacher or older worker, let the veteran lift up his voice in praise to the wonderful Saviour who guides the youth to find his place in the church of God. For—

> With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world! How soon might the end come,—the end of suffering and sorrow and sin![9]

With such glorious possibilities, should it not be the prayer of every teacher that he might aid the youth in finding his special place? And when the youth has found that place should not the church say, Welcome, O youth, into the service of the King!

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[1] Ellen G. White, *Christ's Object Lessons*, p. 327.
[2] John 12:32.
[3] S. of Sol. 5:16.
[4] Phil. 3:8.
[5] Ellen G. White, *Fundamentals of Christian Education*, p. 191.
[6] *Ibid.*, p. 228.
[7] Ellen G. White, *Education*, p. 267.
[8] ———, *Steps to Christ*, p. 70.
[9] ———, *Counsels to Parents, Teachers, and Students*, p. 555.

Audio-Visual Instruction in the Christian School

(*Concluded from page 24*)

Textbook. But He also used illustrations by calling the attention of His hearers to the fields, the lilies, the sower of seed, and perhaps the most impressive of all, a storm at sea, an illustration and lesson tested by His command "Peace, be still."

Never shall I forget the expression on a lad's face in one of my classes a few years ago. After watching a color film on the Sea of Galilee and its surroundings, he uttered without even raising his hand, "Why, it was a real place, wasn't it?" The Bible stories in connection with the Sea of Galilee had not made much of an impression on his mind until the film brought the scenes and experiences of Galilee into proper focus.

Years ago an academy teacher of mine held up a small bottle of water that was actually from Jacob's well. That small bottle of water stirred an animated discussion in the class. The teacher had planned the class period. The proper use of his exhibit brought the desired response.

One picture can say thousands of words. Some of the still paintings and reproductions available today can start a class discussion that will stimulate thought far beyond our means to measure. The large map of the worldwide work of Seventh-day Adventists (available from your Book and Bible House), fastened to a piece of wallboard, hangs on one wall of my classroom. Geography, history, current events, literature—each is related to a mission establishment nearby. Only through a study of geography can a large grasp of the unfinished task be presented. After watching several films on India and its countless mil-

lions, a thinking girl asked, "How will we reach them with the gospel with so few workers?" That map was in her mind.

To the small-school teacher, handicapped by limited means, the sound-film libraries of thousands of films can prove invaluable. Just as books are available on any subject, at any grade level, so are 16mm. sound pictures. The motion picture takes one anywhere at any time at little expense. On a rainy day, right after a study of Abraham's first missionary journey, we "traveled" with the Thaw Expedition across Asia, over much the same routes and methods used by Abraham of old.

After we study the story of Jesus' glorious resurrection, my students like to listen to a record of Handel's *Messiah* as presented by the London Royal Philharmonic. They are greatly moved as each event of that wonderful morning is envisioned through the sound of this masterpiece.

Recently Opal Miller, one of our teachers, reached a peak in pupil interest in her fourth-grade geography. Each student wrote letters to several State capitols asking for pictures; then they selected those they liked best. These they pasted on a long scroll of paper and wound the scroll around two broomsticks placed in opposite ends of an apple box. By turning the crank a student could make the pictures from the States roll by before the class. Each student provided the "sound" for his pictures. This plan supplied A-V instruction in geography (the States), English (sentences under the pictures), art (the arrangement), and speech (the presentation to the other classrooms in the school); and great interest was stimulated by this efficient use of audio-visual aids by an alert teacher who planned the assignment well.

Colleges and universities are offering numerous courses in this line, and the educational shelf of your public library will give endless help.

Using A-V materials in our schoolwork is not easy. Nothing of real value is easy to use in the classroom. Only by study and preparation can a teacher use with effectiveness the many helps now available in this line. The take-it-easy teacher will say, "I haven't time." The sincere and ambitious teacher will seek and find and benefit. As Christians we cannot be slack. Our best for our students is our guiding motto.

Consecration and professional skill are both necessary. Though professional skill must be ranked second, it still is a requirement of the successful Christian teacher. Audio-visual instruction is an integral part of that skill. Let us make sure our tools are the best!

For reference: K. B. Haas and H. Q. Packer; *Preparation and Use of Audio-Visual Aids*. Englewood Cliffs, N.J.: Prentice Hall, 1955, $6.65.

Lester Burton Sands, *Audio-Visual Procedures in Teaching*. New York: Ronald Press, 1956, $6.00.

Raising the Standards of Teacher Education and Certification

(*Continued from page 15*)

Improved teacher training is undoubtedly one of our greatest needs. The quality and quantity of both re-employment and postemployment training requires some bold new thinking in terms of contemporary education. This does not imply the slightest departure from the instruction of the Spirit of Prophecy writings. It does imply a more careful study and application of it. Financially, I feel sure there must be a new look at the operating subsidies of our schools. Some consolidation may be required. We can hardly defend the practice of maintaining minimally adequate secondary schools at ever-increasing large deficits simply to satisfy the pride of a certain local conference.

The president of Omaha University said his requirements for a good university could be summarized by three F's—facilities, faculty, and finance. It seems obvious that we must have adequate financing if we would have the facilities and the faculty. Our lack of this precious commodity probably spotlights a failure of union educational secretaries and other educators in that we have not "sold" our boards, our constituents, and our patrons on the idea that education is a part of the vast social change now in process. The pattern for Christian education is the same today as it was when the first directions for education came from the pen of inspiration. The end product is the same, but the method and the content are emerged and changing.

The needs of the student of today are vastly more complicated than they were even ten years ago. The school administrators and all our other educators must accept the solemn responsibility to determine how effectively our schools are meeting the present needs of our students. Then we must take action that will provide adequately for those needs. We must adopt techniques typical of the professional person, and draw conclusions and inferences from our findings that will bring about better professional prestige for education as a whole.

(*Part 2 will appear in December issue*)

► James Perona, Ronald Null, Eldon Gish, and Terry Finney, graduates of La Sierra College, are making a distinguished academic record at Willamette University Law School (Oregon), according to the dean of the law school. Mr. Perona stands at the head of his class and has been appointed associate editor of the *Willamette Law Journal*. He was also the winner of the intramural moot court competition, a very high professional honor.

Would You Consider Teaching in One of Our Colleges?

(*Continued from page 20*)

your freshman or sophomore beginning course again and again; but, as I mentioned earlier, this gives you a chance to experiment! Third is the "unspecialization" that occurs in a college that with a staff of fifty or so must undertake many of the same administrative and upkeep tasks *per student* that a much larger institution does with several times that number, and with much machinery in the offices and shops as well. Each of the seven functions I have mentioned involves dissipative paper work and "fix-it" work, against which you constantly will have to be on guard.

So far in this discussion we have not spoken of the joy that comes as a result of serving in the place to which God has called you. You are not sure yet whether He *has* called you? Perhaps at another time we can talk about that at greater length. In the meantime, let me say that even in terms of the advantages and disadvantages given here, my years on the faculty of one of our colleges have brought a marvelously rich and rewarding experience, and this is an experience that I can heartily recommend you share with me!

Postscript: To some extent these comments apply to a broader group than those persons trained in the physical sciences. Young graduate students in the life sciences or in the social sciences have a somewhat similar situation. In a still broader sense, these words apply to skilled persons in any of the growing number of areas about which instruction is given at one of the Seventh-day Adventist institutions of higher learning. In any event, the person about whom and to whom these words were written probably won't read them—he isn't on the subscription list of THE JOURNAL OF TRUE EDUCATION—unless you lend him this copy!

(*Part 2 will appear in December issue*)

► With the opening of school at Pacific Union College this fall a new major was added to the industrial education department. It is called manual arts therapy and will lead to a Bachelor of Science degree, enabling the student to serve as a manual arts therapist in medical rehabilitation. The therapist uses the tools, materials, and processes of contemporary industrial society, and in pursuing this major he will be in touch with the principal areas of industrial arts. He works primarily with adult patients, recording significant data for the physician. During the senior year the student will spend part of his time in clinical training at a medical institution, making it possible when he graduates to enter directly into his profession as a therapist.

In Lieu of Money

The Rewards of Teaching

(*Concluded from page 18*)

At first I did not recognize him. His hair was cropped in a trim crew cut. He was wearing gabardine slacks, shiny brown shoes, and an overly gaudy sports shirt. He did not even give off an odor, unless it was the ever so faint odor of shaving lotion.

"Prof!" he said, "I'm glad to see you again. Can I sit down?"

I said he could sit down. I told him that I could hardly recognize him. He explained that he had long since given up the dairy-farm work and had found a job in the city as a warehouseman. He had a scholarship to attend the university, on the home campus, the following year. He was going to major in philosophy, he told me. He hoped to be able to get further assistance so that he could go on to graduate school, because he intended to become a college professor. "It's the best life," he said. "Look at those long summer vacations." He winked at me when he said that, and there was an enormous amount of communication in the wink. I suddenly realized that he was crediting me with a great deal.

I asked him how everything else was going.

"It's the girls," he said. "I've got to keep myself single, you know, for a couple of years. But I'm getting more life-adjusted every day."

"Well, don't carry it too far," I said.

"Say, Prof, do you know Camus? He's got something. He's pretty well convinced me that life's absurd."

We were off again. At first I wanted to apply the brakes and get back to his educational objectives. He was pretty naive. He needed to learn the facts about salaries, campus politics, status snobberies in the profession, and things like that. But then I had a few ideas of my own on Camus.

► D. J. Bieber, president of Union College, was engaged this past summer in doctoral studies at the University of California in Berkeley.

► The National Science Foundation has granted $30,000 to the physics department at Southern Missionary College for support of its research project under the direction of Dr. Ray Hefferlin. SMC's physics department has been engaged in a continuing experimental program to measure how likely are certain electron jumps in the atom. The results of such determinations are of immediate interest to astronomers and those studying flames or luminous gases from rocket engines, hydrogen-reactor experiments, or various kinds of furnaces. It is anticipated that the purchase of a high-dispersion spectrograph and the rental of IBM punch-card apparatus will be made possible by this grant.

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The Journal of True Education

Volume 23

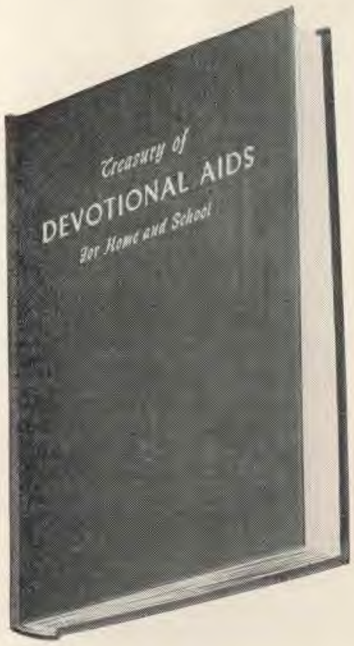
October, 1960—Summer, 1961

The Principal and Public Relations

(*Concluded from page 10*)

Attractive brochures portraying the work of the school help tell the school's story. Not only do they sell the entire constituency on the school but they also attract students. The cost of brochures is insignificant when compared with the possibilities for good they accomplish.

Good public relations must be based on trust. The Parker Pen Company has replaced the old time clock with the honor system for its workers, and this has cut down on tardiness. Another large company has increased production by explaining to its employees why it does what it does. Good public relations are necessary, not only because they pay but because they are right.



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Editorial
NEWS AND VIEWS

Consulting and Contributing Editors In harmony with suggestions that have come to us from the field we have appointed three consulting and contributing editors to assist us in the publication of THE JOURNAL OF TRUE EDUCATION. We are most anxious that the material we publish in this journal meet the needs of the field and that it represent the viewpoints of our teachers and leaders in educational endeavor. To help us reach this goal we have appointed as consulting and contributing editors Else Nelson, assistant secretary of the department of education of the Pacific Union Conference; W. A. Howe, secretary of the department of education of the Central Union Conference; and L. W. Mauldin, head of the department of education of Columbia Union College. From time to time these persons will contribute editorials and articles and assist us with their counsel and advice in planning the issues of THE JOURNAL OF TRUE EDUCATION.

Students on Wheels The All-State Insurance Company, an affiliate of Sears, Roebuck & Company, has completed a survey of the driving habits of 20,000 juniors and seniors in thirty high schools. This study confirms the findings of a previous survey conducted by school officials in Rexburg, Idaho, not long ago; namely, that school grades go down as student car mileage goes up. The Rexburg study showed that no straight-A students in one class drove cars to school, but that 83 per cent of the failures and dropouts did. The studies show that the weekday use of cars produces the worst effect on grades. Those young people who use a car each evening were found to be 20 times more likely to end up as an F student. Student car owners make far lower grades than students who are permitted to use the family car. Among juniors only 16 per cent of the top students owned cars, whereas 42 per cent of the failing group did.

Observation In the March, 1960, issue of *Social Studies,* Halverly Moyer of State University Teachers College, New Paltz, New York, states that observation is a skill that should be taught in the elementary school classroom. He maintains that the ability to observe, to see, to scrutinize, and to understand the life going on around us is learned only through trial and error, but it is a skill that can easily be developed and should be made an important part of social studies instruction in the elementary school. Teachers may start by assisting children to become aware of their classmates—the way they behave and speak and dress and react. Over a period of time children can be taught to make careful judgments of their own and to evaluate the judgments of others.

In his book *Modern Painters,* John Ruskin observed that "the greatest thing a human soul ever does in the world is to see something. Hundreds of people can talk for one who thinks, but thousands can think for one who can see."

Objective Tests While we recognize that there are advantages in objective tests in that a much wider sampling of student achievement is possible thereby, yet we feel constrained to remark that objective tests require great care in preparation. Much less time is required to score objective examinations than for the essay type. On the other hand, a great deal more time and care is required in preparing worth-while objective examinations. Teachers should not attempt to prepare objective type examinations, or at least to rely on them extensively, unless they have had training and guidance in the preparation of these evaluative instruments. While visiting in our educational institutions we have observed teachers giving objective examinations that appear to be poorly constructed. In a number of cases we observed multiple choice questions that had several choices that could easily have been counted as correct, or several choices that were almost equally reliable. In others, the distinction between true and false in some questions was hard to discern. Teachers who have not had adequate courses in tests and measurements may improve their skill in the use of these evaluative instruments by seeking counsel and guidance from someone skilled in their preparation.

Early Readers Children who learn to read early are not necessarily those who have the highest IQ. In a study conducted by Professor Delores Durkin of Columbia University, of 49 children who had gotten a head start in reading abilities, more than a third of the 29 girls and 20 boys have IQ's below 110. Likewise, good readers do not necessarily come from high-social-class homes, but more than half of the 49 early readers come from low-income families and only seven are from professional families. Dr. Durkin reports that probably parents from the high social classes fear that preschool reading ability might cause problems once formal training is begun. Dr. Durkin found that many of the early readers received significant help from an older brother or sister, and suggests that schools might capitalize on the system of using older children to serve as helpers for beginners.

Driver Education In an effort to determine whether driver education has merit, the State of Pennsylvania made a careful study of 16-year-old drivers who had been licensed from 1950-59. According to the *Education Summary,* results show untrained drivers had about 50 per cent more accidents, arrests, and suspensions than those who took driver education courses. The State recommended that instructors of driver education should improve and enrich their teaching in the classroom phases, and should pay particular attention to the development of attitudes that will ensure safer motoring in the future.