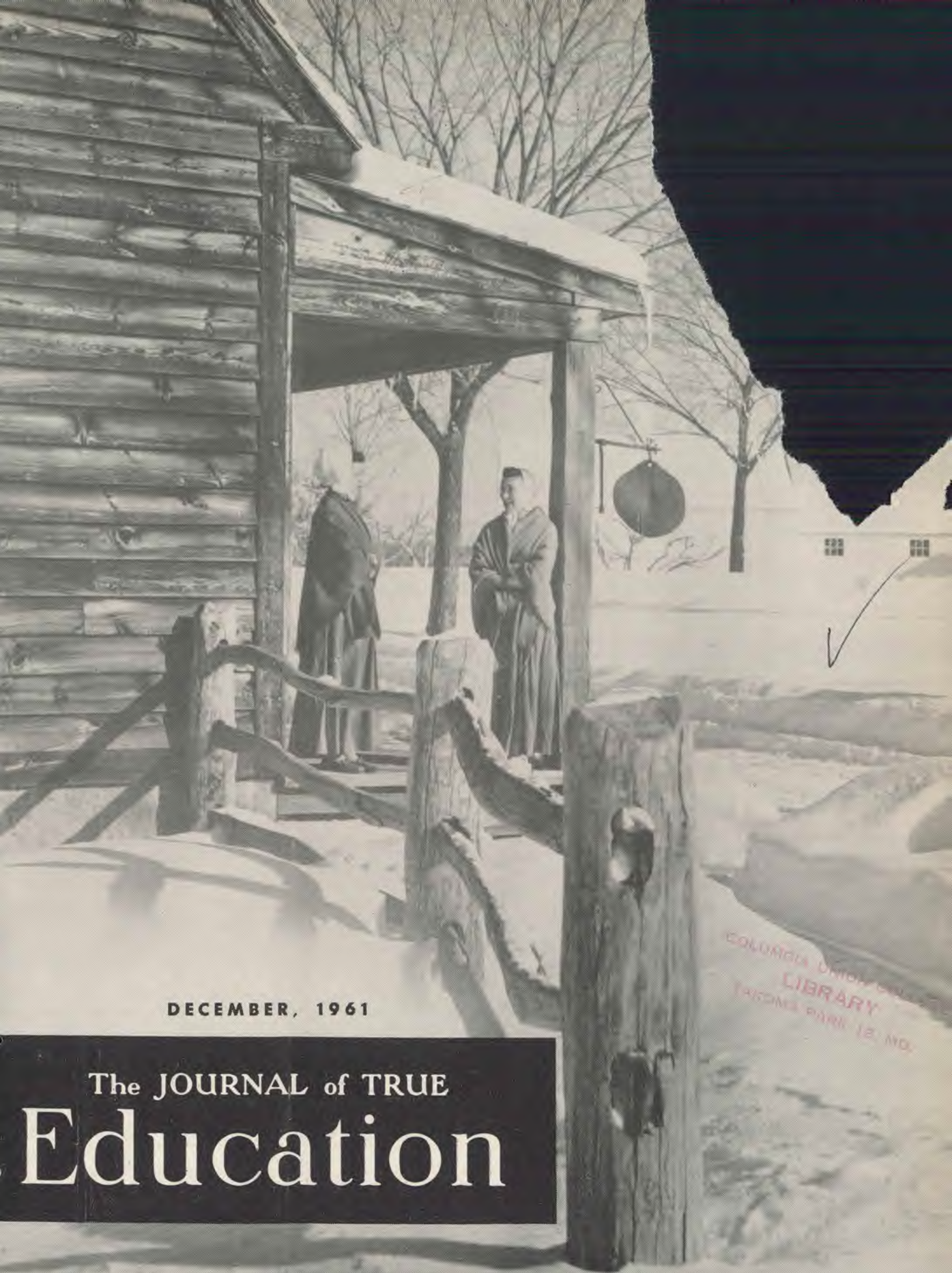

DECEMBER, 1961

The JOURNAL of TRUE Education

The JOURNAL of TRUE
Education

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* By request we are designating the classification of articles listed in our table of contents: (1) Elementary, (2) Secondary, (3) College, (4) General, (5) Home and Parent Education.

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Editorial

Your Philosophy Is Showing!

Lloyd W. Mauldin
CHAIRMAN, DEPARTMENT OF EDUCATION
COLUMBIA UNION COLLEGE

ASK almost any Seventh-day Adventist teacher to define his philosophy of education and he will very probably reply that he believes that education is the "harmonious development of the physical, the mental, and the spiritual powers."[1] But asked if he is a pragmatist, he will (if he knows what it means), with almost no hesitation deny any affinity. Even to ask if he agrees with the philosophy of John Dewey would, for some, come very close to an insult to his moral and educational values. Pursue the subject of philosophy of education further, and he will usually shrug his shoulders and exclaim, "I can't be bothered with philosophies of education. My job is to teach school. I have enough to do to satisfy the conference superintendent, church pastor, and parents."

But take a look at our teaching and we shall discover that each of us does have a philosophy of education whether we verbally subscribe to any particular school of thought or not. Each of us consciously or subconsciously has certain values that direct us in our teaching. These values determine our individual philosophy of education.

What are our objectives? We verbalize that our goal is to prepare boys and girls for the kingdom of God. And who would argue against that? But a few observations of even Bible classes disclose that the aim of many teachers is to drill the youngsters on the memory verses, dates, genealogies, names, and places. In short, the main goal is to complete the text and workbook. Any attitudes, appreciations, skills, understandings, behavior patterns, and values learned are entirely secondary to the primary objective—the correct recitation of data.

In language classes the goal is not to acquire clarity and skill in speech and writing, but to obtain the correct repetition of rules of grammar and names and authors of poems.

In social studies (more honestly, geography and history), the emphasis is on places, names, battles, and dates. One teacher of some considerable reputation and with a Master's degree in education was honest enough to tell her students in American history that they would memorize the formidable-looking text during the course of the school year. Too many teachers have no actual objectives in mind, therefore their only recourse is text mastery. Consideration for such matters as the hand of God in history, the great controversy, the Great Commission, and the problems of a Christian in the space age, have become lost in our zeal to romp through the texts.

Our assignments are almost without exception on the low level of pages and chapters; therefore, it is only natural for our techniques of teaching to be little more than the drilling and testing of the material assigned the previous day. Those legitimate objectives such as good attitudes toward skills in reading, study, and research are either crowded out or never considered.

A look at our evaluative techniques also reveals our philosophical values in education. Naturally we attempt to test what we teach, therefore we expect our students to regurgitate memorized facts and verbalisms.

Application of facts and principles to problems and pertinent questions is considered to be irrelevant. Of course, we base our grades on the percentage scores of unvalidated tests rather than upon student growth.

What philosophy of education does a teacher of this sort hold? It is the same as that of the neo-essentialists and the authoritarians. The former claim that education is the mastery of the knowledge of the past without regard to the experiences, needs, and interests of the learners. This philosophy is producing teaching identical to that described by Juvenal in the first century A.D.

> A rhetoric school where striplings rave and storm
> At tyranny through many a crowded form.
> The exercises, lately sitting read,
> Standing, distract his miserable head;
> And every day and every hour affords
> The selfsame subjects in the selfsame words.
> Till, like hashed cabbage served for each repast,
> The repetition kills the wretch at last.[2]

This philosophy is not in harmony with that found in the book *Education,* by Ellen G. White. There in the chapter, "Methods of Teaching," we are taught that students should not spend their time in laboriously crowding the mind with knowledge, very little of which can be utilized. Neither should their education consist of the training of the memory, which tends to discourage independent thought. Instead, Christian teachers are counseled to work as did Christ in dealing with men individually. They are to teach the youth the necessity and the power of application. Without this application the most brilliant talents avail little. Every area of study is to be so conducted that it will help to strengthen and build character. The teacher is counseled to meet the personal needs and problems of the students. But does the practice of memorizing lists of exports, crops, assigning the same twenty problems to the entire class, of filling in pages of blanks in Bible workbooks, or com-

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They Reach Beyond the Classroom

John D. Engle

Miss Jean Radike
86 Riddle Road
Cincinnati 15, Ohio

Dear Miss Radike:

It is a pleasure to inform you that your manuscript, "To Beat the Band," has been selected for future publication in PROGRESS magazine. . . .

You will find a check in appreciation of your manuscript enclosed. . . .

Complimentary copies of the PROGRESS issue containing your article will be sent to you. . . .

Faithfully,

PROGRESS magazine
James E. Sweaney
Editor

THIS acceptance letter was not received by a professional writer, nor by a semiprofessional, nor by a part-time free lance with hundreds of rejections to count, nor by a never-say-die tyro who eagerly studied writers' magazines and market lists and who, after years of trial and error, finally made a first sale. Rather, this acceptance and the accompanying check went to a fifteen-year-old sophomore at Princeton High School, Cincinnati, Ohio.

This first submission turned out to be Jean's first sale. So far, she has never seen a rejection slip. Perhaps this is not such an unusual thing, since it is quite possible to sell the first time by luck or by chance. However, Jean isn't the only sophomore at Princeton who has done the same thing. At present on my classroom bulletin board there are nine such letters and nine check stubs all of which were sent to sophomores in my English classes this year. All of these acceptances are for material sent out but once by youngsters who never before submitted anything to an editor for publication.

This brings up some obvious questions: Were the students given special instructions for their publishing venture? Did they study the magazine before submitting material? Did they slant their articles according to the magazine's needs and the teacher's directions?

The answer to all these questions is, "No." None of the students had even seen a copy of *Progress* magazine, and what they wrote was not written for publication but rather for the fulfillment of the Princeton High School requirement of one theme a week.

For many years as an English teacher I have assigned writing topics, taught the mechanics of grammar and composition, insisted on originality of thought and expression, and tried to convince my students that as distinct individuals they have a duty to project new ideas into the world. Of course, I have also checked themes for errors, acted as consultant on problems of revision, encouraged good student writing with praise and good grades, and selected the best for publication in school papers and student magazines.

During recent years, however, I have felt that this is not enough. I know that the students profit greatly from their writing and the thought development that writing requires. But don't they deserve more than a pat on the back and a good grade in the book? Don't

they merit more than publication in the school paper and the class magazine? How can they project their ideas into the world if their ideas have a limited circulation or if they are tucked away in a neat little folder somewhere?

Such questions occur to me every time I read a new collection of student writing. And since I have gained some knowledge of markets through my own writing experience, I invariably find student themes and poems that I feel should be sent to certain publications. The effort to get student writing published, of course, costs extra hours above the duties of teaching grammar and literature; but if the students are willing to do their share, I am happy to do mine.

During my three years at Princeton High School, the students in my English and creative writing classes have had a total of forty poems and fifteen prose articles accepted for publication in nationally or internationally circulated periodicals. In addition to *Progress,* which has been a consistent purchaser of student writing, such periodicals as *Candor, Flame, New Athenaeum, Scimitar and Song, Blue River Poetry Review,* and, of course, *The National High School Poetry Anthology* have taken the work of my students.

Two periodicals, *The American Bard,* one of the country's oldest poetry magazines, and *Signet,* formerly the bulletin of the Cincinnati Branch of the Ohio Poetry Society, have published full-page spreads of Princeton High School student poetry. One student poem was published in *This Singing Earth,* an anthology printed by Avalon, one of the largest poetry organizations in the country. Avalon anthologies are reviewed and purchased throughout the world.

Besides the fifteen prose articles mentioned above, at least parts or edited versions of twelve other student themes found an indirect route to publication when I incorporated them in an article titled "Psychic Research in High School," which may be found in the Winter 1961 issue of *Tomorrow* magazine. Counting these, my students have had a total of sixty-seven items accepted for publication during the past three school years. I feel certain this score will go up when editorial reports are received on manuscripts that have recently been submitted.

For what it may be worth to other interested teachers, here are the steps I take in getting student writing into magazines: Before returning graded themes to students, I put two check marks in the upper left of the first page of themes I consider publishable. The students know this means the themes are to be corrected carefully, typed according to proper manuscript form, and returned to me. When I get a typed copy, I check it for errors again, and if I find it acceptable, I select what I consider an appropriate market for it. Then I type the magazine's name and address and the student's name and return address on a size 10 envelope, fold the manuscript and put it inside, type the student's name and return address on another size 10 envelope and put it inside the first one so the student may get his work back in case it is rejected. This done, I give the manuscript back to the student with the warning that he *must* put a postage stamp on the inside as well as the outside envelope before sealing and mailing.

My big regret is that I get far more good material than I have time for marketing. Of course, students in the creative writing class and other students who show an interest are instructed in marketing methods so that they may carry on alone if they wish. Perhaps one of the reasons students do not object to doing the extra work involved is that, aside from the recognition and the possibility of getting paid for themes they must write anyway, I give extra credit for manuscripts mailed to editors and double credit for those that are accepted for publication.

Material that is not sent out is held for possible publication in *The Princeton Pen,* a magazine of creative writing that is open to the entire school and that offers cash prizes for the best in poetry and prose.

In addition to the actual publishing of material, I have found other ways to encourage the desire of students to write through my membership in the Anderson Hills Poetry Club, one of the oldest literary groups in the Cincinnati area. In this club, which meets once a month, members submit poems anonymously to a critic who reads and criticizes the poems submitted then asks for further criticism and comment from other members. Since no one knows the authors of the submissions, all members are quite frank and objective in their critical analysis of each poem.

I first got my students in on this by submitting a number of their poems to the club critic just to see how they would rate in competition with experienced adult writers. As I had anticipated, the submissions were all highly praised by the critic and other members of the group, and they were amazed to discover that the poems were the work of high school students rather than the work of regular members of the club.

Following is a poem written by Princeton student, Gloria Jordan, and submitted anonymously to the Anderson Hills Poetry Club critic:

I Sleep

I sleep and float in shapeless form
Down hollow halls of gloom
Where Dante calls to Beatrice
And Poe to Ulalume.

I stop with other shapeless forms
To listen to the moan
Of human souls in common plight,
Then I float on alone.

Here is what Mrs. Mary Louise Miller, the poetry critic that month, said about the poem: "This is a somber, mystical, haunting piece which enters the realm of profound poetry. It is all of us crying for what might have been; it is all of us crying for what can never be; lost, lost and alone; pausing a moment to savor the company of the rest of the lost, but inexorably, unavoidably going on alone; steeped in loneliness, lost in hopelessness, doomed to eternal search. It is the supreme isolation and despair of the human spirit in a limbo of forgotten souls. If I were to paint the picture, I would make it chill, gray, misty and empty. That is the way the poem affected me."

It was this kind of poetry that led to the formation of a student committee in the club, designed to encourage young writers by inviting them to attend club meetings. Now the club seldom meets when one or more Princeton students are not in attendance. In fact, Gloria Jordan, who is now a freshman at Miami University, Oxford, Ohio, has been voted a full-fledged honorary member of the club on the basis of her writing ability. This is the first time such a move has been made in the more than twenty years of the club's existence.

All this proves something I have known for a long time. Young people are basically and naturally creative. In fact, they do not begin to realize how creative they are. It is the duty of the teacher and the parent to show them what they can do, then urge them to do it. They must be taught to believe in their own individuality and the importance of expressing that individuality to the world. They have important things to say, and they have a right to be heard with attention and respect.—Reprinted from *Writer's Digest,* June 1961. Used by permission.

Our Cover Picture

Hostesses costumed in the empire style of the early 1800's pause on the porch of Miner Grant's General Store at Old Sturbridge Village, Massachusetts—New England's center of living history. A village out of the past, with no phones, no television sets, and no cars, Old Sturbridge is a collection of more than 30 old farms, houses, meetinghouses, shops, sheds, and mills, brought together from throughout New England to give a true picture of what life in a typical Yankee community was like during the years directly following the American Revolution.

► A step forward in campus planning at Walla Walla College has become possible with the recent arrival of Grover Starr, WWC's first campus architect. An architect engineer with a B.S. in engineering from WWC and two years in work and design in the School of Architecture at the University of Southern California, Mr. Starr will assist in the development of the master plan for the college campus, designing future buildings and modernizing existing ones.

Your Philosophy Is Showing!

(*Concluded from page 3*)

mitting to memory 227 key texts, meet the needs of David, Chris, Ellen, and Kathy? If we are to follow the counsel of the Spirit of Prophecy we shall need to think of each of these children as individuals with different experiences upon which to build.

One reason for our failure to practice what we verbally accept could be the lack of education. And it may be that some of us are unwilling to expend the greater effort involved in better practices. But many of us have associated education that is adapted to the sociological and psychological needs of youth with John Dewey and pragmatism. But just as there are acceptable qualities in the essentialist and authoritarian philosophies, there are likewise many useful ideas and concepts promoted by the pragmatists. We are indebted to them for the emphasis on teaching children instead of subjects.

Each of us would do well to compare our verbal philosophy of education with our classroom practices. He who has no conscious philosophy should by all means formulate one, then bring his techniques of teaching in line with his accepted principles of education.

[1] Ellen G. White, *Education,* p. 13.
[2] Juvenal *Satire VIII,* 11, 152-159.

My Naughty Ones

Esther Lausten
CHURCH SCHOOL TEACHER, KNOX, INDIANA

As teacher of a motley group
Of students—of such different views—
I often sit and muse about
Events the future points us to.

The studious naturally will succeed
At anything for which they try.
Ambitious, serious, full of vim—
The limit for that group, the sky.

But what about the naughty ones,
The ones we try so hard to tame—
Who fill the hours with foolishness,
And trouble is their middle name?

"You cannot save them all!" they say.
"Statistics show it can't be done."
"But, Lord," I cry, "I want them all;
I cannot spare a single one."

"Save all my students, Lord!" I pray.
"The good, the future work will run,
But in Thy blessings don't forget
To save my wayward, naughty ones!"

► The La Sierra College ministerial fellowship has inaugurated Wednesday night meetings at 6:30 for religion and theology majors and all students interested in devotional and spiritually uplifting activities. The aim of the fellowship is to provide instruction for those who plan to dedicate their lives to church work, to deepen the individual student's spirituality, and to furnish opportunities for service.

Some Observations of Effective Teaching

William J. McKeefry
ALMA COLLEGE, ALMA, MICHIGAN

(Concluded from October)

The Student-centered Teacher.—A third type of effective teaching is done by the teacher who sees the teaching process from both sides of the teacher's desk. He has a keen awareness of the student's attitudes and motivations and relates his function in the classroom to these needs. In method his is not necessarily distinct from the other types of effective teachers. He thinks that both subject matter and broad understandings are important, but is convinced that the student should be at the center of learning situation.

The orientation of the self-concept of the student-centered teacher is distinct from the two previous types. For the departmental specialist it is his quest for further knowledge, for the generalist it is a well-rounded individual, and for the student-centered teacher it is his love of people. This focuses his concern on the dynamic learning situation and the place of the individual student in this situation. The writings of Cantor, Rasey, and Tead have done much to direct interest to this previously stunted emphasis.

Elements that appear to form a syndrome for the student-centered teacher are:

1. Knows the psychology of learning, especially group dynamics.
2. Gets along well, both in class and out, with his students and colleagues.
3. Class discipline is no problem; gives less time to mechanics and details.
4. Uses flexible seating and informal approaches.
5. Depends on two-way communication—often students say more than the teacher.
6. Sessions are seldom dull, but occasionally get off the track.
7. Emphasis on subject matter and recall is moderate—he frequently uses the problem approach and teaches for critical thinking.
8. He often is involved in personal counseling with his students.
9. He is considerate, fair to his students, and respects minority opinions.
10. He is often aware of campus problems and attitudes involving other instructors or the administration.

The Ambivalent Teacher.—The ambivalent teacher stands out in strong contrast to the three previous types of effective teachers. Although he may be moderately effective or mildly ineffective, he is most often average. The reasons for his choice of college teaching may be obscure, but now that he is established in the profession he has no great desire to excel as a scholar or move on to more exacting positions. One might first assume that this teacher is complacent and all outward appearances point in this direction. He likes the excitement of the football stadium in the fall and finds time for gardening, painting, . . . and golf. He likes the good life and he sees teaching as a part of that life, but finds a certain degree of tension between high aspirations as a scholar-teacher and the good life.

The struggle to find a realistic self-concept is still unresolved in the ambivalent teacher. If his penchant is the aesthetic, the struggle lies between other pleasures and teaching. In one sense he is a subspecies hedonist. If his drive is political, the tension lies between administrative duties and the classroom. If his drive is economic, the anxiety stems from interest in a second job and his teaching. In each case, however, there is an unresolved tension and commitment has not yet been given to serve one master. To some extent the cause of this tension is recognized by the teacher. In younger teachers the ambivalence may be temporary and a choice of goals is made that leads to a unified drive and greater effectiveness in teaching. With many, a combination of moderate ability and complacency leads to entrenched complacency.

The typical pattern of the ambivalent teacher includes:

1. A lack of interest in routine assignments beyond teaching responsibilities.
2. A belief that twelve academic hours and several hours for appointments constitute a fair work week.
3. A preference for similar classes each semester.
4. A substitution of interest in extra-curricular activities for scholarly duties.
5. A genuine interest in students, but prefers to meet them during office hours, then be free for personal pursuits.
6. A disposition to leave the curriculum as it is except for minor changes.
7. A sporting attitude at faculty social gatherings and is generally well liked by his colleagues.
8. Frequent neglect of the library, class records, and prompt response to official notices.
9. By straddling teaching duties and personal pursuits, students look upon him as a kind of average and balanced individual.

The Pattern of Ineffective Teaching.—Effective teaching can often be seen best in contrast with ineffective teaching. Like heresies, over-emphasis of

good principles may lead to bad results. Ineffective teachers do have certain common elements surrounded by a rich variety of idiosyncrasies. Although some, like the ghosts defined in the University of Missouri study, cause little difficulty to the over-all educational program, a militant minority insist on being heard to the last syllable in faculty and committee meetings. Knowledge of teacher ineffectiveness is often more widely known and discussed among students and faculty than administrators realize.

The common root of ineffective teaching may be traced to a distorted self-concept held by the faculty member. When this distortion borders on the pathological no amount of intellectual brilliance will pull the teacher through. In many cases it seems to be an inability of the teacher to relate himself meaningfully to the demands of teaching. The man nearing retirement who is resistant to change and knows dogmatically that he alone can speak for his area has allowed his self-concept to become warped. He is unreasonable and often disagreeable to cover his anxiety toward change. Not always is the old duffer senile; a combination of tenure and bluffing may provide an effective smoke screen.

Another aspect of the distorted self-concept is exhibited by the new teacher recently come from graduate school. Over-strictness, harsh grading, and graduate level teaching are first efforts to cover insecurity. Usually the patient recovers, adapting his teaching methods to the abilities of his students and reserving his specialization for upperclassmen and research. Unless this balance is achieved, the teacher may retreat into a preoccupation with research or personal hobbies.

A dark horse among the ineffective teachers is the lazy teacher. Few cases of laziness can be attributed to glandular disturbances. Most accept this insulated position because of an unrealistic self-concept. If there is injustice in grading or class procedures, a retreat is made to the security of dictum or lethargy. Overfriendliness with students is a way frequently tried to get students to accept poor teaching without complaint. Except for the minority, students will shrug it off and accept the proposition. The teacher who plays favorites or evidences gross bias seems to do this as means of defending his unrealistic appraisal of himself.

Summary.—The thesis this analysis seeks to establish is one concerned with the teacher's self-concept. Effective teachers exhibit various patterns of teaching, but have in common a realistic self-concept and have unified and directed their drives into educationally accepted channels. Ineffective teachers exhibit various types of overt behavior, but have in common a distorted self-concept; splintering or skewing their efforts in unaccepted channels. The ambivalent teacher is in a semi-stable intermediate state. He may develop a more realistic self-appraisal and reduce anxieties and conflicts. He may further distort his self-concept and lose effectiveness. As a third possibility, he may continue to balance the good life and the demands of teaching.

In the decade ahead the dyke may not be broken if we can retain our faculties. Not only will it be necessary to help the middle group find permanence and security, but the lower group will need help as well. If effective teaching is closely related to effective living and good mental health, then the dean has an important task of human relations to accomplish. Although matters of academic competence and in-service training are essential, the team that can take the stress of heavy loads and limited facilities is most likely the one with good mental health. Improvisation and innovation come more readily when the distorted self-concept is not interposed.

The portrait of this effective teacher is nostalgically revived by Howard Lowry in his book *The Mind's Adventure:*

> But almost every small college has other memories—of men and women who, out of plain devotion, were teachers beyond all just demand of their calling. Many of them preferred the cause they served to more conspicuous places to which they might easily have aspired. Some of them occupied the famous "sofa" rather than a "chair," and taught more subjects than one mortal should be called upon to teach; but they made no pretension to what they did not know and plainly marked their boundaries. They often, through the sheer variety of the chores lain on them, acquired a liberal knowledge that would have shamed narrower scholars of far greater fame. All they thought and did was illuminated with a love of God and men that made them often greater in themselves than anything they did or said. And what they were was contagious.

The educational explorations of the second half of this twentieth century may partially revive this venerable figure.

A word should also be said about campus climate and its relationship to effective teaching. Although the teacher is both artist and artisan, he is a member of an "orchestra" and need be meaningfully related to the others in the group. It takes as much effort to play out of tune as in tune, but the effect of the latter has greater impact and satisfaction for both the players and the listeners. To change the metaphor, there does seem to be a soil in which effective teaching frequently grows. *Esprit de corps,* support of the administration, clear institutional purposes, a positive attitude toward institutional self-study, workable teaching loads, personal security in the position, and not too rapid turnover are frequently the necessary pre-conditions to effective teaching.

Implications.—As intimated at the outset, the foregoing analysis of effective teaching is based on the

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Rules and Their Enforcement

W. B. Clark

DEAN OF STUDENTS
LOMA LINDA UNIVERSITY

NO ORGANIZATION or institution consisting of two or more persons can successfully operate without some understandings, rules, or regulations. Some college students assume the attitude that all rules are designed to restrict their liberties, and they overlook their value as a means to serve their best interests. They wish to enjoy the help and protection that college regulations provide them, but they prefer not to be hampered in their personal freedom. Obviously, this is an immature attitude, but we have all been amazed at how little thought college students give to these matters.

Here are a few underlying principles that appear to be basic to good school government:

1. **Rules should be few and well chosen.** They should touch vital issues, leaving reasonable latitude for the student to exercise his own sense of right in guiding him in the minor items of conduct.

Prof. C. W. Irwin, who was one of our leading educators a generation ago, once wrote:

> Human nature craves that which is forbidden, hence the wisdom of publishing as few rules as may be consistent with the very best conduct on the part of the student body. If any teacher or administrator should make the mistake of issuing many and varied rules, he will find that there is always something outside of these rules which the student can do and yet not break the letter of the rule; but at the same time he would violate the principle which if followed would be for the best interest of the school and for the student himself. The more rules that are laid down in an institution, for the government of its inmates, the more opportunity will there be for quibbling on the part of students touching those things which are not forbidden in the many rules. The best rule is the unwritten rule, the law of right, which is more or less planted in the mind and conscience of every individual.

2. **Rules must be based upon sound principles.** We should be able to define them to the reasonable mind. This does not imply that we must be able to convince every student that a rule is fully justified.

> Do not bind down the young to rigid rules and restraints that will lead them to feel themselves oppressed, and to break over and rush into paths of folly and destruction. With a firm, kind, considerate hand, hold the lines of government, guiding and controlling their minds and purposes, yet so gently, so wisely, so lovingly, that they will still know that you have their best good in view.*

3. **Rules must be clearly understood and interpreted by the administration and the faculty.** Obviously, every possible situation cannot be spelled out, but there is danger in too broad an interpretation. If the faculty do not understand clearly what the standard is, we can surely expect confusion in the minds of the young people.

4. **Adequate information concerning rules must be made available to all students.** This is accomplished through two main sources.

The student handbook. In many respects this should be the most attractive publication published by the college, in both format and content. Careful thought should go into the presentation of the school regulations. In a sense, this is the working policy of the organization. A positive approach should be used.

Announcements. It is not possible to anticipate at the beginning of the school year all the regulations that are pertinent, neither is it desirable that everything should be in print. Following are a few suggestions relative to announcements and their presentation:

Announcements pertaining to regulations should be carefully worded. Avoid a lengthy elaboration or an apologetic approach.

Anticipate as much as possible the psychological moment to make such announcements.

Announcements concerning regulations should be made to the groups of students affected; e.g., it is inadvisable to make announcements in chapel that pertain strictly to dormitory students. By the same token, it is quite essential that regulations pertaining to the entire student body be made by one administrative officer to the entire group. Different ways of saying the same thing only multiply differing interpretations.

5. **Enforcement.** The making of rules has frequently been considered the panacea for most of our problems. College faculties have been made aware of existing problems and have zealously passed actions establishing certain iron-clad rules with little thought as to their enforcement. Here again a few principles may well be considered.

Presented to deans of students and residence halls at the college administrators' council, La Sierra College, July, 1959.

Every rule should be consistently enforced. No faculty has adequate wisdom to make only such rules as will permit no exception. On the other hand, frequent exceptions prove the uselessness of any regulation. Nothing is so demoralizing as a hit-and-miss enforcement. There are those who feel it is good to wage a campaign occasionally in the enforcement of rules. They contend that making a few examples will cause students to be wary, and not knowing when the "lightning will strike," they will learn to respect the law. The laws of nature do not operate in that manner. Fire doesn't burn sometimes and not at others.

Impartiality in the enforcement of regulations is a must. It is permissible to recognize individual differences, but it is fatal to indulge in favoritism. We will eventually lose the respect even of those who have been favored. It frequently backfires.

Regulations that cannot or will not be enforced should be eliminated before being announced, if possible; but if not, as soon as this fact is recognized. There is nothing more vitiating in a school program than to allow a regulation to be flaunted. The administration cannot afford to be whipped in the enforcement of even one rule.

Rules are best enforced by the administrator directly in charge of the area to which the regulation applies. Dormitory rules should be enforced by the residence hall dean, dining hall regulations by the dining hall supervisor, et cetera. If this is not done, the person in charge of the particular area will soon lose control. Students will soon label such a person as a figurehead. On the other hand, these people do not have absolute authority; and if defiance is displayed by a student, the administrator next higher in authority must step into the picture. In this type of situation the student's disregard for proper authority becomes the primary problem, and the original violation secondary.

6. **Objective.** The real objective in enforcing regulations is not to see that the rule is obeyed but rather to obtain the results we seek in molding character, and at the same time retain the confidence and respect of the student.

Tables of organization will outline quite definitely the respective responsibilities of the administration and members of the faculty relative to enforcement of rules. It is essential to a smooth running organization that each administrative officer clearly define his area of responsibility and the limitation of his authority. Inasmuch as the dean of students, or similar officer, has been recently introduced in most of our colleges, there may not exist a uniform policy relative to our responsibility in the enforcement of rules. Therefore I emphasize the necessity for a clearly defined "line of authority" and a definite understanding as to how these matters should be handled. Confusion in the minds of the faculty personnel in this matter may well have disappointing results.

* Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 335.

Vejlefjord Educational Convention

A. J. Woodfield

DEAN, NEWBOLD COLLEGE

EDUCATIONAL workers of the home fields of the Northern European Division met in council for ten days at Vejlefjord Hojskole, Denmark, last July 28 to August 6. Special guests included E. E. Cossentine of the General Conference, C. B. Hirsch, president of Columbia Union College, Mrs. Rochelle Philmon Kilgore of Atlantic Union College, Dr. and Mrs. O. Schuberth, Dr. and Mrs. U. D. Register, A. F. Tarr, president of the Northern European Division, A. Karlman, treasurer of the division, the union presidents, and missionaries on furlough.

The convention was remarkable for its high spiritual tone. The two Sabbath days were high points of blessing when God's Word was revealed to us in lesson study, sermon, and mission symposium. Elder Cossentine's parting message on the closing Sunday morning was particularly apt. We must return, he said, to our labor in faith and prayer. We must look for springs of living water in our students and pupils and we must have faith to persevere with those in our care till we do find these refreshing springs.

The main work of the convention was to restudy the basic principles and aims of true education. This involved a reappraisal of its completeness in every situation. The convention served also, inevitably, to encourage an exchange of experience among the more than 150 delegates assembled, and encourage everyone to resolve by God's grace to make good the deficiencies in his service that this retreat revealed. Adventist educators have one grand objective, "To restore in man the image of his Maker." In meditation, in papers, in discussions, and in educational programs this aim was restressed and burned into our consciousness.

Dr. B. B. Beach, division educational secretary, and general chairman of the convention, had gone to infi-

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Would You Consider Teaching in One of Our Colleges?

Ray Hefferlin
PROFESSOR OF PHYSICS
SOUTHERN MISSIONARY COLLEGE

Part II

WHY is the feeling in existence among many of the bright students in our colleges that their school is really, in comparison with a university, some sort of junior college? Why is it so hard to get qualified personnel to teach on the faculties? Why do aggressive department heads often consider their college administrators as opponents in the way of progress? Why is it that there are talented and devoted Christian men who have had unhappy experiences with teaching in our school system?

This article represents considerable effort to probe deeply into the causes of this situation and to analyze the thinking expressed on this subject. Each of the individuals mentioned above seems to have similar thoughts; the more experience a person has had the more conscious he is of the problems. It looks something like this:

1. (But not necessarily first in importance) "It appears that our colleges will never be able to compete in terms of academic excellence or particularly in terms of academic breadth. Budgets will always be inadequate, students will always be drifting off to the large universities."

2. "The pay scale does not compare."

3. "The opportunities for professional growth are severely limited."

4. "Our schools have drifted so far from the blueprint."

5. "Matters of academic freedom, of personnel relationships, and of student admissions and discipline are decided on various vaguely stated premises, rather than upon scholastic value alone."

One can see that these gripes cannot (and will not here) be silenced with a mere denial! You will recall that some of these five aspects of the picture were mentioned in Part I.[1] It was there specifically admitted that the first and third thoughts are to some extent true. But it would be interesting now to ask, What are the prospects for improvement, say, for instance, in area No. 1? As we consider the matter this is what we find:

1. Up to about fifteen years ago the sciences in our colleges were taught, by and large, by a stalwart group of pioneers having a marvelous combination of versatility, ability, and fortitude. Some had higher degrees, some did not. It was common for these men to teach twenty to twenty-five hours of classes in many areas of science.

2. Beginning about fifteen years ago the first specialists began to arrive on our campuses. With a burning desire to share the thrill of discovery and progress which they had tasted in the research of graduate school, they set about to build active departments on their campuses. With heroic determination they began to collect the libraries and equipment that the most recent ramifications of their sciences demanded. Serious effort was made to prepare students for the rigors of graduate school; the premedical students began to share science classes with majors who were planning to stay with the field throughout their lives. To a first approximation it can be said that this development took place in no more than one department on each campus. And it took place at a time when the rest of the nation had become aware of what science was doing to civilization; the young people were keen to sense that "something was going on here." As a result this one science department "expanded into a vacuum." Thus it was that one often saw on each campus one monolithic science department, primarily the result and expression of one person's work.

3. Stage three has been in progress for a few years now, having started on some campuses sooner than on others. These are some of the outward signs of this stage:

a. Two or more active science departments on several campuses

b. Science departments with two or more men on the staff

c. Two or three departments on one campus actively engaged in elaborate research programs

d. Classwork comparing in depth with that offered anywhere

e. Graduate offerings

There is little reason to believe that this rapid maturation will cease. Complaint No. 1, then, certainly is less well founded now than in the past.

You admit that this growth is encouraging but see

no hope for equal improvement in the other four areas? In this case, we must evaluate certain premises:

1. It is the Lord's plan that colleges be established and operated along certain lines known as the blueprint.[2]

2. This plan necessarily involves the consecration of talented men and women to carry on this work—administrators, industrial foremen, teachers, and all.

3. The colleges are indeed short of the blueprint.[3]

4. Those who realize the problem best can best do something about it. Able teachers are needed, teachers who realize the faults of the college they go to serve.

Some are called of the Lord to witness in other parts of the vineyard, as employees of industry or other research organizations. But others—we hope more than at this writing—are called to help in challenging our young people. Surely, we conclude, the presence of Seventh-day Adventist colleges in God's plan implies the location of adequate teaching staffs who will seek to improve whatever poor situation may exist now.

How do we remedy an injustice, correct an evil? There exists a Biblical "chain of redress," just as in a branch of the armed services. This much-neglected Bible instruction is as follows:

1. Prayer to the Lord; identification with the situation.[4]

2. In the case of specific injustices, go first to the person responsible, then take others with you, and *then* present it for committee action.[5]

3. Show mercy (to others) and deal justly (with yourself). Never gossip.[6]

Administrators have a role to play too. The administrative machinery that worked yesterday might not be adequate today. New concepts and new methods have come to light in all areas of human life, certainly including teaching and research, and particularly in the sciences. A willingness to launch out into new programs could conceivably provide the atmosphere that some of our friends feel is missing today.

Perhaps, on the other hand, the reason for dissatisfaction with the improvement in these areas is the anachronism that they have improved *too* rapidly—in some respects, possibly having lost something really, or just by comparison in other respects. While academic excellence, a comfortable wage, professional growth, and consistent, logical, and clearly stated policies are desirable, they will not replace the devotion and consecration of the pioneers.[7] With the Holy Spirit comes an intense desire for excellence, strength for achievement, and the spark that inspires and motivates; with it comes college administrations with such consecration that their faculties willingly teach heavy loads when necessary. Without it come wounded feelings, favoritism, boundless overambition, and disastrously expensive and competitive empire-building schemes. We who live in the imperfect environment described in complaints 1 to 5 pray for the outpouring of the Holy Spirit and urge all of God's people to join us in this prayer.

[1] Ray Hefferlin, "So You're Considering Teaching in a Small Town College," *Physics Today* (June 1961), also Part I of this article.
[2] Ellen G. White, *Fundamentals of Christian Education*, pp. 186, 285, 490; *Testimonies for the Church*, vol. 6, p. 132.
[3] ——— *Testimonies for the Church*, vol. 6, p. 145, *Fundamentals of Christian Education*, pp. 394, 395.
[4] Eze. 9:1-4; Dan. 9:1-23; Joel 1:14.
[5] Matt. 18:15-17; James 5:15, 19, 20.
[6] Micah 6:8; Matt. 25:45.
[7] H. O. McCumber, *Pioneering the Message in the Golden West*, Pacific Press, 1946, chaps. 16, 17, 20; M. E. Olsen, *Origin and Progress of Seventh-day Adventists*, Review and Herald, 1926 (2d ed.), chap. 16.

► The Monument Valley Hospital (Utah) is now recognized as a training institution. For some time College of Medical Evangelist medical students have spent the summer months there on research projects, and beginning in September, interns from Porter Sanitarium and Hospital in Colorado will go there on a monthly basis for training in public health and to gain an insight into mission life. Plans are made also for senior nurses from Union College School of Nursing to affiliate there for public health training.

► Eighty-five cars filled with students and sponsors left the Union College campus for the annual Ingathering field day on October 3. The spirit of missionary work ran high; and all students, including those who remained on the campus, gave wholehearted support to the program of the day. The result was that a total of $4,319.94 in cash and pledges, including those from the industrial superintendents, was realized. This includes $376.85 received by the UC Academy on a previous field day.

► Mary Lou Durning, instructor of home economics at Atlantic Union College, has completed requirements for the Master's degree at Kansas State University in the field of family and child development. AUC's dean of men, Paul B. Riley, has received his Master's degree from the Boston University School of Education in the field of guidance and counseling.

► Plans are being laid for a three-year evangelistic project to be held in St. Helena, California, for the upper Napa Valley. Elder L. R. Van Dolson, instructor in evangelism at Pacific Union College, will help direct the program, and the Literature Lightbearers, a club of Pacific Union College, will cooperate with local home missionary societies in distributing the book *Steps to Christ* to the 3,000 homes in the area. A building has been rented for a community service center, where there will be a reading room, nursery service for shopping mothers, Book and Bible House branch, cooking school and health classes, a welfare center, and possibly extension classes from PUC.

Adapting Modern Methods of Teaching Reading in African Schools

W. R. Vail

PRESIDENT, RUANDA-URUNDI UNION

MANY problems confront the reading teacher in the African elementary school. The people of Africa are an agricultural people, having lived for generations in the rural surroundings of the native village. Some few, however, are city dwellers, with opportunity for different and broader backgrounds and experience. All African children within the same tribal area must be taught in the same language even though their backgrounds vary greatly, so that the problems become complicated regarding what materials are to be used in the books provided for their practice. Material that would be suitable for one group in the rural areas will probably be boring or foreign to those who have been reared in the cities and are unaccustomed to the life of the villagers. The reverse would also be true.

These people are very limited in experience in world affairs. Only within the present generation have some of the more fortunate or venturesome ones been able to go beyond their locality for education or for work in industry and commerce in other countries.

Africa abounds in many varieties of folk tales that would be a source of material—folk tales usually connected with animals that are impersonated, similar to the Uncle Remus tales of Br'er Rabbit in American folklore. The African peoples for generations have had very little entertainment other than that of the storyteller around the fires in the evening, either in the village or in the forest while traveling, when the marching column comes to rest at night. So these tales have developed.

The teacher must consider that the people are very conservative. To the older African the way of life of the fathers is the only right way. Religious instruction is often the only means of influencing them to change their ways of thinking and living.

Differences in the language structure have a bearing on the methods to be used. When the African languages were reduced to writing by the early missionaries and teachers, they were written in an entirely phonetic style. There are no silent letters and no digraphs, as each letter has its individual sound and is always pronounced the same. Therefore when the pupil has mastered the sound of the letters, and the syllables formed by them, he finds it is not difficult to pronounce any new word by breaking it down into syllables. Words change by adding prefixes and suffixes much more than in English. Thus the root may be fixed, but with two, three, or four prefixes that vary according to tense, person, number, or class of the nouns involved, making it practical for the child to learn to recognize the syllables and then determine the word by the combination of these syllables. All African languages are built on the same phonetic system, and although they are quite different in vocabulary, the rules of pronunciation apply equally to all.

The nature of the potential market for any textbook that might be prepared has a definite limiting influence on the material to be selected. In order to keep the printing cost as low as possible, it is necessary to have a large edition to amortize the initial cost of the art work and the composition of the book. But here one is faced with the problem of many languages that are not interchangeable, and this reduces the size of the printing order.

Then there are government regulations and control of education processes. In British countries African education is closely controlled by the government education departments. The Southern African Division includes nine different countries, each of which has its own program of African education. Any program of a different nature than that already in use in the country has to meet government approval. The men in charge of these departments of education in the various governments, however, are men of experience and training, and they are interested in progress. They generally are interested in aiding and promoting any method in the classroom that will get better results. This, of course, is the criterion for any method that is worth attempting.

In consideration of the problem of teaching reading in African schools, the matter of the preparation for reading readiness is one that has been neglected. At the present time little thought is given to this phase of the child's development. As soon as he comes to school, usually at the age of six or seven years, he is expected to begin learning to read. Even

At the time this article was written, Elder Vail was secretary of education of the Southern African Division.

though his chronological age is approximately that of the child of white parents when he starts to school, his background is entirely different. In his home there are practically no children's storybooks or picture books. He seldoms sees anyone reading. The child living in the urban areas will find some words on signboards that he can begin to recognize, and some of the family possibly will read a newspaper. But in general, the reading experience will be meager.

In the light of these conditions the school has a part to play in easing the child's tensions incident to adjusting to school life, and in providing some of the prereading experiences that are lacking in the child's life before he comes to school. The teacher should feel that the time is well spent to establish rapport with the child and to help him get adjusted. He should not feel it a waste of time to allow opportunity for the child to become accustomed to books, pictures, signs, labels, and other printed matter. Time spent in preparation for reading readiness will pay off in the later months in more rapid progress in reading.

Rather than to put the child directly into a class where he will be given a book and told to study certain pages, the teacher for the first few months will do well to make sure that the pupil is ready before he begins the regular reading lessons in a formal way. Some authors have gone so far as to say that in teaching reading before the child is ready for it, the teacher is actually doing him harm.

If by means of talks in private with the parents, and by talks in Home and School meetings, the teacher could enlist the assistance of the parents in helping to provide a favorable environment for the development of the skills that will aid in the reading process, much could be gained that would make the child more nearly ready for formal reading.

Parents can help to develop these skills by giving the child opportunities to tell stories and to talk about experiences that interest him. The parents also can play listening games with the children in which a child makes descriptive sounds of animals, while others guess what animal it is. The parents could also explain the meanings of common words that occur in the child's environment.

In the classroom the teacher should prepare the pupils for formal reading by helping them become accustomed to seeing words that have a meaning to them. Every morning the teacher should take time with the beginners for simple news reports that interest children. Each child could tell his story in a sentence or two, and the teacher could write the sentences on the chalk board.

These sentence stories should be transferred from the chalk board to large chart sheets, and kept for later use. They should be on white paper, with heavy black or dark-colored crayon, and the script should be large so that the children will have no difficulty in seeing the letters. The teacher could bring out these charts at frequent intervals and lead the children to tell what the story is by asking leading questions that can be answered by reading the sentence.

The teacher could also have the children draw a picture, then the teacher could label the picture with large letters, and put the picture, with the label, on the bulletin board. The idea of labels could be expanded also into wider use by labeling the furniture and other objects in the room. This will give the children a chance to associate names of objects with the names on the paper.

After the child begins to recognize words on the printed page, the reading skill is further developed by use, and he should be given as much opportunity as possible to practice reading interesting material. The prereaders should also have opportunity to "read the pictures" of books that appeal to them; thus they will become accustomed to handling books.

The trend now is to get away from the regular textbook and allow the pupil freedom of choice in reading those selections that appeal to his interests and are on the proper level of difficulty. To accomplish the object it will be necessary to have a library of as many different books as possible, easily accessible to the pupils. A system of checking should be worked out, perhaps by asking one of the pupils to be librarian; then the children could be allowed to take a book out for a week.

A careful balance between free reading and regular classwork should be kept, in order to be assured that the pupil is not forming wrong habits and to be certain that progress is being made. In developing a systematic use of a classroom reading corner and working to develop a love for reading, the teacher should keep on the lookout for ways in which he can build up the interest and purposefulness of the child in reading. The curiosity of the children may be aroused by telling part of a story, and telling them where they can find the rest of it, giving them time to read it on their own initiative. A report to the class on what they have read will give purpose and incentive to their reading.

If books are available for classroom and secular use, the pupils can do research in problems of their other classes, while at the same time they are reading with a definite purpose in view. Thus the library becomes the heart of the school, and the source of much pleasure as well as information.

It is my opinion that this free reading of material of the pupil's choice, and a regular program of free time for reading just for pleasure, will do much to put the reading process on a much higher level in the minds of the pupils in African schools.

It is important for the teacher to have a clear understanding from the very beginning of what skills are to be worked for and practiced in the reading life of the child. Hildreth has summed up the list of skills and we give them here for the guidance of the teacher in his work. All these skills should be practiced during the first year, and it is pointed out that "if a beginning is made in these skills during the first year, the pupils will be prepared to move rapidly ahead." *

The Skills

Associating meaning with words and sentences.

Learning a sight vocabulary.

Pronouncing words in print, reading aloud, talking to the print.

Reading silently (look and think).

Establishing correct eye movements for reading.

Learning to use context clues to recall words and sentence meanings.

Learning to use picture clues.

Following directions through reading.

Learning to use books to locate information.

Learning how to handle books.

Discriminating among words.

Learning to recognize sounds without words.

Observing word relationships, i.e., word structure.

Learning the ABC's for alphabetizing and word study.

Recognizing punctuation marks.

Learning the use of book titles, story titles, page numbers, table contents, et cetera.

Sensing the different purposes reading serves.

Regarding just which method is the best to use in African schools, there is room for argument in favor of each. Some will advocate the syllable method, others the recognition of the whole word at one time, or the "look and say" method. What the teacher is working for is the ability to read and comprehend the words on the printed page. Any method that makes it possible for the child to accomplish this feat is a good method. Much will depend upon the teacher and his understanding of his work.

* Gertrude Howell Hildreth, *Teaching Reading* (New York: Henry Holt and Company, 1958), pp. 187, 188.

► Takoma Academy's twenty-eighth year of educational service in the Washington, D.C., area began this fall with a record enrollment of 377 in the senior and junior academies. Total number for the senior academy is 315. Even though TA's new wing was completed just before school started, the impact of 377 students makes almost unnoticeable the extra room provided by the addition. TA is now looking forward to the day when the proposed new Sligo elementary school will provide room for the school's present six grades and Takoma Junior Academy's two grades.

► To date 780 Golden Cords have been hung at Union College, each one symbolizing a UC student or faculty member who has left UC's doors to serve in an overseas mission field. The hanging of the Golden Cords is a tradition at UC.

► J. G. Penner, chairman of the department of speech at Walla Walla College, has returned to WWC from his final work at Purdue University, having completed requirements for the Doctor's degree in speech. His dissertation was on "Public Speeches in the Health Reform Movement." The dissertation, studying leaders in health, from Sylvester Graham of graham cracker fame to Dr. John Harvey Kellogg, dealt with the impact of the spoken word in modifying human behavior.

► One of the graduates from the two-year nursing course at Pacific Union College last summer is Ellen Hardy, a Navaho Indian from Monument Valley, Utah. Her mother, Hasbah Yazzie, left the reservation for the first time in her life to travel with Dr. and Mrs. Lloyd Mason of the Monument Valley Mission to Pacific Union College to see her daughter graduate. Ellen is now nursing at the new hospital in Monument Valley.

► Earline Westphal, a graduate of the Loma Linda University School of Nursing, joined Southwestern Junior College this fall as director of health services and instructor in nursing education. She has done postgraduate and graduate work at the Boston University and is currently working toward her Master's degree at Texas Christian University.

► Blythe Owen, Walla Walla College composer in residence, was awarded first prize in the original composition contest of Mu Phi Epsilon, national music sorority. She is the winner of the biennial contest for the fifth consecutive time. Her composition, *Concerto Grosso*, won first place in Division I, Class A, and a cash prize. International recognition also came to Dr. Owen last summer with an honorary mention award in an international composers' contest at Mannheim, Germany. Dr. Owen joined WWC this fall as associate professor of music to teach composition and piano, coming from a teaching position at the Chicago Musical College, Roosevelt University.

► C. M. Underhill, principal of Grand Junction Academy (Colorado), has joined the staff of Southwestern Junior College as head of the department of industrial education. He holds a B.A. degree from Union College and a Master's degree from Colorado State Teachers College.

► Plans to establish a disaster mass care center for Riverside County, California, at La Sierra College have been announced by R. F. Warehime, LSC security officer and newly appointed deputy director of civil defense for Riverside County. Student volunteers will be trained in handling center operation and in other phases of the CD program.

Nature study with U.S. forest ranger as instructor.

Girls' inspection.

Outdoor

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OUTDOOR education, a growing concept in American education, relates to all learning experiences that can be accomplished more successfully in the out of doors than in the classroom. Although the nature of these experiences is varied, the curriculum areas involved are diverse, the methods and techniques of communication might have to be revised or modified. Outdoor education provides an excellent framework for much of today's learning.

For some time education has been concerned with the problem of preparing youth to make the best use of their leisure. While the home, church, and youth organizations bear a definite responsibility for some of this training, the ever increasing numbers will not be served unless American schools provide a program designed to meet the needs of all the youth.

In many cities, towns, and rural areas opportunities for wholesome, constructive leisure-time activities are extremely limited or nonexistent. Condemned to find their recreation in the varied regions of the "asphalt jungle," many youth are discovering or inventing less desirable and morally debilitating pursuits.

A pioneer movement has been under way in American education to cope with these situations—the movement to outdoor education. Dr. Julian W. Smith, associate professor of outdoor education at Michigan State University, and recently appointed director of the outdoor education project of the American Association for Health, Physical Education, and Recreation—a department of the National Education Association, termed outdoor education "the most significant trend in education today."

Outdoor education and school camping are not to be considered synonymous, however. Outdoor education is precisely what the name implies—education in the out of doors. This may be any place beyond the confines of the school's walls—the school yard, a school garden, vacant lot, public park, lake, or a woodland trail. It may be conducted for a few minutes or for a number of hours. Hours may lengthen into days and days into weeks. It is this latter time segment of outdoor education that lends itself to school camping. Many desirable learning experiences cannot be consummated in a matter of minutes. A large proportion of these experiences are ideally brought to fruition in a well-planned camping program, and a rich learning experience it will be for the pupils who participate.

Good schools today provide many experiences outside the classroom. Increasing use is also made of re-

First aid instruction.

Preparing vegetables.

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source persons within a community. The idea of community school camping has now been accepted by many educational leaders with an increasing amount of interest and experimentation. In the early 1930's the Tappan Junior High School of Ann Arbor, Michigan, developed a camp program. Other areas have followed suit. With its phenomenal growth and widespread acceptance, it seems apparent that almost any school desiring this type of an enriched program may safely develop one. Few schools are so situated that a school camping program would be impractical.

Since our schools endeavor to implement a program of over-all growth and total development for children, a camping program wisely planned and executed will do much in aiding a teacher to achieve these goals. It must never be regarded as a panacea for today's ills, but such a program is abundantly rich in educational possibilities. It provides learning by direct experience, enrichment of the traditional curriculum, opportunity for individual growth, occasions for the development of satisfactory attitudes toward work, experiences of living, working and sharing with others, the development of healthy attitudes toward conservation, the acquaintance of fine adults beyond the narrow circle of parents and teachers, the practice of democratic values, and the inculcation of spiritual values with a sensitivity to those things that are significant in life. The need for a curriculum area as rich in educational opportunities as the school camping program appears, and in most cases has proved to be, is a most timely one.

Outdoor education and, more specifically, school camping, is a learning climate in which the formal, time-accepted disciplines may come to their fullest fruition, for it is in this climate that nurture is provided for the development of the total organism. Such development is very difficult, if not impossible, to obtain in the formal classroom.

It is becoming increasingly necessary for the school to see itself as a central agency for the education of its youth. This concept must extend beyond the confines of the formalism of traditional education, and must include today's broadened concept that is concerned with the complete education of the individual. The day when the school's sole responsibility was merely that of imparting knowledge is past. Those reluctant to face the challenges of our new age are being forced to do so by three factors.

The first of these factors is urbanization. More and more youth are finding fewer opportunities to learn responsibility. Consequently, many citizens and

future citizens are missing some of the most vital experiences in their development. A second factor is the philosophy of mass education. This philosophy appears to be making imperative a change in the present curricula to promote experiences that consider all youth rather than the relative few. The third influence that encourages the support of this new learning environment is the psychological understanding of the procession of learning; namely, an individual learns best when involved in what he is learning. The camping program offers far more meaningful learning situations than the formal classroom. As a result more values that tend to enrich the entire lifetime are instilled.

Another factor is the added emphasis recently placed on teaching science in the elementary grades. Probably more important than the added emphasis is the fact that the goals of such teaching have been modified. The point of view has shifted from the so-called nature study program, consisting mainly of a descriptive study of one's environment, obtained largely from books, to a firsthand study of the physical and biological characteristics of one's environment and their effective interrelationships.

If none of the foregoing factors were relevant to a consideration of outdoor education by Seventh-day Adventist educators, the counsel given in the Spirit of Prophecy alone should be valid and sufficient reason. A sampling, as follows, is indicative of the wealth of material pertaining to this phase of one's development.

> The beauties in nature are a theme for contemplation. In studying the natural loveliness surrounding us, the mind is carried up through nature to the Author of all that is lovely. All the works of God are speaking to our senses, magnifying His power, exalting His wisdom. Every created thing has in it charms which interest the child of God and mold his taste to regard these precious evidences of God's love above the work of human skill.[1]
>
> He alone who recognizes in nature his Father's handiwork, who in the richness and beauty of the earth reads the Father's handwriting—he alone learns from the things of nature their deepest lessons, and receives their highest ministry. Only he can fully appreciate the significance of hill and vale, river and sea, who looks upon them as an expression of the thought of God, a revelation of the Creator.[2]
>
> In the natural world, God has placed in the hands of the children of men the key to unlock the treasure house of His word. The unseen is illustrated by the seen; divine wisdom, eternal truth, infinite grace, are understood by the things that God has made.[3]

A nationwide overview of the school camping program has revealed to me the following general characteristics of this type of curriculum organization. Of the several hundreds of school camps evaluated, 85 per cent were conducted by elementary schools. As in many other areas of educational progress, the elementary schools have provided definite leadership in school camping. There is also a growing interest in this area in the junior high and high school levels.

Attendance at these school camps varied from a low of eight at one time to a high of 1,340. The average attendance at a single session was 89. Some of the larger school systems that operate a permanent school camp are able to accommodate more than 10,000 children in the course of one camping system. The average school camp, however, serves 810 during a school year; the smallest school camp serves only 30.

The sixth grade is by far the most popular unit for school camping, having 54 per cent of the school campers. Two per cent are students from grades one to four, 4 per cent from grade five, 20 per cent from grade seven, 19 per cent from grade eight, and one per cent from grades nine to twelve.

The average camp session lasts five days; the longest session, according to the survey mentioned above, lasted fifteen days. School systems that are able to maintain school camps for a longer period, in order to serve several schools within the system, operate for an average of six or seven months.

Spring seems to be the most popular season for school camping, probably owing to the maximum time for preparation that such a schedule allows, 40 per cent of the school camps being conducted in this season. Thirty-three per cent operate camps in the fall, 5 per cent during the summer, 2 per cent in the winter, and 20 per cent throughout the entire year.

Few schools are so endowed with facilities that they are able to conduct their camping program at the school. The philosophy molding the construction of many newer schools tends to make provisions for such activities within the school boundaries. For those schools less fortunate, off-campus camps are the alternative. Although off-campus for one school meant a distance of 135 miles, the average distance between a school and its camp was only 51 miles. The director of the Arthur W. Spalding School Camp of Collegedale, Tennessee, has made a detailed analysis of all State and national parks and has compiled a list of nearly fifteen hundred parks that have facilities adequate for a school camping program.

Fifty-nine per cent of the school camps were rented or leased from some organization. Only 17 per cent were using State facilities, and a small 9 per cent were utilizing national park facilities. These two areas still offer much for future exploitation. While school-owned camps may seem a thing much to be desired, only 5 per cent have their own facilities. The remaining 20 per cent of the schools were operating their programs in varied facilities, many of which were contributed.

Some proponents of outdoor education believe that many values are lost through the modern facilities that typify several school camps. Primitive camping with tents is relatively scarce across the country, although the possibilities inherent in such a program

are legion. A survey of camping facilities reveals a fairly substantial layout of buildings and recreation areas. While many are quick to point out that such facilities are not absolutely necessary, most school camps are not content with bare essentials.

Activity is the keynote of the outdoor education curriculum. Many of the activities promoted require their own peculiar facilities. Some such facilities existing in school camps are indicated in the following tabulation:

Activities	Facilities Existing
Water front	9%
Craft Shop	81%
Nature house	64%
Council ring	82%
Play field	53%
Out-camp area	52%
Nature trails	89%
Fishing area	51%

The problem that often looms largest in the thinking of the administrator is more often the smallest in reality—that of finance. While no two camps, presumably, would have the identical incomes and expenditures, enough financial data has been gathered to quell the fears of the budget-balancing minded.

The question might arise as to the willingness or reluctance of local school boards and parents to assume the additional expense involved in such a program. Experience has proved that parents are willing to assume that proportion of the cost that would be theirs in the normal school program, *i.e.,* food and maintenance; while the board of education provides instructors, materials, equipment, transportation, and specific services.

Many factors should guide the program committee in its deliberations—age and sex of the campers, previous camping experiences, campsite and facilities, weather, budget, personnel, and length of camp stay. Allowing the campers to have a part in the planning and the executing of the program is rich in educational values, and should be employed whenever possible. Adult guidance is needed and will be accepted when children appreciate the respect with which their suggestions are treated.

No day at camp is quite as important as the first day. Campers may like or dislike their counselor, feel frightened or homesick, be relaxed and happy, according to the impressions of the first day. This is where perfect organization of the camp staff pays off. The counselor shows his colors in these moments of challenge. A thorough orientation of the camper to his new environment is in order; then a more extended tour of the camp might follow. A camper remains with his groups, becoming acquainted with its members and becoming a part of it himself. Then comes the night; it may be good or it may be bad. It needs to be a good one, for the first night often sets the pattern for the remainder of the camp.

In deference to the importance of these first twenty-four hours, much planning should take place to provide pleasant and profitable experiences for the new camper.

School camping, or any other phase of outdoor education, is not an addition to or a revision of the curriculum. It is, rather, a different environment in which the curriculum is developed. The selection of the actual curriculum to be utilized in the outdoor education program will depend upon many factors. Some of the possibilities are suggested in the following paragraphs.

Bible.—Bible classes are a synthesis of the varied skills and learnings that have preceded the camping experience. Classes relate to practical problems of Christian living and are conducted through the panels, discussions, study groups, reports, and interviews. Close attention is given to the parallel between God's written Word and His book of nature. Opportunities to draw original spiritual lessons from nature are provided, and students are guided in discerning the grand design throughout His natural environment.

Students plan and conduct worship services. They are encouraged to talk freely to the staff and to each other about their Christian experience. Private devotions are encouraged, and time is allowed for such in the daily schedule.

Healthful Living.—Carefully planned, with consideration for child growth and development, the curriculum provides precamping lessons in health and safety which include the beginning of an individual health chart and a knowledge of the effect of the outdoors upon the physiological operations of the body. The outdoor education experience provides many opportunities to observe and practice health and safety habits, to plan menus, select and purchase foods, prepare meals, maintain a sanitary campsite, protect and ensure a pure water supply, select and care for appropriate clothing, and control disease.

Arithmetic.—Problems involving distance, cost per meal, transportation and time schedules are met and solved by the young students. Budgets are planned, monies raised, camp costs recorded, supplies purchased, camp items constructed, camp layout designed, distances measured indirectly, recipes made for large groups, and other similar arithmetical problems are faced. The solving of the on-the-spot problems brings functional reality to the fundamental processes of arithmetic that is hard to duplicate in the classroom.

Reading.—Informational reading for action is a highly important skill in the life of every individual.

The outdoor education program gives children participating a real need to read maps, directories, encyclopedias, pamphlets, and bulletins of instruction. In addition to the reading of printed materials, the campers learn to read and use a compass, to make and read a sundial, and to make and read trail signs. In addition to the reference library, the boys and girls should have access to the best of children's literature for leisure-time reading.

Oral English and Creative Writing.—Storytelling, oral reading, original plays for evening recreation time, the preparation of oral reports to other student groups on return from camp—these and many more opportunities are found for developmental speech experiences while preparing for camp, enjoying camp experiences, and on return from camp.

Each camper is encouraged to keep a log of his activities and to write such original stories and poems as he may wish to write at camp and on his return to school. Every student is given opportunity to write at least two letters home, and it is hoped that one of these is in answer to a letter *from* home.

Science.—Many programs in outdoor education emphasize science above other areas in the curriculum. While this experience provides many excellent opportunities to develop the natural sciences, it need not be to the exclusion of other equally important areas. Probably no phase of science is more profitably studied in this setting than that of conservation. The many activities concomitant with this phase provide a truly stimulating experience. Other aspects of science successfully developed include plants, animals, fish, birds, insects, forestry, rocks and minerals, weather, fire, astronomy, and water.

Social Studies.—Many camping areas have a unique history that can be studied profitably. Attention is also given to the history of camping, State history, geographical features of the campsite, map making and reading, and a cultural study of the peoples native to the region in which the camp is situated.

Music.—Music is an integral part of nature. Place any number of boys and girls in the atmosphere of a school camp and music will soon be manifested in varied forms. Students are provided many opportunities to express themselves musically through hiking songs, group singing, round singing, directing group singing, part singing, sacred and secular singing, and instrumental and vocal ensembles. A camp orchestra becomes a much appreciated asset in the camping program.

Arts and Crafts.—Rare is the camp program that has no time for crafts. If no formal time period is provided, many students will utilize their leisure time in the pursuit of some craft activity.

Not to be overlooked is the opportunity to develop camping skills through selecting proper campsites, pitching tents, preparing bedding, building campfires, chopping wood, cooking meals, constructing camp furniture, and trail packing.

Social Growth and Development.—No worthwhile curriculum ignores the social growth and development of students. A school camping program offers a definitely unique opportunity to foster and influence social growth unlike any other in the school year.

It is obvious that no school camp program can provide all the foregoing experiences for all children. Actual experience, however, will reveal that much more can be accomplished than is immediately assumed. Not to be ignored are the multitude of incidental and concomitant learnings that occur in the school camp program. It may prove to be that in this area lies the greatest value of the outdoor education program.

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[1] Ellen G. White, *Testimonies*, vol. 3, p. 377.
[2] ———, *Education*, pp. 119, 120.
[3] ———, *Counsels to Parents, Teachers, and Students*, p. 187.

► Roy Hunt, assistant accountant of Union College, has joined the staff of Southwestern Junior College as chief accountant. He is a graduate of Atlantic Union College and holds a Master's degree from Walla Walla College. He replaces Robert Merchant, who accepted a call to become treasurer of Southern Missionary College.

► Elder and Mrs. Earl Wright have joined the faculty at Thunderbird Academy (Arizona), he as Bible teacher and she as teacher of piano and marimba. Elder Wright was formerly MV and educational secretary of the Hawaiian Mission.

► "Pony Rides, 15 cents." So said the sign at the McKenzie County Fair at Watford City, North Dakota, last July. And judging by the crowds of children waiting in line to ride the 16 Shetland ponies, it was one of the greatest attractions at the fair. These ponies are owned by Paul and Hazel Henderson, members of the Keene, North Dakota, SDA church, and the money was used for equipment for the new Keene SDA church school, the first and only parochial school in that county. About 1,250 rides were given by the ponies, amounting to $187.50 for the project.

► Four Union College students participated in a Nebraska youth conference held on the University of Nebraska campus, September 12. The theme of the conference, called by Gov. Frank B. Morrison, was "Let's Keep Youth in Nebraska." In addition to the four UC student representatives, there were four UC Academy students also in attendance.

► J. Paul Grove, assistant professor of religion at Walla Walla College, has returned to the campus after having received the Bachelor of Divinity degree at the close of the summer from the Theological Seminary of Andrews University.

Raising the Standards of Teacher Education and Certification

Part II

W. A. Howe

SECRETARY OF EDUCATION
CENTRAL UNION CONFERENCE

PROFESSIONAL competence does not propagate itself. Not being able to function voluntarily it must be motivated from without. We must look to principals and union secretaries of education for stimulation. We educators are faced with the necessity of devising a plan for continuing professional growth. Growth results from a holy dissatisfaction with the achievements of the past eventuating in advance planning toward achieving desired goals. Too, the goals must be recognized as ever changing, making it necessary to adjust predeveloped plans to fit new developments. No one can work professionally in education as a day laborer or assembly-line worker, doing the same work with the same tools with the same people and expecting to achieve identical results. It doesn't work that way.

If we comprehend Christian education to be the constantly ongoing process indicated in the Spirit of Prophecy, and more lately discovered by the world, we need constantly and carefully to check our professional bearings. Certainly this is imperative to us who work with young people who are individually different and who live in a dynamically changing society. We must consider our schools in the social context of our day. Satisfactory solutions to today's problems of Christian education call for the very best in educational leadership. This implies special training and certification for administrators, educational superintendents and supervisors, and union secretaries of education.

The trend in certification of administrators in the various States is to require additional training in the field of administration. The demands made on teachers are becoming increasingly more complex. This simply means that teaching experience is not adequate training for the exigencies thrust upon educational administrators. It is true that some have been and still are administering schools with no training in administration, with little or no concern for contemporary social demands on the young people under their tutelage. This is possible, but no one would argue that it can lead to improvement in administration. Such administration is in a groove, and by its depth one might assume it is also a grave.

Some time ago I heard an administrator qualifying himself as an authority on a certain topic under discussion by saying, "I speak with the experience of twenty-two years." While he continued pontificating, one of his staff members said to me, "He has had one year's experience repeated twenty-one times." Years of service, like prison sentences, sometimes simply indicate a time period. They may or may not indicate growth. This explains, in part at least, the concern of educators everywhere with careful evaluation of every aspect of the school program, from administration to custodial services, with a view to filling the needs of young people thrust upon a changing society.

Shouldn't the secondary school administrator and the union secretary of education be required to recharge their professional batteries at regular intervals? The necessity of keen professional outlook and knowledge of the good procedures that are constantly being discovered make it imperative that we arrange the work load of our administrators so that they are able to take at least six hours of advanced training once in three years. How this is to be done I am not prepared to discuss. I only present it as a desperate need that requires considerable study. Our work would improve immeasurably if this sort of advanced training could be provided each summer. Our programs being what they are, perhaps the minimum of six hours in three years must be accepted. In the interlude opportunity should be given for attendance at professional meetings on the State, regional, and national level. All should be members of the secondary school principals' department of the National Education Association. So with professional reading, attendance at professional meetings, and courses once every three years, our professional sights will inevitably be lifted, and we will reach closer to the ideals for education set forth by the servant of the Lord.

Some of you are thinking that advanced work will be damaging to the administrator and his philosophy of Christian education if taken in a university or

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

non-Adventist school of higher learning. We are now in the process of developing two universities of our own. Furthermore, we can logically assume that those assigned administrative responsibilities in our schools are men with experience, not immature youth just out of college. To mature men of experience exposure to the thinking of modern education as opposed to Christian education offers no insurmountable threat to the sound denominational doctrine of Christian education. For the majority, their faith in God's plan of education is actually strengthened. It would, however, be preferable to take advanced work in our own institutions, and by all means younger staff members should take their advanced work in our own universities.

It is axiomatic that teachers, supervisors, administrators, and all others directly or indirectly connected with education will be no more professional than their leaders. With this I hasten to add that I have no illusions that advanced work makes one smarter than his fellows, gives him any sounder judgment, or makes him any more socially desirable. It should, however, make that person more conscious of his position in a profession, requiring that he be professional, more humble, more teachable, more efficient as a leader and administrator. A concomitant result that follows as the night the day is the inevitable unconsciously distributed climate of professional pride in competence that is bound to rub off on one's associates.

For both administrators and teachers, in-service training is an imperative in a professionally directed system of education. Both pre-employment training and in-service training are of vital concern. Research indicates that a teacher's training has a tendency to show a close correlation to his competency as teacher. Some will doubt this. Admittedly the data is subject to question. So many Carnegie units and so many semester hours are not infallible in predicting teacher success. The researchers said they found a "tendency" to show a close correlation. It is a fact, however, that college training is universally the measure of teacher competency used in the selection of new teachers.

Most all the teachers in our academies have completed the bachelor's degree and are teaching only the subjects for which they are presently certificated. Before we settle back into comfortable complacency on this score, let me point out that the certification picture is changing for teachers both vertically and horizontally. The trend, so pronounced it can be called a mass movement, is to fewer types of certificates being issued. Most States offer three possible certificates, horizontally: administrative, secondary, and elementary. Vertically, these certificates are called by various names, but commonly: standard, provisional, and professional. In all likelihood the next few years will see a trend toward only one certificate for teachers at all levels. No other profession has several types of certification. Have you ever heard of a standard or provisional doctor of medicine? Continuation of the certificates issued by the various State departments is being based on evidence of teacher growth.

The teacher without ambition professionally may plan to take refuge in a denominational system of education, thinking thereby to escape the requirements of State departments of education. But every year the number increases of States requiring all teachers of private as well as public schools to be certificated by the State department of education. Instead of regretting this, we should welcome it; it assists in making our teaching personnel conscious of the demands of a dynamic profession. Along with this the educational requirements for each of the certificates granted are being upgraded so that the professional-type certificate requires the Master's degree or equivalent hours of graduate work in the field of teaching.

To you, beleaguered academy principal, this upgrading process, to say the very least, is disturbing. Your first reaction is to conclude that the teacher supply being what it is, the high standards of required teacher preparation will only serve to compound your problem of filling the vacancies on your staff. Recent history, however, has shown that the States that have maintained or raised their certification standards have actually improved their teacher shortage problem, while conversely those that have lowered their standards have no greater number; they just have teachers with poorer qualifications. The turnover of teachers tended to be much less in the States with high standards of certification.

The immediate problem is to discover the method and means of discerning teacher competence. This process is not easy. Too many have failed to comprehend that "to know" is not the equivalent of "to be able to teach." Stated another way, two truths somewhat generally accepted are: one, a person who does not know his subject cannot teach it; two, a person may know his subject and yet be unable to teach it.

Another pronounced trend is that administrators are more and more looking to professional schools of education for recruits. Teacher education is the basic source of all good or bad education, but it has sort of been the stepchild of professional education. The process of maturing professionally should elevate to a new status the teacher of teachers.

The open sesame to the power of teacher education is based upon a recognition that teaching is a dynamic, not a static, science or art. There is an old saying (and there's more truth in it than we like to admit) that a generation elapses between the discovery by research of a new idea, technique, or method, and the acceptance and use of it in the class-

room. I say that this will become a relic of other days, like something thrown out of the covered wagon. As for teachers' being born, not made—that too is a dying myth, serving no other cause than to frighten storks.

The National Commission on Teacher Education and Professional Standards believes that teachers should be prepared in professional schools just as physicians are prepared in schools of medicine, ministers in seminaries, and lawyers in schools of law.

The five-year teacher preparation implies a preparation of two to four years in a liberal arts college with the remaining one to three years in a professional school of education, either the school of education in one of our colleges or a teachers' college.

Upgrading teacher training requirements will force upon our administrators and boards the difficult decision of whether to smother the urge to select the improperly trained but more easily available teacher, or to listen to the dictates of professional administration and select on the basis of good professional preparation. Such a decision is not easy, particularly in view of the pressures to which the average principal is subjected. It is to be hoped that as administrators comprehend all that is involved, teacher selection will be a product of good professional administrative leadership. The real basis for standards of selection includes spiritual insight, preparation, certification, and in-service growth of teachers, as well as high standards in the institutions that prepare teachers.

Following are a few of the changes in education that are possible and probable in the foreseeable future. To make a prediction would be hazardous. These changes are presented only for speculation.

1. Universal enforcement of the minimum of the degree requirement for beginning teachers at any level for probationary service, with completion of the Master's degree mandated during the probationary period.

2. The teaching profession within the next few years, following the example of at least thirteen other major professions, requiring five or more years of college and university preparation, based upon two to four years of general education as a prerequisite to admission to professional institutions.

3. Graduation from teacher education programs accredited by a recognized agency of the professions and in keeping with the advance in our economy.

4. Adjustment of remuneration of education personnel in line with that of other recognized professions in our denomination.

5. Provision in our teacher-education program for well-balanced scholarly as well as spiritual programs in general, professional, and specialization areas.

6. Identifiable achievement of valid experiment that points the way to an improved quality of teaching service through the proper use of mechanical as well as human aids, and new methods of teaching.

7. The twelve-month school year. (Not a year-round school term, but using the staff during vacation period in camps and recreational, health, remedial, and cultural services.)

8. The birth of a professional organization within the ranks of Seventh-day Adventist teachers, with minimum training requirements prerequisite to membership.

Classifying the Church School Library

Leslie A. Wildes

CHURCH SCHOOL TEACHER
SIMI VALLEY SDA SCHOOL, CALIFORNIA

EVERY Seventh-day Adventist church school library should be organized. Proper organization and a knowledge of how many books are in each classification will enable you as a teacher to know how much you can depend on your library and how much you must depend on other libraries for books for your various projects.

How should you organize? Will you use the Library of Congress system or the Dewey Decimal system, or is there another better way? The Library of Congress system of classification is an excellent means of organizing a huge collection of books, but is not recommended for small libraries. The Dewey Decimal system is much better for small libraries, although the Seventh-day Adventist library presents a problem that may need a little better treatment than staying strictly by the Dewey Decimal classification of every book, particularly as regards classifying the Ellen G. White books.

Our libraries contain quite a number of books by Ellen G. White, which for our Bible classes we like to keep together in a group of their own. The method that the Pacific Union College library uses (of classing all the writings of Ellen G. White in one group, marking this group with the letter W followed by a number) is perhaps the best method that our small school libraries can follow. Within this W grouping there can be other groups, such as the Conflict of the Ages Series, the *Testimonies,* et cetera. You can begin with the Conflict series, numbering *Patriarchs and Prophets* with W-1; *Prophets*

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Some Informal Techniques in Studying the Individual Child

Robert Gale

PRINCIPAL, ELEMENTARY SCHOOL
LOMA LINDA, CALIFORNIA

GROWTH in personality adjustment is one of the important goals of education, and the modern teacher makes a sincere attempt to interpret each pupil's accomplishment in the light of his interests, attitudes, needs, and capacities. The type of report card used in most school systems today indicates the pupil's accomplishment not in comparison with the work of his peers, but in comparison with the pupil's own ability or capacity. It is therefore necessary for the teacher to have all possible understanding of the pupil's background, capacities, and limitations if the report card is to be meaningful. Moreover, if we teachers are to do effective work, we must have a conviction that the proper development of each individual pupil is much more important than teaching subject matter.

Although the term is commonly used, there is no "average" boy or girl. Each child is a distinct personality with his or her own peculiar characteristics, the product of a unique set of environmental and hereditary patterns and of reactions and interactions. A teacher's success, measured in values that really count, will depend to a great extent upon how successful he is in adapting his teaching to the needs of the individual rather than to the class.

The Master Teacher was ever aware of the worth of the individual and of his needs, as witnessed in these words:

> Even the crowd that so often thronged his steps was not to Christ an indiscriminate mass of human beings. He spoke directly to every mind and appealed to every heart. He watched the faces of His hearers, marked the lighting up of the countenance, the quick, responsive glance, which told that truth had reached the soul. . . . The same personal interest, the same attention to individual development, are needed in educational work today. Many apparently unpromising youth are richly endowed with talents that are put to no use. Their faculties lie hidden because of a lack of discernment on the part of their educators. . . . The true educator, keeping in view what his pupils may become, will recognize the value of the material upon which he is working. He will take a personal interest in each pupil and will seek to develop all his powers.[1]

These words written many years ago agree with the following present-day thinking:

> If a teacher is really to accomplish anything, she must know each child's characteristics. And she must have some understanding of the underlying development trends and their causes. Only then can she bring it about that each child finds interests congruent with his abilities, friends suitable to him, attitudes and ambitions best in accord with his potentialities. With such understanding, she may do marvelous things.[2]

Following are some informal techniques that we may use in acquainting ourselves with the individual pupil. We use the word "informal" here to distinguish from those techniques involving the use of mental maturity tests, aptitude tests, achievement tests, and other standardized tests and inventories that are published commercially. "From an objective, impersonal, reliable, and invalid point of view, [such] tests are preferable to observations in gathering information about a child; yet their very objectivity and impersonal characteristics are their greatest weakness in studying the child as a dynamic human being."[3] Just as the objective and subjective (or essay) types of examination have their advantages and disadvantages, so the formal and informal techniques of child study have their strong and weak points, and a proper and thorough approach will make use of both formal and informal techniques, one supplementing the other.

In each of the techniques that follow it is extremely important to establish good rapport between teacher and pupil. This cannot be overemphasized. Much depends upon this.

Anecdotal Records and Time Samplings.—These two techniques are based on observation of the child by the teacher or teachers. The teachers' association with and observation of the child gives the best opportunity of informal study. However, there exists a danger against which we must ever be on guard. We are tempted to make generalizations, to classify and pigeonhole each child according to a general impression. Thus we think in terms of black or white and ignore the various shades of gray that may exist, and a child in our thinking becomes "good" or "bad," "noisy" or "quiet," "average" or "gifted." Before such generalizations are made, it will be well for the teacher to make a number of observations over a period of time and to make use of some anecdotal records and time samplings.

An anecdotal record is a written description of a child's actual behavior in situations noted by the teacher. Is the purpose of the record to indicate the progress being made in learning? Is it to describe the degree of social adjustment? Is it to show a condition of attitudes, or possibly a change in attitudes? Clearly, the data to be recorded will depend upon the purpose of the record, and unless the purpose is kept in mind, irrelevant and unrelated material will be recorded, which will result only in confusion and waste of time. The time of observation may extend over a period of days, weeks, or even months; and during this time it will be advantageous to have more than one observer contribute to the record. However, it then becomes increasingly important that all contributors have the same purpose in mind, and that they all employ a somewhat common technique in their observations, and also that they all use the same language in recording their observations.

Information usually recorded in anecdotal records includes (1) date and time of day; (2) brief description of the situation or activity being engaged in; (3) observation itself—what the child did or said that seems pertinent to the record; (4) observer's interpretation of the data; (5) name or initials of the observer. It is important that items 3 and 4 be kept separate. When the child is quoted, it should be in his or her own words.

Anecdotal records may be of two kinds. One kind, the most simple and possibly the least scientific, results from incidental observation; the other results from time sampling.

Incidental observation is the way by which we commonly form our opinions of one another. No attempt is made to control the situations or conditions under which the observations are made. Even though the observations may not be scientifically accurate, such a record can contribute much useful information, especially if the records are kept over a period of time and if a larger number of observations are made by more than one person. In some cases of incidental observation, teachers have kept a score card of the behavior that would look something like this:

Volunteered to read	II
Joined others in pronouncing names orally	I
Volunteered to respond in geography class	III
Gave incorrect answers when called upon	II
Whispered to pupil behind him	III
Gave correct answers when called upon	III
Played with pencil on top of desk	II

After several periods of such observation and note taking, certain patterns will become apparent. This same technique has been used to good advantage on the playground to determine the amount of participation in various activities.

Time sampling is more refined than incidental observation and is generally considered to be more scientific in that the situation is somewhat controlled. The observations are made at stated intervals every day, every other day, or possibly once a week. No control is attempted over the natural situation beyond the recording of events at the stated time intervals. The following is typical of a time-sampling record. Notice that the observations were made at the same time of the day each week. The purpose of the sampling was to determine the degree of good study habits.

April 1

11:00 Looked around the room
11:02 Opened his book and looked at picture
11:04 Poked the boy in front of him
11:06 Talked with girl across the aisle
11:08 Still talking
11:10 Looked around room

April 7

11:00 Opened desk in search of pencil
11:02 Still looking for pencil
11:04 Poked boy in front with the pencil
11:06 Opened his book
11:08 Went to sharpen pencil
11:10 Drew picture of a dog on his paper

April 14

11:00 Appeared to be daydreaming
11:02 Dropped book on the floor
11:04 Looked at pictures in book
11:06 Still looking at pictures
11:08 Copying from textbook into notebook
11:10 Still writing in notebook

April 21

11:00 Opened book and began to read
11:02 Still reading
11:04 Interrupted by boy in front of him
11:06 Talking to boy in front of him
11:08 Reading his book
11:10 Still reading

It would seem to be quite apparent that several such time samplings will reveal more about this pupil's study habits than any test could reveal. From the data secured in such an observational series, a constructive remedial program can be established.

Studying the Child's Work.—At times useful information can be gained from the study of work done by the child. However, it is useless to file an excessive amount of such material. Work that seems to indicate special ability or disability or that shows an exceptional amount of progress within a certain time might be of interest. Work that is of value has two characteristics: (1) it is typical of that child in

that particular area; (2) it is not so ordinary that a short descriptive phrase or sentence could be filed in the place of the work itself, and thus take up less space in the file. A short composition in which the pupil expressed himself, or a drawing or some other creative work done by the child, and which contains the flavor of his personality, are typical of materials that might rightly be saved for future use. Before it is filed, however, it should be dated and the special significance of the material noted, so that the memory will not have to be relied upon in the future.

In these three methods, namely, anecdotal record, time sampling, and the study of the child's own work, the data were secured without the child's knowledge. There are also several ways of gathering information that in most cases require the active and knowing cooperation of the child.

Wishes.—Children's wishes are often indicative of their needs. By expressing himself in informal discussions and conversations and in creative projects, such as composition and arts, the child may unconsciously give vent to his desires. A number of devices have been used to give children an opportunity to express these. One rather common procedure consists in presenting the child (or children, since this is usually done in a group) with a list of wishes something like the samples that follow. The pupil then checks those wishes that he feels are especially applicable to him. The wishes in the following list, for example, are organized into eight areas. In actual use the wishes might better be asked at random, with the various areas mixed up. In analyzing the results of the experience the teacher will have no difficulty recognizing the intent of the wish and assigning it to its proper area. In the interest of brevity only two or three wishes in each area are cited; in actual practice five or six are listed in each section.

Need to belong

I wish I did not have to play by myself so much.
I wish I liked more children.
I wish I felt like I really belonged in my school group.

Need to achieve

I wish I could do my work with less help from other people.
I wish I could think of the right things to say more often.
I wish I would receive more praise for the things I do.

Need of economic security

I wish I could be sure my father would always have a job.
I wish our family could afford better presents at Christmas.
I wish we could afford to go to the dentist and doctor when we need to.

Desire to be free from fear

I wish I did not have dreams that frighten me.
I wish I was not afraid to play rough games.
I wish I was not afraid of punishment as much as I am.

Need of love and affection

I wish I had more really good friends.
I wish I could talk things over with my parents more often.
I wish my parents liked me now as much as they did when I was younger.

Need to be free from guilt

I wish I never lost my temper.
I wish I had never cheated.
I wish I had been more obedient when I was younger.

Need of recognition

I wish that other children and I could decide more things together.
I wish my vote really counted.
I wish my opinions would be asked more often.

Need to understand the world about us

I wish I knew why we have wars when nearly everyone wants peace.
I wish I knew why factories sometimes shut down when people need the things they make.
I wish I knew why people say we are all equal when some have more money than others.[5]

It is quite obvious that the success and validity of any device that requires the active cooperation of the pupils will depend to a great degree upon the proper rapport between the teacher and the children. A feeling of mutual confidence and trust must exist; and again I would stress that the information resulting from such an experience is of most value when used as a supplement to other material in the study of the child.

(To be concluded in February issue)

► H. G. Stoehr, a member of the school of theology faculty of Walla Walla College, spent five weeks this summer in Washington, D.C., and the New England States studying documents and visiting sites pertaining to the early Advent Movement. Of this study he says, "One of the greatest thrills of my life I experienced in delving into the manuscripts of Mrs. E. G. White's writings. My confidence in God's guidance of this movement was greatly strengthened as I saw with my own eyes the description of the great controversy which is now developing before us."

The Bookshelf

The College Influence on Student Character, by Dr. Edward D. Eddy, Jr., Washington, D.C.: American Council on Education, 1950.

The rapid progress true science now makes occasions my regretting sometimes that I was born too soon. It is impossible to imagine the height to which may be carried in a thousand years the power of man over matter. . . . Oh, that moral science were in as fair a way of improvement!

This strikingly neoteric statement made by Benjamin Franklin 180 years ago is infinitely more relevant in this nuclear age. Franklin's concern that man's moral responsibility should match his technical ingenuity should certainly be the concern of American colleges, for here lies the responsibility for the development of the character of future American citizens to a considerable degree.

To this problem Dr. Edward D. Eddy, Jr., directs his attention in a report on *The College Influence on Student Character.* He explores "the relationship between intellectual training and character influence," and attempts "to describe and delineate character influences and programs" as reported from twenty American colleges and universities.

The participant-observer approach was employed in this study. Two young people recently graduated from college, visited and became a part of the campuses investigated while Dr. Eddy personally visited a majority of the institutions. Specifically the study sought answers to the following questions: What is the college's responsibility for and relationship to the character development of the student? How does such a responsibility become related to the proposed aim of most colleges to develop and sharpen the intellect? What positive and negative influences on character now operate on the campus? In what direction should the colleges be moving in order to meet the increasing demand for men and women educated for both competence and conscience?

Eddy suggests that the strongest influences in the development of character are the level of expectancy, the concept of teaching, the organization of the curriculum, the assumption of responsibility by the student, the understanding and practice of religion, and the campus environment. These factors constitute the matter discussed in six successive chapters of the report.

The phrase "level of expectancy" refers to the performance expected of the student both academically and socially. The investigators found that while students generally are not performing to full capacity intellectually, there are those who respond to challenge and inspiration to do, not more work, but study of a better quality. Four steps that appear to provide such stimulation are (1) student involvement in their subject matter, (2) the habit of application, (3) the habit of critical thought, and (4) a personal commitment to the quest for truth. The level of expectancy controls, moreover, "social relationships, group life, and, in fact, all that happens to a student." This can be so, however, only when the desired level of expectancy pervades the whole campus; when faculty and students are in agreement on the values sought, when college traditions support the level, and when planned campus programs designed to promote these goals are presented.

The "concept of teaching" as a factor in developing character concerns the qualities in the teacher and his methods that elicit a positive response on the part of the student. Such a concept includes the acceptance by the teacher of some degree of responsibilitity for the character education of his students, willingness on his part to make his own commitments known, devotion to his subject, together with humility in its presence and honesty in its presentation, and setting a positive example for his students.

The organization of the curriculum, the third factor related to character development, is germane to the investigation in so far as the curriculum arouses and holds the essential student interest. This involves a willingness to experiment with structure rather than being rigidly bound by traditional systems, finding ways of relating campus activities to the curriculum, and a more direct contact between instructor and student.

Student involvement in academic and extracurricular government develops a sense of responsibility in the student. This is a necessary ingredient of character development in which the college has a vital part to play. The investigation revealed that "students on all campuses . . . visited talked about wanting greater freedom and more responsibility." Opportunity for assumption of responsibility should extend, Eddy feels, from the classroom through student governmental systems and campus judicial work to "college policy making and procedural evaluation," with respect to issues of consequence. The transient nature of student population is, however, a serious impediment of such responsibility for which a likely counterbalance is "a continuing program of training for student leaders." The potential benefits likely to result from such a program are impressive: learning to work with others, at the same time gaining a better understanding of themselves as well as of others; the practice of intelligent, honest, and careful appraisal of the value of responsibility assumed; and a recognition of the need of balanced living.

"With the exception of some students in the strongly church-centered institutions, as well as a lesser number elsewhere, religion to many college students appears to have little direct relationship to higher learning." Generally speaking, students expect religion to be intellectually appealing, vital and relevant, to have the service approach, and to foster interfaith relations. It was found that the quality of the adult leader had much to do with the religious climate of a college and that the "attitude of faculty members toward religion frequently influenced the thinking of the students."

Finally the report considers the effect of the college environment on character development. Because the setting of standards is a group process, the student tends to take on the attitudes of those with whom he associates. It follows, therefore, that if the college contributes to character building by and through proper balanced emphasis on learning, the environment provided for the student should reflect this emphasis, and it should be evident in the physical arrangements of the campus,

in effective communication among the various groups on the campus, and upon the over-all climate of the environment.

The above all-too-brief summary of the findings of the committee for the study of character development in education serves, nevertheless, to draw attention to pressing problems and possible solutions of the American higher educational system. Dr. Eddy's investigation calls to mind a study by Dr. Philip E. Jacob, published in 1957 by Harper and Brothers under the title *Changing Values in College.* Jacob points up an alarming moral attitude currently prevailing in colleges and universities. He discovered a self-satisfied contentment in regard to both present-day activities and their outlook for the future; evident laxity regarding such virtues as sincerity, honesty, loyalty as proper standards of conduct; a tendency to consider religion as a weekend activity with little pertinence or guidance for the decisions necessary in the secular world; and an unabashed self-centeredness. Eddy's study, on the other hand, points the way colleges should take if there is a sincere desire to reverse the trends discovered by Dr. Jacob.

Adventist educators will readily agree with Eddy that "the college cannot escape a responsibility for character education." This is not the same as saying, however, that we are doing the best possible to achieve this lofty goal. We may ask ourselves whether the level of expectancy held before our prospective students, and actually discovered by our freshmen, is high enough and effectively encouraged by students and faculty. The level of expectancy "rests on the conviction held in common by faculty and students that higher learning demands and deserves the highest possible excellence."

What about our teaching? Do our high standards show in the presentation of subject matter through logical reasoning and strong passion and enthusiasm for our courses, and a deep humility and honesty in its presentation? Such an attitude is bound to inspire the student. To what extent are we willing to experiment with curricula, to boldly break away from worn-out traditions so as to meet the challenges of modern life? As a part of the total campus experience, does the curriculum provide opportunity for "depth as well as for synthesis" and some apparent relationship to principles? Are we developing responsibility and leadership by allowing competent students a significant part in administration? Is our religious climate merely authoritarian in approach, or do we seek to make religion vital, relevant, and intellectually as well as emotionally appealing? What can be done to make our campuses places that provide a climate more conducive to many opportunities and the maintenance of a moral tone which reinforces rather than negates the various possibilities? In one of his closing paragraphs Eddy clearly lays down the responsibility of the college: "The nation places its hopes and, indeed, its future in the caliber of leadership which the colleges can provide. Our study convinces us that the American college must be concerned with both competence and conscience in order to meet its special responsibilities."

Dr. Eddy's report presents a challenge and a plan that merits careful investigation. Adventist educators will do well to digest this work carefully in conjunction with the earlier report made by Dr. Philip E. Jacob.—STEPHEN S. HITEN, *Associate Professor of Speech, Columbia Union College.*

Some Observations of Effective Teaching

(*Concluded from page 8*)

subjective observation of about seventy campuses and one hundred teachers by one wandering dean. Implications drawn from personal experience must be regarded as tentative if not speculative. They will at least serve as a starting point for discussion.

1. Deans are unavoidably involved in identifying and encouraging effective teaching. We could go about it more systematically.
2. The measure of effective teaching may lie not so much in certain methods and techniques used by good teachers as it does in critical incidents that give clues to the personal adjustment of the individual.
3. Forecasts of enrollment increases and teacher shortages in the next decade are unchallenged; therefore, the rehabilitation of the partially effective teachers is inescapable. And this is the task of the dean.
4. If effective teaching gives evidence of patterns reflecting the drives of the teacher, an effort should be made to capitalize on that approach by assignments consonant with interest. For a departmental specialist, give him opportunity to quest for new knowledge. Don't purposely assign him all freshman sections.
5. Attempt to cross-fertilize effective teachers by committee assignments with others of different persuasion. Summer workshops for college teachers and intercampus visitations are good devices for broadening the able but narrow teacher.
6. The ambivalent teacher may be helped if the dean is somewhat critical of golf, painting, and other pursuits done in excess.
7. In dealing with the ineffective teacher rendered so by a distorted self-image, help him see himself more realistically.
8. Set up a campus climate and academic tone where efforts to teach effectively are not hampered.
9. Recognize effective teaching and reward it.

These implications make an impressive list of unfinished business for deans. They come at a time when the very ground in higher education is shifting beneath the professor. Will effective teaching of the future be defined as the charming professor at one end of a TV coaxial cable and five thousand eager students at the other? Or will we, in the words of Warner Rice, "take a leaf from the book of the teachers who are now most admired among us and who are, by all tests, the most successful. Who are these? They are, of course, our athletic coaches; and how do they proceed? They proceed by selecting the best material, by setting up curricula that are not governed by committees, by insisting upon hard work and a very high level of performance, and by giving a final examination once a week." These intriguing extremes suggest that a most interesting task awaits us.

What the SCHOOLS ARE DOING

► The Pacific Union's third Fine Arts Camp was held at Squaw Valley, California (site of the International Winter Olympics), August 7-16. The academy level campers numbered 261 with a staff of 37. Every day was filled with classes in orchestra, band, chorus, chorale, glee clubs, theory, composition, ensemble group study, and piano and organ lessons. Added to these activities was an initial experiment in conducting formal art classes in sketching, water color, and oil under the direction of Vernon Nye, instructor in art of Pacific Union College.

► Atlantic Union College is the recipient of a grant in the amount of $16,600 from the National Science Foundation for the support of research entitled "Revision of the Weevil Genus Apion in North America" under the direction of David G. Kissinger, associate professor of biology, for a period of approximately two years. Dr. Kissinger states that the beetle under study is very minute and lives inside of plants. This study will be of benefit and importance in the field of agriculture in our country and will take him to various parts of the United States and Mexico for extensive field work. European travel is also needed, to examine types not otherwise available, for study at institutions in London, Berlin, Paris, Stettin, Dresden, and Genoa.

► Mickey Liepke, an elementary school pupil, became a Seventh-day Adventist in 1960. He then decided he must earn enough money to attend church school. With this goal before him, Mickey did such things as mow and rake lawns, weed gardens, dig dandelions, help lay sod, sell Kool-aid and popcorn. He worked many hours in a garden and sold vegetables. In the winter he shoveled walks and sold Christmas cards. He made and sold model cars. His rummage sale attracted children from all parts of the neighborhood. At present he is gathering and selling old iron. His total earnings for the year were $100, enough for a year's tuition, and instead of paying 10 per cent tithe, he gave 20 per cent of his income to the Lord. He is now enjoying school at the Minneapolis, Minnesota, Junior Academy.

► Mary Ellquist, supervisor of elementary education of the Southeastern California Conference for the past eight years, has joined the faculty of Madison College as professor of the elementary teacher education program there.

► Richard B. Lewis accepted La Sierra College's invitation to become academic dean, beginning in September. Previous to this appointment he was associate book editor at the Pacific Press Publishing Association. He will fill the post formerly occupied by R. D. Drayson, who has been appointed vice-president for development of La Sierra College.

► Daniel Patchin, senior premedical student of Emmanuel Missionary College, served as a missionary intern last summer in Haiti. He was chosen from more than 1,500 students to represent his college, and was sent there to become acquainted with missionary life and work so that he can in turn prepare himself and others for missionary service. As a result of his trip he has further confirmed his desire to become a missionary doctor.

► Two civil defense emergency hospital units were recently delivered to Pacific Union College as part of the plan by the CD Office to make the college into a reception area in case of major disaster. According to CD authorities, PUC has been selected as a disaster-receiving area because it is just outside of areas designated as possible disaster areas, and because the elevation and prevailing winds provide for minimum radiation danger from atomic or hydrogen explosion in the Bay Area. St. Helena Sanitarium and Hospital just five miles from the college is another factor. In addition to these factors, Sheriff John Claussen stated that Seventh-day Adventists are particularly adapted to this type of work.

► Union College faculty members having recently completed degree requirements are as follows: Richard G. Leffler, assistant professor of physics, Doctor's degree from Michigan State University; Gertrude Huygens, M.S. in library science from University of Illinois; Marilyn Brown, instructor in secretarial science, M.S. in education at Indiana University; Clifford Newkirk, principal of UC Academy, Master of Education from University of Nebraska; Charles Slattery, part-time instructor in chemistry, M.S. in physical chemistry from University of Nebraska; Paul Joice, associate professor of business administration, Ed.D., also from University of Nebraska. The following two UC graduates received advanced degrees from the University of Nebraska—Gaines R. Partridge, associate professor at Oakwood College, Ed.D. degree; and Carolyn Rhodes, teacher at Blue Mountain Academy (Pennsylvania), Master of Music degree.

► Almost the entire ministerial worker force of the Northern California Conference met on October 1 at the Rio Lindo Academy (Healdsburg, California) building site to see the progress made to date and to become acquainted with the plans for the completion of the school plant. The visitors saw the two dormitories, 80 per cent complete, and the administration building. The science building is rapidly taking shape, and the last major campus unit, the cafeteria, will be under construction soon. It is planned that the academy will open in the fall of 1962. The principal of this new academy is W. T. Will.

Classifying the Church School Library

(*Concluded from page 23*)

and Kings, W-2, and so on. Then if you wish the *Testimonies* group to follow, volume I would take the number W-6, volume 2 would be labeled W-7, et cetera.

Other books that you might want to keep together are those in the MV Book Club. An easy way to label them, as suggested by the PUC librarian, is as follows: 1960-jl, 1960-j2, et cetera, for the 1960 Junior MV Book Club. Another method of labeling:

60-1	60-2
JBC	JBC

It would also be helpful if the names of all books in the set were written on the card pocket in the front of each book, with the class number of each, so that those who read them for the JMV Classes can refer to this list to find the remaining books of the set to be read. However, as the years go by, the books in the Book Club might be more useful had the Dewey classification been used, so that books on missions would all be together, books on animals would all be in the same place, et cetera.

For the remaining books in your school library the following classification with Dewey Decimal class numbers is suggested:

1. Hobbies, games, crafts	790
2. Animal stories	590
3. Bible stories	220.95
4. Character stories	244 or 377.2
5. Mission stories	266
6. History	900
7. Travel and geography	910
8. Social studies	300
9. Religion, except Ellen G. White books	200
10. Nature and science	550
11. Health	613
12. Manners	395
13. Teacher's reference	370.78 or 371.1
14. Vertical file of pictures	750
15. Vertical file of pamphlets	040
16. Maps	912
17. Music	780
18. Biography	920

Or, as in many libraries, all biographies may be placed together under the letter B and arranged alphabetically by author.

In general, I would suggest that an abridged edition of the Dewey Decimal classification be purchased and followed. Remember that no system you adopt for the classification of your library books will be perfect. If you use the Dewey Decimal system you will find that in some cases another librarian might assign books to a different number.

Editorial News and Views

(*Concluded from page 32*)

Philosophy of Education

Yale's president, A. Whitney Griswold, declared in his annual report to the university alumni that "it is essential to strengthen our nation's position in pure science from which stems all technological advance." President Whitney maintains that the solution to military preparedness "is not in crash programs nor in curricular devices, but in an acceptance of the need for pure learning. The ultimate aim of pure science is not technology . . . its ultimate aim is to understand and explain the universe in which man lives."—*Education Summary,* January 12, 1960. (Used with permission.)

Vejlefjord Educational Convention

(*Concluded from page 10*)

nite pains in preparing the program. The daily program began with devotions, and during the two following morning sessions various educational problems were presented in prepared papers, commentaries, and discussions. The papers ranged over such matters as understanding the youth of the sixties, educating evangelistic workers for today, proteins and fats, the Adventist teacher outside the denominational system, and whether there had been any change in the purpose behind the operation of our schools. The discussions arising from the prepared papers provoked earnest thought and heart searching and served as a means of engendering a spontaneous rededication to the principles for which Adventist teachers stand. In the two sessions of each afternoon section, meetings were held to enable the delegates to break up into groups where more technical matters of specialized interest could be more intimately studied. Even here the same spirit of earnest heart searching was present. The evenings found the delegates together again in the main auditorium for programs presenting the schools and colleges of the home unions and for inspiring studies on Christian education. These alternating programs were another example of the happy combination of theory and practice for which the work of this convention was noteworthy.

An efficient plans committee under the chairmanship of B. F. Kinman, British Union educational secretary, reduced the generalized feelings and desires of the convention into formed resolutions to guide the planning of the division brethren as they address themselves to the important work of Christian education in northern Europe. May God help us all, ministers, teachers, and members of the remnant church, so to cooperate in this great task of preparing God's elect that it may soon be finished and His kingdom come.

► Merlin L. Neff, former book editor of the Pacific Press, has taken up his new work as chairman of the division of language and literature and head of the department of English at La Sierra College.

Editorial NEWS AND VIEWS

Office Manual A new *Office Manual and Laboratory Problems for Seventh-day Adventist Local Conference Secretaries* is now available for the use of secretarial teachers and students in our schools. It is designed especially for a course in office practices but may be used in conjunction with other courses. If students work with our denominational office procedures while they are in training, they will not only be better fitted for denominational employment, but more of them will be encouraged to accept positions in our conference offices.

We are indebted to Mrs. Irma Minium and Miss Margaret Pederson of the secretarial science department of Union College for the writing of this excellent teaching aid. The book and laboratory exercises, together with working papers, are available from Union College at $4.00 per set.

Legal Questions It has long been a practice of private educational institutions to refuse to send a transcript of a student's record at his request if that student has not settled all his financial obligations to the institution. In order to have a legal basis for this practice, it appears that the policy must be printed in the bulletin. It has also been a practice that officials of the institution may, without a search warrant, search the room of a student living in college-owned-and-operated residences on the campus. Recent developments indicate that such searches are legal only in property that belongs to the school. Great care should be exercised in searching private property, such as trunks, suitcases, and other clothing containers.

New Science Equipment According to a recent report a Glasgow firm of instrument makers has developed a new cheap and nonlethal "atom smasher" for use in school science laboratories. This model, capable of producing 500,000 volts, is already in use at more than 50 colleges and schools in England. In our own institutions some science departments are developing very interesting modern scientific equipment. The physics department of Pacific Union College has built a powerful linear accelerator. Without doubt, as time goes on we must provide many forms of new equipment for the students in our schools who are interested in research.

Vocabulary Development A recent telephone company survey has found that an average of less than 800 words were used in the conversations that came across the wires in a year's time. We would hope that the teachers of English and speech could do something to help enrich the vocabulary of the youth in our schools.

Married Students A recent U.S. Census Bureau survey shows that 30 per cent of the men and 20 per cent of the women on campuses of American colleges are married, and the number is growing. Dr. Margaret Mead, famous sociologist and anthropologist, commenting on student marriages, blames the educators and the school system. She says, "The junior high school has become a forcing ground for inappropriate and socially maladjusted attitudes for both boys and girls." Dr. Mead maintained that marriage and college are incompatible. Marriage means responsibilities, she said, and the most profit can be gained from college when the student is not weighed down with family responsibility. The greatest value can be gained when the student has freedom from personal worry and can concentrate on the serious business of learning. This should be a time, Dr. Mead maintains, when students may meditate, test, explore, discuss ideas about the past and the future.

Repeating Grades Beneficial According to the *Education Summary* a study by two Hartford, Connecticut, professional school researchers revealed that it is better to make a failing child repeat a grade than to promote him regardless. They studied 485 children, all of them repeaters in some grade from one through six, and concluded that in 85.6 per cent of the cases the children benefited scholastically by taking the grade a second time. Work habits, behavior, attitude, social adjustment, initiative, and readership showed marked improvement in most of the repeaters.

Comparing Educational Systems The heart of the matter in the comparison of American and European schools is this: How do the products of American education—the doctors, engineers, technicians, farmers, scientists, businessmen, et cetera—stack up against those in other countries? It seems there is no cause for American educators to be ashamed. Nearly half of the Nobel prizes awarded since 1930 have gone to native-born Americans.

Vital Statistics According to the National Office of Vital Statistics 4,249,000 babies were born in the United States in 1959. This is an increase over the year 1958, and just a few thousand under the all-time record. It is clear that the number of school-age children in 1965 will be 10 per cent greater than it is now, and 150 per cent greater than in 1950. Inasmuch as the increase follows a year of decreased marriages, the statisticians state that the mounting baby crop is made up principally of second and later children. *Turn to page 30*