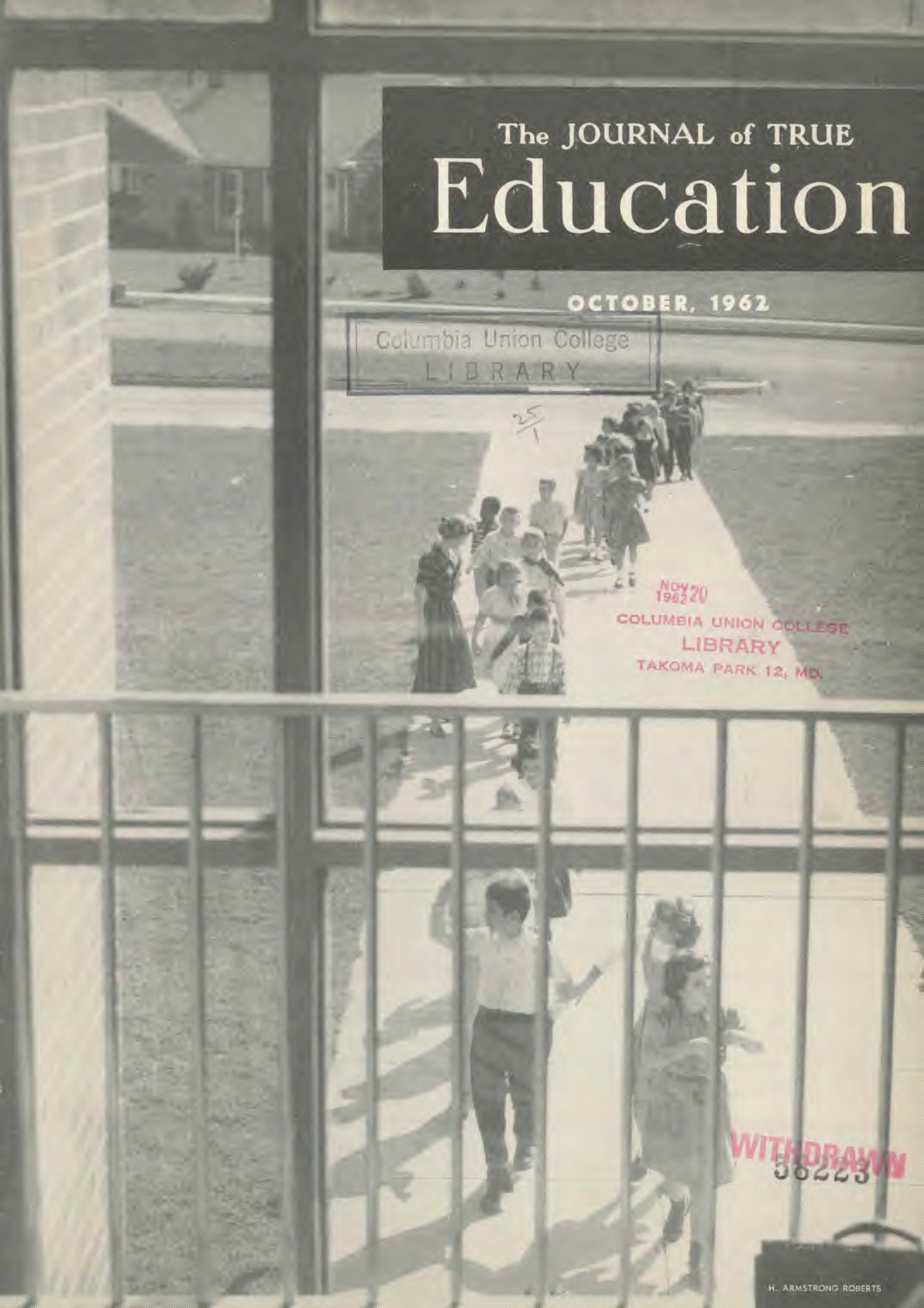

The JOURNAL of TRUE Education

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The JOURNAL of TRUE

Education

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Editorial

Sense of Achievement

MOST of us are so constituted that more than anything else, we seek meaning in life and a sense of worth. We can put up with almost anything or spend our lives gladly at certain tasks, as long as we feel that we are accomplishing something worth while. If our tasks are such that we can see definite helpful results from our labors, we have a sense of achievement and feel satisfied with our lot.

Some workers are more fortunate than others, not just in the sense that they accomplish more, but that their work is, so to speak, close to the place where the completed product comes off the assembly line. They see, constantly and clearly, the effects of their labors; it may even appear to them that they accomplish more than they actually do, because, to force the figure further, they are assembling what other men have built, or they are putting on the finishing touches.

Others of us labor on making parts far from the assembly line, or at the very beginning of it. We may even be engaged, as it were, in making the assembly line or manufacturing the machine tools. We can see few results from the years of hard work that we invest. Nevertheless, our work is as important to the advancement of the cause as is that of any other.

Specifically, certain of our educational workers spend their days at tasks that meet the public eye only occasionally, if at all. In our colleges much instruction is in service departments. Those teachers have few, or often no majors at all. It is difficult for them to point to successful young people whom they trained for their careers. Included in this group are teachers of physical education, English, music, art, history, and a host of others. It is to these and to others like them in all levels of educational endeavor that we address these words of encouragement.

As long as the work in which we are engaged must be done in order to keep the whole educational process functioning and growing, it is important. Although like those in certain other positions we may not see manifestly the full results of our service, we must carry on faithfully. Our sense of achievement must come because we understand the larger plan. The whole consists of the sum of its parts. God sees and marks work done cheerfully and efficiently for His cause. We, too, may confidently expect someday to hear our Master's commendation, "Well done, good and faithful servant; . . . enter thou into the joy of thy lord." * R. H.

* Matt. 25:23.

Teachers and school administrators are indeed the servants of the people, but not just the people now living. They serve as well the heritage of the past and the promise of the future. An educational leader must observe the shifting tides of public opinion but he must steer by the rock of enduring truth.—WILLIAM G. CARR.

"What Is a First-Grade Class?"

Janet A. Eaton

A FIRST-GRADE class is a group of six-year-olds, none of which look, act, think, behave, talk, or grow in the same way. Its members are all victims of a magical age during which they pass from five-year-old babies to seven-year-old children.

It comes with assorted needs ranging from Kleenex to affection. It has stars in its eyes and loose teeth in its mouth; questions on its mind, and Band-Aids on its knees; forgiveness in its heart, and peanut butter sandwiches in its lunch.

A first-grade class is able to put more things on a teacher's desk during the first minute of school than any other class can accomplish in a full day. Two bouquets of flowers, six wilted leaves, a piece of Father's birthday cake, a pretty stone, three phonograph records, a favorite book, a turtle, a broken Thermos, and a nest of three newly hatched dead birds. . . .

A first-grade class is fond of ice-cream sandwiches, dead birds, animal stories, and talks of how others lost their teeth and the reward gained. It loves a teacher during play period, hates her when she takes gum away, and loves her again when she smiles naturally.

A first-grade class is able to steal all of a teacher's time with just a little evenly divided unplanned effort. A skinned knee, lost lunch, broken zipper, measles break-out, untied shoe, too-small boots, conference request, and needed affection for one with a new brother will fill the day nicely.

A first-grade class is eager to inform its teacher of all the latest developments at home and abroad. She knows when every member of the family has a birthday, and the gifts received thereupon. She must look at every new pair of shoes, shirt, dress, and wallet. . . .

A first-grade class spends much time on a teacher's feet, but more in her thoughts. It can turn her stomach during lunch, and her heart during dinner. It spills paint on her smock, and satisfaction in her soul. It leaves her with a headache at three, and greets her with a smile at nine. It brings noise during the day, and peace during the night. It takes everything out of her, but gives more back when it leaves a note on her desk written in poor manuscript but deepest feeling . . . "I Love You."

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PE—Curse or Blessing?

PHYSICAL education class in most junior academies and some senior academies is often the most neglected or maligned offering in the curriculum. Many teachers in smaller schools feel that this requirement is an unjust imposition on their time. Some have little or no training in this area and find themselves hard put to plan and conduct a meaningful PE program. Others feel that parents should supply work responsibilities in the home in order to provide needed physical exercise. Because of this diversity of reasons, very often the PE period consists of little more than a time when a few athletic students play softball and one or two other out-of-season games, while the rest of the group sit and gossip.

Need this be so? Can this be termed physical education? Is there value to be gained in a good physical education program, or is it offered merely to satisfy the mandates of a union conference or a State curriculum commission? What can be done in a school that has a lack of finances and personnel?

These were the questions that faced the junior-high faculty members of our school. Our teachers accepted the challenge of trying to find some solutions to these problems, and by the use of research, along with a liberal amount of trial and error experiments, they feel that some progress has been made.

Activities for the school year are scheduled to coincide as nearly as possible with the in-season sports. In the fall we concentrate on football, some track, soccer, and volleyball. During the winter we use volleyball, basketball, badminton, trampoline, tumbling, and archery. In the spring months come softball, speedball, track, and swimming. Other games are interspersed to provide variety. Each activity is introduced by lectures, followed by lead-up games or skill practice games.

A system of grading was inaugurated in which each student begins each day with five points. These are forfeited by disrespect, tardiness, lack of participation, lack of proper attire. The period grade is determined by the amount of points lost and the scores achieved on the testing program. After each game has been played for the allotted time, a written test is administered to measure the understanding of playing rules and procedures.

We were fortunate in being able to offer separate classes for boys and girls; however, such an arrangement is not absolutely necessary. It was decided that all must wear proper PE clothes, with the girls modestly attired in regulation PE pedal pushers.

Equipment for such a program may seem like an expensive item; however, it is relatively inexpensive. All schools can afford a football, soccer ball, basketball, volleyball, baseballs and bats, and a few archery sets. Bales of straw serve as archery backstops and old cotton mattresses are serviceable for tumbling. A four-by-eight-foot excavation filled with twelve inches of sand serves as a jumping pit. The high jump, the hurdles, and the starting blocks for running can be made from scrap lumber. The track can be any designated level distance. A trampoline is not necessary, and a school patrons' pool will make swimming possible. We were fortunate in being able to use two Adventist-owned pools lying side by side. Since only two weeks were used in swimming, this too could be omitted. A good sports reference book is a must, and an inexpensive stop watch makes track and swimming more interesting.

Three separate color stripes, made of grosgrain ribbon, are awarded to students as they progress through a series of three achievement levels. These awards are granted on the basis of a physical improvement test, citizenship, period grades, and effort. The gold stripe (highest award) is very difficult to obtain and few are awarded. The retention of these awards depends on performance up to or above the proscribed eligibility level.

While a well-planned system of mechanics is important, it seems highly unlikely that any program can succeed unless objectives are set up and worked toward. As certain objectives were presented and studied, a realization of the purpose and value of physical education served to motivate teachers and students alike to participate in a more active and

meaningful way. The objectives that we accepted and worked toward are five in number, namely, development of physical fitness, motor skills, a knowledge of games and rules, social compatibility and skills, and the aesthetic and appreciation values.

Physical fitness has side benefits that are usually more important than the development of a well-proportioned body. One who is physically fit develops a reserve of energy to help meet the emergencies of life. A physically fit body is much more resistant to disease, and good health contributes greatly to good mental health. Engaging in a recreative activity helps one to forget the problems of self. This is so self-evident that exercise is one of the principal treatments used in cases of mental illness.

One who develops his motor skills appears more graceful and stays young longer. Well-developed motor skills make one less accident prone by overcoming awkwardness. Physical education activities help the mind to coordinate with the body and generally improve peripheral vision and acuity. Thus safety skills are developed in everyday life. An outstanding example of this is training in swimming.

The person who has a knowledge of the playing rules of a variety of games can enjoy group activities and leisure-time activities. Strategy thinking develops analytical thinking. The ability to make split-second decisions is developed. One who learns the rules of the game usually is also exposed to the health and safety rules that go along with the game, as well as some of the fundamental aspects of physiology.

All need to know how to get along with others. Playing a game teaches an individual how to give and take and it presents the challenge of disappointment. In a good physical education program the student is taught the attitudes of loyalty, cooperation, initiative, self-control, assurance, leadership, and fellowship. The student can also learn the standards of right ideals and human conduct. This includes fairness, grace, and justice. Sportsmanship, fair play, and self-respect should be strongly stressed. The good athlete must develop self-discipline to overcome any injurious inclinations or desires.

Not all can be artists or musicians and thus achieve aesthetic satisfaction. Some can excel in physical activities and develop agility and skill. They can have a modest self-satisfaction over well-deserved grace and bodily development. The true physical education program teaches the student to use his leisure time wisely and at the same time indoctrinates him with a sense of the value of recreation rather than entertainment.

Adventist doctrine emphasizes the harmonious development of the physical, mental, and spiritual powers. Our schools need to stress physical education in a more meaningful and practical way. The development of this phase of education is on an equal with the other two areas.

> To love Him [God], the infinite, the omniscient One, with the whole strength, and mind, and heart, means the highest development of every power. It means that in the whole being—the body, the mind, as well as the soul—the image of God is to be restored.[1]
>
> The more we exercise, the better will be the circulation of the blood. More people die for want of exercise than through overfatigue; very many more rust out than wear out. . . . Men and women, young and old, who desire health, and who would enjoy active life, should remember that they cannot have these without a good circulation. Whatever their business and inclinations, they should make up their minds to exercise in the open air as much as they can.[2]

Certainly exercise and physical fitness must hold a high place in our educational program.

We are acutely aware of the fact that we have only just begun to find the answers to our PE problems; however, we have noticed how much easier and meaningful the teaching of physical education has become. We no longer need to wonder just what we will do when the PE period comes. The students are more cooperative and often comment on the activities and their willingness to participate.

As teachers we need to set an example of health and physical fitness before our students. We must remain physically trim and active. This can be best achieved by participating in the physical education program with the students. This results in better health, better mental attitudes, and better rapport. Teachers must be able leaders if they expect to have followers. To the same degree that we work together and play together with our students, will we find ourselves successful in our work.

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[1] Ellen G. White, *Education*, p. 16.
[2] ———, *Testimonies for the Church*, vol. 2, pp. 525, 526.

► Seven Teachers of Day After Tomorrow, 35 Teachers of Tomorrow, and 43 Teachers of Today were honored at the annual commissioning service of the teacher education department at Madison College. At this service each received a pin indicating his status as a future teacher or the length of his service as a teacher. All Madison College faculty members received pins for their teaching records, the longest being 30 years.

► The education department at Columbia Union College has added a new major to its curriculum—a Bachelor of Arts degree in junior high school education. Also business majors may obtain a Bachelor of Science degree from the department of business education. The newly formed behavioral science department under the chairmanship of W. John Cannon offers a Bachelor of Arts in behavioral science.

Patterns of Graduate Education

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IT IS customary to date the beginning of distinctive patterns of American graduate education with the opening of Johns Hopkins in 1876. However, there were several attempts in the preceding fifty years to establish, more or less on the English pattern, graduate instruction at Harvard, Yale, Columbia, Western Reserve, Pennsylvania, and Virginia. While these efforts failed, they paved the way for later successes.

It required the infusion of new ideas and new blood to launch graduate education in America. The new ideas were those dramatically demonstrated in the new German universities in the second half of the nineteenth century. The new blood was provided by the young men returning to these shores as prophets of the German academic gospel of *Wissenschaft* and scientific research. *Wissenschaft* may be freely translated as a systematic study of things for their ultimate meanings, wherever such speculation or research might lead, without regard for its effect on previously held knowledge or beliefs. At its best, it was perhaps the brightest example of the disciplined mind working creatively. At its worst, it was irresponsible secularism. Scientific methods of research in the German universities led to the vigorous exploration of the frontiers of knowledge and a critical re-examination of established concepts. At its best, it provided the incentives and the pattern for the scientific age. At its worst, it produced scientism, the false dogma of infallibility of scientific reasoning. As a teaching milieu the Germans popularized the graduate seminar for small-group intercommunication.

Programs of graduate study took root in three kinds of American institutions: new ones such as Johns Hopkins, Clark, and Chicago; private colleges such as Harvard, Columbia, Yale, and Cornell; and emerging public institutions such as California, Michigan, and Wisconsin. As Berelson points out, the birth was not without labor pains.

> In each established institution it took years to overcome local resistance sufficiently to make even a small start, and in each institution the leader's vision of an exclusive *graduate* university lost out to the practicalities of the situation. [Daniel Coit] Gilman and [G. Stanley] Hall quickly had to accommodate undergraduate colleges at Hopkins and Clark; and [William Rainey] Harper was never able to build a graduate Chicago on top of a minor league of feeder institutions as he had planned.[1]

Berelson describes the quarter century between the founding of Johns Hopkins (1876) and the establishment of the Association of American Universities (1900) as the period of the university revolution, with the traditional liberal arts college in the leading position before the revolution, and the modern university the dominant institution at the end, with its aims and character largely shaped by its graduate school.

Certain characteristics of the university are of special interest to the student of graduate education. In the first place, up to the present at least, the characteristic pattern of organization in the United States is an undergraduate college of the English type with a graduate school on the German model placed on top like a sort of penthouse. This structural relationship has led to organizational characteristics. For example, there is the widespread practice of intermingling graduate and undergraduate faculties. By some this is considered an advantage to the extent that it forces the scholar to keep in contact with the human mainstream. By others it is believed to be a disadvantage to the extent that the undergraduate faculty has taken into the graduate school some of its characteristic procedures, such as required class attendance, course examinations, grading, and lectures as means of presenting merely factual material. Related to these practices is that of placing both graduate and undergraduate students in the same upper-division classes, sometimes with no difference in requirements or standards.

Another organizational characteristic is the common practice of treating the graduate faculty as a unitary whole, without distinguishing broad fields such as the humanities, natural sciences, and social sciences. The latter distinction prevails in French

Paper prepared for a meeting of the graduate faculty of the Loma Linda University, August 21 to 24, 1961.

universities, the unity in the German institutions. Here American graduate education again speaks with a German accent, due in part to the fact that during the nineteenth century, according to a study made by W. H. Cowley of Stanford, about 10,000 Americans flocked to German universities for graduate study, while relatively few went to France.[2]

One consequence of this monolithic structure is the weak position of the American graduate dean, who often has no budget, no classrooms or laboratories, no libraries, no faculty members owing primary allegiance to the graduate program, and little control over faculty appointments. Unlike the dean of the professional school of the university, the graduate dean must operate across a wide range of disciplines, most of them different from his own area of specialization.

The scientific emphasis on graduate education has not only shaped its own development but has profoundly influenced American education in general. First, scientific subject matter was given prominence in the curriculum. Then the scientific approach, or the scientific method, began to be applied to hitherto nonscientific disciplines. Social studies turned into the social sciences, some of them into the behavioral sciences. Literature became heavily philological and technical. Philosophy started down the positivistic road, and today is less concerned with meaning and more concerned with the meaning of meaning. A general result of the predominance of the scientific attitude has been to establish the pre-eminence of research over teaching in the graduate school.

The graduate school took over teacher education with the result that teaching as a career was professionalized in that it acquired a block of distinctive subject matter and a methodology. Furthermore, college and even high school instructors came to think of themselves as historians, classicists, artists, and scientists, following the classifications of the graduate curriculums, and the departmental identification of their professors. This splintering of knowledge is now so commonplace we need to be reminded that even college teachers identified with single subject areas were rarely found even in the colleges before the closing years of the nineteenth century.

The explosive increase of knowledge and its proliferation in the twentieth century—direct results of our scientific focus—are reflected in the increase of scholarly literature. The Royal Society of London recorded only 1,555 scientific journals for the whole of the nineteenth century, while the *World List of Scientific Periodicals* by the middle of the twentieth century recorded more than 50,000. Journals founded before 1900 tended to be general to each discipline, and many of them still are, while the newer journals tend to serve specialized segments of older disciplines or completely new areas.

Along with these developments the degree of Doctor of Philosophy came to be recognized as the hallmark of academic status and the key to academic advancement, this in spite of the fact that to this day general agreement is lacking as to what the Ph.D. means, what it stands for, and what, if anything, it guarantees in the person of the possessor.

This introduction has been presented and its contents selected for the purpose of demonstrating significant and pertinent facts about graduate education in America in our day. First, it is young and neither its form nor character have been firmly set. Its potential for America is so great that it attracts much interest and criticism. Its future depends largely upon its reaction to this criticism as well as upon its adaptation to the obvious and the less-than-obvious needs of American society. The graduate school should respond with self-criticism, self-evaluation, and deliberate self-conscious development in directions dictated by self-analysis.

As the Seventh-day Adventist Church embarks simultaneously on two ventures into graduate education at great cost of effort and funds, it is imperative that the church know what it is doing. Before that, it is imperative that we know what we are doing, and why we are doing it, and what results we hope to achieve in and through the human product of our enterprise. Here and at Andrews we have the only voices that can tell the church what graduate work means to it. We have only ourselves to blame if those voices are not clear, if the thinking of the church is foggy, if its attitude is cool and its support weak, or if on the other hand its efforts are misplaced and its enthusiasms misguided.

Problems of Graduate Education

Aims Into Focus. American programs in graduate education are comparatively new, they are diverse, and they are massive. Some confusion and disagreements about aims are understandable. However, it is heartening to see the honesty and courage with which leaders in graduate education in the past half dozen years have set themselves to the task of self-evaluation and are seeking to improve the programs. It is my opinion that every member of this or any other graduate faculty owes it to himself and to his colleagues to acquaint himself with the literature of self-analysis of graduate education, some of the best-known reports of which are listed at the end of this paper. [At the end of the second installment.]

Out of this literature can be distilled a few broad, guiding principles. Basic among these is the recognition that a departmental major is no better than the department in which it is offered. Approval for a major should be granted by formal action of the administration upon recommendation of a committee of graduate school teachers. The decision should be

based on certain criteria such as these: (1) The major must present an academic entity or distinctive body of knowledge at the graduate level; (2) this body of knowledge must be grounded on a sound undergraduate foundation; (3) there must be an adequacy of staff as to quality and numbers; (4) a "climate" conducive to scholarship must exist in the department or group; (5) there must be adequate library facilities; (6) the subject area must have growing edges expanding with research; (7) superior research facilities must be available; (8) related disciplines for interdepartmental cooperation must exist within the institution; (9) load recognition must be given for thesis direction.

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.—ALBERT EINSTEIN.

A second principle is the responsibility of the graduate school to nurture investigative attitudes. Graduate experience in research should provide sound training in the principles and procedures of investigation, rather than research for the sole purpose of discovery. All graduate work, whether didactic or experimental, should teach the logical and critical use of data and the nature of evidence, and should call into play the mental processes of comparison, judgment, evaluation, and interpretation.

A third principle is the paradox that somehow the outlook and insights of the graduate student must become broader while he pursues studies that are powerfully centripetal. Graduate education is too often perpendicular, while life is horizontal. It has been said that nature abhors classification; how abhorrent then must be our modern cellular departmentalization of knowledge!

Alfred North Whitehead has suggested a cycle of learning in three stages: (1) Romance, the discovery and exploration of new frontiers; (2) precision, the stage of training in self-discipline; (3) and generalization, the stage of synthesis and wisdom. I suppose graduate deans are on the lookout for faculty recruits in whom all three stages operate simultaneously. All too often, however, they must settle for a young Ph.D. fresh from the protracted investigation of some remote work of science or literature, trained to think in millimeters, with a carefully cultivated detachment from the world of human affairs, who looks upon teaching as a sort of extracurricular activity, and who bores college students with the minutiae of his erudition.

A fourth principle that should characterize graduate education is that it continues the student's training in two-way communication. He must know what others have contributed to his field so that he can accurately locate his own position and the direction his inquiry should take. He must learn to read and hear the literature of research without the barriers of prejudice or language or the dangers of gullibility. On the other hand, he must be able and willing to impart to others, especially to the world of scholars, the results of his own work. This principle is best caught by the student from a faculty, or a community of scholars, in which two-way communication is freely practiced.

A fifth guiding principle in graduate education is the recognition of maturity in the student and the resulting respect for his individuality and that of his program. A department is not ready to take on graduate majors until the staff members are willing to give generously of their time and talents to the graduate student, not to direct his study or carry him in a sedan chair, but to assist him to become a scholar in his own right. This requires flexible programs of studies, "tailored" to individual student needs by teachers with flexible minds. It throws doubt on the practice of placing graduate students in classes with undergraduates or in graduate classes too large for free interchange between teacher and students. Above all, it requires strict application of highly selective admission policies so that, as far as possible, only those students will be admitted who are capable of repaying through their own scholarship the time and effort of the faculty and the investment which society and the school will be called upon to make.

Underlying definable principles is the imperative of quality and direction, the distinction between information pursued for its own sake and knowledge used as the raw material of wisdom, the distinction likewise between knowledge that is inert and ideas that are alive.

"Knowledge," says Alfred North Whitehead, "does not keep any better than fish. You may be dealing with knowledge of the old species, with some old truth; but somehow it must come to the students, as it were, just drawn out of the sea and with the freshness of its immediate importance."[3]

The Committee of Fifteen, in its analysis of graduate education, points out that in the process of developing graduate education we somehow lost the distinction between what is important and what is merely new:

> We lost the distinction between knowledge that is formative and of vital import to moral and intellectual growth, and knowledge that is good only for storing. We lost, in short, the distinction between wisdom and information. We merely produced facts and honored and rewarded the production of more facts. . . .
>
> It may be still acceptable to define *Wissenschaft* as the sum total of knowledge plus the techniques of discovering new knowledge. But if philosophical criteria to distinguish significant from insignificant facts are no longer

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REQUIRED: *Breadth in Teacher Preparation*

WILLIAM LYON PHELPS once said, "Teaching is an art—an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distance from the ideal." Unfortunately, too many teachers regard themselves as artisans rather than as artists. That teaching is an art difficult to master is not always universally recognized. In fact, the bores are still with us who regard teaching as simply passing on what is known. According to this concept, anyone who knows more than someone else can be his teacher. That a teacher may spend a lifetime at his art "without realizing much more than his limitations and mistakes and his distance from the ideal" is a truth to which even many teachers are blind, but only those who do not realistically appraise their own limitations or who have too low an ideal.

As late as the middle of the nineteenth century public education consisted of drill in the basic skills on the lower elementary level. A schoolmaster was a drillmaster. The early primary schools were established because people felt that it was necessary to be able to read, write, and do simple computations. With the growing industrialization and the expanding culture of the nation there emerged a feeling that this education was inadequate. By the latter part of the century increased scientific and technological activity had convinced the people that the standard four-year drill in the "three R's" should be lengthened to eight, ten, or even twelve years. However, with this decision to double or triple the number of years spent in school, there was not an accompanying determination as to what these additional years were expected to accomplish. More and bigger schools were demanded in which the new generation was to spend more time, but what the youngsters were to learn in these improved facilities during the additional years was not clearly defined. From this lack of definite objectives stems much of the confusion that has characterized teacher-training programs during the past half century. No one has been sure—at least not convincingly sure—as to just what a teacher should be able to do.

The preparation of a teacher begins with his own choice of the profession for his lifework. What impels some people into teaching as a career is an inscrutable mystery to me. When certain ones in the profession have insisted to me that they were called by God to be teachers, I could not have been more incredulous had a man without arms claimed that God had called him to be a violinist. What constitutes a divine call to our appointed place in life? Should we listen for some mysterious voice in the night? Should we follow the urges of some ephemeral feeling? Should we ask the Lord to keep us from getting any job other than the one to which He is calling us? Actually, there is nothing mysterious about a divine call. In the book *Education* is the very simple statement: "The specific place appointed us in life is determined by our capabilities."[1]

We may identify four specific areas in which a teacher must be prepared in order to serve his high calling with honor:

First of all, a teacher should have a liberal education. Paul Woodring defined liberal education as "that which frees the individual human being from the limitations of ignorance, prejudice, and provincialism. It prepares him to seek the truth for himself through the use of reason."[2] In studying the humanities we may acquire the bases for making independent judgments and develop the mental skills involved in the application of factual knowledge to specific situations. This involves more than the attainment of knowledge. It is the nurture of wisdom.

The liberally educated person should be able to think critically. He should be able to discern between truth and falsehood. His acquaintance with the frail-

ties and limitations of mankind so evident in history, literature, and social science should result in a healthy skepticism. He will learn to listen to everything that man says, look at everything that man does, and read everything that man writes, critically. In a civilization such as ours, in which misrepresentation, erroneous implication, and outright falsification have been inflated to the elegant through the debased art of contemporary advertising, this ability to discern between the true and the false is more imperative than at any other period in human history.

The liberally educated person should have the capacity to judge what is good and what is bad. Even though a thing is true it may still be evil. All teachers of children have a tremendous responsibility in this area of ethical choices. Specifically, Christian teachers of Christian children in Christian schools must give constant attention to the refinement of their ethical sensibilities. More than anything else, Christian parents expect, and have a right to expect, that their children shall learn from a Christian teacher the difference between good and evil.

The liberally educated person should have an aesthetic sense by which to judge between the beautiful and the ugly. We would have to delve into the most primitive societies to find anything comparable to the "cult of the ugly" that has all but taken possession of the arts in our day. In what other age could the paint smears made on a canvas by a chimpanzee be awarded a prize at an art show? Or in what other culture could the noises unworthy of a chimpanzee pass under the label of music? If further evidence is desired that modern society to a large extent has lost its ability to differentiate between the beautiful and the grotesque, one may look at contemporary literature, where the same situation obtains. I refer not only to the garbage on display at any newsstand but also to respected anthologies. For more than twenty years such writers as Gertrude Stein have had their disciples who seriously maintain that the drivel dripping from their pens is literature.

I have had a growing conviction that the entire area of aesthetics is one of the most neglected in our own educational system. This is inexcusable, but it will never be corrected until more teachers on all levels are more interested in the arts than at present.

The liberally educated person should be able to judge between the worth while and the trivial. How often each week is a teacher asked, "What's wrong with that?" Frequently the answer must be sought, not in the realm of truth and falsehood or of the good and evil or of the beautiful and the ugly, but rather in an understanding of whether it is worth while or trivial. Many questions regarding reading matter, recreation, and behavior are concerned with this principle. The Christian teacher should lead his pupils not only to desire the good but also to insist on the best.

Finally, a liberal education should free one from provincialism. Unfortunately, Seventh-day Adventist teachers need a particular word of warning in this respect. Conservatism, peculiarity of belief and practice, a high sense of mission, and a firm faith in a revealed religion—all of which are necessary characteristics of the Adventist teacher—may tend toward clannishness and group bigotry if not deliberately and firmly guarded against. It is so easy to give the impression that being a "peculiar people" is synonymous with being a ridiculous people. Unless a liberal education has been basic in our preparation, we who have been called to train a unique army for a divine mission may simply be creating a collection of oddballs, only slightly less pathetic than the beatniks, and capable of subsisting only in a society of their own kind instead of conquering the world for Christ.

A teacher affects eternity; he can never tell where his influence stops.—HENRY BROOKS ADAMS.

The second area in which a teacher must be competent in order to serve efficiently is that of the subject matter he is teaching. This is so axiomatic that it seems superfluous even to mention it. Still, I have met many would-be teachers who resent any insistence that they learn *what* to teach as well as *how*. It is astounding how many college students who enter a class in methods of teaching arithmetic cannot pass an eighth-grade arithmetic test. A similar situation frequently exists in language arts, social studies, science, and even Bible methods classes. Is it unreasonable to demand that one who pretends to be competent to teach these subjects should have a grasp of their content superior to that which is expected of his pupils? Is it too much to expect that every elementary teacher should include in his preparatory work a *minimum* of one college course in every area in which he expects to teach? Any program of teacher preparation that does not include a strong emphasis on subject matter mastery is not a program that prepares for teaching.

The third area in which preparation for teaching is indispensable is that of professional knowledge. The teacher should know as much as possible about the creatures that confront him for so many hours each day. What potentialities do they have? What motivates them? How do they learn? What are the avenues to their minds? How are they affected by their environments outside the school as well as inside? Why do they do what they do? Why do they laugh, cry, rebel, obey? How does their physical

health affect their learning ability? We could multiply these questions about the psychology of the pupils. Teachers to whom their care is committed for twenty to thirty hours a week ought to know at least some of the answers before accepting the responsibility.

Teachers should also know something about the nature of the educative process as may be learned from its past history and present progress. Therefore, in any adequate program of teacher preparation, educational history and philosophy and educational research should play a significant role.

Teachers must be acquainted with the aims of education. If you do not know at what you are aiming, how do you expect to hit it? Or worse yet, if you do not know that you are supposed to aim, should you be entrusted with a gun at all? I need not remind you of the opening sentence in the book *Education*—"Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim."[3] There are some areas of life in which it is commendable to be on the "narrow way," but do not brag about it in education. Correcting a situation in which our aims are too narrow and too low requires a careful consideration of what the aims are and what they ought to be. This will include not only the general but also the specific aims, not only the aims for the finished product of sixteen years of education but also the annual aims for each grade, the period aims for every six to nine weeks, the unit aims for each course, the daily aims for every school day.

The fourth basic area in teacher preparation is probably the most obvious one, and the one that many people regard as being the total program for professional training. I refer, of course, to preparation in the professional skills. Classroom management is part of the art of teaching. The appearance of some classrooms suggests that the teacher may be a devotee to the "cult of the ugly." I have been in classrooms that looked ugly, sounded ugly, and smelled ugly. To try to shift the blame to a penny-pinching school board is quite futile. Any professional educator can discern quickly between shortcomings that are attributable to the school board and those that are attributable to a lack of skill in classroom management on the part of the teacher.

The importance of efficient teaching methods can scarcely be overstressed. Study of method is simply an endeavor to profit by the accumulated mistakes and successes of our colleagues past and present. Every dog born into the world begins in his learning process precisely where his ancestors began a thousand years ago. This is excusable in a dog because dogs have no race memory, no records of canine experience. Therefore every individual Pluto or Fifi can learn only by his own trial and error. However, this procedure in professional teachers is absolutely inexcusable. Just about anything one may try in a classroom has already been tried—probably countless times. An indispensable part of professional training is learning to capitalize on the results of former trials and errors. This does not mean that we will never experiment, but it does mean that the intelligent experimenter investigates *new* procedures, *new* situations, and *new* concepts. He does not waste his time learning by slow, costly, and painful experiment that which has already been learned by others.

It should be pointed out that teacher preparation is not confined to teachers' colleges or departments of education. Far more teachers are ill-prepared, not because of what they failed to get in college, but because they stopped their preparatory work when they left college. There is no other profession in which it is more important to continue one's education after entering service than in teaching. If the teacher—any teacher—is to maintain a substantial degree of teaching excellence, he must put forth continuous effort toward both personal and professional growth. This will require a constant, conscientious attention to the problems connected with teaching throughout his professional career. It has been estimated that at least 60 per cent of the growth of an effective teacher must be obtained *on the job*.

Aside from such cooperative opportunities as faculty or staff meetings in larger schools, teachers' conventions, workshops, visits to demonstration centers, and excursions to the community, there are individual endeavors in which teachers can, and in which the successful teacher will, engage. Careful observation of other teachers' work is one of these. Membership in professional organizations is another.

People who are so much concerned with the teaching of reading and writing would do well to do a bit of this themselves. First of all, there is general reading. Do you regularly read a newspaper? Or at least one or two weekly news magazines? Do you confine your reading to such magazines as *Time* and *Newsweek* or do you also get the viewpoints of such magazines as *New Republic* and *The Nation?* Or aren't you aware that there is a difference? How long has it been since you read a work from an author such as Milton, Franklin, Rousseau, Conant, Norman Cousins, Elmer Davis, John Gunther, or Will Durant?

In addition to general reading there is a wealth of professional reading available. Even to begin a representative enumeration of the recent books and periodicals, not only for teachers but also for all special interests that teachers in the various fields have, would be beyond the scope of this article. I am speaking of a reading program that aims not at a book a year, but more nearly at a book a month, in

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Why I Teach Church School

Lorraine Fankhouser

CHURCH SCHOOL TEACHER
PONTIAC, MICHIGAN

IT IS not strange that I should have chosen teaching as my lifework. From early childhood, as I taught a school of dolls, I was told that I would be a teacher. As I grew older this thought grew with me, and I looked forward with great anticipation to the time when I could have a school of live boys and girls.

But why am I a church school teacher? Within the hearts of all who know and love the Advent message there is implanted a desire to share it with others. Some share with their neighbors and friends by giving Bible studies. Some sell our truth-filled literature. Our pastors, evangelists, doctors, and nurses have their ways of reaching the hearts of people. Our missionaries give their lives to bring the truth to those in heathen darkness. But to me God has given the task and privilege of sharing my faith with little children.

Where could I find more joy than in working with little ones whose minds are open and receptive, who have not been touched by prejudice, and who listen with open hearts to the teachings of the gospel?

Children fascinate me. They bubble with the sheer joy of living. They respond quickly to kindness; they readily forgive and forget, holding no grudges. They share with me their joys, their sorrows, their experiences, their problems. My heart thrills as a little girl presses into my hand a note on which

she has printed the words, "I love you." A little boy makes me equally as happy when he lays his choice drawing on my desk and says, "I made it for you." His feelings are not hurt if I ask, "And what does this represent?" The cheery Good mornings from the children are a tonic, and together we share the work and play of a new day. Their friendly Good-bys relax me as they troop out to meet the waiting bus, and I feel my efforts through the day have been worth while.

The deepest joy in teaching comes in seeing problem children gradually change, give their hearts to Jesus, and enjoy the Christian life. Jimmy was a problem from the day he entered school. His chief delight was to annoy both children and teacher. Nothing we could do seemed to influence him. Finally, during his third year, I could see a little improvement in his attitude, a little more respect for religious things. This gave me new courage to keep up my efforts in his behalf, and to show more patience with him. I still have hopes that in spite of outside influences Jimmy will yet develop into a Christian boy.

One evening some candies belonging to one of the children lay on my desk. As I put things in order, I noticed that most of them had disappeared. This was a matter not to be passed by. Therefore, the next morning at the worship hour I talked it over with the children. I stressed the importance of letting nothing, not even a few candies, keep us from being ready to meet Jesus. I then invited the one who had taken the candies to come to me at recess time. As the children went out to play, Johnny lingered, and with tears in his eyes confessed that he had taken them. Then he added quickly, "I will get him more candy." A few days later Johnny laid a big candy bar on his neighbor's desk. He was the happiest boy in the room, for he had made things right and his heart was light. Such experiences make one happy to be teaching in our church schools.

Not for anything would I exchange places with those whose work is lighter, whose hours are shorter, or whose pay check is twice the size of mine. To me teaching is life.

Required: Breadth in Teacher Preparation

(Concluded from page 12)

addition to regular periodical browsing. To the flood of assertions that a teacher simply doesn't have time to do this, I have only one reply: He who does not have time to prepare for teaching does not have time to teach.

More difficult than reading about the profession is writing for it. Before someone responds with a pitiful laugh, ask yourselves this: If the teacher does not write for the profession, who will? I am not suggesting that every teacher should be getting off a research report or even a news item every week, but I do raise a question about a teacher who never writes anything that is published anywhere by anybody in his entire teaching experience! If a teacher is not doing anything worth reporting, why isn't he? While he is indoctrinating his pupils regarding the value of good writing as a tool of learning, he should take some of his own good advice and act on it. He will be a better teacher for having done it.

Thoroughness in teacher preparation was well summarized by Frances Mayfarth in *Childhood Education* when she observed: "Teaching is a process of becoming that continues throughout life, never completely achieved, never completely denied. This is the challenge and the fun of being a teacher—there is no ultimate end to the process."[4] It is no wonder that teacher preparation takes so long when it is realized that, as Professor Palmer of Homerton College so tersely said, "A good teacher is someone who can understand those not very good at explaining and explain it to those not very good at understanding."

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[1] Ellen G. White, *Education*, p. 267.
[2] Paul Woodring, *New Directions in Teacher Education*. New York: The Fund for the Advancement of Education, 1957, p. 8. (Out of print.) Used by permission.
[3] White, *Education*, p. 15.
[4] Reprinted by permission of the Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington 16, D.C. "Expanding Life Space" by Frances Mayfarth. From *Childhood Education*, October, 1956, vol. 33, No. 2.

► Dr. Wernher von Braun, director of the George C. Marshall Space Flight Center, National Aeronautics and Space Administration, and America's leading missileman, was speaker at the Oakwood College Academy senior class night last April 12. The German-born scientist received American citizenship in Huntsville, Alabama, April 15, 1955.

► A new record for academy Ingathering was chalked up last April as 95 per cent of Takoma Academy (Maryland) students participated in the campaign and raised $9,016 in five days. The previous year they raised $6,165. Eleven students raised $100 or more.

► Frederick Hoyt of the political science department of La Sierra College spent three weeks in Washington, D.C., the past summer in order to do further research on his doctoral dissertation at the National Archives and the Library of Congress. According to his graduate committee, that was to be his final step before acceptance of his thesis and the conferring of his Doctor's degree.

► Mrs. Chloe Sofsky, associate professor of art at La Sierra College, made her first tour of Europe last summer, visiting notable European galleries and monumental works of art such as museums, churches, and famous public buildings.

Inoculation for Leadership

or

Is Your Activities Program a Side Show?

Tracy R. Teele

DEAN OF MEN
LA SIERRA COLLEGE, ARLINGTON, CALIFORNIA

BELIEVING that an allied activities program is an integral part of any school program and especially so in a boarding school situation, we rejected the charge that has been made that the activities program is only the side show of the academic circus.

Even though we were satisfied with our activities program, it was evident that there were many areas where we could, with some wise planning, capitalize on the learning experience and leadership training possibilities inherent within our student activities. Granted, much of this very thing was taking place incidentally, but as sponsor of many of those activities I felt keenly the responsibility of making optimal use of these opportunities. Leadership training could no longer be left to the incidental process at Monterey Bay Academy. We must develop new leaders, and existing leaders must be made better.

As is the case in all schools, much of the time of sponsors was involved in orienting newly elected leaders in their responsibilities and areas of function, with this all too often culminating in directing the student leaders through the same treadmill of past years or, at the most, perhaps adding a few paddles. One of the curses of an activities program is the tendency always to add functions and to make things bigger and better.

To meet these and a myriad of other activity "headaches," we planned a leadership workshop on our campus for the first week of the 1960-61 school year. The workshop consisted of six sessions attended by school council members and officers, Sigma Gamma and Men of Monterey officers (dorm clubs), members of the student-faculty discussion group, and the publications staffs. Any student who had lost in the last student election was also invited to attend. This made the total number of those attending about fifty.

Participants were given agenda work sheets for each of the sessions. These agenda work sheets gave questions to guide the group discussions, listed the activities and speakers, and provided space for notes on the daily meetings.

The first topic considered was "Why do we have student activities and what is our responsibility toward them?" A panel consisting of the president and vice-president of the school council and the presidents of both dormitory clubs with their sponsors, after studying the reference materials available, presented this topic. The group concluded that the leaders' responsibility was to maintain and sponsor those activities that would promote and foster scholastic excellence as well as to provide for social education and general betterment of their school.

Following the panel's presentation, the organizations separated into groups and discussed the specific aims and objectives for their first activity of the school year.

The second session was devoted to parliamentary procedure. The 16 mm. film *Parliamentary Procedure* was shown, then participants were given mimeographed materials showing basic procedures necessary to the smooth operation of group meetings. In concluding this day's activities we had a section on the writing of resolutions and what can be accomplished by them.

The problem clinic held on one of the days was felt to be most beneficial. This provided an opportunity for the treasurers to meet as a group with the academy treasurer, and for them to know what the business office expected of them as well as how to keep their records and how to make reports to their organizations. Other group meetings and discussions of special functions were held by groups of secretaries, spiritual vice-presidents, pianists, and choristers. The presidents and vice-presidents, together with the parliamentarians and sergeants-at-arms, dealt with the duties and prerogatives of the chairman.

Turn to page 24

Mental and

Alfaretta

TO LIVE is to want. From the first breath and cry of the human infant the manifestation of "want" goes with him to his grave. The primitive, elemental wants are the basic human needs. Before his eyes can focus upon his mother the newborn baby wants and needs the feeling of love and security he gets from being snuggled against her breast. The satisfaction of this inborn need for love can be adequately acquired only in a well-adjusted family. It is within the heart of the family that God expects the other essential wants to be met also. The family unit should meet the need for security, social acceptance, the need for admiration, and the need to feel important as a member of the human race. The need for developing personal dignity and integrity is hardly to be given even a chance for satisfaction outside the family circle.

It is the fear of not gaining these fundamental satisfactions, or the fear of losing them, that creates tensions, anger, jealousy, and frustrations that result in antisocial behavior and attitudes. These wants are implanted in the human heart by God, and are to be satisfied in accordance with His plan for humanity, that each individual may find happiness and Heaven-directed fulfillment all through his life. God has planned that all these basic needs are to be supplied through the medium of the God-fearing family, to be headed and guided by consecrated parents. The emotional and mental health of the family, without which the physical health of the group is well-nigh impossible, should be of the greatest concern to those aspiring to attain the full blessings and benefits of Christian living.

But how, in a world that is seething with the effects of tensions produced by every kind of violent, evil emotion, can a family be as a quiet, undisturbed pool in the surging, tumultuous river of modern life that swirls around them? How can a family avoid being sucked into the main stream and being swept away into the confusion and hysteria of the space age?

The Bible has the answer. "Thou wilt keep him in perfect peace, whose mind is stayed on thee: because he trusteth in thee."[1]

Could this be the solution to the unrest, friction, and unhappiness that we so often note in modern families? And conversely, does this hectic, frenzied, unsettled kind of family life indicate that the minds of the members of the average family are *not* stayed upon God, and that trust in God is a missing element in the average family's experience? This text certainly indicates that to be mentally and emotionally healthy, the central theme of all human thinking should be the contemplation of God and His love for man. The logical conclusion then is that the family that earnestly wishes to establish, develop, and enjoy good habits of mental hygiene should start with a close relationship with God.

If, in the Christian family each member knows Christ as the Good Shepherd; if the children know that in their love for them their parents seek Him daily for help and guidance, a precious sense of security is theirs. They know that in Christ every need can be supplied. This assurance contributes immeasurably to attaining sound emotional control that spells health for the mind and peace of heart. To grow up with good emotional health there must be in the child's mind implicit faith in the protecting and guiding love of God and of his parents. Under this combined guidance a proper balance of worship, love, work, and play must be provided. To all this, love is the key.

To love and to be loved in return is the most urgent, the most basic need in the emotional make-up of the human being. It is the divinely inspired attribute of the Creator Himself, given as a gift to man, without which no human can achieve satisfaction or happiness in living. Without love the human heart and mind have no motivation for striving toward a useful happy life. The disrupting effect of the lack of the normal give-and-receive love pattern of normal family life is to be found in the records of juvenile deliquents.

In New York City the statistics show that from 70 to 80 per cent of the children who get into trouble with the law come from broken homes. Why is this so? Because the divine pattern of the combined love of father and mother focused on the child and his welfare has been shattered. The elemental law of the child's very being has been violated. The child's whole world lies in a bewildering heap of broken bits of, to him, illogical and terrifying adult behavior that strips him of all the love, security, and protection that it is his inalienable right to expect. Utterly confused, and feeling rejected and cheated, he falls prey to every fear and false concept of life that touches him.

Ellen G. White has this to say about love in the home:

tional Health

Cooley

Above all things else, let parents surround their children with an atmosphere of cheerfulness, courtesy, and love. A home where love dwells, and where it is expressed in looks, in words, and in acts, is a place where angels delight to manifest their presence. Parents, let the sunshine of love, cheerfulness, and happy contentment enter your own hearts, and let its sweet, cheering influence pervade your home. Manifest a kindly, forbearing spirit; and encourage the same in your children, cultivating all the graces that will brighten the home life. The atmosphere thus created will be to the children what air and sunshine are to the vegetable world, promoting health and vigor of mind and body.[2]

Everything God has done for man has been done out of divine love for the creature that was made in His own image. Every thought and emotion that finds expression in the family should reflect this love. Through the parents the little children learn of this love. It tempers their whole reaction to the new experience of life. They trust it. They rely on it. They receive it naturally, and they give it to others as naturally as they receive it. It is to them a rock under their feet, an anchor in stormy times; it is the first essential for their development into well-adjusted, happy, successful human beings.

Love, being the basic elemental need in each life, becomes intertwined in all the other fundamental needs of the family as a unit. This is especially true in satisfying the need to feel that one is an important member of a group that is doing important things. In the family activities, projects that call for constructive effort on the part of each member of the family toward accomplishing a given end afford opportunity for the expression of love and thoughtful consideration one for another. The stronger ones help the weaker and smaller ones, but all work for the betterment of the group. Learning to be willing to sacrifice personal desires for the greater good of the family group can be taught in such home projects.

The home in which each individual is acknowledged as a working, cooperating member of a partnership is a home in which true poise is developed. Someone has said that "poise is power under control." It is the knowledge that within oneself there is a reserve of intelligent adjustability to fluid situations that gives one poise. This quality lends great charm to personalities singly, and to families as units. In the family with poise there is a good deal of goodhumored give and take. To be poised is to be balanced but flexible, ready to take immediate, appropriate action as situations arise. Where better than in the ever-changing emotional climate of the average family's day could a child develop these valuable assets—a vital and healthy sense of humor; the ability to laugh at oneself as well as to recognize the humorous element in a given situation; quick sympathy and understanding as family problems arise; forgiveness and reconciliation; and the power to forget bitterness, resentment, and retaliation? To have learned as a child in a Christian family group at the family altar that there is always help in controlling the undesirable in one's nature and in cultivating the desirable, sweet, and appealing human traits; to be able to trust one's reactions and emotions because of years of education in the family group—this provides the backlog of confidence that produces the treasured quality known as poise.

In the successful Christian family a spirit of optimism should envelop the home as a bright cloud, for optimism is a form of faith. Problems and tests will come, but who has a better right to look on the bright side of a situation than the family group that is in close touch with their divine Leader who knows the way out and who has promised to help them? It is the special obligation of the parents to exhibit cheerfulness and optimism that the children may learn from them.

Children are much like sponges; they soak up the atmosphere of the home. If gloominess and depression prevail, the children fade like flowers deprived of the sunlight. If optimism, faith, and hope fill the home, the children radiate happiness and confidence.

Children usually assimilate the outlook of their parents. Parents that are happy with each other naturally create a home that is warm with love and contentment.

The opposite of this is certainly also true. Unhappy parents generally mean unhappy, discontented, frustrated children. It is not costly furnishings that provide peace, contentment, and happiness for the family; it is being together, praying together, working with and for one another, and learning the value of pleasure in the simple, everyday experiences that come to us all. To live close to God and to learn to enjoy the natural beauties He has placed on the earth for man's pleasure, health, and happiness is the most soul-satisfying way to live. This is the divine prescription for maintaining joyous mental and emotional well-being.

[1] Isa. 26:3.
[2] Ellen G. White, *The Ministry of Healing*, pp. 386, 387.

Revealing Test Results to Parents

Frank V. Novello,

TEACHER
LA SIERRA COLLEGE PREPARATORY SCHOOL

BOTH elementary and secondary school teachers will agree that the anxiety that exists on the day report cards are handed out is due primarily to student concern over parental approval or disapproval. Few students would be seriously bothered by a *D* or *F* if the parent's signature were not required on the card. Parents are the ones who have high aspirations and nigh-impossible goals for their children. Naturally, there will always be a certain amount of student dissatisfaction over examinations and the grading system, but when it comes to facing the realities of their limitations as revealed in achievement, IQ, interest and aptitude tests, students may be more willing to accept and adapt than their parents. Most students, I suppose, are aware of their general abilities and limitations long before they sit before a formal mental examination, and no pupil of average intelligence is under the delusion that the outcome will reveal the score of a genius. So the problem seems to be one of successful counseling with *parents* regarding test results, and not with students.

With so much emphasis being given to student guidance and counseling, perhaps we are neglecting an important phase of counseling—that of tactfully, clearly, and accurately explaining the student's progress to his parents. Just what a teacher should tell parents about test results hinges on another question: In what faction do we find ourselves? There are those who maintain that it is inadvisable to permit parents to have complete access to a pupil's "cum" folder, especially IQ scores. Others sympathize with parents who have successfully lobbied certain State legislatures into passing laws vesting parents with the right to investigate the complete contents of their child's scholastic record whenever they desire. While we may criticize those who turn over IQ scores to a layman unversed in educational psychology, we must admit that a stand of secrecy regarding test scores is not logically defended. This is analogous to the fearful student who is reluctant to take a stab at a certain question in an essay examination for fear the professor might think he is wildly guessing. Instead, he prefers to leave the entire question unanswered. But how can the blank space do a better job in minimizing the teacher's conclusion that the student does not know the answer than a partial response can? Likewise a teacher's silence regarding IQ is not wholly defensible.

Some schools give a sort of generalized interpretation while the confused parent nods occasionally to give the impression that he understands. But most parents are not entirely satisfied to hear that Johnny is "about average."

A skeletal interpretation, merely revealing the bare bones of the problem, fails to give parents the details needed for an ideal parent-child relationship, and does not contribute to intelligent teacher-parent cooperation in the school's plans for Johnny. A straightforward approach to test interpretation seems to be best.

Test scores should not be avoided in discussions with parents. However, we should remember that test scores are of no value unless they describe something about the person who is tested, so the IQ score cannot and must not be used alone. Other meaningful scores should be presented and interpreted along with the IQ. For example, telling a parent that his child has an IQ of 90 gives no idea of the intellectual challenge and competition the child faces. It merely gives a figure to be used in comparing his child with the next-door neighbor's child, to discover whether he is comparatively "smarter" or "dumber." But if we told the parent that the child's percentile score is, let us say, 25, and that 75 per cent of the children seem to be better equipped for schoolwork than he, this might help the parent to see that it would be wise to reduce the pressure he has been applying, because the child is not intellectually capable of the attainments the parent desires.

Then the teacher can present a snapshot of the child's mental ability as photographed from a different angle—the mental-age score. The parent can be told that a mental age, for example, of 7.8 means that the child, mentally, is approximately equivalent to the average child of seven years and eight months,

no matter how old he is chronologically. In other words, he should be taught more like an average child of seven and a half than like a ten-year-old. This may have a beneficial side effect. It may produce a better parent-child relationship, for it is easier for a parent of a ten-year-old to understand the child's problems, both academic and social, if he knows that mentally he is about seven and a half years old. He can then expect the child to learn and, to some extent, behave like a seven-year-old.

The grade-placement score can then be explained to the parent. For instance, a 4.5 means the child has the mental capacity for doing the work of the second half of grade 4. The parent can then understand that such a child can hardly be expected to do well in a higher grade even though his actual age might place him in that category.

With the stage thus set, the teacher can now approach the much-abused and misused IQ score, remembering that, like the other scores, this one must be carefully explained to the parents. Some teachers may understand the IQ to be the "ratio between mental age and chronological age," but this concept or formula may be a bit hazy for parents to grasp. Perhaps a better way would be to say that the IQ is an approximate index of the rate or speed at which a child learns and matures mentally. Even this may not be accurately interpreted by the parent, so an illustration by the teacher may assist in getting the idea across. The teacher could say that a pupil with an average IQ of 75 learns material about three-fourths as fast as the average child his age; while the child with an IQ of 130 learns about 30 per cent faster than the average child his age. In fact, this illustration alone may suffice without actually using the words "rate of speed" in the definition of IQ, since some parents may resent hearing the word "slower" used with reference to their children. It might be best for the parent to come to that conclusion himself.

The teacher can remind parents that all humans vary in physical strength, speed, and ability. We have runners who are excellent in short sprints while others make good long-distance endurance runners. So it is with the intellect. Some "fast thinkers" may not always possess equal facility in the mental processes of evaluating, coordinating, and synthesizing. Some are "late bloomers" as is evidenced in certain plants in nature. Parents can be reminded of famous people in history who were slower, more methodical and deliberate, but who accomplished as much good, if not more, than the brighter or "faster" student who decided to coast in neutral, content with the laurels he received for past achievements. All this can easily be explained to parents, especially if the IQ test gives results in terms of more than one kind of intelligence, such as general, verbal, reasoning, nonverbal ability, et cetera. The teacher should present these subscores in order to focus an even sharper picture of the child's abilities. They reveal the pupil's strengths and weaknesses in specific, distinctive, mental abilities or areas that mean more than an over-all general score.

The teacher now has not one but at least five "scores" to use in explaining mental test results to parents—percentile, mental age, grade equivalent, IQ meaning, and each of the specific mental abilities that may be included in certain IQ tests. The more recent tests have all this necessary information calculated and tabulated in easy-to-read graphs ready for teacher use. The teacher does not have to turn mathematician to figure percentiles, means, and norms.

It is reasonable to assume that if parents understand what the tests are and why they are given, their fear and suspicion of tests will be reduced. A wise doctor sets the stage before revealing a serious malady to a patient. Similarly, a teacher must not fling a student's IQ score at a parent's face without preliminary orientation, or he will cause the parent to view IQ tests with skepticism or horror, in the case of low scores, or with unwarranted elation and pride in the case of high ones.

The limitations as well as the values of IQ tests should be pointed out, but we should be careful not to criticize or depreciate the tests in order to offer consolation to the parent of a low IQ child. Some teachers may seek to avoid hostile parental reactions by misrepresenting the score or implying that the tests and their results do not mean much. They will even agree with the parent that "intelligence can't be measured" or that "I don't believe in these newfangled tests."

John Dewey once remarked that tests always reminded him of the way they used to weigh pigs when he was a boy. They would tie a pig to one end of a rope, find a rock approximately the weight of the pig and attach it to the other end of the crude scale. If the pig and rock balanced, they would then estimate the weight of the rock in order to approximate the weight of the pig. If a teacher has a similar philosophy regarding tests, he may be suffering from mild facial distortion caused by talking from both sides of his mouth at once, for he is actually telling the parent that while schools go all out in using test scores, they really do not believe in them.

The teacher should explain to the parent that a wise counselor does not read the IQ score as a person would read the temperature on a thermometer or the pounds on a weighing scale. Parents should be assured that tests are given with the hope that some kind of prediction regarding academic adjustment can be made. To develop further confidence, the teacher might even present the reliability and validity of the

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W. Fletcher Tarr

CHAIRMAN, DEPARTMENT OF SPEECH
LA SIERRA COLLEGE

Incidence of Speech Defects in Some Seventh-day Adventist Schools

TO ASCERTAIN the incidence of speech defects among Seventh-day Adventist school children in the elementary grades, I made a survey in nine schools in the Southeastern California Conference. In testing the children at two of the schools I was assisted by a graduate student in speech therapy at the University of Redlands; in another I worked alone.

Because many irregularities in the speech of first-grade children are due to immaturity and will automatically eliminate themselves by the time the children enter second grade, the first-grade children were not included in the survey. Grades two to six inclusive were tested.

The enrollment in these grades in the schools tested ranged in number from 50 to 320, and the schools most widely separated were Barstow and San Diego elementary schools, with the greatest concentration in the Loma Linda-San Bernardino-La Sierra area. In only two of these schools had speech therapy been administered (Schools H and I on the accompanying table), and this I had done for two years. You will note that these showed the smallest percentage of defects in the survey. Two years previously both schools had an incidence of 12 per cent.

Though the Spanish-American population in the conference is generally large, relatively few children representing this segment of the community were found in the schools; thus problems arising from bilingualism influenced the results very little, if at all. In two instances only was bilingualism present as a possible factor contributing to the speech handicap; these represented one European and one South American country. However, contributing factors to the handicap in each case were so important in other respects (dental malocclusion and deficiency in auditory acuity in one instance, and emotional disturbance in the other) that the bilingual factor was considered to have been of almost no importance.

It was not possible to visit all the schools in the conference, but a total of 1,268 children were tested in the nine schools, and these can probably be considered representative of the total group of schools and of the schools throughout the United States.

We administered all tests in an atmosphere of complete relaxation. These included the phonetic inventory, a brief conversation on a topic familiar and interesting to the children, and where possible, a brief reading that comprehended all the English sounds. Of necessity, testing in the conference was spread over a period of six months. The larger schools required three full days each and some of the smaller ones less than a day.

We made a complete report to each school principal, and return trips were made to three schools for parental counseling regarding the more serious cases.

The present report does not classify the speech defects we found, but they range from cerebral palsied speech (three cases, mild physical disorders), cleft-palate speech, stuttering, and the speech of the emotionally disturbed, to the lisp. They include a variety of forms of articulatory defects such as distorted or omitted S, L, and R, and not a few phonatory disorders. Only defects regarded as sufficiently severe to demand therapy are included. In general it can be said that the speech handicaps encountered show the Seventh-day Adventist church school to be different from the public school only in the degree of incidence.

The accompanying chart gives a numerical indication of the findings by grades in the schools. You will notice that the percentage of speech deviation varies from 5 per cent to 15 per cent, and that a total of 118 speech-handicapped children were found in a total population of 1,268, or 9 per cent.

The survey made by Mills and Streit (1) showed that 4.5 per cent of the U.S. school population were seriously handicapped. This coincides with the White House Report of 1931. A more recent survey in New England (2) showed 7.8 per cent handicapped in speech. In the public schools of Denver, between 1955 and 1957 I found an incidence of 7.5 per cent.

Conclusions. 1. Comparing surveys made in the

public schools, it will be found that there is a higher incidence of deviate speech in the church schools than in the public schools. 2. In type of speech defects there is no difference except that stuttering occurs less frequently in the church school. (It should be remembered, however, that this survey does not include all Seventh-day Adventist children in the conference, but only those enrolled in the church schools. Many Seventh-day Adventist children attend public schools, where speech therapy is available. Thus stutterers—and perhaps other serious cases—may be attending public schools.)

Recommendations. 1. Whereas the handicap which speech defects present to both pupil and teacher has been to all practical purposes universally overlooked in the church schools, it is a problem that deserves urgent consideration. I have repeatedly found, both in the church schools and in the public schools I have served, that the child's emotional and social problems arising from a speech defect can be alleviated or totally removed with speech therapy and the accompanying psychotherapy and that his schoolwork in general improves.

2. With increasing emphasis being given to speech and hearing problems in the public school systems, Seventh-day Adventist schools should assume responsibility for their pupils in this regard; and in view of the emphasis in the Spirit of Prophecy on good speech training, the denominational schools should consider launching a strong program of speech rehabilitation. This program might begin with the following plans: (*a*) Inaugurating a six- or eight-week summer camp for speech-handicapped children at which the counselors would be speech therapists-in-training, working with and under the supervision of a qualified speech pathologist; (*b*) including in the college curriculum for all elementary school teachers a course in beginning speech pathology so as to provide basic assistance to pupils in as many schools as possible.

3. In each of the larger conferences where there is a concentration of church schools (as in the Southeastern, Southern California, the Potomac, and other similar conferences) it would be well to consider employing a full-time speech therapist who could operate on an itinerant basis. His salary and expenses might be shared by the schools visited and possibly by the conferences.

Summary of Findings in Survey for Speech Defects in Nine Seventh-day Adventist Elementary Schools

School	No. Pupils	No. Defects	Per-cent	Grades 2	3	4	5	6
A	50	5	10	1	3	1		
B	59	5	8	2	2	1		
C	60	3	7		1	2		
D	100	9	9	4	4	1		
E	115	18	15	3	3	2	5	5
F	159	23	14	8	4	2	4	5
G	163	23	14	11	6	1	3	2
H	242	14	6	7	4	3		
I	328	18	5	4	5	5	2	2
Totals	1276	118	9	40	32	18	14	14

► Mrs. S. L. Llaguno is the Parent-Home Education secretary of the South Philippine Union Mission. She has conducted many graduations and presented hundreds of diplomas to those who have completed the different phases of parent education. In each of the local missions in the South Philippines there is a Parent-Home Education secretary. A large portion of the books *The Adventist Home* and *Child Guidance,* as well as the 12 character-building pamphlets prepared by the General Conference, have been translated and sent out in mimeographed form as the basis for group councils for parent education.

► The graduation service of the eighth-grade class at the Hawaiian mission school on Molokai was held June 5 in the community center. Many non-Adventist friends and relatives were present. The influence of the school is doing much to bring good will and interest in the work of Seventh-day Adventists. Special appreciation goes to Mr. and Mrs. Truman Reed for their eight years of faithful service in this school.

► The registration plan at Broadview Academy (Illinois) was revised this summer so that there would be no more waiting in line and no more confusing problems to solve. Most of the registration took place by mail during the summer so that when the student arrived on the campus in September he could stop at the office for his dormitory entrance card. If he paid his entrance fee in advance he could go directly to the bookstore to buy his books and then check in at the dormitory.

► Campion Academy (Colorado) students assisted O. L. McLean in a three-week evangelistic campaign at Berthoud, Colorado, before the close of school last spring. Berthoud had been designated as "Target Town" for the students' missionary activities. A Story Hour, Tell Ten evangelism, and a *Signs* distribution program laid the groundwork for the effort. Approximately 100 attended nightly. Follow-up work includes Bible studies in which students are participating.

An Inspiring Occasion

E. E. Cossentine

LAST year the General Conference Department of Education sought ways by which we might show respect and honor to teachers of special merit. A Medallion of Merit was cast to award to teachers who had rendered unusual service to this denomination in behalf of its youth.

The first occasion for presenting this beautiful medallion was on April 9, 1962, at the Teachers of Tomorrow Educational Day program at Atlantic Union College. An inspiring program had been arranged by LaVeta Payne, director of the department of education, Atlantic Union College, and L. E. Smart, secretary of education, Atlantic Union Conference. In the chapel program two teachers of the union conference were honored—Miss Florence Kidder and Mrs. Rochelle Kilgore.

Miss Kidder, the first teacher ever to receive the medallion, has the unique distinction of teaching in our church schools for fifty-nine years without a break. She has brought guidance and inspiration to many who now are serving the cause of God in various posts around the world. Not only has she a unique record as a teacher, but the many testimonials received from her students tell how she helped mold their lives, giving them a vision of service and a sense of dedication.

The second presentation was to Mrs. Rochelle Kilgore, who has taught more than fifty years. She has been known for years as a teacher of teachers. In going over the many letters of tribute to Mrs. Kilgore, I find often repeated the expressions, "You understood my problems," "You gave me a vision," "Your class periods were always an inspiration," "You were an inspiration to all of us teachers because of your self-sacrificing life and your dedication to the teaching profession."

(Left to right) F. Kidder, R. Kilgore, E. E. Cossentine.

Mrs. Kilgore has also been elected professor emeritus at Atlantic Union College, the first teacher to whom this distinction has ever been granted.

To be present on this occasion, to witness the love and esteem in which these two teachers are held by their many former students, was indeed a privilege to all who were present. One felt these two dedicated women had indeed been teachers sent from God, for they have, through the years, led the youth of the denomination to the Master.

► La Sierra College now has 30 teachers holding either the Ph.D. or Ed.D. degree. Three doctorates are in the field of religion, four in English, five in education, four in history and social science, three in modern languages, and seven in the sciences. The others are in music, business, speech, and administration. Six members of the faculty are in the final stages of work on their doctorates in speech, music, biology, political science, German, and education.

► The department of music and the department of art at Columbia Union College have merged to form the new fine arts department under the direction of Neil Tilkens and F. E. Wall. The Bachelor of Music degree is no longer offered, but the music major has a choice of a Bachelor of Arts or a Bachelor of Science. New students seeking the B.A. degree are required to have three semester hours of fine arts including both music and art.

"MAKE IT PLAIN"

Edward E. White

SECRETARY OF EDUCATION
AUSTRALASIAN DIVISION

SOME time ago I was passing by a primary school and heard coming through the open windows the sound of youthful voices reciting in concert. It sounded like a very doleful liturgy in a language difficult to discern, but lingering outside a moment or two, I soon detected the theme. "Two and one are three, two and one are three . . ." was the burden of the song, delivered in four-four time, with four quavers and a minim following each other in regular succession. Doubtless the children were learning something as they were being drilled in the essential rules of numbers, but whether they had any understanding of what they were monotonously prattling was a question that forced itself on my mind. And this question was followed by another: Can it be that in my teaching I am requiring my pupils to commit to memory certain elements of learning that to them bear no relation to common sense?

The Mystery of the Unknown

Suppose for the sake of illustration we assume that the first six natural numbers are not named one, two, three, et cetera, but are known as bosh, pish, tosh, vier, zig, zag—names at the moment unfamiliar to us. It is quite evident that bosh and pish are tosh, and we can learn this by heart after several repetitions. With patience and diligence we could train an able parrot also to assert the same truth, presumably. But what do pish and tosh make? Is it zig or zag? And if by dint of constant repetition we teach the children to recite that pish and tosh are zig, what have we achieved?

This illustration should be sufficient to show that the names of numbers are abstract nouns, and that for complete understanding the rigmarole we teach must be related to concrete objects: two apples and one apple make three apples; two houses and one house make three houses. The same indeed is true of the symbols representing these names, as may be shown by assuming that bosh is represented by O, pish by 1, tosh by /, vier by ‡, zig by —, and zag by º. What now is the answer to the question 1 and ‡ make what? The time and slight effort required to solve this elementary number sum should make us see that all our teaching must be related to something the children already know. Drilling them to say certain truths is of course necessary, but of what avail is it if understanding is absent?

In the days of my boyhood we learned a long jingle of Latin prepositions, all of which were followed by the ablative case. I can remember the first line, but the last three have now gone into oblivion, possibly because they were never properly learned. I never understood the reason for learning the list; I never used it; and like my classmates, I made an effort to recite it only for fear lest a worse thing should befall me. Similarly, among the vast uncoordinated limbo of my memory is a half-remembered, awkward English sentence using several nouns, all of which translated into French ended in age. They were exceptions and were all masculine, or were they feminine? Who cares?

Clear Explanation

Does this mean, therefore, that we are not to teach any rules or summaries of knowledge? By no means! We are simply trying to bring into clearer focus the title of this article—"Make It Plain." It is the teacher's function not merely to impart facts; he must also assist the pupil to understand. Knowledge then becomes wisdom, and learning becomes understanding.

The Old Testament prophet Habakkuk was commanded to "make it plain upon tables" (Hab. 2:2). And this admonition could well be taken to heart by all teachers. "Make it plain" should be drummed into our ears often so we will realize that it is one of the fundamental reasons for teaching. The result of teaching of this caliber is revealed in the same verse, "that he may run that readeth," not "he who runs may read," as is often misquoted. Clear, repeated instruction will thus make disciples whose hearts are so filled with the message that they too will long to impart it.

► Union College has introduced a B.S. degree with a major in chemistry. It consists of 40 hours in chemistry, 35 hours in physics and mathematics, and about 40 hours in nonscience courses.

Inoculation for Leadership

(*Concluded from page 15*)

L. R. Callender, director of public relations and development at Pacific Union College, discussed with the group the topic of group dynamics useful in school activities. In the evaluation of the workshop this was one of the sessions that the group as a whole felt was most valuable and enjoyable.

In his lecture Elder Callender discussed the various factors at work in a group and presented techniques that could be used in problem solving. In his presentation of the "Phillips 66" method, opportunity for the group to use their techniques was provided. In a period of only two minutes the group came up with sixteen names that could be used in the renaming of the Pacific Union College Funny Book, the topic given them as an example. Some of the suggestions included "Meet the People," "You and Me at PUC," "Card Catalog," and "Spotlight Campus Characters." The challenge that "competition is a cheap substitute for leadership" was accepted by the group.

In the last session "Why and How to Evaluate Activities" was considered. After a lecture the group, using the aims and objectives drawn up earlier in the workshop, evaluated the beach party, corn roast, and the first Saturday night handshake, which incidentally were greatly changed from the traditional formats in an endeavor to better meet their stated aims.

To conclude the workshop the 16 mm. film *Citizenship in Action,** was shown to the entire student body in chapel. This is a film sponsored by the National Association of Student Councils showing the ways in which a school council can participate in making their school what they want it to be.

The reference material that was available for the group was meager, but beginnings must be small, if at all.

In looking back on our beginnings, we feel that we did meet some of our objectives in providing a basic philosophy of purposes, organization, and projects of student activities. The participants gained an understanding of how to solve group problems through group action. Techniques of group leadership were clearer to them, and they were acquainted with the ways to organize effectively for activities. However, we recognize that a student leadership workshop is no cure-all. Monterey Bay Academy plans to be sure their activities never become a side show by providing leadership education, for we believe that the kind of student leaders we have is the kind of school we have.

* This film may be rented from E. F. Richardson, Audio Visual Center, Indiana University, Bloomington, Indiana.

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Revealing Test Results to Parents

(*Concluded from page 19*)

tests, which are usually given by the publishers of a good test. But make sure this is not presented in educational jargon that might tend to further confuse parents with mathematical formulas and ratios.

If the school is undertaking an adequate guidance program, then there will be several IQ scores recorded in the "cum" folder. A comparison of these and an explanation of why the scores differ will give the parent further insight on the nature of IQ tests.

If a choice has to be made between IQ and achievement tests, most parents favor the latter. They feel the measurement is more substantial and is not as abstract as the IQ. So then, to help a parent to believe in IQ tests, the teacher merely makes a comparison of achievement and IQ test scores. Making sure that identities are concealed, the teacher could even cite several examples of the students in the class, showing how achievement scores correlate with IQ scores. The parent can be shown that a parallel relationship is surprisingly consistent, supporting the contention that IQ tests are good gauges of mental ability and potential to learn.

In future parent-teacher conferences, why don't we as teachers thoroughly explain all these data instead of mechanically reciting a few facts from the "cum" folder? Is there any virtue in continuing the time- and money-consuming practice of giving IQ, achievement, and aptitude tests with monotonous regularity only to stow them neatly away in the files in case they are requested by an FBI investigator twenty years from now? Parents are just as much entitled to this information right here and now, and could put it to better use.

► A two-week workshop in instrumental pedagogy was held at Walla Walla College in August under the direction of H. Lloyd Leno, assistant professor of music. It was designed primarily for music teachers on the elementary or secondary level. Two hours' credit toward music or education could be earned. Eleven enrolled to study wood-wind, brass, and percussion instrumental techniques, band administration, and conducting.

The Spirit of Prophecy on Student Missionary Activity

Compiled by Leif Kr. Tobiassen

PROFESSOR OF HISTORY, ANDREWS UNIVERSITY

Adventist schools need improvements: "Our schools are not what they should be. The time which should be devoted to laboring for Christ is exhausted on unworthy themes and self-pleasing."—*Fundamentals of Christian Education,* p. 469.

Students not to wait: "Students cannot afford to wait till their education is considered complete before using for the good of others that which they have received. Without this, however they may study, however much knowledge they may gain, their education will be incomplete."—*Counsels to Parents, Teachers, and Students,* p. 263.

Example of Avondale students: At the school at Avondale, the faculty inquired, "What can we do to provide amusement for our students?" The answer Ellen G. White gave was this: "'We can occupy our minds and our time profitably without trying to devise methods for amusing ourselves. Instead of spending time in playing the games that so many students play, strive to do something for the Master. The very best course for you to pursue is to engage in missionary work for the people of the neighborhood and in the near-by settlements. . . .' The older students decided to follow this suggestion. They had evening meetings for studying the Scriptures together. They worked first of all for one another, and as a result of the Bible studies among themselves, a number of the unconverted were won to the truth. And the effort in behalf of the neighbors was a blessing not only to themselves, but to those for whom they labored."—*Ibid.,* pp. 549, 550.

Younger students not only to listen: "Early in their experience our students should be taught to become Bible workers. Those who are consecrated and teachable may have success in active service for Christ while pursuing their courses of study."—*Ibid.,* p. 431.

Students must exercise influence: "Those who attend school could have an influence for the Saviour; but who name the name of Christ? and who are seen pleading with tender earnestness with their companions to forsake the ways of sin and choose the path of holiness? I was shown that this is the course which the believing young should take, but they do not; it is more congenial to their feelings to unite with the sinner in sport and pleasure. The young have a wide sphere of usefulness, but they see it not."—*Testimonies,* vol. 1, p. 512.

Teachers' example: "Let the teachers in our schools devote Sunday to missionary effort. Let them take the students with them to hold meetings for those who know not the truth. Sunday can be used for carrying forward various lines of work that will accomplish much for the Lord. On this day house-to-house work can be done. Open-air meetings and cottage meetings can be held. Make these meetings intensely interesting. Sing genuine revival hymns, and speak with power and assurance of the Saviour's love. Speak on temperance and on true religious experience. You will thus learn much about how to work, and will reach many hearts."—*Counsels to Parents, Teachers, and Students,* p. 551.

Our youth must be trained according to the faith: "When the youth give their hearts to God, our responsibility for them does not cease. . . . They must be taught how to labor for the Master. They must be trained, disciplined, drilled, in the best methods of winning souls to Christ. Teach them to try in a quiet, unpretending way to help their young companions. Let different branches of missionary effort be systematically laid out, in which they may take part, and let them be given instruction and help. Thus they will learn to work for God."—*Gospel Workers,* p. 210.

Object of true education: "True education is missionary training. Every son and daughter of God is called to be a missionary; we are called to the service of God and our fellow men; and to fit us for this service should be the object of our education."—*The Ministry of Healing,* p. 395.

Time for missionary activities: "It is necessary to their complete education that students be given time to do missionary work—time to become acquainted with the spiritual needs of the families in the community around them. They should not be so loaded down with studies that they have no time to use the knowledge they have acquired. They should be encouraged to make . . . effort for those in error . . . , taking to them the truth. By working in humility, seeking wisdom from Christ, praying and watching unto prayer, they may give to others the knowledge that has enriched their lives."—*Counsels to Parents, Teachers, and Students,* pp. 545, 546.

Tested in missionary attitudes: "From our colleges and training schools missionaries are to be sent forth

to distant lands. While at school, let the students improve every opportunity to prepare for this work. Here they are to be tested and proved, that it may be seen what their adaptability is, and whether they have a right hold from above."—*Ibid.*, p. 549.

Which spirit to be encouraged? "The teachers and students in our schools need the divine touch. God can do much more for them than He has done, because in the past His way has been restricted. If a missionary spirit is encouraged, even if it takes some hours from the program of regular study, much of heaven's blessing will be given, provided there is more faith and spiritual zeal, more of a realization of what God will do."—*Ibid.*, p. 546.

From home to home: "Of equal importance with special public efforts is house-to-house work in the homes of the people. In large cities there are certain classes that cannot be reached by public meetings. These must be searched out as the shepherd searches for his lost sheep. Diligent, personal effort must be put forth in their behalf. When personal work is neglected, many precious opportunities are lost, which, were they improved, would advance the work decidedly."—*Testimonies*, vol. 9, p. 111.

Organized missionary enterprises: "Wherever possible, students should, during the school year, engage in city mission work. They should do missionary work in the surrounding towns and villages. They can form themselves into bands to do Christian help work. Students should take a broad view of their present obligations to God. They are not to look forward to a time, after the school term closes, when they will do some large work for God, but should study how, during their student life, to yoke up with Christ in unselfish service for others."—*Counsels to Parents, Teachers, and Students*, p. 547.

Organization to be learned: "He [God] designs that we should learn lessons of order and organization from the perfect order instituted in the days of Moses for the benefit of the children of Israel."—*Testimonies*, vol. 1, p. 653.

Is there a distinction? "When those who have reached the years of youth and manhood see no difference between our schools and the colleges of the world, and have no preference as to which to attend, though error is taught by precept and example in the schools of the world, then there is need of closely examining the reasons that lead to such a conclusion. Our institutions of learning may swing into worldly conformity. Step by step they may advance to the world; but they are prisoners of hope, and God will correct and enlighten them, and bring them back to their upright position of distinction from the world. I am watching with intense interest, hoping to see our schools thoroughly imbued with the spirit of true and undefiled religion. When the students are thus imbued, they will see that there is a great work to be done in the lines in which Christ worked, and the time they have given to amusements will be given up to doing earnest missionary work."—In *Review and Herald*, Jan. 9, 1894.

Walter Edmund Straw

W. E. Straw, a faithful Seventh-day Adventist educator, passed away April 7, 1962, at the age of eighty-two.

Graduating from Emmanuel Missionary College, he began his service as secretary of education in the Lake Union. He then served as principal of two academies. For ten years he pioneered educational work in Africa where he was principal of Claremont Union College, secretary of education of the Southern African Division, and president of the Zambezi Union mission. He established the Songa mission station in the Congo and the Chimpempe Station in Rhodesia.

Upon his return to the homeland he taught at Southwestern Junior College for three years, was dean at Madison College for four years, and head of the department of religion at Emmanuel Missionary College for fourteen years. In 1948 he was elected president of Madison. Because of failing health he was forced to lay down his responsibilities as president, but joined his son Leland at Little Creek School, Concord, Tennessee, where he taught for a few years before returning to Madison College. Elder Straw taught a class at Madison College during both the fall and winter quarters of the 1961-62 term just previous to his passing, thus rounding out a record of nearly fifty-five years as an educator. In all parts of the world are missionaries who sat at his feet and through whom his influence is still felt.

► Atlantic Union College announces the addition of five new staff members: Sterling K. Gernet, professor of music from Walla Walla College, has accepted the chairmanship of the fine arts division. Lennart Olson, assistant professor of music, comes from Mountain View Academy. Roy E. Hartbauer, assistant professor of speech, was former audiological consultant of Los Angeles County General Hospital, assistant in the Department of Otolaryngology, School of Medicine, Loma Linda University, and speech therapist and consultant for the cerebral palsy nursery, White Memorial Hospital. Instructor in English is Robert W. Nixon, who the past year taught in the secondary school system of Montgomery County, Maryland. George W. Cummings is the new food service director, coming from La Sierra College where he was assistant food service director.

What the SCHOOLS ARE DOING

► The Calexico Seventh-day Adventist Mission School on the border between California and Mexico is endeavoring to adhere to the philosophy of educating the head, the hand, and the heart. During the past school year the seventh-graders received a little experience in gardening; the eighth-graders, in woodwork, homemaking, and gardening; while the academy students had a variety of classes in the commercial and practical arts that included typewriting, shorthand, bookkeeping, mechanical drawing, woodworking, cooking, and sewing. These classes gave the students education in areas that will enable them to be more efficient homemakers, and assist them in finding suitable and profitable employment opportunities. This school was established about 25 years ago to help children and youth of Mexico prepare for "time and eternity." It can account for almost 100 baptisms as a direct result of its influence. Several of its former students who accepted the truth at the school are now engaged in soul-winning work in different parts of both countries.

► Dr. Henning Karstrom, the principal of our Swedish Junior College and Seminary, a biologist of standing, is leading out in an extensive chemistry program. For 19 years he worked as a chemist in one of the leading research projects connected with a great university. The Gymnasium courses in chemistry at our Norwegian Junior College and our Finland Mission School are taught by experienced, well-qualified teachers. Our Netherlands Missionary School has a new chemistry laboratory with a trained chemistry teacher, and the mathematics department is staffed with a top-flight theoretical mathematician. The new emphasis in science in most of our Northern European schools is gratifying.

► The Lord is blessing in a marked way the missionary endeavors of the students of Philippine Union College. In recent months they have added 20 new branch Sabbath schools to those previously established. These have an enrollment of 1,000 non-Adventist children. Many of these schools meet under trees. At first the youngsters come to these Sabbath schools with soiled hands and faces and unkempt hair, but they soon learn to clean up before coming. Adults are attracted to come and watch what is being done for the children; some of them have requested Bible studies and have offered their homes as places where these services can be held. The plan to establish one Sabbath school a month was quickly outmoded as the students became interested and branch Sabbath schools began to spring up by two's and three's. A follow-up program of medical aid and evangelistic studies is already developing. Recently the student ministerial association began an effort in connection with one of these branch schools with an attendance of about 40 non-Adventist adults.

► W. B. Hoover, English teacher at Canadian Union College, recently wrote the "first published classical epic of a scriptural theme in over 300 years." The epic entitled "The Holy City" consists of 4,800 lines and contains 12 complete cantos. The poem took him seven weeks to write, and he read *The Great Controversy* three times and Revelation 15 times before writing it. After reading Milton's *Paradise Lost,* Mr. Hoover decided that there was need of a similar work for these last days. He has felt that he has fulfilled that need with "The Holy City," which contains the Seventh-day Adventist viewpoint on the vision of John the revelator.

► A research article by Mrs. Melvin Zolber, assistant professor of home economics at Walla Walla College, appeared in the May issue of the *Journal of Home Economics,* a publication of the National Home Economics Association. Carrying the title, "Quality of Red Haven and Earlihale Peaches Frozen by Four Methods," the article was the result of research done at Washington State University for the degree of Master of Arts, which was awarded to Mrs. Zolber in June, 1961. Mrs. Zolber returned to Washington State University this past summer to assist in a summer session seminar, "Readings in Foods." The course included lectures, discussions, and study of new developments in the food field.

► Columbia Academy (Washington) has a strong student work program. During the past summer 21 students worked on the campus and ten other students worked for short periods. Besides the routine work of caring for the lawns, cafeteria, laundry, and cleaning work, a number of projects have been carried on. The farm work is constantly expanding, and students have been employed in preparing for a large corn crop. A new school sign was recently constructed for the front of the campus, and a new service road and parking area put in and the old road removed. Also the registrar's office was remodeled and a new-type sink and cabinet were built into the rooms in the girls' dormitory. During the past school year students earned approximately $75,000 at the academy.

► Two of Oakwood College's chemistry majors received useful experience this past summer as they worked as physical scientist aides at the Army Ordnance Missile Command, Redstone Arsenal, in Huntsville, Alabama.

► Campion Academy (Colorado) has an excellent youth guidance department, the head of which is Mrs. B. U. Nesmith. The program includes testing for all seniors, the test results being explained by private interview. Vocational resource personnel show films and answer a questionnaire bimonthly in a block period of one to one and a half hours, for seniors only. After the testing program is completed all seniors write a research paper on their chosen occupation or profession. Seniors also are offered the opportunity of a 30-minute interview with a representative from the guidance department of Union College, and are given opportunity to work 24 hours at the life occupation they think they will choose.

► A field evangelism school was conducted in Fresno, California, June 8 to July 15, as a cooperative endeavor between Andrews University, La Sierra College, and Pacific Union College. E. C. Banks from AU was in charge. Instructors included Leo Van Dolson from PUC, Walter Specht from LSC, and Elder Banks. Of the 220 persons enrolled in the Bible-marking class, 93 were non-Seventh-day Adventists. Twenty-six students (20 from AU and six from PUC) participated with their instructors in a 22-night evangelistic campaign in connection with the field evangelism school, with A. O. Sage, of Lynwood, California, as the evangelist. The pastor, associate pastor, and two Bible instructors of the Fresno church assisted, as well as many laymen. Forty-three have been baptized so far and more baptisms are expected among the 159 interested persons.

► The Literary Club of Atlantic Union College has published annually for the past six years an anthology of student writing called *Contours*. All students are eligible to submit their poems and essays for consideration. Woodcuts by members of the Art Guild have been included for the past two years. The literary work includes a range of subjects from stories in a light-hearted vein about children to poems on truth, death, and nature. Since its first edition in 1957, *Contours* has almost doubled in size.

► The home economics classes at Broadview Academy (Illinois) during the last semester of last school term included a unit in child development, designed to help class members develop skills and acquire knowledge that they will need for baby-sitting jobs or for the time when they will assume family responsibilities. As a part of the program, a demonstration by the school nurse was given on how to bathe a baby properly. Also a play school was held for the preschool children of the faculty. Members of the class participated in the stories, finger plays, and songs, and helped supervise free play. This enabled the class members to observe the different personalities of the small children and their physical development at the various age levels.

► Upstairs in the girls' dormitory at Hylandale Academy (Wisconsin) was a small unfinished room. The girls decided they would like to have it made over into a prayer room. The boys helped the girls to make of it an attractive place where students can now meet God alone.

► The past summer, Marie Moleta, nursing student at Columbia Union College, worked as a student missionary nurse at the Ile-Ife Mission Hospital in Nigeria, having been sent as CUC's student missionary for 1962. All expenses of the project were covered by the Sligo MV Society, which serves the students of Columbia Union College. Miss Moleta is the fourth CUC volunteer to spend a summer of service in foreign missions. After working there a short while, Miss Moleta wrote back to CUC saying, "I'm most thankful that I'm here. I'm very impressed and inspired to come back to teach these people a better way of living."

► For the sixth consecutive year the Walla Walla College school paper *The Collegian* was rated top newspaper among Seventh-day Adventist colleges in the United States. Receiving the first-class award for the 1961-62 term from the Adventist Collegiate Press Association, *The Collegian* was judged on the basis of content, appearance, balance, vitality, creativeness, and pictures. Of a possible 1,200 points, it achieved 1,067, according to Carol Hetzell, ACPA coordinator. Also receiving first-class ratings were the *Campus Chronicle* of Pacific Union College, 1,028 points; and *The Student Movement* of Emmanuel Missionary College, 1,027 points. Each college paper is judged by all the college newspaper advisers. After evaluation of each publication is completed, using a standard score pad, the ACPA then tabulates scores and presents awards on the basis of the judges' findings. No Pacemaker award was given as 1,100 points is the required minimum.

► In the annual Fourth of July parade of Takoma Park, Maryland, Columbia Union College had a three-car representation. The first was entitled "Gateway of Service" with students representing different phases of occupations. Car number two served to represent the theme "Citizens of the Future." The Alumni Association was in charge of the third car; its theme: "Alumni Into All the World." The Washington Sanitarium and Hospital entered a decorated float entitled "Washington Sanitarium, Avenue to Health."

► Students of Sheyenne River Academy (North Dakota) participated in the Voice of Youth evangelistic meetings held for several weeks last spring in the Hurdsfield, North Dakota, SDA church. Sermonets were presented by four students each Sunday and Wednesday evening. Other students furnished special music and helped in a story hour held for the youngsters during meetings. Director of the effort was Thomas Thompson, instructor in Bible.

► A new club has been organized on the Canadian Union College campus—the Rainbow Riding Club. After a number of people contributed horses on loan, it was easy to find students willing to ride them. The membership fee is $10. The club now has 25 members (both men and women) and 12 horses. The members go riding Sundays and Friday afternoons at Will's farm, six miles north of the college. Some members are seasoned horsemen and others are learning—how to catch a horse, how to bridle and saddle, how to get on, and how to stay on.

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The Journal of True Education

Volume 24

October, 1961—Summer, 1962

Editorial News and Views

(*Continued from page 32*)

National Library Week We would recommend that our schools in the United States participate this year in National Library Week, which this school year will be April 21 to 27, 1963. The theme of this week will be "Reading—the Fifth Freedom . . . Enjoy It!" By beginning preparation now you can have in your school an excellent program that will add tremendous impetus to the reading habits and skills of the students in your school.

New Elementary School Textbooks Just coming off the press are additional volumes of the new SDA basic readers. These readers are for grade four, and include a textbook, *Young Citizens Today and Yesterday,* with accompanying workbook and teacher's guide bearing the same title. A textbook for the second semester is entitled *Trails Here and There,* with a workbook and teacher's guide being available about January 1, 1963. We rejoice that these new readers are available for schools where English is the medium of instruction.

Patterns of Graduate Education

(*Continued from page 9*)

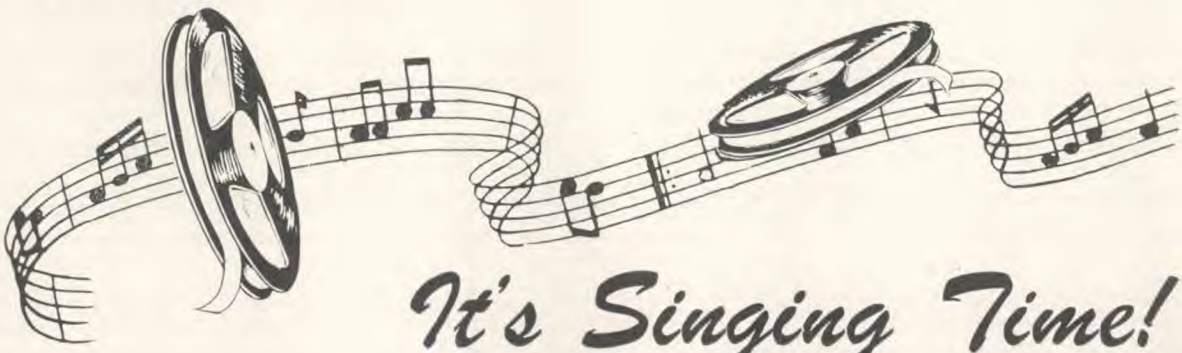
available, or conveniently forgotten; if, above all, knowledge that is fresh, active, and of immediate import and concern to the knower is no longer distinguished from knowledge that is dead, inert, and of no possible concern to anybody; if, in short, there is not only a "democracy of subject-matters" but also an "equality of individual facts," then research becomes fact-grubbing, and the search for the Truth degenerates into a search for new dissertation topics.[6]

[1] From *Graduate Education in the United States,* by Bernard Berelson, p. 9. Copyright 1960. New York: McGraw-Hill Book Company, Inc. Used by permission.
[2] *Ibid.,* p. 11.
[3] Quoted by F. W. Strothmann (for the Committee of Fifteen), *The Graduate School Today and Tomorrow* (New York: Fund for the Advancement of Education, 1955), pp. 30, 31. Used by permission.
[4] F. W. Strothmann (for the Committee of Fifteen), *The Graduate School of Today and Tomorrow,* pp. 29, 30. Used by permission.

(*To be concluded in December issue*)

► Students from the seminar in religious education and homiletics at Andrews University and Emmanuel Missionary College get invaluable experience in the surrounding churches. Student preachers, about 25 each semester, serve 19 nearby churches. Six to eight churches are served each week within distances up to 100 miles.

Teachers



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This Music Education Program

for Seventh-day Adventist schools has been prepared primarily for multigrade schools that are not privileged to have the help of a music consultant. Where the help of a music teacher is available, it is recommended that the tape not take the place of the classroom teacher, but that it be used as an aid to her.

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Editorial
NEWS AND VIEWS

New Division Secretaries of Education As a result of the elections at the recent General Conference session we now have four new incumbents in the division posts of secretary of education. We heartily welcome to their new tasks: Alcides Alva, a citizen of Peru, who was elected to serve as secretary of the department of education for the South American Division; W. Raecker, a German, who will serve the same post for the Central European Division; R. E. Rice, a citizen of India, for this post in the Southern Asia Division; and W. R. Lesher, an American, who will serve the Middle East both as the secretary of the division and secretary of the department of education. We wish for these men the richest of God's blessings as they take up their heavy responsibilities.

More About Music Tapes The music tapes for grades one to four have proved popular and extremely helpful in the schools where the teacher does not have special education in music. Now such a teacher with a tape recorder and these tapes is able to put on an acceptable music program. These tapes are available from the Pacific Press Publishing Association. In preparation is a new series entitled *Music Tapes for Grades Five to Eight.* These will be available at the beginning of the 1963 school year, and are prepared for use with the well-known text, *Birchard Music Series,* book seven, published by the Summy-Birchard Publishing Company, Evanston, Illinois.

Helps for Teaching Geography and Social Science The National Geographic Society this year is greatly improving its *Geographic School Bulletin.* This new bulletin has added pages, displaying pictures of the world's people and places in true-to-life color. It also includes added pages of many popular features in simple writing set in readable type, to reveal the wonders of nature, explain scientific developments, and describe the lands where today's headlines are being made. The 30 weekly issues help student and teacher subscribers to discover the fascinating world around them as they read color-illustrated articles on the widest variety of subjects. New techniques of printing and color conversion make it possible to produce the enlarged *School Bulletin* at no increase in subscription rates—$2.00 a school year in the United States, $2.25 in Canada, and $2.50 elsewhere. United States subscribers may receive three full-school-year subscriptions for $5.00. When ten or more members of a class subscribe, the National Geographic Society will provide the teacher sending in the order with a free class copy. The *School Bulletin* is available only from the School Service Division, National Geographic Society, Washington 6, D.C.

Back Copies of THE JOURNAL OF TRUE EDUCATION During the years we have accumulated quite a number of extra copies of issues of THE JOURNAL OF TRUE EDUCATION that we will be glad to send upon request to teachers in the teacher education departments in our colleges or training schools. These may be useful to give to students for special assignments. The issues available date from 1946 to 1960.

Space Flight Materials Some teachers may not know that they can obtain free an educational services publication put out by the National Aeronautics and Space Administration simply by writing to National Aeronautics and Space Administration, Washington 25, D.C., and asking for the publication *NASA Facts.*

College Teacher Exchange For many years we have been encouraging our college administrations to arrange for college teacher exchanges which will provide a change in routine for heavily loaded teachers, giving them the stimulus of new environment in which to teach. A beginning was made this summer when R. E. Firth of Union College journeyed to Takoma Park to teach in the summer session of Columbia Union College, while Lloyd Mauldin of the latter institution taught in the department of education at Union College. Also J. W. Riggs of La Sierra College physics department spent the summer teaching and doing research at Southern Missionary College under a special Foundation Grant, and President P. W. Christian of Walla Walla College taught a course in Latin-American history at Loma Linda University. We hope that more teacher exchanges will develop between our colleges, not only for the summer sessions but for the full school year.

Appreciation Within the last year and a half it has been my privilege to visit our Adventist schools in Burma, India, Pakistan, France, Germany, Finland, Poland, Sweden, Norway, Denmark, Holland, England, Iceland, Mexico, Costa Rica, Panama, Colombia, Venezuela, Trinidad, Barbados, Martinique, Guadeloupe, Haiti, Jamaica, and Nassau. In each of these countries I found a host of dedicated persons, diligently and conscientiously serving the youth of this church. Through travels of the sort involved in the inspection of our schools in these far-flung countries one gets a good picture of the vital contribution made by our educational work to the onward progress of the church. Back of this educational contribution is the work of the individual teacher. We thank God for the self-sacrificing service and devotion of our 12,980 teachers at work in various parts of the world.

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