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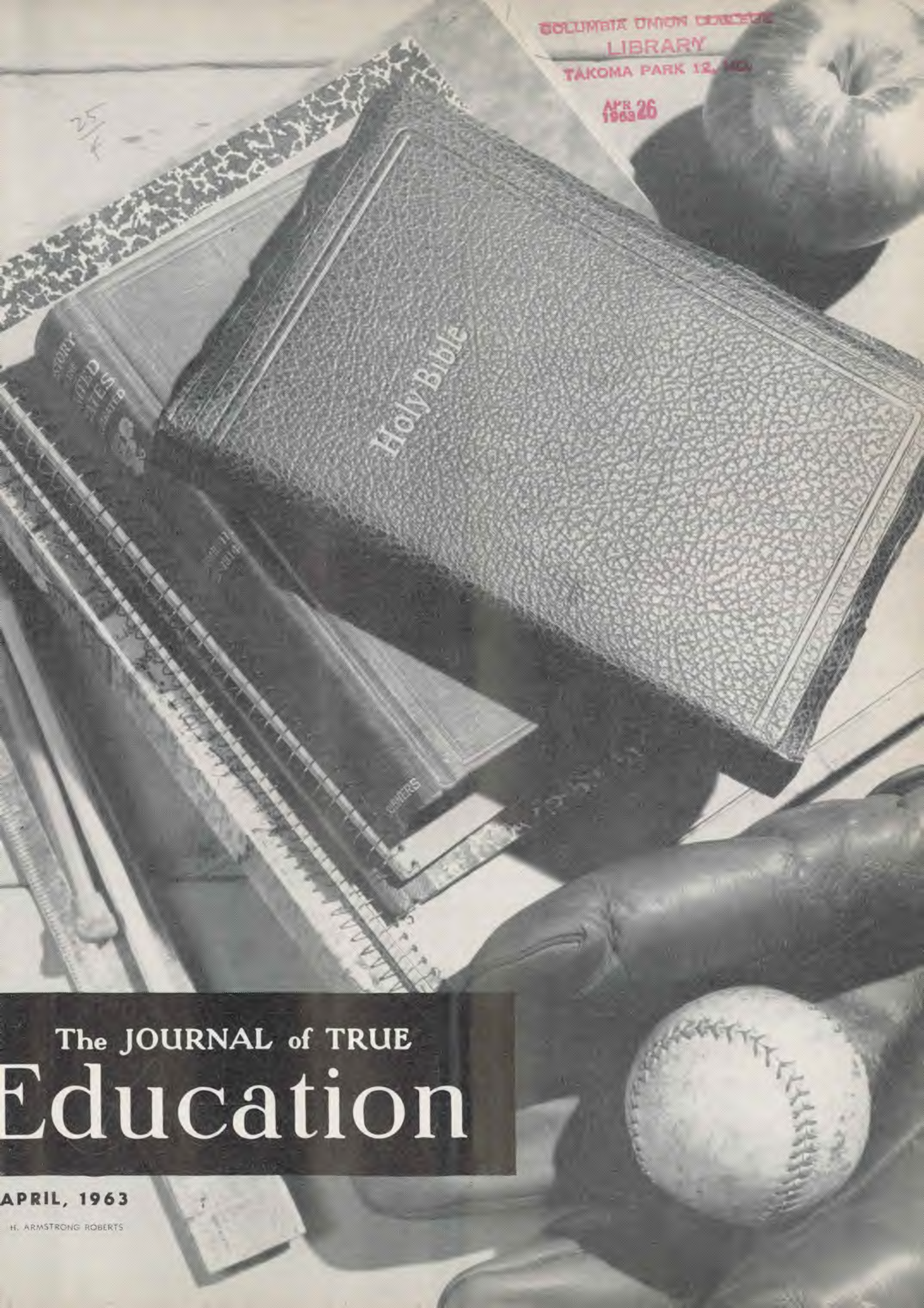

The JOURNAL of TRUE Education

APRIL, 1963

H. ARMSTRONG ROBERTS

The JOURNAL of TRUE

Education

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Editorial

Graduate Degrees—Their Blessings and Their Perils

WE LIVE in a day when the educational level of the populace is rising rapidly. In the United States practically four million youth are in college every year. It is essential that leaders of the people—the teachers and ministers—have a much higher level of education than ever before. Fortunately, Adventists who live in America have their own colleges offering the baccalaureate; we have not had, however, adequate resources to provide graduate education except in a few scholastic disciplines or professional areas. The result has been that many Adventist teachers have entered the great universities to secure graduate degrees. This has been a great boon, enabling our schools to receive recognition as creditable institutions of learning. It has, however, been a mixed blessing.

In what way? Certainly there is nothing incompatible between high scholarship and pure religion. Many of us have received great intellectual stimulus, sharpening of mind, and strengthening of conviction from studies in the universities. We have been benefited, and we think we followed the counsel of Ellen G. White, who wrote as follows:

> The cause of God needs teachers who have high moral qualities and can be trusted with the education of others, men who are sound in the faith and have tact and patience, who walk with God and abstain from the very appearance of evil, who stand so closely connected with God that they can be channels of light. . . . Who will undertake this work? We would that there were strong young men, rooted and grounded in the faith, who had such a living connection with God that they could, *if so counseled by our leading brethren,* enter the higher colleges in our land, where they would have a wider field for study and observation. Association with different classes of minds, an acquaintance with the workings and results of popular methods of education, and a knowledge of theology as taught in the leading institutions of learning would be of great value to such workers, preparing them to labor for the educated classes and to meet the prevailing errors of our time. Such was the method pursued by the ancient Waldenses; and, if true to God, our youth, like theirs, might do a good work, even while gaining their education, in sowing the seeds of truth in other minds.[1]

Nevertheless, while some have profited by study in universities, others have lost their faith and have left the church. We can call to mind those whose faith has been disastrously undermined while studying in practically every scholastic discipline—chemistry, biology, history, literature, theology. Just recently we wrote to a graduate of one of our fine colleges who was nearing completion of his doctoral studies, asking if he would consider teaching in one of our overseas colleges. He replied that when he began his graduate studies he had that very thing in mind, but what he had learned in the university made it unthinkable for him to teach in an Adventist school.

To be entirely objective, however, I must say that the number of such persons who have lost their faith and have left the church while studying in the universities is surprisingly small. The percentage is probably very little larger than the number of Adventist youth who do drop out of the church even though they do not engage in graduate studies in the universities.

More significant, however, is the fact that some who have studied in the universities and who do not lose their faith or leave the church, all unconsciously bring back into our schools certain ideas and an atmosphere or influence that is not always beneficial. It takes constant prayer, the searching of the Word of God, and a daily reading and study of the special blueprint of Christian education given to this church to keep any of us who are educators completely in harmony with God's plan of education. The servant of the Lord has written:

> God has revealed to me that we are in positive danger of bringing into our educational work the customs and fashions that prevail in the schools of the world. If teachers are not guarded they will place on the necks of their students worldly yokes instead of the yoke of Christ. The plan of the schools we shall establish in these closing years of the message is to be of an entirely different order from those we have instituted.[2]

We have been told that "we are not to elevate our standard just a little above the world's standard; but we are to make the line of demarcation decidedly apparent." [3] We are not to be tied to the world's education by so much as a thread.[4]

> And there are some who, having secured this worldly education, think that they can introduce it into our schools. But let me tell you that you must not take what the world calls the higher education and bring it into our schools and sanitariums and churches. We need to understand these things. I speak to you definitely. This must not be done.[5]

Of the work of the Christian teacher we have been advised—

> Every teacher should daily receive instruction from Christ, and should labor constantly under His guidance. It is impossible for him rightly to understand or to perform his work unless he is much with God in prayer. Only by divine aid, combined with earnest, self-denying effort, can he hope to do his work wisely and well.[6]

Those of us who have studied in the universities must be constantly on guard lest we bring about a dilution of, or deviation from, our educational philosophy. We don't want anyone else necessarily to watch us; we want to watch ourselves. At the same time we realize that a person cannot always gauge accurately what has happened or is happening to his thinking; just as sailors on the open sea cannot, without the aid of fixed points either on land or on a map set by a sextant, always tell the direction the tide is drifting them, or just as an airplane pilot flying in the fog cannot discern his bearing without the aid of accurate instruments, so sometimes we cannot tell what is happening to us as well as can our peers who are men of discernment. Every true Christian imbued with the humility of Christ is willing to take counsel from other workers, and particularly from men who are older and whose dedication and consecration to the Lord are unquestioned. We must beware of a "standoffish" attitude toward our elders and our leaders.

Moreover, we do better in the first place to heed the counsel of the servant of the Lord quoted above in which we are told that the cause of God needs teachers to go out into the universities and get this higher education, but the men who go there should be those who are mature, "sound in the faith," "who walk with God," and who are *"counseled by our leading brethren"*[7] to undertake such study. No doubt the danger in university study is for those young people who continue their graduate study right out of college. We are not maintaining that such should never proceed directly to graduate study, but as a general rule it is better for young people to serve in one of our institutions several years before continuing with advanced education. This will give them social and spiritual maturity, as well as broadening their experience and giving them a better base by which to judge and to evaluate the teachings they encounter in the modern, secular, materialistic university. We cannot deny that as the servant of the Lord has said, there are many who

> are leading their students over the same track that they themselves have trod. They think this is the only right way. They give students food which will not sustain spiritual life, but which will cause those who partake of it to die. They are fascinated by that which God does not require them to know. . . . Those who might have been co-laborers with Christ, but who have spurned the messengers and their message, will lose their bearings. They will walk in darkness, knowing not at what they stumble. Such are ready to be deceived by the delusions of the last day. Their minds are preoccupied with minor interests, and they lose the blessed opportunity of yoking up with Christ, and being laborers together with God.[8]

We are thankful that the increasing strength of our educational work is enabling us to establish graduate studies within our own institutions. Every teacher in our schools has a responsibility to advise those interested in advanced education to investigate the graduate offerings of these institutions, and to enroll in them if the curricula meet their needs.

R. H.

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[1] Ellen G. White, *Testimonies for the Church*, vol. 5, pp. 583, 584 (italics supplied).
[2] ———, *Counsels to Parents, Teachers, and Students*, p. 532.
[3] ———, *Fundamentals of Christian Education*, p. 289.
[4] *Counsels to Parents, Teachers, and Students*, p. 255.
[5] *Fundamentals of Christian Education*, p. 536.
[6] *Counsels to Parents, Teachers, and Students*, p. 231.
[7] *Testimonies for the Church*, vol. 5, p. 583.
[8] *Fundamentals of Christian Education*, p. 471.

Query on a Late Spring Eve

Eugene V. Thomsen

ENGLISH TEACHER
CAMPION ACADEMY, LOVELAND, COLORADO

When I consider how my life is spent,
From foggy dawn to soul-fatiguing eve,
With adolescents who do not believe
That education's claim for them was meant;
When I consider how my heart is rent
To see a dull content with make-believe,
I smart, sometimes even grieve.
And then I ask myself, Is this my bent?

But through this doubt a reverie intrudes,
Strong images of tireless men of verve
Who in my days of immaturity
Did not give way to tirades or to moods,
But taught me how they prayed without reserve,
"For them: more challenge, Lord; and strength for me."

► Dr. John Christensen, professor of chemistry and chairman of the division of natural science at Southern Missionary College, has been chosen as a visiting scientist for the Tennessee Academy of Science. Visiting scientists will give talks and demonstrations to students and various clubs and civic groups, and confer with high school principals concerning curricula and careers in science and mathematics. Dr. Christensen will deal with such subjects as "Chemical Magic" and "Analysis by Color."

► Formal dedication of Loma Linda University's $300,000 Graduate School building took place on January 30. During the dedication ceremony on the Loma Linda campus George C. S. Benson, president of Claremont Men's College, addressed those assembled on "Education and the American Tradition." The building gives the Graduate School its first identifiable home base, and it also marks the end of the first construction undertaken since the institution became a university in name.

A NEW VENTURE IN BIBLE TEACHING

A HOLLYWOOD director noted for his "spectaculars" once said to a friend, "Pick any thirty pages of the Bible you wish, and I can base a first-rate dramatic production on them." The Bible is an exciting book. It can lead people out of the drabness of ordinary existence into a new dimension of life. Its pages live with the successes and failures of great, ordinary, and small people who encountered the eternal God. It dares its reader to risk all he has and is in a commitment to and relationship with the God thus revealed.

Few will challenge the assertion that numerous students pass our academy Bible courses each year without suspecting the thrilling nature of this Book of books. Indeed, it is quite possible for one to get a respectable grade in some of our courses without ever looking inside the Bible. There are some who have taken eight years of elementary Bible, four years of academy Bible, and at least the minimal sixteen hours of college Bible who cannot use the Bible itself meaningfully. They have learned many things about it. They have read books about it. They have memorized lists and verses from it. They have studied various arrangements of texts. They have consulted verse-by-verse commentaries. However, they cannot use it independently. They have no inclination to try.

If "the whole aim of good teaching is to turn the young learner, by nature a little copycat, into an independent, self-propelling creature," as Jacques Barzun says, we may legitimately question the quality of teaching under which such a quality of learning is the end product for so many. Any course that leaves the pupil entirely dependent on textual arrangements, explanations, and comments collected by others fails in one of the most basic objectives of Bible teaching. Such procedures frequently leave the student unacquainted with the literature and message of the Bible even though he may have been impressed with what the compiler was trying to say, and perhaps even convinced that the Bible supports it.

In answer to a frequently expressed need by many Bible teachers who are fully aware of this situation, the development of new courses for the ninth and tenth grades was begun three years ago at Andrews University. The ninth grade course was introduced during 1961-62 in four academies and one intermediate school. (Some of the materials and methodology have been adapted for us in two colleges.) During the current year these academies added the tenth grade course, and an additional academy and three intermediate schools joined our experiment with the ninth grade. The methods of study employed in these courses lead the young people into a development of certain skills by which they can arrive at basic understandings of the Bible without reference to commentaries, outlines, et cetera. The basic objectives of the inductive approach used in the experimental program are:

1. To develop skills for *independent* Bible study.
2. To lead the student into a personal encounter with God through a *direct* study of His Word.
3. To introduce the student to some of the richest literature of both the Old and New Testament each year.
4. To make this literature meaningful to the student in the solution of his personal problems.

The most obvious features that distinguish this approach from our more traditional procedures are perhaps the following:

1. The Bible is the only textbook.
2. A *Manual for Teachers* containing a lesson plan, discussion materials for each class period, and the key to student assignments. (500 pp.)
3. A workbook for students containing the daily assignments followed by appropriate charts and devices on which to record the results of the study. (250 pp.)

Frederick E. J. Harder

ASSOCIATE PROFESSOR OF EDUCATION
ANDREWS UNIVERSITY

4. Emphasis on what the Bible "says" to the individual student rather than on what someone else thinks the Bible should "say" to him.

5. Concentration on the Old Testament the first semester and on the New Testament the second semester of each year.

6. More emphasis on literary understanding than on historical orientation with a thematic rather than a chronological continuum: ninth grade—"God and the Individual"; tenth grade—"God and the Church."

The positive results thus far indicated by classroom use may be summarized briefly as follows:

1. Increased student interest in Bible study.

2. Higher level of motivation in the actual doing of the work.

3. More personalizing of the Bible message.

4. Greater provision for individual differences of interest and abilities.

5. Increased challenge to superior students.

6. Acquirement of substantially better understanding.

7. Teachers report that they can influence their Bible students far beyond what they have found possible by textbook teaching.

Some typical unedited comments written anonymously by students are included here because they are more revealing than any summary statement could be:

"I think this course is a very good ! ! way to study the Bible, mainly because it is so thorough. I think this course makes the Bible mean more to the student."

"Much better than other method. I think I have made progress in thinking this year and the Bible means more to me. I still find myself trying to pick up other peoples' thoughts rather than my own. And I've found it really helps to pray first! And having a reminder at the top of each lesson helps me remember to pray."

"I like to study Bible this way, as I am learning more, and learning to think for myself has helped me in my other subjects."

"I seem to enjoy Bible this semester where I didn't like it before. I think it has started my thinking."

"I like this way to study Bible. It makes you think. I have learned a lot more about the Bible than I thought was in it. I have even showed my parents things they didn't know."

"I think I have learned more from this course than I ever have before. This course has made me understand things I've never, never understood before. The book of Habakkuk is one of them."

One thing experience definitely has confirmed is that, because the approach is so different from the traditional procedures, teachers need an orientation to the method before applying it. The course in inductive Bible teaching is being repeated at Andrews during the first term of the summer session of 1963 (June 17-July 11) for those who may be interested. At the beginning of the experiment the teachers involved came together for a four-day workshop. Although such a brief time is not the ideal preparation, it is adequate for meaningful use of the materials.

At present the ninth-grade materials are being revised in harmony with what has been learned in actual classroom use. These will be published in time for use during the 1963-64 school year. For those who may be interested in making firsthand inquiry of teachers presently using the materials, the names and schools are included:

Academies:

Broadview—J. H. Zachary, Fred Offenback
Cedar Lake—L. H. Cowles
EMC—O. V. Schneider, Nicholas Leftrook
Grand Ledge—H. E. Kuebler
Thunderbird—Earle Wright

Intermediate schools:

Earl Pugh, 1020 8th NW., Ardmore, Oklahoma
Joe Schnell, Box 216, Cadillac, Michigan
Jack Santee, Box 831, Mount Vernon, Ohio

Colleges:

Walla Walla—Paul Grove
La Sierra—Fritz Guy

► Excerpts from the Silver Spring, Maryland, *Rotary Club News Journal* regarding the Christmas program given by Paul Hill (instructor in music) and his Pro Musica singers of Columbia Union College are as follows: "The entertainment provided by Charley Hirsch (program director) was beyond doubt the finest talent we have listened to in many a day. Those young people were wonderful and we could have listened to them all day." Again: "We owe a special vote of thanks for the lovely and clever musical group presented. It was so refreshing. Why doesn't a group like that cut records so that we don't have to listen to all the stuff that we do today on the airways? They could keep their college in clover."

► Atlantic Union College's annual G. Eric Jones Lecture Series was held during the month of February, presenting "An Evaluation of Current Trends in Western Thought." The topics presented were as follows: "Let Him Hear," by R. E. Hartbauer, assistant professor of speech; "The Search for Collective Security," by Dr. E. R. Maas, assistant professor of history; "Signs and Symbols in Contemporary Visual Art," by Dr. Mabel R. Bartlett, professor of art; "Some Aspects of the Freedom of Man," by Dr. R. M. Craig, professor of business and economics; and "Classical Tradition in the Life of a Democracy," by Dr. George Yamashiro, associate professor of languages.

► Manford Simcock, who has been working in the business office at Atlantic Union College on a part-time basis, will join the AUC staff as accountant on June 2.

SPIRITUALITY and SCHOLARSHIP

Are They Compatible?

IN OUR denominational educational system we have sometimes operated on the philosophy that if we give our young people a thorough grounding in church principles and a passable exposure to the various fields of learning, we have fulfilled our obligation to them. Academicians in our midst are too often suspect. They are suspected of having radical and contaminating ideas or of being profound thinkers too far removed from reality and practicality. While we admit that such individuals shape the future workers of this movement, we sometimes seem not to want too much real scholarship and excellence to rub off onto our young people. Are spirituality and improvement of the mind actually incompatible ends?

There is certainly no doubt that it is possible to pursue scholarship without accompanying spiritual growth. Some in our ranks have done this, and such a possibility is perhaps behind our lingering suspicion of scholarly activity. In truth, however, can we show evidence that a desire for learning and research have ever been the direct cause of spiritual decline in an individual, or is it more likely that other weaknesses in a person's Christian experience were the cause?

I would like to propose that exactly the opposite relationship between scholarship and spirituality in fact exists. Spiritual growth is limited or will stop entirely unless there is a continual and active cultivation of the mind. Spiritual growth is dependent upon mental development.

Our God is a superintelligent God. Unless we strive to develop our own intellect, is it possible for us to learn to know, understand, and appreciate our heavenly Father to the utmost of our capacity to do so? Is it possible to serve Him to the extent that we should?

Ellen G. White has made considerable comment on this subject. I quote only a few of her statements here:

> God requires the training of the mental faculties. He designs that His servants shall possess more intelligence and clearer discernment than the worldling, and He is displeased with those who are too careless or too indolent to become efficient, well-informed workers. The Lord bids us love Him with . . . all the mind. This lays upon us the obligation of developing the intellect to its fullest capacity, that with all the mind we may know and love our Creator.[1]
>
> Every man and every woman should feel that obligations are resting upon them to reach the very height of intellectual greatness. . . . It is the privilege of all to enjoy the satisfaction of knowing that with every advance step they are rendered more capable of honoring and glorifying God.[2]
>
> Those who are too indolent to realize their responsibilities and exercise their faculties will fail of receiving the blessing of God, and the ability which they had will be taken away and given to the active, zealous workers who increase their talents by constant use.[3]

The servant of the Lord makes it quite clear that we have a sacred obligation to pursue scholastic excellence and intellectual growth to the utmost of our capacities and abilities. Yet, the percentage of students in our elementary schools on up through college who take a really serious attitude toward learning and growth is appalling. Even more appalling, however, is the lack of genuine scholarship among many of our teachers. Too many of them are not

Robert E. Firth

CHAIRMAN, BUSINESS ADMINISTRATION AND ECONOMICS DEPARTMENT, UNION COLLEGE

growing themselves and do not demand the high standards of work from students that will challenge their latent abilities.

Our students deserve the right to drink from running streams rather than from stagnant pools. This demands of teachers on the elementary, secondary, and college levels a pride in their profession and constant mental and spiritual growth on their part. It means they must keep up with professional reading and periodicals in their fields, keep abreast of research and change, avail themselves of opportunities to attend professional conventions and to pursue graduate education, and be always on the watch for better methods of teaching and stimulating students. We expect strong spiritual leadership from our teachers, but this in itself is not enough. Teachers cannot expect students to attain a scholarly attitude unless they are given examples to inspire and stimulate them.

The ministry too has a responsibility in promoting the idea of intellectual growth among our people. In addition, they must take care that they are not the source of a suspicious attitude toward the academician or the playing down of the importance of scholastic excellence.

Few would deny that among our denominational workers and our institutions there is too much mediocrity. We already have enough teachers who are content to guide students through a mediocre learning experience. We already have enough ministers who are content to stagnate intellectually in their little districts and settle arguments between relatives and church brethren. We already have enough administrators who are content to allow policy books to be a substitute for original ideas and creative leadership. We already have enough accountants and auditors who feel that they are watchdogs, but who are not filling their roles as creative assistants to management.

What the Adventist denomination needs today are young people with consecration and humility who have ideas, who can think imaginatively, and who will pursue excellence. There is plenty of challenge. Outdated policies need to be changed, countless procedures can be improved upon, and more efficiency is needed in much of our work. There are new horizons to be explored and adapted to our use in the fields of science, medicine, finance, accounting, personnel management, marketing, investment, psychology, music, and evangelism.

To accomplish these ends it will take people who have learned habits of scholarship and intellectual growth during their formal schooling that will carry over into their lives and work thereafter. And in the process, those who will strive for the fullest intellectual development will discover that educating and stretching the mind will also open to them greater understanding and appreciation of spiritual values. Theirs will be the fuller life.

[1] Ellen G. White, *Christ's Object Lessons*, p. 333.
[2] ———, *Testimonies for the Church*, vol. 4, p. 413.
[3] *Ibid.*, pp. 458, 459.

ACADEMIC FREEDOM

Academic freedom may be defined as freedom *from* restraint by the scholar as long as he works within a conceptual framework clearly stated by the institution that he serves. People who renounce the idea of a conceptual framework are either advocating some form of skepticism or are being self-deceived.

The school attempting to operate with no conceptual guidelines will have those guidelines *in fact,* but the fiction of an uncommitted dilettantism may nevertheless be maintained. I don't believe that a school like this has true academic freedom.

The scholar who attempts to work in such a laissez-faire setting is deluded if he thinks the appearance of freedom corresponds to the real state of affairs. The unwritten code of the school may prove an ever-present danger to the unwary teacher. He will have to spend valuable time inquiring privately about those unwritten laws so that he may avoid breaking them. And there is always the chance that he may fail to learn of some password, and lose out on opportunities as a result.

How much more freedom may be present in a school that takes a definite stand on certain basic moral and doctrinal (in a wider sense) issues, and then gives its teachers complete freedom within these limits! Then the teacher who is unwilling to work within this set of principles may refuse employment in this school and thus avoid any problems.

Furthermore, if a teacher strays beyond the limits, his dismissal can be defended. He was, or should have been, aware of the school's accepted views,

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Sydney Allen

ASSOCIATE PROFESSOR OF RELIGION AND EVANGELISM
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and when he begins to stray from them, he becomes a highhanded violator. Fortunately, such occasions rarely develop in a school that takes a definite stand as mentioned here.

The popular concept of academic freedom, defined as the right of any teacher to say anything, obviously contains within itself the seeds of its own destruction. For, if applied rigorously, it would require a school to stand meekly by and permit its faculty to advocate the overthrow of all genuine freedoms. Freedom, in order to be genuine, must have limits, and those limits must be defined clearly and publicly. For instance, I have the freedom to attend a concert. I also am free of any constraints as to whether I shall say the performance is good or bad. But I am certainly not free to run into the concert and scream, "FIRE," and cause a hysterical riot, which may result in many lives being lost.

Someone may reply that if we are going to err, we should err on the side of fewer stated convictions than by making a full set of them. We would agree that the principles ought to be clear, basic, and well selected. They should be few enough in number that they do not constitute a system of legislation that will stifle any attempt at progress in thought.

But the persons who advocate a doctrine of academic freedom defined as "teachers have the right to say anything they wish," do not want a modified set of beliefs. They want *no set at all.* They want to be able to attack or approve anything they wish. Cannot the advocates of this view see that "freedom" has no supports? This kind of freedom may itself be destroyed by those who are sheltered by it. And, amazingly enough, the outside world may know nothing at all about this. It is only the unwary person who unwittingly becomes involved in a school who finds that the fine façade of freedom is actually the false front for a rigid dogmatic orthodoxy that can use all the arts of so-called diplomacy, politics, and parliamentary procedure to carry out vengeance on the offender with rigor.

True freedom is also freedom *to do* something. It seems that to the scholar the most precious freedom would be the freedom to speak uninhibitedly concerning his deep and firm convictions about true beliefs and right conduct. What is "academic freedom" if liberty is denied? And yet, many people who work in private institutions where the expressions of deep convictions, say, about the truths of Christianity, would lead to ostracism, denial of deserved promotion, and even dismissal, somehow often think that they are in an environment that is freer than that which obtains in a school that takes its stand without apology for these clear-cut principles.

In the above examples we purposely specified that these should be private schools. Here in America we are faced with the demand that our public schools do not advocate religious opinions of any sort. As valuable as these schools may be to our nation, is it not clear that the teacher in this environment has far less freedom to speak his mind about the most important matters than the teacher in a school that exists for the very purpose of advocating religious opinions?

It may be true that schools with alleged "academic freedom" have tempting pay scales, attractive physical plants, exciting intellectual ferment, and great prestige. Nevertheless, the teacher who wants to impart to his students the genuine meaning of life as he has found it in yielding his life to God will never be tempted by these so-called advantages. Why? Most obviously, these things can never compensate for futilely spending one's life on peripheral matters, gagged by a secular framework from doing the very thing one most longs to do. In addition, there are other considerations:

1. Persons who are committed Christians desire only the pay they need in order to maintain the necessities of life as a scholar. As long as they have these, they will be satisfied, not coveting the salaries paid to men who commit themselves merely to teaching from the assigned textbooks.

2. There is no reason why the plant and the intellectual climate in Christian schools should not meet the highest standards. These can if the persons supporting the school are completely dedicated to Christian aims.

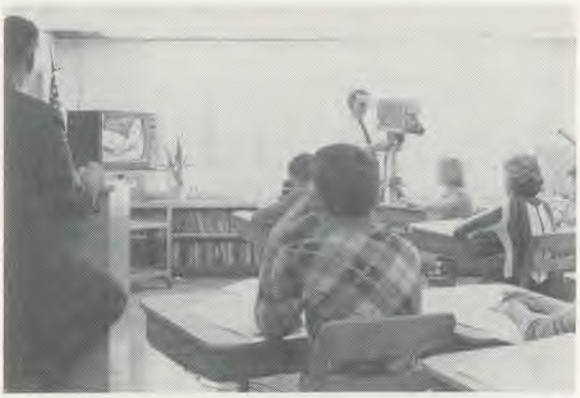
As to prestige, what an evanescent thing it is! How can this be compared with the solid status of a school whose students will stand up and testify of thankfulness to God for the privilege of attending it! Is this type of "prestige" not more to be prized than the academic prestige order possessed by certain schools whose graduates show their attitude to the school chiefly by cheering for its athletic contestants when they win and condemning them when they lose?

► Eugene Winter, chairman of the physical education department at Walla Walla College, is one of the most well-informed and experienced scuba (self-contained under-water breathing apparatus) instructors in the country. After introduction to the new sport in 1946 by a Navy frogman, Winter was a charter member of a class for scuba instructors at Houston, Texas. In 1961 he taught his first diving class in Florida. Last summer he coordinated the national instructors' course held in a diving school in Seattle. Winter now teaches diving fans at WWC the basics about diving, and when they master these they go on trips to diving areas.

REPORT OF WORK CONFERENCE FOR SUPERINTENDENTS OF EDUCATION

T. H. Jemison

SUMMER school in January was a new experience for twenty-eight secretaries of education, superintendents of education, and elementary supervisors who spent most of the month of January at Andrews University participating in a work conference. Since it is virtually impossible for these educational workers to leave their posts and attend regular summer sessions for advanced work, a special program comparable to a four-week term of the summer session was planned for them at a time when it would be possible for a substantial number of them to attend.



Observing teaching via television.

The work done was divided into two major parts. Mornings were devoted to the work conference with lectures, discussions, demonstrations, and small working groups. Afternoons were devoted to the regular graduate course in supervision of elementary instruction. Each part carried two hours of graduate credit and most of the participants enrolled for graduate credit in these courses.

In addition to the staff of the university's Department of Education, G. M. Mathews of the General Conference, E. A. Robertson of the Columbia Union, and W. A. Howe of the Central Union presented lectures and directed discussions. Elder Robertson's main topic was "The Superintendent, a Professional Person." Elder Mathews dealt chiefly with relationships between the General Conference Department of Education and the local conference departments. Dr. Howe dealt with the administrative work of the superintendent. The contributions of these men greatly enriched the course. Morning devotionals were conducted by participants from conferences and unions.

The conference featured a large exhibit of school architecture, plans, sketches, and photographs showing newer Seventh-day Adventist schools in all parts of the country. These were lent by several unions and conferences.

Among the materials shown or demonstrated were inexpensive and practical teaching machines, various types of programed teaching materials, science laboratory equipment, new reading materials, and numerous films useful for either the classroom or teachers' institutes and conventions. A large number of current books related to the superintendent and his work were available for examination.

One of the key features of the workshop was a demonstration of the use of closed-circuit television as a means of observing classroom activities. An installation was made, first, as a basis for instruction in the supervision of classroom teaching, and, second, to test the practicability of such an installation as a part of the teacher-education program in the university.

The television camera was installed in one of the eighth-grade rooms of the campus elementary school, and two television receiving sets in a nearby area permitted the work conference participants to observe in detail the actions and reactions of teachers and students in the room. The demonstration proved eminently successful, and it is anticipated that in the near future a permanent installation will be made that will enable large groups of prospective teachers to do much more observing of classroom situations than would be possible if it were necessary for them to actually visit the classrooms. This,

of course, will not eliminate the necessity for actual classroom observation but will be supplementary. Supervisory teachers in the elementary and secondary schools on campus are eager to participate in this project, and we anticipate an increasingly important place for closed-circuit television in teacher education.

Work conference participants divided into groups for field trips. In Chicago they visited a school where a successful ungraded classroom program has been in operation for some time. It is a highly effective program and employs mothers of the children as teacher assistants. While in Chicago the group also visited the Museum of Science, which furnished a large number of learning experiences for them.

There were also visits to the Carson City elementary school, which has received national attention because of its unique design. Featured recently in *Time* magazine, this building is unique in that partitions in classrooms have been eliminated, creating a huge teaching-learning laboratory in which several teachers work at the same time with groups of students.

The Loy Norrix school at Kalamazoo, another school that has attracted international attention because of its architecture and curriculum, was visited. Here the library is the center of learning for both the elementary and secondary schools. Many of the group were particularly interested in their visit to the Brunswick Corporation of Kalamazoo to tour the facilities of a school furniture plant. There was also an experimental classroom with the latest types and arrangements of furnishing of all varieties.

The faculty of the Department of Education felt that the out-of-season summer session was highly successful. Every expression that we have heard from off-campus participants indicates that they too felt this was an extremely profitable time. It is anticipated that such sessions will be held in the future, not only for educational workers but for others who find it difficult to leave their work for an extended period of time to take some schoolwork they much desire.

Some of the educational leaders who attended the work conference. Back row, left to right: Dean Van Tassel, Idaho; C. C. Cunningham, South Atlantic; F. W. Baker, British Columbia; B. E. Jacobs, Kansas; Clark Willison, Indiana; Roger Dudley, New Jersey; H. L. Friesen, West Pennsylvania; P. A. Kostenko, Missouri; L. E. Smart, Atlantic Union.

Third row: A. J. Werner, Upper Columbia; B. G. Butherus, Michigan; H. W. Jewkes, Wisconsin; E. Hillock, Alberta; F. B. Wells, Canadian Union; N. V. George, South Dakota; G. D. Bras, Minnesota; R. C. Knauft, Ontario-Quebec; J. W. Wilson, Iowa; V. C. Hoffman, New York; Harold Haas, Northern Union; Emerton Whidbee, Northeastern.

Second row: Ellen Lehtonen, Southern New England; Mrs. W. D. Brown, Wisconsin; E. R. Schaak, Montana; D. D. Lake, Southern New England; Adrian Zytkoskee, North Dakota; Don Aalborg, Oklahoma; E. F. Armour, Greater New York.

First row: Millie Urbish, T. H. Jemison, G. M. Mathews, E. Stanley Chace, and F. E. J. Harder, all of Andrews University except Elder Mathews, who is from the General Conference.

Dangers in Our Undergraduate Ministerial Preparation

Leif Kr. Tobiassen

PROFESSOR OF HISTORY
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THE gravest danger to undergraduate ministerial education in Adventist colleges now is that the college, its teachers, and students, should think of it as a professional (or preprofessional) rather than a personal process. For example: the premedical student must postpone giving medical service to people until after receiving his doctoral diploma; the predental student may not pull people's teeth during his undergraduate preparation; the preministerial student may think that he can postpone rendering spiritual service to his fellow men until later in his graduate studies.

There is a danger that we may think that the truly personal adjustment to ministerial life and service need not be made in college, but can be postponed until the graduate level. It must be recognized that Adventist ministers, who must all be soul winners, must grow. They cannot be produced. Adventist ministers are not prepared by merely accumulating credit or achieving academic degrees. They must personally grow. And the process of this personal growth must be gradual and comparatively slow. It cannot be sudden, nor can it be speeded up without grave danger.

We must guard, therefore, against the temptation to think of the undergraduate years as separate from the further graduate seminary studies. Also we must guard strenuously against the insidious temptation to regard the undergraduate process of ministerial training as an education merely in some liberal arts. Our ministerial training, also in college, must be personal rather than predominantly preprofessional. And in this connection specific dangers should be avoided.

Experience in Winning Souls

First, we must avoid the danger of eliminating from the preseminary curriculum the courses in applied theology, such as personal and public evangelism. Some may now discount the immediate technical or professional value of such courses on the undergraduate level, but in addition to their professional (preprofessional) significance, these courses assist essentially in the future Adventist minister's personal spiritual growth as a soul winner. No one can become a soul winner if he postpones the beginning of working for souls. These courses provide good learning by well-doing. Future ministerial maturity is indispensably aided by systematic personal and public evangelistic endeavor on the undergraduate levels, although it is not essential that much of this be done in large crowds or on any grand scale.

Realistic Church Experience

A general danger in this connection would be for this introduction to soul winning effort to be needlessly separated from the ordinary program in the Adventist church. The local church, especially its MV, JMV, and Sabbath school units as well as its deaconate, should give a valuable realistic setting for the college student's soul-saving attempts. It would be a mistake for a religion department to try to educate the future ministry of the church separate from the general organization of the church. True, there are practical problems of coordination, but they are not incapable of solution in most college or college-community churches. If necessary in peculiar cases, pastors and nominating authorities should be reminded of the fact that the students and their teachers exist; the students and their teachers should be so active in the hard work of the local church that artificial reminders would be unnecessary. The students and their teachers, also, should scrupulously respect the general order and denominational program of the college church. The ministerial seminar or the student association should in no way attempt those activities that general Adventist practice has successfully assigned to church-organized and church-directed units; the local church, on its hand, may have to acknowledge the peculiarity of the college—instructionally, socially, administratively, and in other ways. Mutual respect and cooperation would in all cases lead to mutual benefit. Our college

When this article was written the author was chairman of the religion department at Union College.

religion departments always gain valuable benefits from having the students, especially the upper-class ministerial students, often meet the pastors and evangelists and departmental secretaries as well as the field leaders in the classroom, the clubs, and in other circumstances.

Bold Intellectual Challenge

Another danger to undergraduate ministerial education lies in the fact that nearly all theology courses are open also to the general student. Some nonministerial students sometimes feel tempted to demand that college Bible classes be conducted on the Sabbath school level or as lecture courses with little homework and individual research. The intellectual demands in Bible classes should rather be higher than lower, compared to courses in other scientific disciplines. If they are not, they would ill prepare our ministerial students for the advanced intellectual challenges that ought to confront them in their graduate courses. It would be a sad result from our prolongation of the Adventist ministerial education program if the future ministers were exposed merely to more of the same. There is undoubtedly some room for sharpening the intellectual challenge presented in some undergraduate religion courses. The time must be brought to an end when some students in our colleges are led (and not in all cases misled) into imagining that to major in religion is an effective means of artificially increasing one's grade-point average. We Bible teachers need to consider this present danger in the light of Ellen G. White's counsel.

A further pitfall would be that the accumulation of instruction artificials might lead us to fail in teaching the student to study the Bible for himself. Too many of us teach Bible rather than Bible students. Too many of us preach rather than teach. Too many of us fail in directing our students into the glorious personal experience of finding truth for themselves in God's Word. The strong bibliocentricity of our Bible teaching must be skillfully cultivated. Woe unto our movement if it should depart from our colleges. It is well that we as Bible teachers acquire more learning in the essential extra-Biblical disciplines, and more and higher degrees. The greatest need of our colleges now is for more masters of the Word who know how to organize Bible courses in a way that will lead the student into individual Bible search. Only in this way can we serve the student and serve the Advent Movement.

► Prof. J. M. Ackerman of Southern Missionary College recently received the Ed.D. degree from the University of Tennessee. The topic of his dissertation was the work-study program in Seventh-day Adventist colleges.

► Students in the educational psychology class at Andrews University were encouraged the past semester to shun traditional term papers and instead to design and construct laboratory equipment to be used in the implementation of research in some areas of learning. From a group of 80 students, over half constructed some type of laboratory equipment, with the majority of the remaining group engaging in experimental research. Most of these pieces of equipment were original in design, including a variety of learning mazes, a probability board, memory drums, a teaching machine, and animal learning cages. Projects also included steadiness tests, insight tests, perception tests, coordination tests, and intelligence tests.

► The annual Religious Emphasis Week at Atlantic Union College sponsored by the student association was held January 7-12 under the direction of John Grayson, spiritual secretary. Meetings were held each morning during the chapel period and during a joint worship service each evening. The theme was "A Heaven to Gain and a Hell to Shun." The speaking was done by ten college students.

► L. J. Jensen, for the past eight years farm and dairy manager at Atlantic Union College, has retired from denominational service, and with his wife has moved to Berrien Springs, Michigan. Mr. Jensen has served in denominational work for more than 32 years.

► C. Arba French, who has been assisting in the Atlantic Union College dairy for the past six years, has been named manager of the school plant.

► Owen Mattingly, associate professor of mathematics at Atlantic Union College, recently completed requirements leading to a Ph.D. degree in astronomy at Georgetown University in Washington, D.C. The degree will be conferred upon him at their next commencement exercise.

► The ladies of Rees Hall at Union College raised $682 for the Monument Valley Hospital (Arizona), a mission hospital for the Navaho Indians. The campaign was organized through the 53 prayer bands of the dormitory. The hospital will use the money to purchase a tape recorder and several other pieces of needed equipment.

Aggression and the Student

In the February issue we published an article entitled "Aggression and the Student," by Frances Pride, minus the bibliography. For those interested in further reading on the subject we publish the following list:

Bettelheim, Bruno, *Love Is Not Enough*. Glencoe, Ill.: The Free Press, 1950.

English, O. S., and G. H. J. Pearson, *Emotional Problems of Living*. New York: W. W. Norton & Co., Inc., 1955.

Gardner, George, "What About the Aggressive Child?" *The Child*, June-July, 1952. Washington, D.C.: U.S. Department of Health, Education, and Welfare.

Hall, Calvin S., *Primer of Freudian Psychology*. Cleveland: World Publishing Co., 1954.

Peplau, Hildegarde E., *Interpersonal Relations in Nursing*. New York: G. P. Putnam's Sons, 1952.

Redl, Fritz, "Our Troubles With Defiant Youth," *Children* (formerly *The Child*), January-February, 1955. Washington, D.C.: U.S. Department of Health, Education, and Welfare.

Can Achievement Testing

THE successful launching of the first Russian satellite touched off an unabated torrent of newspaper and periodical criticism of the American educational system. The criticism has centered on the unchallenging aspects of the curriculum and on the failure of the "typical" elementary or high school student to achieve in the academic subject-matter fields. Even unbiased attempts to compare American students with those in European countries on "general information" are not encouraging. A recent Gallup survey revealed that, except in science, American children scored lowest in knowledge of famous men, geography, and arithmetic.[1]

Though Adventist educators tend to feel that this criticism might not be as applicable to Adventist schools as to the public schools in general, there are probably no statistically significant differences to support this impression.

Many have urged that a wider use of achievement tests would help to solve this problem and raise the educational standards of American schools. Shortly after Sputnik, President Eisenhower suggested a national examination; and Congress, in its educational legislation of 1958, made provisions for State testing programs. The American Association for the Advancement of Science specifically states that achievement tests are "the most valuable single testing investment of the statewide program."[2]

We can expect further pressures toward the increased use of the proficiency test that measures educational gains—the standardized achievement test. These tests have been constructed with high reliability and are fairly accurate predictors of academic success. Achievement tests are used extensively in public elementary schools and in the elementary schools of this denomination. With wise use they are a valuable educational tool in the hands of the competent educator.

The intent here, however, is to point out that standardized testing can be a mixed blessing, that there are faulty purposes to which tests can be put, and that Adventist educators must be aware of the dangers inherent in the improper use of achievement tests.

Any teacher "who commits himself to the use of any educational measuring technique is also committed to the assumptions that underlie it."[3] If the teacher is aware of the assumptions of the test he intends to use, then he can plan accordingly. Unfortunately, the teacher "often is insensitive to the extent of his commitment in using a specific test"[4] or is guilty of making unwarranted assumptions about it.

This discussion will confine itself to four questions that may point up a few assumptions that underlie some of the achievement testing that is done in Seventh-day Adventist schools today—assumptions that could lead to the harmful use of such tests. The statements to be examined are put in query form because of the tentative nature of this treatment and to stimulate a more thorough consideration by the reader.

1. Do the best achievement tests measure all of the important areas of student learning? If increased ability is considered the only important aim of education, then the answer to this question would appear to be Yes, for achievement tests are reliable instruments for measuring the acquisition of mechanical skills and factual information. But Adventists should be among the first to register their dissent to this narrow approach to education. The famed Eight-Year Study, prior to World War II, sparked the movement to broaden educational evaluation to include changes in attitudes, ideals, interests, ways of thinking, and work habits. Seventh-day Adventists recognize that the great goal in Christian education is character building,[5] and since "every act of life is a revelation of character,"[6] the emphasis should be on changing behavior in desirable directions. No currently available achievement test purports to measure progress in these crucial areas.

2. Don't achievement tests have proven reliability and validity? Reliability and validity are two closely related but quite different aspects of tests. Reliability always refers to consistency throughout a series of measurements, and standardized test makers have generally developed tests with high reliability coefficients. Validity, according to the traditional definition, is "the extent to which a test measures what it is supposed to measure." But there are multiple validities, for validity is not so much a function of the test as it is the use to which it is put.[7] A test

Be Harmful?

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has content validity only when it adequately samples the universe of objectives of the school that the tester wishes to measure.[8] Thus the typical achievement test is valid only in the limited academic subject area of facts and skills.

3. Should achievement-test scores be used in determining pupil marks? When achievement tests are given twice a year, most educators would not quarrel with teachers' use of the results as an aid in grade assignments, but there are risks involved when marks are largely determined by these scores. Tests have an effect on students. There is evidence to indicate that unwise use of proficiency-test results may reinforce failure attitudes in the poor-performing student. Students are also quick to learn what they believe they are expected to learn, and they will disregard that learning which is not tested. When achievement tests are used as the sole basis for marks in any subject-matter field, it will narrow student interest and effort to just those bare essentials that will be measured.

4. Should achievement-test results be used to evaluate teacher performance? Conference supervisors of education justifiably use achievement tests to compare classroom groups with national norms. When this is done as an evaluation of the extent to which the the total school program is attaining minimum performance standards, when it is done in the interest of curriculum revision and improvement, it can be commended. For too often, however, these tests are given only at the end of the year for the explicit or implicit purpose of classifying students or measuring teacher performance.

Any year-end standardized test required by a department of education will usually constitute an obvious threat to a teacher, and the desire to make a good impression on his superiors will cause him to take the tests seriously.[9] The results of such a testing program can be disastrous. The teacher may "teach for the test," channelize all effort to "make the best record in the conference" and completely neglect other equally important areas of the curriculum. Or the teacher may be discouraged from introducing untraditional material or trying new methods, thus allowing the standardized test to standardize his instruction. It is even conceivable for a teacher to oppose the acceleration of the gifted student for fear of losing a pupil whose high score would raise the mean of the class at the end of the year.

It would appear that the answers to these questions have implications for the teacher, for the principal, and for the supervisor.

First, educators must be professional enough to see achievement tests in their true perspective. A good standardized achievement test is one of the best devices to measure individual and group gains or status in academic subject areas, but it should be kept in mind that it will most likely neglect to measure attitudes, originality, understandings, behavior change, and those other outcomes that are most difficult to test.

Second, the "proper function of a school test is to improve the educational program,"[10] and not serve primarily as a measure of individual or teacher performance. The teacher should use the achievement test diagnostically *for* the pupil, and not for marking him. The principal and supervisor should use achievement-test results for curriculum planning, and not for rating or recrimination. This would imply that achievement test surveys should be initial and not terminal and, unless two tests are to be given in a year, would more profitably and more safely be given in September than in May or June.

Finally, Seventh-day Adventists, who are committed to a distinct and comprehensive philosophy of education, should attempt to construct and use devices to evaluate not only the areas that are recognized as the broader goals of general education but also the higher and more meaningful goals of Christian education.

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[1] George Gallup and Evan Hill, "Is European Education Better Than Ours?" *The Saturday Evening Post*, vol. 233 (December 24-31, 1960), p. 71.
[2] American Association for the Advancement of Science, *Identification and Guidance of Able Students*, Washington, D.C., 1958.
[3] Arthur P. Coladarci, ed., *Educational Psychology* (New York: Dryden Press, 1955), p. 580.
[4] *Ibid.*
[5] Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 61.
[6] ———, *Education*, p. 61.
[7] Anne Anastasi, "The Concept of Validity in the Interpretation of Test Scores," *Educational and Psychological Measurement*, vol. 10 (1950), p. 67.
[8] Lee J. Cronbach, *Essentials of Psychological Testing*, second ed. (New York: Harper and Brothers, 1960), p. 366.
[9] *Ibid.*, p. 396.
[10] *Ibid.*, p. 399.

Elementary School Children Need

ORGANIZED A PHYSICAL

Today physical educators are firmly convinced that if teachers want to know what their children are really like they should observe them at play, but if they are truly concerned about what a child may become they should direct his play.[1]

IN PHYSICAL education classes a teacher has his best opportunity to observe the whole child. As the child puts himself into play the teacher can see how he moves (skillfully or clumsily), how he thinks (quickly or slowly), how he feels (plays fair or cheats). The child needs help in developing in all of these areas and in building up an increasingly mature pattern of all-around good sportsmanship.

Physical education may be thought of as a way of education with a definite contribution to make toward the total development of the individual. It is of special importance during the elementary school years because these are the years in which a child is eager to learn and to grow, eager to find an acceptable place in his peer group. A sound program of physical education is an asset not only in the physical development of the child but also in the spiritual, mental, and social aspects of development. Great loss will come to the teacher as well as to the child if he educates the mind but neglects the body. Therefore, a well-balanced program of physical activities should be provided in an environment where the growth and development of the individual may be actuated to its maximum potentiality in intellectual, physical, social, and spiritual areas.

Such a program leads a child into experiences that give him confidence in himself, help to keep him active, set his appetites at the right level, and make him stand up proudly. Learning new skills helps him to overcome fear and to avoid frustration. Social adjustment through teamwork and participation in group activities is a significant outcome of a well-organized and supervised program; another is the improvement and maintenance of health with proper sleep, relaxation, a balanced diet, and regular exercise.

Although social and physical development are the most obvious results of the physical education program, mental and spiritual development also benefit.

Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity.[2]

The little child finds both diversion and development in play; and his sports should be such as to promote not only physical, but mental and spiritual growth.[3]

Play is fun; physical activity is fun. These are also an effective learning and teaching medium. Things can be learned in play that rarely come from books, and because play is enjoyable, the teacher's task is easier and opportunities for teaching are greater. Lawrence Houston, director of physical education and safety of the Los Angeles city schools, says that no subject area in the curriculum offers more opportunity for teaching a broad concept of discipline than physical education—discipline that is required in subordinating selfish desires to the best interest of the group, or discipline that is needed to master specific skills and the necessary rigid observation of health habits.

Ellen G. White also refers to the teacher's responsibility in this area of education:

In the lines of recreation for the student the best results will be attained through the personal cooperation of the teacher.[4]

Physical training, the development of the body, is far more easily given than spiritual training. The nursery, the playground, the workshop; the sowing of the seed, and the gathering of the harvest,—all these give physical training. Under ordinarily favorable circumstances a child naturally gains healthful vigor and a proper development of the bodily organs. Yet even in physical lines the child should be carefully trained.[5]

But children are not getting much exercise any more, according to Dr. Benjamin Spock:

In simpler days they walked to school or wherever else they were going. Now they are taken by car or bus. In their free time they used to be actively playing and they usually preferred to be racing around outdoors because there was so much freedom and company there. Now television lures the young ones in and sets them down for hours and hours every week.[6]

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D SUPERVISED DUCATION

A child is built for movement. The power of the muscles, the leverage of bones, the mobility of joints, are geared for this function of movement. As movement becomes more vigorous, the heart pumps more blood, which is more quickly distributed throughout the complex system of arteries, capillaries, and veins. Breathing becomes more rapid, external ventilation improves, the body heats up as internal fuel is burned for energy, and cools off as thermostatic controls bring more blood to the surface and turn on the skin's water bath—perspiration.

A teacher should know the value and limitations of each activity in the physical education program in order to give the children all-around bodily exercise. For instance, swimming produces all-around development of strength and endurance, while most team sports develop endurance and possibly leg muscles but neglect the upper shoulder girdle.

In planning a balanced physical education program, the following objectives might be considered:

1. To develop and maintain physical and organic efficiency.
2. To develop neuromuscular coordination, which results in improved agility, balance, skill, and gracefulness.
3. To develop knowledge of the fundamental skills and rules of a variety of activities for further participation outside of class and in later life.
4. To develop proper attitudes toward basic facts of health and disease so that these facts will be applied by each individual and become habits of action.
5. To eliminate posture defects and develop correct body positions.
6. To promote more desirable social qualities such as leadership, courage, self-reliance, disciplined initiative, and self-control.
7. To develop cultural appreciations that give a great deal of inner satisfaction and joy in skilled accomplishments.[7]

The value of physical activity in the total development of the individual is also being emphasized by research, and an attempt is being made to discover what relationships exist between experiences in physical activities and the physical, mental, social, and spiritual outcomes generally ascribed to them. The May, 1960, special issue of the *Research Quarterly of the American Association for Health, Physical Education and Recreation* contained outstanding articles on each of the following: (I give here a summary of these articles.)

Contributions of Physical Activity to Physical Health. Fred Hein and Allan Ryan of the American Medical Association stated that the interaction and interdependence of the various components of the human being are better appreciated today than ever before. Intellectual, emotional, social, and spiritual as well as physical factors are recognized as integrated aspects of personality. What affects one phase of personal health must also exert an influence in some measure on other aspects. Thus, it is impossible to separate physical from emotional factors in discussion of the contributions of physical activity to personal health.

In a recapitulation of the health record of former football players, the most interesting finding concerned the amount of exercise taken habitually during the lifetime of these men. Those in the coronary group engaged in less vigorous exercise than did the others, and no individual in the study who maintained a heavy exercise program throughout his life developed coronary heart disease.[8]

Contributions of Physical Activity to Psychology. M. Gladys Scott of the State University of Iowa stated that parents, educators, recreational leaders, et cetera, who advocated physical activity had in mind some benefit to be derived. The parent may assume it is an inevitable part of the child's growth. The teacher sees it as a means of modifying behavior and improving the individual's capacity to live more fully. Physical education, we know, has some effect on the behavior pattern of the child.[9]

Turn to page 28

The Excellent Typewriting Teacher

Part III

> The most important work of our educational institutions at this time is to set before the world an example that will honor God. Holy angels are to supervise the work through human agencies, and every department is to bear the mark of divine excellence.*

NOT LONG ago a young academy teacher came to see me at the end of the first semester of the school year. She brought with her a record book filled with student scores—points on quizzes, errors made on exercises, speeds reached on one-minute to ten-minute writings, rates on production tests, total number of lines of drill material practiced, et cetera. She asked me to help her compute semester grades for her typewriting students. Her records were quite complete, but she just didn't know what to do with them. Such data are very difficult to use as a basis for valid grades without much analysis and reconstructing of the work of the semester.

Basic Problems in Grading

The typewriting teacher whose grades are to be fair and meaningful must answer at least four questions precisely before he can logically proceed with the gathering of grade data or the assigning of grades of any kind.

1. What are the goals, the actual objectives, of this course? If the goal of the course is to produce the fastest possible typist, or a student who can type at a particular speed, then only speed records need to be kept. If the development of accuracy is the objective, then the number of lines or words or exercises each student produces perfectly could constitute the sum total of the teacher's records. If several goals are considered to be important by the teacher, records of progress must be kept for each. For instance, if speed is to be part of the grade, then records of speed must be kept; if accuracy is to be part of the grade, records of accuracy must be included; if quality of typescript is to be part of the grade, there must be some measure of that, et cetera.

2. What are the best ways of measuring progress for each section of the total goal or objective chosen for the class? If speed is one of the factors considered in a total grade, what is the best way to measure the speed of a typewriting student? Does one use speed tests or production tests? Does one compute the speeds after errors have been corrected, or is there a penalty for errors which results in a net speed grade? Should the test material be short, medium, long, or a mixture of these? Is it better to count the last test of speed the student wrote in the six-week period, the last five tests, the highest five tests, to count all speed tests taken by the student and average them, or to count the best test written each week by the student and average them? Of course, there are many other possibilities. Similar choices exist for other factors that may be important aspects of the total grade. For example, will the accuracy part of the grade be taken from the number of the errors made on all work, including speed tests and drills?

3. How does this student's score on this particular aspect of the typewriting goal compare with all other students who have taken the course (and, ideally, all students who will ever take the course)? Since C in most grading systems signifies "average," it is necessary to know what "average" means for this entire group, i.e., all academy and high school beginning typewriting students. If one were teaching a very large class of perhaps one thousand students, and they were chosen randomly from the entire population of academy and high school beginning typewriting students, it would be fairly safe to say that the class spread would resemble a normal distribution in which perhaps 9 per cent of the class would earn A's and F's, something like 16 per cent would receive B's and D's, and approximately 50 per cent would fall in the average of C category. Of course, one never has a "normal" class. So all teachers

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depend for such decisions upon judgment, experience, published norms, and other sources such as those listed later in this article.

4. What proportion of the final grade is this aspect of the goal worth? Suppose you consider character development to be an important portion of the goal in typewriting. Is it worth one third of the grade? If typewriting techniques—correct fingering, skillful stroking, quick carriage return, et cetera—are thought to be a significant part of the goal, would this count as one fourth? Will the ability to divide words according to rule, spell and punctuate properly, and make simple English corrections be worth one fifth of the grade? More? Less? At least two factors will determine the "weight" of each grading aspect: (*a*) the accuracy with which the student's progress toward that part of the goal, or his accomplishment of it, can be measured and expressed; and, (*b*) the importance of that factor in the total picture of the competent typist. All teachers would probably agree that desirable personality and character traits are extremely important, but each teacher would probably just as readily agree that progress or accomplishment in this area is difficult to measure objectively. Similarly, if it is felt that accuracy is very important, it is conceivable that the typewriting teacher would consider it appropriate to count the accuracy grade as half of the total grade, particularly if accuracy on all work is counted, including exercises, speed tests, production work (even if the errors are erased), and drills.

How might a teacher answer the above questions and devise a possible grading scheme?

A Suggested Plan

Ideally all typewriting teachers should agree on objectives; then all grades could be interpreted as showing the extent to which those well-understood objectives had been reached by the student. Since all teachers have not agreed, let us suppose that you give the matter careful consideration; you study all the material available on the topic; and you consult with other teachers. You then decide on five characteristics of successful typists which you adopt as your objectives. The following five will serve as examples:

1. *Character.* The student should develop personality and character traits that will make him a desirable member of an office team and a better Christian young person than he was when he entered the class.

2. *Techniques.* The student should learn to care for and operate a typewriter correctly with ease and pleasure.

3. *Production.* The student should be able to produce usable typewritten materials. These materials should be typed in acceptable form; they should show sharp, even, firm stroking; there should not be many erasures and the erasures should be unnoticeable; the placement should be pleasing, artistic, balanced, and should give proper emphasis.

4. *Speed.* The student should develop as much speed as possible in the operation of the machine and in producing typewritten work.

5. *English.* The student should demonstrate skill in the integration of correct English with typewriting. He should be able to use or supply correct spelling, grammar, punctuation, syllabification, and paragraphing when composing at the typewriter, when proofreading typewritten material, and when typing from rough drafts.

Question one, above, regarding objectives has now been answered, at least for illustrative purposes. Before attacking question two on measurement, consider briefly question three on evaluation. The following list may be helpful to the new teacher who has no experience upon which to draw for comparative data which would help him decide whether a certain accomplishment represents average achievement, or above- or below-average achievement. No single source is sufficient or reliable by itself, but all combined may give temporary direction until one has more experience. Suggestions for an interpretation of "average," "above average," "below average," et cetera, may be found in—

a. The teacher's manual for your textbook. Norms are often given, and frequently certain objectives resemble those you would choose closely enough so that the data are useful.

b. Professional literature. Many magazine articles and chapters in methods books deal with this subject. If one checks the source or author, one may find much that is worth while.

c. The conference, union, General Conference, and State syllabi for typewriting. There are usually sections on grading that at least give speed standards.

d. The opinions of other typewriting teachers. If their goals are similar to yours, and if they accept the same principles of grading to which you subscribe, their advice can be extremely helpful.

e. Criteria suggested in your typewriting methods class or advice from your methods teacher. College and university methods teachers are very patient and are usually eager to assist you.

f. The distribution of your class scores on this aspect of the objectives. As implied above, any particular class may be atypical one way or another. But the spread in the class sometimes helps one decide on grades.

g. Your knowledge of how earnestly the students in the class worked. This would be very subjective information and would be useful only as supportive or verifying evidence.

h. The intelligence scores and other analytical information about the students, as well as their grades in other courses. Admittedly these facts are of questionable worth, because students put forth so much more effort in some classes than they do in others. Also, the mechanical or coordinating ability will probably show no correlation with intelligence. However, the problem-solving ability as shown in arrangement of typed material and English usage may show significant correlation.

Now questions two and three can be considered in relation to each of the five aspects of the total goal—character, techniques, production, speed, and English.

Character Grade

Deciding upon a grade that represents progress and accomplishment in the area of personality and character traits is always subjective. But there are some valuable characteristics of the successful office worker that can readily be observed in the typewriting classroom. These could be listed by you and the students in a frank discussion in one of the first class periods of the year. Frequent mention could be made of conduct that illustrates good points; and, on the other hand, private suggestions should be made to those who demonstrate undesirable characteristics. Thus students will be quite aware of the fact that this objective is kept in mind. Some of the traits they will be likely to suggest are cooperation, enthusiasm, patience, dependability, ability to follow instructions, ability to work quietly and seriously.

Various responsibilities, such as handling supplies for the class, checking temperature and opening windows, erasing boards at the close of the period, putting away folders or books for a row, or taking the attendance record on a slip to be handed to the teacher at the beginning of each class may be used to measure dependability. Students should be asked to volunteer to do these tasks—a different student each week, so all have opportunity to perform. Special instructions can be given once only for a particular exercise. By this means the ability to follow instructions will be tested. Other traits may be evaluated in similar ways. Most members of the class will be about average on these qualities, so they will receive a C on this section of the grade summary. Several students may be strong in one or more traits. They would receive B's. Perhaps you will have a student who is really outstanding in almost every trait. That person would probably deserve an A. Similarly the D's and F's could be determined. Some teachers have duplicated the list of traits, giving one copy to each student and encouraging each student to check himself on every trait. Then the teacher also checks each student and discusses any discrepancy in the evaluations they both made.

Techniques Grade

Typewriter care includes daily dusting of the typewriter and the desk under the typewriter, daily brushing of the type with a stiff brush toward the front of the machine, folding the typewriter cover when the machine is in use, and replacing the cover when the typewriter is left. It includes reporting needed repairs at once, with complete information as to the nature of the difficulty being experienced and an identification of the machine. It includes being able to change the ribbon quickly and correctly. Even such details as pulling paper out of the machine without using the paper release should be checked. Great emphasis should be placed on not only moving the carriage when erasing is done but also, at the same time, pressing the margin release key, so that the carriage can move the maximum distance away from the center of the machine. Erasures should, of course, be brushed or blown away from the paper before the carriage is returned to typing position.

Techniques are well covered in most standard textbooks. The danger is that in the desire to push ahead with the lessons the student will not review each technique every day. So the teacher must continually, especially during the first three weeks, check students on (1) sharp, quick, but firm stroking; (2) correct hand position; (3) correct fingering (watching each student type an alphabetical sentence); (4) eyes on the copy *all* the time the student is typing (no looking back and forth, even by moving only the eyes); (5) brisk carriage return without looking up; (6) absolutely precise use of the shift keys; et cetera.

In this area of typewriter care and operating techniques a list, again, is helpful. As you move about the room you may check various items for special practice. The appearance of a number of check marks after several items on the student's list would indicate a below-average standing. A student who is reminded just once or twice about only a point or two would be above average. The A student follows suggestions made to the class and the reminders in the book with practically no reminders from the teacher. The F student makes little improvement in remembering to take care of the machine in the ways listed above and makes erratic progress in techniques.

Production Grade

The grade for this section may be the final grade assigned to all daily work and tests. In that case it will be weighted more heavily than some other sections. If you follow this plan, each exercise that is

graded (perhaps two or three a week) should be graded for correct form; for stroking (deduct for the least unevenness or light, weak pressure); for quality of erasures (exercise is unacceptable if there are any noticeable corrections); and for pleasing, balanced, and appropriate placement. The letter grades earned for the six-week period (or term of whatever length) can then be added, averaged, and easily determined for this section. (See later suggestion for averaging.)

Speed Grade

One basis for assigning a speed grade is, of course, the progress or achievement on one-, three-, five-, or ten-minute tests. Five-minute tests are more typical of office work than ten-minute tests, though the latter may be given for pins and certificates, if the students wish them. The method you choose to use for estimating the time that would be required for correcting errors made on speed tests, if corrections were permitted, should be used consistently. Some teachers grade on gross speed, but lower the grade assigned under production for errors made on speed tests as well as on exercises. Others feel that correcting the errors made on speed tests would actually reduce the speed, so they are justified in assigning a penalty for errors and deducting that penalty from the gross speed.

The number of exercises completed in class hours will also be a source of data for the speed grade. All students should be required to do one exercise illustrating each problem studied. Superior students will frequently complete all the exercises in each lesson and additional bonus typing of poems or bulletin board materials for you or for themselves. If these are all usable, the number of them may be included in computing the speed grade, in addition to the fact that they are used as one of the bases for deciding upon the grade in the production area. A student who completes all the exercises in each lesson as the class studies and practices the lesson for the day, and also has time to complete a bonus exercise two or three days out of each week, can be considered an A student. One who merely finishes all of each lesson each day is above average—probably a B student.

English Grade

Modern typewriting textbooks include some material that would test the ability of the student to use correct spelling, grammar, punctuation, syllabification, paragraphing, et cetera, in typewritten material. In addition, you may grade original compositions at the typewriter, dictation to the typewriter, proofreading of other students' papers, and typing from uncorrected drafts (students may write these by hand for each other). Many companies supply typewriting teachers with advertising material written in the form of exercises of this kind. You may feel that this is important enough so that you should give such a drill or problem once or twice a week. Several teachers could develop materials together and compare scores, thus providing a larger group upon which to establish norms.

Converting Letter Grades Into Figures

Summarizing the grade for each of the five areas described in the preceding paragraphs will be greatly facilitated if you adopt some mathematical means of expressing letter grades. One easy method is to let 5 mean a C. Then each grade upward would add one point; each grade downward would deduct a point. So F would be O and A+ would be 12. You will find that after you have used this plan for a few months you will automatically put down the number rather than the letter. Students can also be told how to interpret the numbers so that grades can be given entirely in figures. Below on the left is a complete table. If you learn those that are starred, you can easily figure up or down to the others rapidly. On the right is a sample set of scores changed into numbers for easy adding and averaging.

A+	12
* A	11
A−	10
B+	9
* B	8
B−	7
C+	6
* C	5
C−	4
D+	3
* D	2
D−	1
F	0

Jim Harder		
Exercise #44	A	11
#45	A−	10
#46	C	5
#47	B+	9
#48	A−	10
		—
Total for week		45
Average (45 ÷ 5)		9 or B+

(Or one may accumulate points and assign a grade each week, for instance.)

If this system or some equally simple one is followed, a grade for each of the five areas can be made easily and accurately.

Weighting Grades for the Grade Summary

As explained earlier, the grades for each of the five areas are not all of equal importance. Some are more subjective and therefore are less accurate. Some represent factors considered to be of more importance in an office. So the teacher must have a plan for weighting the grades to make them as meaningful as possible.

It is desirable to work in multiples of five or ten because the arithmetic of taking averages is thus simplified. One plan for accomplishing this is to count each of the five aspects or areas as follows:

Character grade	Count 1 time
Techniques grade	Count 2 times
Production grade	Count 3 times
Speed grade	Count 2 times
English grade	Count 2 times
Total	Ten grades to average

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WORSHIP IN THE CLASSROOM

John Sipkens

SECRETARY-TREASURER
CEYLON CONFERENCE

The hours of morning . . . worship should be the sweetest and most helpful of the day.—E. G. White, *Education*, p. 186.

MANY a beginning teacher awed by the necessity of preparing an interesting morning worship five days a week, one hundred seventy-five times a year, wonders why no one prepared him for this Herculean task.

Reading, writing, arithmetic, and social studies all have their place in the teacher's education curriculum, but there was no methods course in this important subject that appears on the daily schedule.

Numerous ways of presenting an interesting morning worship program are possible. Some teachers choose a challenging theme for a weekly topic. Those using this plan divide it into five sections and enthusiastically present each one during the weekly cycle.

If they find a subject that needs more than a week to develop fully, they spread it over a longer period of time, keeping the daily thought interesting and pertinent. Especially younger children do not make thought connections over a long period of time, so each day needs to be a complete thought within itself.

What better time is there to review simply the doctrinal points of the Seventh-day Adventist message? These can be presented in an interesting way with opportunity for discussion; and when this is done, teachers are amazed at how much better the juniors (and the teacher too!) know Bible doctrines at the end of such a series. Many teachers have the thrill of seeing one of their pupils decide for the first time to accept fully the Adventist faith and be baptized.

Good teachers are not afraid to depart from a planned series if the pupils show signs of boredom. Children love to sing if the teacher does. Some teachers often use the full worship period on a certain morning to let the children sing their favorite songs or choruses. The teacher should have a special closing song chosen that gives him opportunity to bring a very short guiding thought just before prayer.

A similar worship program may be followed by having the pupils say favorite texts. If the children are encouraged to look for new "favorites," many texts that would not otherwise be learned are memorized. This is especially effective if it is previously announced that the children should be prepared tomorrow. Again at the close, the teacher has opportunity to inject a guiding thought through a previously chosen text. If it is a text that a child chose earlier, the teacher can state, "I especially liked the text that Johnny chose this morning." Johnny and the other children will be thrilled that he chose a text that the teacher *especially* liked.

Well-chosen poetry can be a basis for an effective worship. However, people who have worked with children realize the importance of the words "well chosen." They choose poetry the children understand, and that has simple lessons. The heavy, hard-to-understand poems are left for English class. Time taken to commit a short poem to memory is well spent.

One of the most effective worship talks is the one that is illustrated. What better way to make a lasting impression on the mind of a child than to cut open an apple that appears beautiful on the outside and find the center brown with decay? The teacher needs only to hint at the spiritual thought, and the children quickly grasp the meaning. Teachers are surprised at the beautiful thoughts the children find in these simple illustrations.

Whatever type of worship program the teacher

When this article was written the author was principal of Paradise, California, junior academy.

has, it should be a *planned* program. A good teacher plans his other lessons ahead. Worship is more important than they are, and should be at least as well planned.

Where do teachers find materials for worship? Probably one of the better sources is the teacher's right arm—books. Books of junior sermons are filled with excellent worship material. Teachers can find in church supply stores several of this nature. Some will be denominational, but all will have excellent material to glean from.

Christian storybooks are another excellent source. Not all worships need to be sermons. Specific suggestions are listed at the end of this article.

The Morning Watch books are another good source. The teacher *should not* use these adult books for daily classroom worship. They have many good thoughts that when simplified can be used for children's worship talks, but they are not written with the teacher's use in mind. They are good source material, but not the complete answer.

Personal experiences, of either the children or the teacher, make worship time meaningful. The teacher should be positive that there is a lesson to be taught in the experience.

Teachers should not forget the sermonets and illustrations used by the speakers they hear. Many teachers carry a small notebook in which they jot down illustrations and texts that could be used in their worship planning. No attempt should be made to review an entire sermon, but during many talks there may be a number of thoughts and illustrations given that individually could serve as the basis for short worship periods. This notebook often becomes the teacher's best source of inspiring worship material.

Successful teachers plan ahead. When they make their lesson plans for the week, they include plans for morning worship. By doing this, they have the materials they need if the talk is to be illustrated; they have read over the material and know whether there are any blind alleys in the storybook to avoid, or whether there is a new inspirational thought not mentioned in the material. They have time to prepare mentally and spiritually to give of their best to the children. They know "words without thoughts never to heaven go."

The thought of speaking frightens many teachers, but knowing what they want to say is the best way to clear this hurdle. Teachers should not try to preach, but just talk simply to the children as they do in social studies. By talking directly to them and including them as often as possible, the teacher can make them feel a part of the worship period. This is a school, not a Sabbath service. Good teachers do impress their pupils that this is a special time, but they use special preparation, not ritual, to do this.

By putting expression and feeling in their words, teachers make the children see that they believe what they say. Teachers do, don't they?

A follow-up program used by the teacher makes the worship period an effective soul-winning activity. When Mary comes and says, "I liked worship this morning," the teacher should take time to ask just what it was she liked about it. A teacher's duty includes saving souls as well as educating minds.

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► Columbia Union College's new public relations director is Mrs. Zella Holbert, who will be assisted by two students, Lynn Foll and Faye Okuno. To the responsibility of assistant professor of education will be added the coordinating of off-campus activities, such as booster trips from the various departments of the college, choir and band trips, and general community relations. Mrs. Holbert is currently studying toward a doctorate at the University of Maryland.

► Members of the senior class in life problems at Orangewood Academy (California) are working with Henry A. Barron, pastor of the Westminster Adventist church, as visitors in the It Is Written program. They have succeeded in getting a number signed up for the program, and at least one person is now attending church because of the student missionary project.

► Marion Hartlein, assistant professor of education at Columbia Union College, has recently successfully passed her comprehensives toward her doctorate in elementary education.

► Russell Emmerson, professor of architectural engineering at La Sierra College, is the author of a 160-page book entitled *It's Fun to Build a House,* published in December by T. S. Denison Company, Minneapolis. The book covers every phase of building and was designed as a handbook for do-it-yourselfers who are planning to build their own houses. Mr. Emmerson holds an engineering degree from the University of Southern California and has built more than 200 houses.

► William Loveless, pastor of the Sligo church, and Dean W. H. Beaven of Columbia Union College, appeared on the two 50-minute daily segments of the radio program Opinion Please on January 14, starting at 9:10 A.M. and again at 10 P.M. They answered many questions on the Adventist Church that were telephoned in to the radio station.

► Wayne Andrews, assistant professor of speech at Columbia Union College, at the beginning of the second semester joined the development office at Loma Linda University as community relations director.

Now! Public Relations for Academies

James Scott

PUBLIC RELATIONS DIRECTOR AND INSTRUCTOR IN MUSIC
SACRAMENTO UNION ACADEMY

EVERY institution has public relations whether it has a public relations department or not, and they may be good, bad, or indifferent—or, better still, outstanding. Every institution that is dedicated to public service must promote a mutual understanding between itself and the public it serves. To fail to do this may mean loss of confidence and/or deterioration of service.

The nature of public relations is bilateral—an interaction of school and community. Understanding this fact, as well as the principles of public relations, should provide a foundation on which to build an effective program. Good public relations should be a way of life for every person connected with an institution. It is the interpretation of this way of life to the various publics, and in turn the interpretation of these publics to the academy, that constitutes the real function of a public relations program. Since evangelism is one of the key activities of the Seventh-day Adventist movement, it is no less important, then, that all the publics of these schools have revealed before them the very essence of Seventh-day Adventist education. Evangelism must be effective on the home front to succeed elsewhere. This last point should not be overlooked if an academy has a program worthy of its calling, for good will is not an automatic return for good work.

Good school public relations should include: a sound educational program and honest, comprehensive, well-balanced, continuous public relations. These should be presented in terms that are readily understood by most persons, and conducted throughout on a high plane appropriate to the important place that schools hold in American life. The program should be periodically examined to determine how effective it is.

Director. The school administration should first decide what the duties of the director are going to be and then title the office accordingly, being careful not to misrepresent its purpose. Great care should be taken in selecting the director of the program, the academic degree being commensurate with the administrative qualifications. His education should have covered a broad area in liberal arts and humanities, plus subjects relative to public relations. Content, however, is not as important as the personality and integrity of the person. Honesty and a sincere desire to serve are essential characteristics, and research has shown that one's natural ability and past experience play a very important role. Administrative and organizational ability, ease with people, tact, and understanding are vital traits.

A teacher may have to fill the position on a part-time basis; however, it is unwise just to select the teacher with the lightest load unless he can qualify otherwise. Even if the school cannot afford a person for the job, the principal should try to integrate the basic concepts of this program through his office. The debris of many a hard battle—and not just a few casualties—is strewn along the road of poor public relations.

Budget. In figuring a budget, four main areas of expenditure must be considered: salaries, when a special position is provided; travel, office expense, and general school promotion. Departmental publications and programs of activities that reach the public could be budgeted directly to the department involved. Each school will have its own needs and the amount budgeted should be proportionate to the scope of the program.

Main Functions. One of the director's main functions should be the task of educating the staff in the techniques of good public relations, and coordinating all activities that hold major public relations possibilities. His relationship, then, to the principal, teachers, deans, or any other individual or group that will affect the public relations of the school, should be advisory. Publicity and general publications could be the director's personal responsibility, the departments carrying the load of their own publications and programs with his assistance. Fund-raising activities of the various groups could also enlist his help.

Publics. The publics of an academy are limited only by the direct or indirect contacts that the school makes. For this reason the list of publics for

every school will differ, and each must make an analysis of its own. Since all academies have certain basic functions, some publics are universal: the church: governing board, lay members, sister institutions; the academy family: administration, staff, students, prospective students; constituents: parents, friends and supporters, alumni; the community: civic and social groups, business and industry, news agencies; broad area publics: local, State, and national government, educational profession, including accrediting associations, scholarship foundations; special publics: groups or individuals peculiar to the locale.

Special Services. The range of special services that may be rendered to an academy's publics is limited only by the school's ingenuity and physical structures, such as budget and facilities.

The public that demands first attention is the student group, for it not only is the first public the school serves but is its most effective agent; and parents are number two in prominence. The twenty-eighth yearbook of the American Association of School Administrators lists nine avenues for better public relations with the pupils in the schools:

Have a student body comprised of enthusiastic boosters of the school.

Give students specific instruction about the school as a social institution.

Have a curriculum that meets the needs of the community.

Give attention to the problems and needs of every child through a carefully planned program of pupil guidance.

Keep adequate records of pupils' abilities, achievements, interests, and experiences.

Issue to parents the kind of progress reports that they can understand and appreciate.

Have the kind of program that develops in the pupils a wholesome pride and sense of responsibility as members of a school community.

Have a friendly school in which the public regularly finds a cordial welcome.

Direct attention to the outstanding successes of pupils and former pupils.

Along with these should be included the "open-door policy" on behalf of the administration and staff toward anyone who might have a problem to discuss. In working with students, and hence carrying an influence with the parents, the work of the faculty is of prime importance, and counseling is one of the greatest privileges and most serious responsibilities that a teacher may share with a student. This is best accomplished during informal associations with the student during work or play periods as the two unite their efforts.

Since most staff members are parents, a little careful thought on their part would reveal what they would desire for their own children. This would do much to draw the parents into sympathy and cooperation with the school program. A subtle implication shows at this point—good rapport must exist among the board, administration, and the staff. Further study should be given if this condition does not exist, for the importance of having the full cooperation of the entire family of workers cannot be overestimated.

Special services for other publics are as extensive as they are varied. However, a short summary of services possible to eight immediate publics follows:

Students: freshman orientation, comfortable housing, good food, promotion of student government and student publications, vocational guidance, and student-sponsored special events.

Prospective students: personal contacts, information publications, special issues of student publications, yearbook for libraries of elementary schools, scholarships, and special events.

Parents: private letters of information concerning their children, health reports, open house, opportunities for faculty-parent meetings.

School board: annual luncheons with the faculty, periodic bulletins and letters, copies of annual reports and important news releases.

Staff members: pleasant working conditions, opportunities for in-service training and graduate work, team feeling and respect for their professional standing, definitive and clear statement of all wage and subsidy policies and these followed through, democratic and informative faculty meetings.

Alumni: placement (limited) service, letters of information, home-coming, promotion of alumni publications, promotion of on-campus meetings.

Constituents: social functions, assistance in community projects, staff membership in community organizations, speakers and entertainment for meetings, letters of information.

Church: church-centered campus events, speakers and special talent offered for services, facilities supplied for meetings of special and entertainment nature.

An organized program of special services will result in the school's publics actually becoming supporters, or media, through which others may be reached.

Media. Using the term *media* in a more narrow sense exposes a multitude of vehicles through which to reach the various publics, and these may be divided into four general classifications: written, oral, visual, and social. These in turn may be divided into eleven main instruments: speech, newspaper, radio and television, slide films and motion pictures, graphic and pictorial materials, newsletters, messages to parents, student publications, miscel-

laneous publications, reports, and exhibits, excursions, and observances.

Local conditions would determine the use of some media, such as television and radio. They can be used very effectively, however, if educational stations are available, and good results have been obtained, especially by utilizing departmental specialists to supervise these areas.

The important thing to remember in the use of newspaper publicity is to promote good professional relationships with newsmen. Of course, careful scrutiny of all releases is a must.

A speakers' bureau would be an expedient aid in coordinating the flow of appointments coming to the faculty. Furnishing speakers for local and constituent churches and for the various professional clubs and organizations is a step toward better community relations.

Movies (that are not too difficult to produce on a limited basis), slides, graphic and pictorial materials, exhibits, and miscellaneous publications are decided aids to all deputation groups and representatives. Here the students could take an active part in the program by helping to produce these materials.

Regular newsletters to the constituents and other interested persons have met with really favorable reactions, as they answer the question, What's going on at the school? It might be mentioned here that the school paper is far more important as a public relations medium than is supposed, and many red-faced principals will testify that news copy should be checked and rechecked, as should the professional appearance.

Student programs featuring talent from the various departments have been used effectively, and may be used with exhibits, during excursions, and for special observances.

An innovation is the eighth-grade testing program carried to the supporting elementary schools. Intelligence and aptitude tests reveal needs and furnish material for guidance that is too often neglected until valuable academy time is lost.

Another area that holds many unused possibilities is an active alumni association. The rich dividends received through better understanding and support is not limited to the college level.

Also not to be overlooked are the simple day-to-day media that are not usually thought of as having public relations value. Two that are used most commonly are general letters of correspondence and the telephone. Simple, appropriate letterheads, promptness in replying, neatness, and cordiality are a few suggestions for correspondence. The Pacific Telephone and Telegraph Company says, "Every time you pick up the telephone you are doing a public relations job." Here the voice becomes the personality of an individual. Instruction in proper telephone usage is available from local telephone companies, who have programs geared for the classroom, office, or firm. Eight basic rules in the use of media are:

Balance your program so that all types of media and all staff members are used.

Always select the best media for the specific purpose to be achieved.

Release information while it is still news.

Publicize some of the "little things" around the school.

Give space in publications to the work and accomplishments of many teachers, departments, and students.

Start planning early so that you have time to even out a good job.

Give every item for publication one last check by a second staff member before its release.

Try to be simple, honest, direct, and punctual in the use of all media.

Analysis of the Program. Evaluation is a vital and integral part of the total public relations program and should be regarded as such. A knowledge of the strengths and weaknesses of the program, "sore spots" which cause criticism that must be remedied, and the effectiveness of each of the components of the program are a few of the items a director must know in order to maintain a strong program. Only in this way can an institution's public relations keep pace with educational and social changes.

A number of methods varying from casual observance to carefully applied measurements are used in evaluation. The informal observation, or discussion groups in which laymen and school personnel participate, produce useful pictures, even though the material is highly subjective. To reduce subjectivity, more formal and scientific methods that may be used are: opinion polls, Hand's Inventory Poll, check lists and rating scales. Eight rules that a school might use as a guide in evaluation are:

Systematically appraise the school's public relations program.

Evaluate each major factor that contributes to success or failure in public relations, such as the school program, pupils' attitudes, personal relationships, lay leadership, et cetera.

Weigh the activities that have positive effects against those that produce negative results.

Capitalize on the help that the school board and school staff can give in evaluating the program.

Make full use of information collected through observation, conversation, correspondence, and other informal methods.

Take occasional polls of the opinions of pupils, teachers, laymen, et cetera, concerning items that reflect school public relations.

Use objective methods to evaluate the program.

Adapt the practices followed in evaluation to the essential purposes of your own program and to the local situation in which it operates.

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► The Board of Trustees of Andrews University recently voted that a graduate program leading to the Master of Music Education degree be offered at AU. This action was confirmed by the General Conference on February 14. This program will begin the fall semester of 1963, according to Dr. Paul Hamel, chairman of the music department. "We believe that this curriculum at AU will improve the quality of instruction in secondary schools and provide basic concepts of church music that will be especially beneficial to Adventist music educators," said Hamel.

► Approximately 700 Pacific Union College students have pledged more than $12,000 from their personal income for a new church. Every student was asked to pledge a weekly sum over a period of 18 weeks. The only goal set was personal involvement in the building program. The campaign is unrivaled in campus campaign history for sheer speed and amount pledged.

A Report of an English Teachers' Workshop

Ottilie F. Stafford

PROFESSOR OF ENGLISH
ATLANTIC UNION COLLEGE

DURING the past school year a workshop was held in the Atlantic Union. Its purpose was to work for smoother sequential programs in elementary, secondary, and college English programs, and therefore teachers from each of these levels of educational work were present. Because it was the first workshop of its kind to be held in the Atlantic Union, and because its purpose was to lay the groundwork for future coordination between teachers, formal presentation of speeches or papers was eliminated. Teachers were thus free to talk informally about the three areas of English instruction: composition, literature, and grammar.

They agreed at the outset that these were the areas of concern for the English teacher and that other related but not central subjects should not be a part of the English program.

A springboard for the discussion was the National Council for Accreditation of Teacher Education's publication entitled *Basic Issues in the Teaching of English.* This was distributed to all the teachers before the workshop opened. The thirty-five questions raised in the pamphlet served as the introduction to the workshop.

Then the three areas of English instruction were discussed in greater detail, with special attention given to the following questions:

Composition. What are the purposes for teaching composition in our classes? Are these purposes different in the intermediate school, the academy, the college? If so, what continuity can we achieve? How can compositions be graded by the busy English teacher in such a manner as to help the student? How can composition work be integrated into the whole English program? How many compositions should be required?

Literature. Is there an over-all purpose for the teaching of literature in Seventh-day Adventist schools? How can this purpose be best accomplished in each level of education? Would a change to a more highly selected and more intensively studied literature, rather than the conventional survey approach, be wise? Could the Detroit Experimental English Program be used at all in Adventist academies? What should be the basis for selecting literature? How can we meet the needs of students of varying abilities?

Grammar. Are the new approaches to grammar of any value? If so, to what extent should we incorporate them into our programs? At what level can we assume that the student has absorbed all the formal grammar he is likely to learn, or should the study of grammar be a part of every English class at every level?

As the discussion progressed, the teachers discovered that almost every problem led directly to the problem of reading. There was a strong feeling by the end of the workshop that many of the weaknesses in our English programs were caused by failure to teach the students to read efficiently and to read

widely and intelligently. First of the recommendations made by the group, then, was to strengthen the reading program at every level. More reading, more intensive reading, reading of more complete works rather than excerpts, more discussion of reading, the use of paper-bound books, and the need to vary the kinds of reading done by students of differing capacities were all recommended.

As a way of meeting varying needs, the Detroit Experimental English Program was discussed. In this program, high school English teachers have broken away from the conventional five-classes-a-week. Dividing students according to interest and ability, they meet the entire class only twice a week, and meet groups for discussion of reading twice a week (the group not meeting as a discussion group uses this free time for further reading); the final day is used for individual conferences and a discussion of composition work. Some of the teachers present felt that there might be some way of adapting this program to be used even in the more inflexible academy schedule, thus allowing more time for reading and for discussion.

The importance of some such change became more obvious as the workshop progressed, for it became increasingly clear that student problems in composition often arose out of a limited reading background, that many errors in grammar also were indirectly caused by limited reading, and that lack of interest in literature resulted from superficial or narrow reading habits.

Other recommendations made by the workshop follow:

1. Teachers felt some need of setting up a sequential program. The teacher should be able to expect certain skills and certain knowledge to be taught by a certain point in the student's educational program. This would make necessary an outline of areas to be covered by each teacher before check points were reached. Diagnostic tests to be used for teacher information only would then be given. The teacher could then proceed with more advanced work, confident that students did not need to repeat the same material once more. Students whose work was not up to standard would then be given remedial work without involving the rest of the class in repetitious assignments. It was suggested that check points should be set at the beginning of the seventh, ninth, eleventh, and thirteenth grades. It was felt that eventually the teacher should be able to take for granted a thorough knowledge of grammar by the eleventh grade, and thereafter eliminate the formal study of grammar from the classroom, referring to it only to correct weaknesses revealed in individual compositions. The possibility of setting up such a program for the union is now being studied.

2. It was felt that teachers preparing to teach English in elementary and secondary schools should be prepared to give remedial reading help to the poor reader and speed reading to the better student. The college was requested to provide instruction in this area.

3. More work in composition was recommended. A composition-centered program in which writing would rise out of reading and discussion and would lead to corrective drill in grammar was discussed.

4. The teachers felt that the college English department should serve as a center for information and help to the teachers of the union. Specifically requested was a paper for English teachers, to include information about methods, books, materials, or experiences that might be helpful to the teacher of English. Such a paper is being started.

5. It was suggested that part of the previous recommendation might be accomplished if all teachers received the *English Journal* so that they might keep up to date in the currently rapid developments in English methods.

This workshop was only the beginning of what will undoubtedly be a continuing conversation between teachers of various levels about the aims and methods in the teaching of English. Tomorrow's teachers were also present, for over a dozen of the upper-division English majors in the college, themselves planning to become teachers, attended the workshop. If nothing else was accomplished, at least two results were felt: the need for more communication between and support of teachers in the widely separated schools of the union, and the awareness of English as a field offering not only many problems but also many challenging new developments.

Organized and Supervised Physical Education

(*Concluded from page 17*)

Contributions of Physical Activity to Skill Learning. The practicing of skills to the point of habit formation increases the probability of the subsequent use of these skills, is the thesis of Dorothy Mohr of the University of Maryland. The development of the individual to optimal accomplishment in the physical, social, and mental aspects of life through the development of skills in physical activity is the logical direction for the physical education program to follow. In more than twenty-five studies each supports the assumption that learning best takes place with practice of motor skills.[10]

Contributions of Physical Activity to Growth. The author of the paper on growth, Anna Espenschade of the University of California, believes that desirable changes in tone, connective tissue, fat, and musculature occur as the result of exercise.

What the SCHOOLS ARE DOING

► Thirty La Sierra College ministerial students are receiving experience in an "externship" program for juniors and seniors under the direction of Prof. Daniel Cotton. The students are serving as general assistants in 20 nearby churches. The students participate in pastoral visitations, church board meetings, and Sabbath services. Supervising teachers work closely with ministers to evaluate student work and give guidance designed to make the externships an important part of the education of future ministers.

► The department of theology at Atlantic Union College, under the direction of J. M. Clemons, acting head, sponsored the Five-Day Plan to Stop Smoking, in Leominster, Massachusetts. Twelve theology and premedical students, assisted by Dr. J. Wayne McFarland and E. J. Folkenberg of the Atlantic Union Conference, directed the Five-Day Plan. Approximately 25 smokers attended, 15 of whom stopped smoking. The Plan was carefully advertised by house-to-house calls, as well as with on-the-street surveys of smoking habits, accompanied by invitations to the clinic.

► After 44 years of continued Adventist denominational employ, retirement for Earl Beaty became effective January 31. Mr. Beaty has been on the collegiate faculty of Andrews University for 38 years. A graduate of Union College, Mr. Beaty served six years as treasurer of Oshawa Missionary College, and since 1924 has filled the same position at Emmanuel Missionary College. He holds the M.B.A. degree from Northwestern University and the C.P.A. certificate from the State of Indiana.

► The boys' and girls' clubs of Enterprise Academy (Kansas) sponsored the raising of a fund to purchase Christmas gifts for five children after their home and belongings were destroyed by fire one night shortly before Christmas. To the parents were presented a Bible and the book, *Your Bible and You.*

► Seventy of the 160 students at Southwestern Academy in Korea dedicated most of their one-month summer vacation to the Lord. They conducted 13 seven-day spearhead efforts, most of these with faculty help. Some teams conducted three efforts. They labored not in vain; 506 made decisions to follow the Saviour. With the assistance of other laymen, 34 additional student teams conducted 34 Vacation Bible Schools and had the thrill of knowing that 4,820 little ones had learned of Jesus.

► Operation Fireside, a program of personal evangelism, began on Friday evening, February 15, at Canadian Union College. In about a dozen homes near the college Bible studies are held. These families invite their friends and neighbors over by the fireside, and about 35 students from CUC present the truths of the Bible. The program is to continue for eight weeks, and after this, follow-up work will continue with those interested in the message.

► A Bible Instructor's Club has been organized at Pacific Union College, with Carrie Techenor, Northern California Conference worker, as sponsor. Sixteen persons have joined the club. The purpose is to study matters of mutual interest to those who plan to become Bible instructors. Leo Van Dolson of PUC's Bible department reports that both a two-year course leading to a certificate and a four-year course yielding a B.A. degree in religion or theology are available to PUC students who plan to enter Bible instructor service.

Exercise stimulates growth of the body and makes the individual stronger and more capable of efficient function.[11]

These findings of research point out the importance of physical exercise for the general well-being of the individual.

> Better to hunt in fields, for health unbought,
> Than fee the doctor for a nauseous draught.
> The wise, for cure, on exercise depend;
> God never made his work for man to mend.[12]

If we, then, would develop strong, courageous, loyal Seventh-day Adventist citizens, parents and teachers must help children to do better the things they will do anyway. Children will play. Let us direct this play so that it may help the child develop into a symmetrical boy or girl—physically, socially, mentally, and spiritually.

[1] Maryhelen Vannier, *Teaching Physical Education in the Elementary Schools*, second ed. (Philadelphia: W. B. Saunders Company, 1958), p. 5. Used by permission.
[2] Ellen G. White, *Education*, p. 195.
[3] *Ibid.*, p. 215.
[4] *Ibid.*, p. 212.
[5] ———, *Counsels to Parents, Teachers, and Students*, p. 108.
[6] Benjamin Spock, M.D., "Are Our Children Getting Enough Exercise?" *Ladies' Home Journal* (July, 1960), p. 30. © The Curtis Publishing Company, 1960. Used by permission.
[7] James Long, *Physical Education Syllabus* (Minneapolis, Minn.: Burgess Publishing Company), p. 1.
[8] Fred Hein and Allan Ryan, "Contributions of Physical Activity to Physical Health," *Research Quarterly* (Washington, D.C.: American Association for Health, Physical Education, and Recreation), vol. 31, no. 2, May, 1960, Part II, p. 263.
[9] M. Gladys Scott, "Contributions of Physical Activity to Psychology," *Ibid.*, p. 307.
[10] Dorothy Mohr, "Contributions of Physical Activity to Skill Learning," *Ibid.*, p. 321.
[11] Anna Espenschade, "Contributions of Physical Activity to Growth," *Ibid.*, p. 351.
[12] John Dryden.

Editorial News and Views

(*Continued from page 32*)

conference department of education secretaries, the chairmen of the boards of trustees of all our colleges and universities of the North American Division, the college and university presidents, academic deans, deans of students, residence hall deans, and registrars. Administrators of any of our overseas colleges who may be in the United States at that time are invited to correspond with the department regarding the meeting at Union College.

The annual College Teacher Section meetings will convene this year, August 21-27, at Columbia Union College, Takoma Park, Maryland. Represented in these section meetings will be the departments of business administration, secretarial science, home economics, agriculture, and industrial education.

More Music Tapes The music lessons on tape for grades five to eight that were prepared last summer by a workshop at La Sierra College are being recorded this spring and summer, and should be available for the schools for the 1963-64 school year.

Changes in College Presidencies Garland Millet, who has served as president of Oakwood College since 1954, has been granted an indefinite leave of absence to study toward a Doctor's degree, and A. V. Pinkney, former superintendent of education of the Allegheny Conference, has been elected to serve as president of the college beginning in June, 1963.

W. A. Osborne has resigned as president of our West Indies College in Jamaica, and S. O. Beaumont, one of the teachers there, has been elected as the new president. B. L. Archbold, president of Caribbean Union College, has accepted an invitation to serve as home missionary and temperance secretary of the Inter-American Division. B. G. O. French, a teacher in the college and formerly acting president, has been elected as the new president.

Divine Blessing Franco-Haitian Seminary, just outside Port-au-Prince of Haiti, now has an enrollment of 350 students. Up until two years ago this institution had operated year after year with a total of approximately 50 students. The union mission leadership, together with the school leaders, embarked on a program of renewing and enlarging, and under the blessing of God hundreds of young people who were formerly attending non-Adventist schools are now receiving the benefit of a Christian education; from this group in a few years large numbers of workers will be available to meet the needs of that rapidly growing field.

Middle East College On his return from visiting schools in the Southern African Division, Dr. Richard Hammill visited and led out in an inspection of Middle East College. This institution, at Beirut, Lebanon, has an enrollment this year of 82 secondary students and 67 college students. Year by year this institution is being improved and when the calls that have been placed with the General Conference for additional staff members have been filled, the college will be on an even stronger basis. It is a matter of much gratitude to all Adventist educators that our overseas colleges are being provided with better and larger facilities and staffs.

In recent months a number of teachers from our schools in various parts of the world have visited Middle East College. While passing through the area en route to Australasian Missionary College, which is affiliated with Pacific Union College, Dr. Louis Normington, of the department of education of the latter institution, addressed the faculty on the subject of professional ethics. Later Dr. M. E. Mathisen, dean of Pacific Union College, also visited the institution. Dr. Daniel Walther, professor of church history of Andrews University, en route to a Seminary Extension School, reported on his visit to Rome and the Ecumenical Council. W. E. Read of the General Conference also gave talks to the student body on Biblical themes.

Teacher Authors New Books Two new books written by Dr. L. E. Froom, professor of historical theology of Andrews University, have just been issued by the Review and Herald Publishing Association. *Spiritualism Today*, a 64-page paperback volume unveiling modern Spiritualism, makes use of the official publications of spiritualist writers. The book lays bare Spritualism's basic fallacies and marshals the Bible warnings against this overmastering delusion destined to sweep over the world and deceive the multitudes.

The companion volume, *Fellow Travelers of Spiritualism*, shows how Spiritualism in the West is now joined by occultism from the East, such as Theosophy, New Thought, and Bahaism. This volume presents features and developments of Spiritualism never before revealed, and discusses parapsychology and extrasensory perception, mesmerism, hypnotism, et cetera. Price of each, 50 cents.

The Excellent Typewriting Teacher

(*Concluded from page 21*)

Let us take a set of grades for a sample student and apply this formula. Sue Curtis has A in character, B— in techniques, C— in production, C in speed, and C— in English for the term. Her line in the grade summary would look like this:

Sue Curtis	11	7	7	4	4	4	5	5	4	4	55	5.5 or 6	C+
	Character	Techniques	"	Production	"	"	Speed	"	English	"	Total	Average	Grade

It is well known that no two teachers agree completely on any method of grading. However, the new teacher may find in these ideas some welcome guides, and the seasoned teacher will, hopefully, find some point with which he agrees. There is much material in current educational literature on this topic. Every excellent typewriting teacher will want to check it, so that his grades will not only be a fair measure but will stimulate and encourage students to do their very best.

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* Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 57.

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Editorial
NEWS AND VIEWS

Death of T. H. Jemison

We join with many of our readers in mourning the death of Dr. T. Housel Jemison, which took place on February 12, 1963. When ill-health led him to resign, he was the chairman of the Department of Education of Andrews University. Elder Jemison taught Bible in various of our academies, and in the theology departments of Pacific Union College and Columbia Union College. He was the first principal of Blue Mountain Academy. For several years he served as assistant secretary of the Ellen G. White Publications; from 1956 to 1959 he was a member of the General Conference Department of Education staff, during which time he wrote the secondary school Bible textbook, *Facing Life,* and *Christian Beliefs,* our college Bible doctrines textbook.

A dedicated, capable teacher has gone to his rest, greatly mourned and missed by his students and fellow workers in Christian education.

Andrews University Department of Education

Dr. Frederick E. F. Harder has been appointed by Andrews University Board of Trustees to serve as chairman of the Department of Education following the resignation of Dr. T. Housel Jemison. Dr. Harder, who has a Doctor's degree in religious education from New York University, has had wide experience as a teacher in our church schools, as the president of Middle East College, as superintendent of education of the New York Conference, and chairman of the department of education at Atlantic Union College.

Andrews University Receives Foundation Grants

Andrews University Department of Mathematics has received from the National Science Foundation a grant of $29,600 to assist the department in offering a special teachers' institute for secondary school mathematics teachers, from June 17 to August 9, 1963. Drs. Edward Specht and Harold Jones of the Andrews University Graduate School will lead out in this program that will offer six semester hours of graduate credit which may be applied toward the M.A.T. degree. Teachers selected to benefit from this grant must be currently teaching at least one mathematics course on the junior high or secondary school level.

The summer institute program of the National Science Foundation was created in recognition of the important role of high school and college teachers in developing scientific manpower potential of the United States. The institutes are designed to strengthen the subject matter competence of science, mathematics, and engineering teachers.

Each teacher who is accepted for this special eight-week institute will receive a grant that will cover his fees and tuition, and in addition a stipend of $600 for each participant, as well as allowances for dependents and travel. Campus housing will be arranged in the school's dormitories and apartments, and other housing is available in the community.

Overseas School Inspections

E. E. Cossentine, chairman of the General Conference Department of Education, left near the beginning of February for an inspection of our overseas schools in the West African Union of the Northern European Division. Of particular significance in this visit is the inspection of our new Adventist College of West Africa, West Nigeria, which is developing on the college level and which was established a few years ago specifically for the purpose of training ministers.

From October through January Dr. Richard Hammill, of the General Conference Department of Education, visited and inspected secondary schools and colleges in the Southern African Division. In that division are two senior colleges—Helderberg College, near Cape Town, which offers degrees in affiliation with the University of South Africa, and Solusi College in Southern Rhodesia. The latter institution has requested affiliation with Andrews University in order that its degrees may have legal standing within the country. Bethel College in Natal is offering junior college work; and a recommendation has been made to the General Conference Committee that Bugema Missionary College in Uganda also be upgraded to junior college standing. The Southern African Division has a very large number of elementary and secondary schools in which great numbers of African youth are receiving a very good education.

Educational Conferences for the Summer

The 1962 Autumn Council authorized the holding of a conference on work-experience education at Andrews University June 17 to July 5, 1963, to which each union conference in the North American Division has been invited to send a participant. The purpose is to prepare a guide and syllabus for a work-experience program in our academies, the plan to include vocational training and vocational guidance with classroom instruction offering academic credit. Although the conference will deal with the normal or average youth in a wholesome environment, interestingly enough, *Work-Study Programs for Alienated Youth: A Casebook* (Chicago: Science Research Associates, Inc., 1962, 265 pp.) reveals how such programs have aided in the prevention of delinquent behavior and the rehabilitation of alienated youth.

On August 4-5, 1963, the Department of Education Advisory Council—secretaries of union conference departments of education section—will meet at Union College, Lincoln, Nebraska. At 7:30 P.M. on August 5 the college section of the Advisory Council will convene. Delegates to the latter group will include the General Conference Department of Education staff, the union

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