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KELD J. REYNOLDS, EDITOR

Associates

ERWIN E. COSSENTINE
LOWELL R. RASMUSSEN

JOHN E. WEAVER
ARABELLA J. MOORE

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With this issue we change the volume count from the calendar year to the school year; making this Volume 10, Number 2, though the change was not indicated in the October issue as Volume 10, Number 1. The number of issues per year and dates of issue will remain the same as heretofore.

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ADMINISTRATION—An Editorial

ADMINISTRATION is leadership. The school administrator is neither a dictator nor an errand boy. As to responsibility, he is the servant of the constituency and the executive officer of the school board. He ministers to the school. That is the meaning of his title.

Since he must assume full personal responsibility for every element of the school program carried on anywhere on the campus, it follows that he will be intelligently interested in all phases of the educating process. He must co-ordinate and integrate all the varied and scattered activities of the campus into one harmonious whole, calculated to inspire and assist the student in the direction of personal maturity and wholeness, and to the dedication of himself to the service of God and the benefit of man.

The administrator of an Adventist school must assume full responsibility for the spiritual tone of the campus and classroom. It has been said that an institution is always the lengthening shadow of a man. It might better be said of a Christian school that it is headed by a man or a woman who reflects the character of Christ in the life, and who recruits staff members whose spiritual life is on the same plane, in order that the Light of life may burn steadily on the campus. His first concern in the selection of new staff members will be their spiritual maturity and their ability to attract others to the Master. His chief responsibility in the selection of students is to use the utmost caution, mixed with charity and insight, to see that the privileges of a Christian education go to those who show most promise of being useful in the Master's service. He may delegate to another or to some committee the actual imple-

menting of the program, but the responsibility is still his.

One of the areas in which leadership is well demonstrated is in the day-to-day relations of the administrator with the staff and students. He will not isolate himself in his office. The late David Starr Jordan, when president of Leland Stanford University, could often be found whittling in the sun in one of the quadrangles. There he was informally accessible to the famous professor and the lowly freshman on the same man-to-man level. And there he took the human pulse of a great institution.

The personal welfare and professional growth of every teacher are the concern of the administrator. He should know the families of the staff members. It is to the interest of the school, and therefore his responsibility, to see that as far as possible they are spared subsistence worries. He will see that teachers are promoted in rank and given opportunity for advanced study impartially according to ability and service rendered. He will organize the intramural relationships of staff members so as to permit the widest personal freedom for self-expression and development consistent with the objectives of a Christ-centered program.

The administrator must be a gentleman and a scholar, as well as a Christian. The board members and the churches he visits see the school through his eyes and his deportment. The visitor to the campus judges the tone and spirit of the school by the manner in which he has been received and treated by its head. And in the long run the professional efficiency of the staff and the scholarship level of the students are alike paced by his leadership.

The Value of Our School Work

Ellen G. White

(About ten years ago there was compiled under the direction of the Department of Education some "Early Educational Material." The article, sections of which follow, is one of that collection. It first appeared in the *Bible Echo* under date of September 1, 1892.—EDITOR.)

WE HAVE erected institutions of learning in different lands, because it was not safe to intrust our youth to the influence of irreligious teachers, or even to those who would inculcate doctrinal errors. The necessity of instruction in the Bible, as well as in secular branches of learning, is apparent, and it is also essential that our youth have the benefits of manual training. In order to develop symmetrical characters, it is not only necessary to have thorough intellectual culture, but also a training of the physical powers.

There is a great work to be done for our youth, and for this reason we would urge them to take every advantage whereby they may be educated. We invite them to attend our schools, that they may come under the influence of intelligent, God-fearing teachers. Teachers in our schools should be persons of elevated character; for the tastes of those who attend school must be refined, their imaginations must become pure and elevated. Their aspirations must be purified through the power of Christ. If they yield themselves to His control, they will be fitted for positions of responsibility. They must be influenced to form correct habits; for every soul redeemed by the blood of Christ has an exalted destiny to fulfil. No one liveth to himself; all exert an influence for good or evil and in view of this the apostle enjoins young men to be "sober-minded." How can they be otherwise when they consider the fact

that they are to be co-workers with Christ, partakers with Him of His self-denial, self-sacrifice, His forbearance and gracious benevolence? . . .

Teachers in our schools will have to work as Christ worked, manifesting love and forbearance. Students will come to the school who have no definite purpose, no fixed principles. They will have no realization of the claims of God upon them; but they are to be inspired with courage, to be awakened to their responsibilities, that they may have high aims, and desire to improve their talent and increase their knowledge. They must be taught to appreciate their opportunities, that they may thirst for knowledge, and become examples in industry, sobriety, and punctuality.

God would have His workers aim at nothing less than perfection, and strive earnestly for its attainment. Those who go out to the world as teachers of Bible truth, should be cultured in mind and refined in manners. The people have a right to expect that the Christian teacher will meet a high standard, and they will pass severe judgment upon him if he does not. He should have such a character that he will command the respect of all, and it is for the purpose of qualifying workers for this exalted calling that our institutions of learning have been established. . . .

In view of what the youth may become, teachers should feel a deep interest in their students, working for their training and discipline in order that they may go forth from the school with higher, holier motives, with nobler principles than when they entered it. Teachers

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Just What Does a College President Do?

Alvin W. Johnson

PRESIDENT, EMMANUEL MISSIONARY COLLEGE

THE specific duties which fall to the lot of a college president are multifarious; particularly is this true in the small church college. The president spends much of his time attending committee meetings, conferring with faculty members, preparing reports, answering letters, and conversing with visitors.

In such a medley of duties there is great danger that the college president bury himself in these routine matters. It has been said that "there is so much routine—so many reports, so many meetings, so many signatures, so many people to see—all of some value to the institution, that you can conscientiously take your salary and never administer at all. You can spend your entire time doing things which any \$30-a-week clerk could do better, and go home at night exhausted to report to your wife that you have had a hard day wrestling with college problems."¹

These functions, however, represent but a portion of his responsibility as a leader in Christian education.

A college president is so placed that, like an architect, his view encompasses the whole as well as the interrelations of its parts. His responsibilities relate to every department of the institution as he directs in the maintenance of a proper balance of the students' physical, mental, social, and spiritual development.

To be more specific, the president is responsible for the development of the educational program. It devolves upon him to co-operate with faculty and departments in clarifying educational objectives and formulating policies. It follows that he must keep abreast with

changing social and economic conditions of the world that necessitate adaptations in curricula and content of courses. He must have an appreciation for developments in the various fields of human activity and in the work of preparing young people for participation in them.

In order not to be taken unawares by changing conditions, he must possess what the poet Bridges calls the "masterful administration of the unforeseen." At the same time, as he continues to move forward, he must look back upon the record of the past, much as an automobile driver, by lifting his eyes into the mirror, looks over the road which he has traveled.

The president is responsible for preparing the budget of the institution; although he will, of course, rely upon his administrative assistants to make recommendations and requests. The faithful discharge of this duty is emphasized by the Spirit of prophecy in the following instruction: "Especially should the president of a school look carefully after the finances of the institution. He should understand the underlying principles of bookkeeping. He is faithfully to report the use of all moneys passing through his hand for the use of the school. . . . Those intrusted with the financial management of our educational institutions, must allow no carelessness in the expenditure of means."²

In a definitive article on "Budgets for Institutions of Higher Education," J. Harvey Cain states: "In an educational institution, budget-making is one of the responsibilities of the president which he cannot shift to other shoulders. The success of his educational program depends

upon his ability to offer an intelligent budget with a well-balanced percentage of expenditures divided between general administration, instruction and research, libraries, maintenance of plant, auxiliary activities, and non-educational expenditures."¹

The president directs in the preparation of plans for the improvement of the physical plant. This relates not only to maintenance of existing facilities but to provision for additional buildings and equipment as well. There has perhaps never been a time in the history of our denomination when as long-range and yet precise planning was necessary as that needed today. Larger enrollments demand increased facilities in housing, in equipment, in classroom space, with the result that the president finds much of his time absorbed in routine work.

The selection of faculty personnel is another of the president's challenging responsibilities. In this postwar period, which has brought a multiplication of student enrollments, resulting in shortages of trained teachers, the selecting of a teaching staff is increasingly difficult and increasingly significant. No college can rise higher than the ideals and scholarship of its faculty. The president will endeavor to staff the college with men and women who are strong spiritually and scholastically. He will seek out leaders of youth and teachers who are interested in the eternal welfare of their students, who have the ability to inspire them to launch out into the sea of life, not alone, but with Christ as their pilot.

A president must endeavor to maintain amity and unity of purpose among members of the faculty. As the official representative of the institution he interprets its operations and activities to the board of trustees, to the alumni, and to the constituency. In turn, it becomes his responsibility to interpret to faculty and students the attitude of the board and constituency. It was Robert M. Hutchins, chancellor of the University

of Chicago, who recently said that the administrator has at least five constituencies: "the faculty, the trustees, the students, the alumni, and the public." He then went on to say that one could profitably spend all his time with any one of the five, but what he actually does is to spend just enough time with each of the five to irritate the other four.

The most important duty which the president of a Seventh-day Adventist college performs is of necessity the direction of the spiritual interests and activities in every detail of the college program. For this he is both directly and indirectly responsible. He works with his colleagues in an effort to establish standards and curricula that conform to the blueprint given us for Christian education. He constantly keeps before the faculty the objectives of Christian higher education: "It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come."²

It is the president who carries primary responsibility for the appointment of speakers for the religious services of the college, including chapel services, vesper services, and weeks of prayer. He is a leader in the college church and, of course, a member of the church board. Not only is his influence felt among college personnel, but he serves on various local and union conference committees, and is frequently a member of other important committees. He is called upon to give speeches, addresses, and sermons on various and numerous occasions.

How important it is, then, that the president be an individual of integrity and conviction, a student in the school of Christ. He must be a man of faith to trust Him who encompasses all time and place in His mind and purposes.

¹ Robert M. Hutchins, "The Administrator," *Journal of Higher Education* (vol. 17, no. 8), November, 1946, p. 400.

² Ellen G. White, *Fundamentals of Christian Education*, p. 510.

³ J. Harvey Cain in *Association of American Colleges Bulletin*, March, 1945, p. 101.

⁴ Ellen G. White, *Education*, p. 13.

Faculty Meetings

John M. Howell

PRINCIPAL, FOREST LAKE ACADEMY, FLORIDA

ONCE upon a time," in the days long since gone and almost forgotten—certainly not likely to return—when the headmaster of a school was the only one with sufficient training to know what the school was trying to do, and when his associates were simply monitors who went from pupil to pupil, pronouncing words, "hearing lessons," keeping order, and doing whatever else they were capable of doing, there may have been less need for staff, faculty, or teachers' meetings. But today, when each teacher is seeking to qualify himself to the very best of his ability; when each employee is a quasi specialist in his particular field; when, because the school has become such a vital factor in community life and (as in the case of those represented by THE JOURNAL OF TRUE EDUCATION) spiritual life and interests, the philosophy and objectives of education are of grave concern. Obviously time must be dedicated to the study of the principles and policies of educational endeavor, pupil needs, pupil activity programs, guidance service, the ever-changing curriculum, library service, and innumerable other vital problems, as well as to the co-ordination of the efforts of all—parents, teachers, and pupils—for the accomplishment of the task in hand. The wisdom of the entire group is needed.

In his study of over one hundred faculty meetings, and specifically in describing the outcomes of the *twenty* which he considered significant to the teachers, the pupils, and the school, Herbert H. Helble said:

"These meetings were free from formality.

"Teachers had a chance to work on, participate in, and talk about solutions to their own professional problems.

"Teachers had a chance to study a problem of their own choice and interest. This in turn produced effort.

"Problems and topics chosen were vital, current, local, definite, alive, and, hence they led to in-service teacher growth.

"Teachers were consulted at all stages; their cooperation was asked for and received because they were made to feel that each had a contribution to make.

"Each presentation was rigidly limited in time and each month's program was carefully balanced so as to mix entertainment with instruction for the full hour.

"Administrative routine matters, lecturing or faultfinding, discussion of personalities, were rigidly excluded.

"The principal merely acted as presiding officer, generally seated with, not in front of, his teachers. Democracy prevailed.

"The emotional, recreational, and social aspects of faculty life—as well as the educational and intellectual—were recognized in these presentations.

"Delivery as well as thought; humor as well as facts; actual life experiences as well as figments of imagination; variety as well as logic were given free rein.

"Teachers could see the results of their work in permanent carry-overs: mimeographed reports, architects' drawings, changed practices in daily teaching and administration.

"Emotional satisfactions were experienced as teachers became in turn, both participants and audience. Teacher morale improved."¹

Kyte suggests the following guiding principles in the organization and development of teachers' meetings:

"1. A fundamental interest should be aroused in the teachers.

"2. The teachers should be able to see that the meeting is planned to help them meet recognized needs.

"3. The past experience and knowledge of the teachers, which are pertinent to the discussion, should be utilized fully.

"4. The new experiences in the meeting should contribute directly to the body of professional subject matter needed by the teachers.

"5. Throughout the meeting, teacher participation and activity should predominate.

"6. Each teacher in attendance at the meeting should be able to profit in some measure as a result of her experiences in it.

"7. The meeting should close with a summary of points and values."²

In most schools where the teachers are burdened almost to the breaking point with curricular and extracurricular activities, it is often very difficult to find a time that is satisfactory to each member of the personnel for the holding of staff, or faculty, meetings. It is also difficult to know just how to conduct such meetings with a group so busily and variously engaged. C. C. Anama suggests the following:

"1. Meetings should be held during the earlier part of the week. (The close of the day seems to be the best time.)

"2. Meetings should not be over an hour in length.

"3. Departmental sessions prove to be most profitable.

"4. The teachers should participate in most of the meetings, and conduct some as well as the superintendent, principal, or supervisors.

"5. It is a good plan to invite educational authorities and students of school problems to assist in teachers' meetings."³

It would seem that the standards for "Percentage Distribution of Time for Various Matters Considered in Faculty Meetings" set up by the North Central Association in the *Revised Manual of Accreditation* for institutions of higher learning might also be adaptable to the needs of the secondary school:

Percentage

"1. Routine administration, including such matters as student admission, the granting or withholding of credits and marks, graduation, reports of administrative committees given for information or action. _____ 10

"2. Student discipline, including regulation of social activities, athletics, and such offenses as cheating in work and immoral conduct. _____ 5

"3. Legislation regarding educational policies, such as the adoption of curriculums, of requirements for entrance or graduation, the development of plans for the study of educational problems basic to legislation, reports of such studies and the consideration of broader educational issues. _____ 75

"4. Faculty welfare, covering such matters as salaries, insurance, retirement, housing, recreation, and community life. _____ 10

Total _____ 100"⁴

Teachers' meetings may be conducted around one single item for each separate meeting, or they may be centered around a larger theme for a period of months, or even for a year or more. Such topics as the following may be studied with interest and profit:

1. Remedying reading and language deficiencies.

2. The new supervised-study plan.

3. The value of the sixty-minute recitation period as compared with the forty-minute period.

4. Which boys and girls of school age are not planning to continue their formal education, and what to do about them.

5. The rating of the graduates of former years, comparing them with last year's graduates and the students in the present year's senior class.

6. A proposed new marking system.

7. The school library—how to make it more useful and how to get students to take more interest in both the daily assignments which ought to take them to the library and out-of-school topics.

8. Spiritual growth in the entire school—teachers, students, and others.

9. Inspiring worth-while aims for life.

10. The great mission program of the Seventh-day Adventist Church and its relationship to the school, the teachers, and the student body.

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The Faculty Meeting as a Constructive Force in the Seventh-day Adventist College

C. D. Striplin

DEAN, LA SIERRA COLLEGE

THE faculty meeting is, without doubt, the greatest unifying and coordinating agency in the smooth and effective functioning of the Seventh-day Adventist college. It is the occasion which brings the entire faculty together, with all their varied interests and problems. It is also "the mirror that reflects the competence, the sincerity, the morale of the body of individuals responsible for the educational welfare of the institution. An understanding of what takes place in a faculty meeting, of matters emphasized in discussion, of the manner in which the agenda for the meeting are set up, of the extent to which executive power is delegated, of the way in which the faculty is kept informed of all conditions that affect instruction, becomes the key to a general estimate of the effectiveness of a faculty as a governing and directive agency of the educational program."¹

It is, therefore, of the utmost importance that it be carefully planned and conducted with regularity in such a way as to net the greatest possible benefits. Sound practice, judged by wide experience, has determined that the time of the faculty meeting should be "devoted primarily to the consideration of legislation affecting educational policies, such as the adoption of curriculums, the specification of requirements for entrance or graduation, and similar matters of educational importance";² with due emphasis placed upon spiritual values and means whereby they may be made available to the student body as a whole and as individuals. Items of lesser importance,

but definitely related to the scope of the faculty meeting, are those concerned with routine administration such as student admissions, graduation requirements, reports of administrative committees, student discipline, including the regulation of various social activities and offenses such as cheating, unbecoming or immoral conduct, and other major infractions of school regulations, and also items relative to faculty welfare and faculty improvement, professional and spiritual.

It is clear that no two colleges will conduct exactly the same type of faculty meeting, since each must answer the needs of its own peculiar environment and location. Yet there are certain general aspects and aims which should find expression in any well-ordered faculty meeting regardless of external factors.

A recent poll of Seventh-day Adventist colleges netted some very enlightening results regarding practices in these institutions. Nine colleges reported regular faculty meetings, while two indicated that meetings were frequently omitted or held at irregular intervals. Six held their faculty meetings monthly, a Sunday being the usual day for such meetings.

A study of the major areas of discussion and the relative time spent in each was also revealing. Five colleges reported that discipline cases occupied all the way from 2 per cent in one college to 40 per cent in another. Ten of the eleven college faculties spent all the way from 5 per cent to 50 per cent of the time in discussions of spiritual problems related to their student bodies, the different percentages of time being distributed rather

uniformly. All eleven colleges reported a study of college objectives, varying all the way from 5 per cent of the time to 33 per cent. Every college reported time spent in the study of college policies.

Nine colleges reported regular prayer meetings in connection with, or apart from, the regular faculty meeting, while the others indicated prayer groups at irregular or unstated intervals.

Nor were the faculty social gatherings omitted, five colleges reporting monthly gatherings; one, a gathering every six weeks; three, from three to four times yearly; and one, once each semester.

The activities carried on at these social gatherings represented a wide range of activities such as music, readings, seasonal functions for such occasions as Thanksgiving and Christmas; farewells, and welcomes; dinners, banquets, covered-dish suppers followed by games; and supper or luncheon with some "professional" presentation.

The Faculty as a Legislative Body

Ten of the colleges reported that the faculty was a "true legislative" body, and denied any attempt on the part of the administration to reduce it to a "rubber stamp" body. One college was indefinite in its answer, suggesting a slight tendency toward centralized control.

Numerous standing committees were reported to be a part of every faculty organization, but answers varied as to their status and responsible head. Five colleges indicated that all standing committees were responsible to the faculty, while three said they were responsible to the president; one, to the executive committee of the college, and one indicated that the actions of some committees were final. Ten of the eleven indicated that all standing committees reported regularly to the faculty, where matters of policy were involved.

To the question, "Is the faculty the policy-making body of the college?" the answers were not uniform. Five an-

swered, "Yes," but the remainder gave qualified answers such as: "To a certain degree"; "On academic matters, not finance"; "Only in certain areas—subject to the board"; and "In theory, yes." In eight of the schools the action of the faculty on such matters was stated to be final, while three answered, "No."

In reference to the legislative powers of the faculty and its committees, various comments were made:

"We have an executive committee which meets twice a month and is final authority in matters of policy."

"Faculty actions are final in co-operation with the board."

"Administration council, admissions committee, religious interests, library, personnel, health, and social activities committees never report."

"Academic policies, curriculum, and social activities report on important proposals or policies."

"General policies by board. Delegated policies by faculty."

"Administrative, library, health, and admissions committees report rarely."

The Faculty as a Planning Body

To the question, "What does the faculty do in the matter of long-time planning for the college?" various answers were given. Eight stated that their faculties aided in the planning of building construction, some answers being modified by such statements as: "As needed when asked"; "Not as a group but individually as conditions arise touching the various departments"; and "Yes, as appointed on committees."

Eight indicated that the faculty gave study to effectiveness in teaching procedures, while three answered in the negative. The faculties of seven colleges gave study to the effectiveness of examination and testing procedures, while four said they did not, "except as proposals are brought in by the dean," or they did "in theory," or, "This is handled by the dean and the registrar." Six college faculties

gave study and counsel in freshmen orientation procedures, while five did not, this work being left largely to the dean and registrar.

The answers given regarding the part played by the faculty in counseling or other service functions were varied, and defy classification; but all indicated some effort at adequate counseling.

There was also a slight variation in practice regarding the work of the faculty in the matter of curriculum organization, as revealed by the answers. However, some faculty participation was indicated in each case.

Faculty Improvement

To the question regarding time spent for staff improvement in teaching methods, the answers were largely in the negative. One college reported some phase of teaching presented and discussed at each monthly social meeting; another said, "The dean draws attention to suggestive improvements but is not expected to give detailed attention to whether or not they are carried out." Still another indicated that research problems were presented, reports given, or suggestions made by the staff; a fourth stated that no concerted program was carried forward.

Three colleges indicated a certain amount of time devoted to cultivating professional attitudes, while seven indicated that little or nothing was being done in a direct way. One college stated that the cultivation of professional attitudes was effected largely as a by-product accompanying other areas of discussion; another indicated study of reports from teachers who attend conventions, study of magazine articles, papers, and the Spirit of prophecy; a third reported that the president sometimes spent time in discussing points that might be classified in this category, but that there was no concerted effort along this line.

Little or no time was reported as spent on departmental exchange of ideas in the faculty meeting, although this is a very

desirable practice for the improvement of teaching methods and procedures.

Observations

It is apparent that much valuable help in planning building construction or improvements would be available, and fewer mistakes made, if the faculty could co-operate more with the administration in initiating and planning improvements, and be consulted for advice or suggestions before extensive alterations are launched.

Faculty study is recommended on the needs of the college plant, equipment, efficiency, elimination of waste, and other items which enter into the smoother functioning of the institution.

It seems evident that a more effective program of freshmen orientation could be carried forward if orientation procedures were given careful study by the entire faculty.

More attention should be given in certain colleges to a study of the effectiveness of teaching procedures and to the proper type, use, and implications of the entire program of examinations.

The questionnaire indicated that at present too little time is spent upon faculty improvement, and that no organized program is being carried forward in the majority of our colleges. It is suggested that certain specified times be set apart for this purpose, and that efforts be made to eliminate purely administrative problems, which are oftentimes uninteresting and nonpertinent to the faculty at large, in order to provide more time for such a program of improvement.

Where possible, the detailed work of the faculty should be done by committees designated to recommend policies and to implement the policies laid down by the faculty, thus leaving the time of faculty meeting free for legislation, the enactment of policies and nonroutine work, and professional improvement.

Much more might be done by the fac-

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The Christian Principal

Frank E. Rice

PRINCIPAL, NEWBURY PARK ACADEMY, CALIFORNIA

RECENT years have seen the variety of duties of the academy principal greatly multiplied and expanded. Along with this expansion has come a great increase in opportunity for the progressive administrator. In earlier times boards of education regarded the school principal's duties as mostly concerned with routine and clerical work, rather than with technical administration and leadership of his school.

Today his duties consist of a variety of activities, which might be anything from speaking engagements on some phase of education to mingling socially with the members of the community. His office responsibilities have increased with the expanding of the curriculum, and more frequent contacts with the home have given rise to new office procedures. The principal also must bear the responsibility of planning the budget and administering the financial policies of the school. The school board, of which he is often secretary, takes a portion of his time; and he is wise to keep in close contact with his board members. The teachers' meeting, or the professional meeting of the school faculty, must be planned and guided by the school principal. In addition, there are personnel problems which are time consuming, but on which he should be willing to give assistance. He must also take time for physical inspection of the grounds, the buildings, and the maintenance and janitorial service.

There is always the problem of research analysis and institutional development which the principal dare not neglect, and which demand his continuous

study and self-development. Curriculum problems, correspondence, preparation of bulletins, public relations, making and keeping appointments, and a host of other details including supervision of clerical work, would seemingly leave little time for his real and most important work—the leadership of his school in such a way as to assure pupil growth in spiritual, mental, and physical areas. Administrative details are of little consequence—in fact, are in vain—if the goal of Christian education, which is Christian growth, is not steadily borne in mind and reached in terms of pupil consecration and devotion to the service of God and humanity.

The classroom teacher is in constant contact with the pupil. Teacher and pupil make the school. Therefore, the principal's most important work, and, in fact, his chief reason for holding office, is to stimulate and direct pupil growth by doing all in his power to secure, maintain, and direct teacher growth. It is vital that the principal possess an attitude toward his fellow teachers that is genuinely Christian and positively helpful.

We live in an age of science, yet it is fatal for a principal to maintain a wholly scientific attitude toward his associates in teaching. All agree that the principal must be scientific in his method of work on problems in the field of supervision; however, he must have an integrated and personal attitude toward his associates rather than a scientific attitude, which would be an impersonal searching for facts after the manner of an inspector. The principal will be biased in favor of

certain desirable results. He will be sensitive, co-operative, responsive, and personal in dealing with his teachers; yet he will be always the leader of their professional activity. It is agreed that personality is of prime importance in teachers. It is no less so in principals. No principal can hope to help develop teacher and pupil personality without having regard for his own personality. Below are listed eight qualifications which may be helpful to the principal who wishes to promote teacher and pupil growth:

1. He should be friendly and co-operative, yet reserved.
2. He should radiate confidence.
3. He should regard himself as a "consulting physician" rather than as an overseer, and be able to make a constructive contribution to each of his associates.
4. He should have consideration and sympathy.
5. He should be respectful of personality.
6. He should be stimulating.
7. He should work with his staff, not merely direct them.
8. He should demonstrate both ability and willingness to do anything he expects his staff members to do.

The demonstration of these qualities might mean that the principal will be as quick to recognize and employ individual differences in teachers as he is to talk about individual differences in children. Teachers crave to be understood. The wise principal will not give out a *best* method of teaching—his method—but will in each particular situation, be ready to help the teacher to find his own best way.

Within these listed principles appears much that will make for stability and mental health. A principal usually gains much more and is more helpful in visit-

ing classes if he lets a teacher know a day or two ahead that he would like to visit his class. Surprises do add spice, but it makes for order and mutual assurance to know ahead of time that guests are coming. The family does not make such meticulous appointments because personalities are so well understood. When the principal has built up such a solid personal understanding that he can move freely, gracefully, and helpfully among associates and pupils, he will be a welcome visitor at any time, and appointments will be necessary only because of his crowded schedule.

Nothing stimulates endeavor more than sincere recognition of a job well done. The principal who can find nothing good to say after he has visited an associate at work would better have stayed by his administrative details and in his own office.

The Christian principal is sympathetic because he has achieved personal integration and understanding. He is not petty, because large thoughts occupy his mind. Details should not fret him, since he is dealing with persons whose lives are made up of details. If the press of clerical or business duties leads the principal of a Christian school to neglect his teaching associates, either personally, professionally, or spiritually, and leads the pupils to fear him as a remote but menacing ogre, to be seen only under compulsion, his objectives as a principal would seem to have slipped far out of focus.

The third qualification in the list is far more than an attitude. Professional development requires much study. The principal who maintains a Christlike attitude will invite his associates to study with him and will lead them into pastures—spiritual as well as scholastic—which will foster teacher growth and pupil growth, to the fulfillment of the aims of Christian education.

The Emerging Dean

George E. Shankel
DEAN, ATLANTIC UNION COLLEGE

THE term *academic dean* or *dean of the college* is one that is comparatively new in Seventh-day Adventist educational practice. A decade ago only one or two of our senior colleges had made such an appointment, and, in fact, most of them have had an academic dean less than five years.

Considerable diversity of practice exists as to the functions of the academic dean, not only in our denominational colleges but also in colleges at large, as was indicated by the papers presented at the conference of academic deans held in Boston last winter. A well-defined universal pattern is difficult to discover.

One important purpose to be served by the council of our own college deans held in Colorado in June of this year was to arrive at a common understanding of the duties and responsibilities entailed, and thus achieve a measure of desirable uniformity in denominational practice. Some of the obvious advantages of a clear definition of responsibility may be listed as follows:

1. Smoothness of relation with the president and registrar.

2. Teachers' recognition of whom to consult on various questions.

3. Students' clear understanding in matters of consultation with president, dean, and registrar respectively.

4. The position of academic dean being clarified and defined, he will have as definite a status as that enjoyed by president or registrar.

The following brief study of present practices in our colleges will, I trust, prove illuminating.

Relation to President

In all our colleges the dean serves as executive officer in the absence of the president, reports regularly to the president regarding the academic work of the college, approves or counsels with the president on proposed new courses, and assists the president in locating teaching personnel. In most colleges the dean assists the president in the co-ordination of the instructional departments, in the preparation of the educational budget, and in planning in-service training of teachers.

Such matters as the promotion or dismissal of faculty members, the decision as to what constitutes a full-service load, and relationships with the accrediting organizations are, with a few exceptions, matters of counsel between president and dean. In a few cases the president still retains full responsibility in these matters. About half of our college deans feel that, at present, there are duties shared with the president which should be more clearly defined and delegated.

Administrative Responsibilities

A further list of administrative responsibilities showing present practice is as follows:

	Yes	No
1. Executes under the president the policies and regulations of the college.	7	
2. Administers the academic policies of the college.	8	
3. Directs the personnel program.	5	3
4. Serves as chairman of the		

- | | | |
|--|---|---|
| academic standards or academic policies committee. | 7 | 1 |
| 5. Directs the summer session. | 7 | 1 |
| 6. Plans and directs orientation and freshman week. | 8 | 1 |
| 7. Serves as chairman of admissions committee. | 5 | 3 |
| 8. Administers the excuse and absence system. | 6 | 3 |
| 9. Co-ordinates the extracurricular activities of the college. | 4 | 4 |
| 10. Dismisses students on academic grounds. | 1 | 8 |
| 11. Enforces or waives academic regulations. | 1 | 7 |
| 12. Acts as veterans' adviser. | 3 | 6 |
| 13. Organizes the junior and senior classes. | 3 | 5 |
| 14. Administers the chapel absence system. | 4 | 4 |

Relation to Registrar

Generally speaking, the registrar is responsible to the dean. That is to say, the registrar's responsibilities are regarded as falling under the general view of the dean.

In nearly every college the dean and the registrar work in close collaboration in such matters as the class schedule, final examinations schedule, evaluation of credits, and the preparation of the catalog issue of the bulletin. In other matters, such as assigning rooms to teachers, securing necessary certificates and diplomas, administration of entrance examinations and testing program, and arranging of registration procedure, the registrar works quite independently except in a few instances.

Relation to Faculty

In all our colleges the dean counsels with the faculty regarding student failures. In nearly all, the dean arranges with department heads for the assigning of subjects to teachers. In such matters as the following, however, a wide divergence in practice exists: advising faculty

regarding attendance at professional meetings, planning a program of faculty improvement, arranging for student help for teachers, approving of membership in learned societies and subscription to journals of learned societies. In this latter group the relation of the faculty is quite often directly with the president. The dean proposes educational practices, brings educational developments to the attention of the faculty, and conducts institutional research on problems of teaching, staff organization, and other questions relative to teaching efficiency.

Relation to Students

Without exception, the dean advises students regarding academic and general welfare, and particularly regarding scholastic failure. Final decisions in matters of questionable scholastic standing are, however, made with committee counsel.

Relation to Instructional Program

In every college the dean carries a small teaching load, usually three or four hours. The supervision of teaching may take the form of conferences with department heads or directly with other teachers. In two colleges the plan of classroom visits by the dean is followed, but in most cases this practice is not accepted kindly by teachers.

Curriculum changes are made by counsel with heads of departments in three colleges, by curriculum committee and faculty action in two, by combined action of the academic standards committee and counsel of department heads in three.

In two colleges the class schedule is arranged by the registrar; in four, by the registrar and dean; in two, by the dean, registrar, and faculty; and in one, by the dean and department heads.

In three colleges the dean checks all programs at registration time; in two he checks only loads under minimum and over maximum; whereas in three others

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The Professional Service Load of Staff Members in Seventh-day Adventist Colleges

Howard J. Welch

DEAN, MADISON COLLEGE

THE professional service load of college staff members has been defined as consisting of "all assignments for which the institution controls the time of faculty members and for which, in most cases at least, it pays them a salary or other form of compensation."¹ It seems obvious, however, that this definition hardly covers completely the responsibilities and duties devolving upon Seventh-day Adventist college teachers. For example, we may take the matter of church responsibilities. Our system of education is so inseparably linked to the church that one can hardly fulfill one's obligation as a college teacher without almost automatically becoming entangled in a mesh of responsibilities related to worship, evangelism, or religious counseling.

The more we investigate the problem of evaluating and adjusting the staff service load, the more we come to realize its almost bewildering complexity. Some of the factors involved are:

1. Individual differences in method of teaching and in ability of the teacher to encompass any given responsibility.
2. The amount of emphasis given by the teacher to productive research.
3. Relative difference between subject fields as to burden of teaching them.
4. The teaching load for second section of class as related to first section.
5. Evaluation of time spent in laboratory supervision.
6. The problem of class size in relation to teaching load.
7. The varying amount of student help; reader, stenographic, laboratory.

8. The relative teaching burden involved in private instruction in voice, piano, and various instruments.

9. The amount of counseling work done by the teacher, either with assigned advisees or with students who voluntarily seek counsel.

10. The relation of the grade level of the class to the burden of teaching.

11. In addition to the above problems or factors affecting the work load, we must also find ways to evaluate the extracurricular responsibilities of the teacher and various types of administrative work. We find ways to limit the extracurricular activities of the student, but often leave a valuable teacher to the mercies of a dozen or more activities and organizations all clamoring for his leadership.

Faced with this array of problems, one finds scant comfort in any research studies that are in the least objective. This fact is continually emphasized by John Dale Russell in a paper presented before the Institute for Administrative Officers of Higher Institutions held at the University of Chicago, July 3, 1946. For instance, he points out, "Unfortunately there is no available research to answer the question objectively in terms of the relative burden of laboratory teaching as compared with lecture or recitation-type of teaching."² In regard to the assumption that the number of students in a class add to the burden of teaching in proportion, he says, "This assumption may seem plausible, but it has not been demonstrated objectively."³ In a University of Chicago survey by Floyd Reeves and

others, some investigation was made of the instructors' estimate of this factor, but little correlation was found.

With the paucity of research and the complexity of the numerous problems, we must not expect to find all the answers easily available. On the other hand, it is clear that good administration demands constant attention to the proper evaluation and distribution of faculty load, and it behooves college administrators to give attention to this matter.

In preparation for the Deans' Council held last June at Boulder, Colorado, a study was made involving data from nine Seventh-day Adventist colleges, with one hundred and fifty-two teachers reporting. As revealed by this study, the average number of credit hours taught came to 14.2. This seems to be in line with good educational procedures. However, this is only part of the story. Though the *average* seems satisfactory, it is apparent from the study of the individual reports that there are too many extremes for complacency on the part of administrative officers responsible for adjustment of teacher-service loads. Fifty-seven out of one hundred and forty-two teachers who responded to an inquiry considered themselves too heavily loaded for satisfactory work.

Another observation which came out of the above study is that there is considerable lack of uniformity in the policies of different colleges in the evaluation of service load. For instance, some evaluate a clock hour of laboratory supervision on the same basis as a lecture period. Several consider a laboratory period only half as burdensome as a lecture period of the same length. Another college gives it a two-third value. A North Central Association study indicates that the colleges in that association generally consider 1.3 to 1.5 hours of laboratory teaching to be equal to one hour of nonlaboratory teaching. In other words, a three-hour laboratory period giving one credit hour to the student

would be given a maximum evaluation equivalent to two lecture periods. Considerable variation exists also in the evaluation of individual music lessons. Statistics show that policies range from 40 to 50 private thirty-minute lessons per week as full load.

In an effort to assist administration officers in evaluating and adjusting faculty service loads, and to bring about at least some degree of uniformity in policies, a committee was appointed at the time of the Dean's Council to give further study to this matter. Some attempt will be made to work out a point system which assigns an arbitrary point valuation to many activities carried on by college teachers. Whereas this will, no doubt, be helpful, it is the opinion of the writer that since so many factors regarding individual differences are involved, it will never be possible to reduce the evaluation of load to a mathematical formula.

We would suggest that school administrators make a careful study each quarter or semester of the service loads of all their teachers. This should include a careful, well-thought-out evaluation as classes are assigned, and then a recheck after the program has been in operation for a reasonable time. Accurate cumulative service-load records should be kept. Word-of-mouth information and general impressions do not suffice. As far as possible definite policies should be set up and made known to both teaching faculty and administrators. In some cases boards of institutions need to be informed of the loads carried by teachers.

Excellence of instruction should be the primary concern of every college teacher and administrator. Such excellence is not possible over a period of time unless faculty members are given time for study. We must carefully guard against the tendency to load our best teachers too heavily with nonteaching duties, and thus greatly lessen their classroom effectiveness. We must not dissipate that which is our most valuable stock in trade. When

classrooms are crowded and good teaching is at a premium, is it not economy to let less-skilled office workers do much of the clerical work commonly carried by teachers, and give the teacher more time for study and for physical recreation in garden, field, or shop? Constant surveillance must be exercised so to balance and distribute the total load of the college as to get maximum efficiency from

each staff member. Accurate records, careful study, and a spirit of co-operation will do much to assure that each teacher carries his share, but that none is loaded beyond his capacity for efficient work.

¹ John Dale Russell, "Service Loads of Faculty Members," *Problems of Faculty Personnel* (Proceedings of the Institute for Administrative Officers of Higher Institutions, 1946, vol. 18), p. 75.

² *Ibid.*, p. 76.

³ *Ibid.*, p. 77.

Very little progress has been made in recent years in the development of techniques for measuring service loads. As institutions for education have grown in size and in complexity of organization, and as service responsibilities beyond simple class schedules have been loaded on the teaching personnel, the need for the development of such techniques, sufficiently uniform for broad comparison, has become acute. Here would be a field for research which would be of immediate practical benefit to administration officers who struggle with schedules and the assignment of service loads. Such techniques must be developed pragmatically. The maxima and minima of a sound teacher load can be established in only one way: by measuring the actual loads of successful teachers, and using these tabulations as bases for computation.

The following teaching-load tabulations came from three sources. They are very general, but we present them for what practical value they might have. Table 1 was prepared by Dean Welch, the author of the above article, from information supplied by the teachers in nine Seventh-day Adventist colleges, and shows loads for the school year 1946-47. Table 2 shows the teaching loads for the autumn of 1945 from a sampling of 129 teachers in North Central Association institutions, from John Dale Russell, *Problems of Faculty Personnel* (Proceedings of the Institute for Administrative Officers of Higher Institutions, vol. 18, 1946), page 85. Table 3 is from the 1940 *Proceedings of the Northwest Association of Secondary and Higher Schools*, page 83.—EDITOR.

Table 1

Median and Average Service Loads in
Nine Seventh-day Adventist Colleges

College	Average Credit Hours	Median Credit Hours	Average Hours per Week in Committees	Average Number of Counselors	Average Hours per Week of Student Help
A	14	14	3	44	20
B	14	13	3	22	30
C	14	15	12	44	20
D	15	15	12	13	12
E	13	13	9	30	10
F	15	15	3	30	13
G	16	15	12	18	12
H	13	14	3	20	20
I	14	15	4	—	5
Group	14.2	14	2.6	27.5	15.7

Table 2
Median Number of Clock Hours of Teaching in Sample North Central Association Institutions

Subject Field	Median Number of Clock Hours of Teaching per Week				All Institutions
	Group I Jr. Col.	Group II Lib. Arts	Group III Qual. to offer M.A.	Group IV Complex Off. Ph.D.	
Sciences	19	20	20	16	18
Music, Art	19	20	21	18	18
Foreign Languages	16	16	16	16	16
Physical Education	18	18	19	25	20
Other Subjects					
Involving Labs.	19	20	20	17	18
All Other Academic Subjects	15	15	15	12	14
All Fields	17	16	17	15	16

Table 3

Median Credit-Hour Loads in All North-west Association Colleges

Subject Field	Median Credit Hours	Permissible Variation	Student Hours per Week	Correction per 100 Student Hours
Art	17	1	350	.5
Commerce	19	1	350	1.5
Education, Theory	14	1	500	.5
Education, Critic	18*	1	—	—
English	14	1	450	.5
Home Economics	18	1	250	1.5
Languages	19	1	250	1.5
Manual Arts	22	1	250	1.0
Mathematics	16	1	350	.5
Music	21	1	350	1.0
Physical Education	18**	1	500	.5
Science	18	1	400	.5
Social Studies	16	1	450	.5

* Includes supervision of practice teaching.

** Includes coaching.

Specifications for Curriculum

Reorganization

A Prescription for Your Curriculum

Raymond S. Moore

ASSOCIATE PROFESSOR OF EDUCATION, PACIFIC UNION COLLEGE

ONE of the most puzzling problems of the average school administrator of secondary or higher schools, whether he be trained or untrained in educational administration, is that of his curriculum. His dilemma is usually shared by his intelligent faculty. Perhaps a simple, informed attitude toward the curriculum might be born of a forthright discussion toward the quieting of his academic headache.

Four basic questions will probably have to be satisfied in such a discussion: (1.) What is a curriculum? (2.) How is it constructed, reconstructed, organized, or reorganized? (3.) How can its continued effectiveness be ensured? (4.) What are the trends in curriculum planning?

What is a curriculum? A definition of terms places us on common ground and avoids the tedium of misunderstanding. Three kinds of curriculums are in view, the first two of which are more frequently in evidence. First there is the Topsyfied curriculum, reflecting the type of growth which characterized this fictional child. Its only possible virtue, and that doubtful, is change. Second there is the uncurried, or old-gray-mare, curriculum, which has collected the traditional hair of an aged, unkempt horse which has lost her "bite" but is still pastured in the hope that she might foal brilliantly again. This anomaly is suffering from absence of continuous reappraisal or evaluation.

Then there is the third, or optimum, curriculum, the one in which we find our hope of relief from the administrative dilemma. Good describes it basically as "a systematic group of courses or se-

quence of subjects, . . . a body of prescribed educative experiences," or plan of "content or specific materials of instruction"¹ designed to qualify a student for graduation or for entrance into a professional or vocational field. It is functional, workable, based on the needs of those it serves.

How is the curriculum constructed, reconstructed, organized, or reorganized? A six-step program can go far toward bringing us down to earth here. First, formulate a consistent and basic philosophy of education, to give direction to the curriculum program—the educational program, if you prefer. This should be much simpler for denominational schools for which the philosophy or doctrine is defined, than for those with ill-defined principles and fluctuating standards. Second, work out a clear statement of the objectives of the program in terms of this underlying philosophy. This should be done for the school in general, for its major divisions, and for its departments; realizing that these last must set the pace for the course objectives and daily goals of the classroom teachers. The standards, or criteria, involved in setting up these objectives, or goals, should be well considered in terms of the local situation.

The third step in this sequence calls for an analysis of the existing offerings in order to determine what, if anything, should be retained in the curriculum as adequately meeting the objectives defined. For example, how well does it meet its objectives? How does its product, the students of its realm, compare? How adequate are its offerings? How complete?

Fourth, survey the offerings of the school as a whole to find out what contributions might be made between departments and divisions, and by extraschool agencies. Both curricular and extracurricular integration is the object.

In the fifth place be alert to experimental programs under way in other institutions similar to your own. Economy in curriculum organization is represented in intelligently profiting by the experience of others, whether it be through perusal of professional literature, through correspondence, or through firsthand association. Sixth, in connection with the preceding five steps, check to see if the program of construction or reconstruction (a) employs faculty participation on a co-operative basis; [The spirit and process of working together may be as important as the actual changes proposed. Informality may well be the keynote.] (b) provides for extensive student participation on the same basis, for the same reasons; [Do not underestimate the benefits of student thinking.] (c) recognizes the specific needs of the geographical or professional area served by the school; [Faculty members may well be sent into the field to gain an intimate appreciation of these needs.] (d) determines curriculum changes in terms of their effect upon the direction in which vocational developments should go, rather than where they are now going.

How can the continued effectiveness of the curriculum be ensured? An astute administrator will probably make considerable headway in this direction if he gives some attention to eight techniques. First, start with problems the faculty members believe to be important. Do not belittle "little" problems or assign the problem of one man to another. Second, encourage a studied effort on the part of the faculty to become more democratic in all its relationships, utilizing such media as representative committees. Encourage younger members of the staff to volunteer their ideas and be-

come critical in their thinking. Third, realize that by working together, administrator and instructor, on problems on which best progress can be made, greater rapport can be achieved.

The fourth suggestion involves the making available, as adequately as possible, of material and personnel. Pick for the solution of a particular problem, or the organization of a phase, those most interested and qualified. Fifth, ensure that instructors have a knowledge of the learning process, and that they understand the essential scope and direction of the curriculum program. Sixth, through the balanced mingling of theory and practice conduct the most functional, practicable program possible. Seventh, if an institution of higher learning or a professional school, strive for selection of student-candidates best qualified and most consistent in principle with the philosophy of the school. Then provide sound guidance, counsel, placement, and follow-up services.

The all-important eighth rule of thumb demands the espousing of a continuous, studied program of evaluation. The administrator will recognize that (a) he must consider the curriculum program a growing thing, always subject to examination, but not to such continuous or extensive changes that it confuses the student, or has no opportunity to demonstrate its value; (b) this examination and appraisal is essential as a guide to changes; (c) objectives, or goals, co-operatively formulated by faculty and students, and revised from time to time, must be the bases for evaluation; (d) this evaluative process must be so used that it becomes a vital phase of the instructional process; (e) well-organized, functional instruction growing out of such a program should highlight any change.

What are the trends in curriculum planning? A number of positive trends will be noted in current professional literature and in practice which will en-

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SCHOOL NEWS

OCTOBER 3 MARKED THE 25TH ANNIVERSARY of the founding of the school at La Sierra, California. Appropriate week-end services culminated in the dedication of the new J. E. Fulton Memorial Library. Former administrators and others who have been intimately connected with the school since its founding participated in the various programs.

IN THE PHILIPPINE UNION MISSION, school enrollments are unusually large. The five academies have 995 students, though in each school both classroom and dormitory facilities are only in process of construction. In the elementary field there are 128 schools with 178 teachers and an enrollment approximating 4,000.

WASHINGTON MISSIONARY COLLEGE CHAPTER OF THE AMERICAN TEMPERANCE SOCIETY was organized October 23, with the avowed purpose of developing "an enlightened public opinion which shall by voice, pen, and vote demand of lawmakers the complete eradication of the liquor traffic."

NEW TEACHERS AT UNION COLLEGE since the last announcement are Herbert Hohensee, glee club and vocal instruction; Grace Ashton, mathematics; Josephine Griffin Benton and Eileen Mayberry Rontry, speech; Mary Louise Loveless DeHaan, biology.

NEW STAFF MEMBERS of Pacific Union College Preparatory School are Mrs. Era Belle Azarowicz, shorthand and typing; Eloise Jane Gregg, Spanish; Arthur Hicks, general agriculture, F. W. Steunenberg, Bible.

STUDENTS OF EMMANUEL MISSIONARY COLLEGE in a one-day field endeavor for Ingathering, collected \$7,000 in cash from surrounding communities.

MARY LILLIE, former principal of Louisville Junior Academy (Kentucky), is the new registrar at Madison College (Tennessee).

\$4,132.36 FOR FAMINE RELIEF was given by the Pacific Union College (California) church on September 13.

BROADVIEW ACADEMY (Illinois) students and teachers raised \$1,370 Ingathering funds in three evenings' solicitation.

SOUTHWESTERN JUNIOR COLLEGE (Texas) reports a record enrollment of 198 college students, 225 academic students, and 155 boys and girls in the elementary school.

NEW TEACHERS AT EMMANUEL MISSIONARY COLLEGE not previously noted are: Keylor Nolan, instructor in violin; Edward D. Wagner, biology; Joseph T. Arana, French and Spanish.

PAUL C. HEUBACH, professor of applied theology at La Sierra College, has been appointed student counselor. His classroom teaching program has been reduced so that he can devote a large portion of his time to spiritual and personal counseling with students.

STUDENTS OF PLATTE VALLEY ACADEMY (Nebraska) spent the summer months harvesting, preserving, and storing farm and garden produce for winter use. Among other things, 103 quarts of strawberries were frozen, as well as 585 quarts of corn, 60 quarts of beans, and 117 quarts of tomato juice.

E. E. COSENTINE, secretary of the General Conference Department of Education, is spending several months in China, the Far East, and Southern Asia, studying post-war conditions and counseling with division leaders how best to restore and reorganize our educational work for greatest efficiency in training the desperately needed workers.

FACULTY PROMOTIONS AT WALLA WALLA COLLEGE were made effective by a recent Board action, as follows: Daisy Schluntz, professor heading the home economics department; Claude E. Thurston, professor in charge of chemistry department; Fred R. Hanson, associate professor, heading department of nursing education; Mrs. V. E. Hendershot, assistant professor in English; Leon B. Losey, dean of men, assistant professor of agriculture; Mrs. George Kretschmar, assistant professor of chemistry.

A MUSIC INSTITUTE was held at La Sierra College during the last week in August. Study was given to the *Church Hymnal*, choral materials, problems of teaching music in our academies, and training juniors in music. Papers presented by H. B. Hannum, John T. Hamilton, and C. O. Trubey, of La Sierra College; O. S. Beltz, of Washington Missionary College; Mildred Ostich, of the Northern California Conference; and J. J. Hafner and Warren Becker, of Pacific Union College, were helpful in directing attention to ways and means of making our church and school music educationally more effective.

T. W. BENEDICT, a 1942 graduate of Pacific Union College and World War II veteran of three and one-half years, returns to his alma mater this year as instructor in speech. He received his Master's Degree this summer under Doctor Lee Edwards Travis, well-known speech pathologist at the University of Southern California.

FURTHER ADDITIONS TO THE STAFF at Little Creek Sanitarium and School (Tennessee) are Bayard D. Goodge, M.D., heading the medical work; W. R. Zollinger, builder and woodworker; H. E. Boyer, auto mechanics and machine shop; Faye Lea and Virginia Alexander, elementary teachers.

A COMPARATIVE OPENING REPORT of the elementary schools of the North American Division, just compiled, shows a gain over last year of nineteen schools, fifty-seven teachers, and twelve hundred and thirty-two pupils.

250 STUDENTS OF SOUTHERN MISSIONARY COLLEGE signed cards of the American Temperance Society, with an announced goal of 1,000 members active in a "Holy War" against liquor.

THE AMERICAN COUNCIL ON EDUCATION is mailing to schoolmen over the country a short questionnaire to test their thinking on the question of universal military training.

PACIFIC UNION COLLEGE campus is "swarming" with 851 college students, 161 in the preparatory school, and 113 in the elementary school, making a total of 1,125.

AT LYNWOOD ACADEMY (California) the secondary enrollment of 290 is exceeded by the enrollment of 307 in the elementary school.

ADELPHIAN ACADEMY (Michigan), like most of our schools this year, reports the largest enrollment in its history, just short of two hundred at latest report.

TWENTY-TWO FORMER STUDENTS in teacher training at Washington Missionary College last year are this year teaching in the Columbia Union Conference: Seven in Virginia, three in Maryland, one in New Jersey, and one in Ohio.

DR. J. M. HOWELL, principal and manager of Forest Lake Academy (Florida), with a small committee of staff members, has prepared a detailed, excellently organized, and comprehensive "Plan of Organization, Working Policy, and Operating Manual" for academies.

PHILIPPINE UNION COLLEGE this year goes on a quarterly plan of work for its college department, providing four quarters of twelve weeks each with five school days, and allowing a minimum of sixteen hours weekly for student remunerative labor while permitting a maximum credit load of twelve units every quarter.

NEW TEACHERS AT SOUTHERN MISSIONARY COLLEGE this school year are: George T. Gott, assistant business manager and associate teacher of business administration; Mrs. Gott, associate teacher of secretarial science; J. C. Gaitens, principal of Collegedale Academy and teacher of Bible and mathematics; Mrs. Gaitens, associate teacher of secretarial science; E. Fisher Kenny, teacher of Bible, history, and geometry in the academy; Nellie Jane Smith, elementary school teacher; Mary Ellen Hartley, music teacher; and Otilie Frank, associate teacher of history and English. Merle Moore, business administration; J. G. Gjording, field representative; H. R. Beckner, evangelism. New industrial staff members are: B. M. Preston, college press manager; Ray Olmstead, woodshop superintendent; Guy A. Cannon, superintendent of the new laundry.

\$1,400 INGATHERING FUNDS were solicited by students and teachers of Adelphian Academy in one field day, September 16.

ATLANTIC UNION COLLEGE (Massachusetts) claims the world's second most complete collection of Seventh-day Adventist literature—exceeded only by that in the General Conference vaults.

NEW MEMBERS OF WALLA WALLA COLLEGE ACADEMY STAFF: J. Byron Patrick, instructor in history; Mrs. Patrick, instructor in science and mathematics; Horace E. Weaver, instructor in Bible; Grace Burke Cafferky, '46, head of academy music department.

THE OSHAWA MISSIONARY COLLEGE FARM consists of three hundred acres, one hundred of which are devoted to mixed farming, including wheat, oats, corn, tomatoes, potatoes, buckwheat, and garden produce. A good crop of hay has been stored to care for the dairy herd of holsteins. A large flock of poultry also supplies work for students as well as contributes to the needs of the institution.

ELLA IDEN EDWARDS, head of the department of modern languages at Emmanuel Missionary College (Michigan) for the last twenty years, died September 25, 1947, at Memorial Hospital, South Bend, Indiana. Cut off at the height of a notable career, she will be sadly missed and gratefully remembered by a host of students and associate teachers.

LARGE-SCALE REMODELING AND BUILDING at Union College this past summer included changes in the administrative offices, sixteen new apartments for college staff members and a few married students, a new apartment for the dean of men, a fresh coat of paint for the elementary school building in addition to a new classroom on the second floor and modern woodworking shop in the basement, three new apartments for teachers of the elementary school, lights and a fence for the tennis court, new furniture for the cafeteria that will later be transferred to the new building, and the long-awaited bell system with a master clock to co-ordinate classwork and other activities in all buildings on the campus.

PACIFIC UNION COLLEGE'S HAWAIIAN EXTENSION SCHOOL will welcome the college president and two department heads as teachers during the 1947-1948 school year. H. W. Clark, head of the biology department will offer courses in fundamentals of biology, fundamentals of physical science, and botany, during the fall term; during the winter term President Christian will teach history of the United States, American Government, and introduction to the history of the Hawaiian Islands; R. B. Lewis will teach English composition or literature survey, voice and diction, and oral interpretation during the spring term. This extension service makes it possible for Hawaiian students to take their first year of college work in the islands before coming to the mainland. Forty-four are enrolled in the various college freshman courses this year.

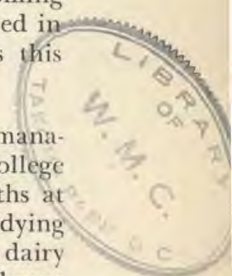
HEADLY ANDERSON, farm and dairy manager of the West Indian Training College (Jamaica), recently spent three months at Southern Missionary College, studying modern methods, particularly in the dairy and poultry departments, which he hopes to introduce into his own work as he returns to Jamaica.

RECENT COURT DECISIONS involving suits for damages in tort against educational institutions indicate a trend away from immunity and into full responsibility. The immunity of nonprofit institutions is probably a thing of the past. The answer is liability insurance.

MADISON COLLEGE (Tennessee) graduated fifteen candidates at its August commencement, besides eight nurses from the sanitarium, which is an integral part of the institution. Most of these graduates have already been placed in positions of responsibility in denominational service.

AFTER A THREE-YEAR ABSENCE from Pacific Union College, during which time she taught English at La Sierra College, Alice Babcock has returned to P.U.C. as assistant professor of English.

WALLACE KONZACK, a 1941 graduate of Walla Walla College, is the new principal of Japan Union College, near Tokyo.



L. R. RASMUSSEN, associate secretary of the General Conference Department of Education, spent three months recently in a tour of South America, where we have over 19,000 students. He visited the four schools doing work on a college level, and all but one of the secondary schools; conducted institutes for all educational workers in Argentina, Brazil, and Peru, and a Youth's Congress also in Brazil.

MAURICE E. MATHISEN, formerly of Mountain View Union Academy (California), joined the staff of Pacific Union College in June, as assistant to R. E. Hoen in the chemistry department. Mr. Mathisen received his M.S. degree from Stanford University last spring. Mrs. Mathisen will work in the college offices.

TAKOMA ACADEMY (Maryland) welcomes J. P. Laurence, formerly of Mt. Vernon Academy (Ohio), as its new principal; Mrs. Ray Hartlein, from Southwestern Junior College (Texas), to teach English; R. B. Hatt, science; Carl Craig, biology and physical education, C. D. Hughes, from Jefferson, Texas, Bible.

THE COLLEGE WOOD PRODUCTS, PLANT A, of Emmanuel Missionary College has enough furniture orders in hand to provide full production throughout the first half of the year. Normal sales are \$45,000 a month. The shop carries a crew of 125, approximately 100 of whom are students.

A CONGRESSIONAL COMMITTEE is looking into the noneducational business enterprises of colleges and universities from which profit is derived. The purpose of the investigation is evidently to discover new tax sources.

E. C. WALTER, REGISTRAR AT PACIFIC UNION COLLEGE, received his M.A. degree in education last June from Claremont Graduate School (California). His thesis was "The Personal Point of View in the Small College."

THE CAFETERIA AT EMMANUEL MISSIONARY COLLEGE has recently added a new entrance, dishwashing machine, oven, salad refrigerator, deep-freeze, and some steam equipment.

A CHAPTER OF THE AMERICAN TEMPERANCE SOCIETY has been organized this fall in Union College (Nebraska).

AFTER A YEAR'S ABSENCE IN GERMANY as a senior specialist in higher education in the American zone, H. G. Reinmuth has returned to Union College to head the foreign-language department.

EMMANUEL MISSIONARY COLLEGE announces an enrollment of 1,031 college students from 35 States and 17 foreign countries. In addition, 132 boys and girls are enrolled in the academy, making a total of 1,163 students on the campus. There are 410 veterans.

ELEMENTARY SCHOOL TEACHERS OF THREE WESTERN CANADIAN CONFERENCES came together on the British Columbia campground for their institute, October 10 to 18. Inspiring devotional studies were held on the two Sabbaths, with the intervening six days devoted to intensive study and practical application of the principles of true education that develop body, mind, and soul.

THE NATIONAL WILDLIFE CONSERVATION FEDERATION, of Washington, D.C., is conducting a wildlife conservation poster contest. The contest is open to students of public or private schools in the United States, from the seventh grade through the twelfth grade. The contest closes February 1, 1948. If you wish to get the details of the contest, write for the booklet of rules to: Servicing Division, National Wildlife Federation, 20 Spruce Street, Boston 9, Massachusetts.

SOUTHERN MISSIONARY COLLEGE FACULTY spent three days in full session immediately preceding the opening of the new academic year, discussing and adopting the new working policies prepared by President K. A. Wright, Dean L. G. Sevrens, C. J. Flemming, Jr., business manager, and A. L. Suhrie, resident educational consultant. The new plans of administration include creation of a policy-making body, the Faculty Senate, comprising the chief administrative officers and chairmen of the eight standing committees. Thus the general faculty meetings are relieved of much detail so that more time can be utilized in professional study.

REGISTRATION AT WASHINGTON MISSIONARY COLLEGE exceeds one thousand, with 636 in college work, 181 in Takoma Academy, and 186 in Sligo Elementary School.

THE MICHIGAN ASSOCIATION OF CHURCH-RELATED COLLEGES, at its annual meeting, October 28, 1947, elected Alvin W. Johnson, president of Emmanuel Missionary College, to be president of the association.

WEST INDIAN TRAINING COLLEGE reports an enrollment of 250, the largest in the history of the school, with many more applicants who could not be admitted. All last year's graduates have been placed in the organized denominational work.

ERNEST S. BOOTH, HEAD OF THE BIOLOGY DEPARTMENT at Walla Walla College, received the degree of Doctor of Philosophy in June from the State College of Washington. His thesis was entitled "Systematic Review of the Mammals of Washington."

MRS. FLORENCE K. REBOK, who since 1941 has labored earnestly and effectively in the Parent and Home Education Division of the General Conference Department of Education, retired October 1. This work is now being carried by Mrs. Arabella James Moore, who comes to the department from Emmanuel Missionary College.

CARL F. MONTGOMERY, formerly a missionary in Central America who served as acting dean of men at Washington Missionary College during the summer, continues as assistant dean this year. With the young women vacating South Hall for their new home in Halcyon Hall, the men are occupying both North and South Halls.

FACULTY CHANGES AT LA SIERRA COLLEGE this year include the return of L. C. Palmer as head of the chemistry department; George T. Simpson, secondary education; Walter B. Crawford, English; John T. Hamilton, Alfred Walters, Ellen Kurtz Jacobson, Geraldine Goddard, and Ralph Pierce, music; J. D. Lansing, M.D., school physician; George Alfke and Mrs. Lyle Henderson, physical education. Frank Judson, a visiting professor, will assist in the agriculture department. Edward B. Matheson is dean of men, and Coramae Thomas is assistant dean of women.

OAKWOOD COLLEGE (Alabama) has just completed a new residence hall which will accommodate 150 women, with the new cafeteria and kitchen on the ground floor. Forty-two house trailers, completely furnished, have been given to the college for married veterans. Henderson Hall has been remodeled and is occupied by academy girls. Three new teachers' cottages have been built. Two classroom buildings have been supplied by the Government. A \$47,000 sewage disposal plant is under construction.

SEVENTY-SEVEN PACKAGES of approximately 18 pounds each were recently made up and shipped to Europe by first-year students of medicine at the College of Medical Evangelists. Special attention was given to sending concentrated foods that would contain the maximum nourishment per pound, such as powdered milk, beans, peas, flour, cooking oil, sugar, dried soup, powdered cheese, etc. Articles of warm clothing were also included in each box.

NEW STAFF MEMBERS AT GLENDALE UNION ACADEMY (California) are N. L. Parker, principal, from La Sierra Preparatory School; O. D. Hancock, Bible and Spanish, from Arizona Academy; Fenton Lee Hopp, Bible and history, from Pacific Union College Preparatory School; J. R. Stevens, vocal and speech, from Mt. Vernon Academy (Ohio); Sarah Slate, shorthand and typing, from Atlantic Union College; Emma A. Frost, librarian, from Detroit, Michigan.

W. R. FRENCH, Bible teacher of long experience in our denominational schools, returned to the classroom at Washington Missionary College this fall, as head of the department of religion and the division of religious philosophy and education.

THIRTY-FIVE STUDENTS OF MOUNTAIN VIEW UNION ACADEMY (California) recently signed pledges to devote some time each week to the giving of "The Advent Message to All the World in This Generation."

LAMSON HALL, the beautiful new dormitory for women at Emmanuel Missionary College, is named in honor of Mary E. Lamson, who for seventeen years served this institution as dean of women.

THE PHILIPPINE UNION COLLEGE CHOIR broadcasts a program of sacred songs each Sunday morning from Station KZMB, Manila.

NEWBOLD MISSIONARY COLLEGE (England) opened on September 16 with a capacity enrollment of 101 students—and several more on the waiting list.

The Scholastic Offerings in Adventist Colleges

Cecil L. Woods

DEAN, PACIFIC UNION COLLEGE

A COMPARATIVE study of the number of semester hours offered in each subject field. Two thirds of the number of quarter hours in each field has been recorded for each of the three colleges on the quarter plan, so that results might be comparable. The 1946-47 bulletins of the nine senior colleges and one junior college in the United States were used as a basis for this study. They are designated by number. A blank indicates that no report was given.

Department	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	Mean (Sem. Hrs.)
Religion	58	49	48	38	53	53	42	48	34	16	43.9
Evangelism	16	18	20	12	18	16	22	14	22	10	16.8
Economics	20	10	11	4	8	12	8	13	20	6	11.2
Business	27	31	30	35	36	39	36	32	26	24	31.6
Education & Psychology	65	67	52	72	80	66	85	54	50	22	61.3
History	42	49	72	37	88	43	53	89	66	16	55.5
Literature	28	46	36	31	50	29	34	59	34	10	35.7
Composition & Journalism	22	20	23	25	38	14	17	52	16	6	23.3
French	34	55	44	24	44	28	6	0	38	0	27.3
German	22	26	18	0	36	26	38	44	38	16	26.4
Greek	18	14	20	14	33	18	14	22	16	14	18.3
Spanish	18	6	30	24	49	42	34	40	38	14	29.5
Hebrew	0	0	10	0	14	0	6	14	6	0	5.0
Music Theory & Literature	42	39	38	37	42	26	24	72	57	21	39.8
Applied Music	16	19	24	32	24	16	38	—	20	—	18.9
Fine Arts	4	0	26	49	10	0	0	10	4	0	10.3
Speech	30	10	25	8	34	12	25	26	18	4	19.2
Chemistry	41	52	37	40	64	35	40	57	46	14	42.6
Biology	38	50	65	45	58	24	52	74	48	16	47.0
Health, Nursing, Phys. Ed.	6	14	36	9	72	13	98	48	42	12	35.0
Physics	39	48	44	32	46	32	45	38	40	8	37.2
Mathematics	26	31	37	31	31	24	35	45	40	6	30.6
Home Economics	35	40	38	27	42	24	40	46	54	14	36.0
Secretarial Training	26	25	40	26	30	42	32	24	24	22	29.1
Applied Arts	4	14	9	8	9	14	14	9	6	4	9.1
Agriculture	0	34	22	35	17	51	0	6	0	0	16.5
Mechanical Arts	16	24	37	34	99	12	0	88	16	10	33.6
Sociology & Political Sc.	0	13	19	3	7	5	13	16	14	0	9.0
Totals	693	804	911	752	1108	716	851	1040	832	285	
Per Cent of Mean (Mean sem. hrs., 859)	81	94	116	88	132	83	99	121	97	42	859.0

\$1,456.07 FOR FAMINE RELIEF was raised by the Collegedale church (Tennessee) on Sabbath, October 4.

SEMINARIO ADVENTISTA (Portugal) reports, through its principal, Ernesto Ferreira: "Last school year ended with evident proofs of present care of God for all of us here. . . . All the students of this school, after a request to the secretary of education, had their public examinations which should be passed on Sabbath transferred to the following week." A number of the students worked as colporteurs during the summer vacation.

TEACHERS OF INDUSTRIAL COURSES may want to investigate two audio-visual film listings in their field. The one is Eastman Company's "A Guide to Motion Pictures and Film Strips for Industrial Training Use," which may be had from Index of Training Films, 157 Erie Street, Chicago 11, Illinois. The other is the Jam Handy's Catalog of slide films for trade and industrial education, than which there is none better. These are sold, not rented or loaned. For listing, write to Jam Handy Organization, 230 N. Michigan Ave., Chicago, Illinois.

The Emerging Dean

Continued from page 15

the dean merely directs registration without checking individual student programs.

Miscellaneous

Perhaps the simplest way to present information on certain miscellaneous responsibilities of the dean will be in tabular form:

	Yes	No
1. Represents college at educational meetings.	9	
2. In charge of placement service.	4	5
3. Edits college bulletin.	9	
4. Reports on alien students to immigration authorities.	2	6
5. Bears responsibility for public relations.	2	7
6. Arranges for graduation announcements, caps, gowns, etc.	2	6
7. Represents college at camp meetings, etc.	4	4
8. Attends board meeting, but is not a member.	3	4

From this presentation it will be seen that few areas of authority are complete, but considerable independence exists within the framework of established policies. All deans work largely through committees. Some prefer that committees be used to establish policies, leaving the dean free to carry out such policies in harmony with committee actions; but an equal number follow the practice of sharing executive responsibility with committees.

In general it may be said that to quite an extent our present practice approximates and parallels that followed by other colleges as far as any pattern exists. Out of the present emergent status of our college deans it may be expected that additional and greater responsibility will eventually be delegated.

LA SIERRA ELEMENTARY SCHOOL has added several new teachers: Theodore McIntyre, principal; Maude Reid, Mary Woodward, and Mary Brewer Bradley.

THE UNDERWOOD CORPORATION (1 Park Avenue, New York 16, New York) has a sound film entitled "The Duties of the Secretary," available in either 16mm. or 35 mm. size. Teachers of commerce may be interested.

ADVANCED DEGREES WERE RECEIVED this summer by members of the Emmanuel Missionary College staff as follows: Emmet K. Vande Vere, Ph.D., University of Washington; Edward J. Specht, Ph.D., University of Minnesota; Arlene Marks, Master of Library Science, University of Michigan.

ELMER J. DIGNEO, is the new principal of La Sierra Preparatory School, following the resignation of N. L. Parker, to take the principalship of Glendale Union Academy. A. H. Parker, formerly of Lynwood Academy, is teaching the science classes, and Nellie Phillips, from Southwestern Junior College, is the registrar and also teaches typing and shorthand.

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NEW CLASSES BEGIN EACH
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Specifications for Curriculum Reorganization

Continued from page 20

courage us to greater progress on our home campuses. These point toward (a) broader training in all professional fields, with greater emphasis on an adequate, basic, general education in the secondary and junior college years; (b) meeting the needs of the individual and of society through more functional methods and courses; (c) more practical, laboratory-type experiences, internships in teaching and in other professions than medicine; [The laboratory is considered here in the larger sense.] (d) group action in the democratic way, making more complete use of faculty resources; (e) student participation in administrative and curricular planning; (f) a larger appreciation of the socio-economic problems of the day and their effect on and relation to the student and his curriculum; (g) development of co-operative relationships with nonschool community agencies, and with commercial agencies which may serve the interests of the curriculum; (h) setting up means by which continuous, enlightened evaluation programs may be maintained, through opinion of students, faculty, experts, and through such media as observation of and comparison with fruitful practices of other similar institutions; (i) greater care in selection of students in terms of basic philosophy, in order that the curriculum will not be excessively strained by the ability of the student it services. There should be no winking at selection standards, particularly on the levels of higher education. There should be no back door leading into the college.

¹ Carter V. Good, *Dictionary of Education* (New York: McGraw-Hill Book Company, Incorporated, 1945), p. 113.

HALCYON HALL, the new dormitory for girls at Washington Missionary College, provides accommodations for one hundred and sixty. A special intercommunication system and a dumb waiter serve all floors.

J. R. PATTERSON has returned to Broadview Academy (Illinois) as dean of boys, succeeding R. B. Hatt who resigned because of ill health.

THE COLLEGE OF MEDICAL EVANGELISTS (California) has enrolled at present 320 in the four years of the medical course, besides 87 student interns. These come from 37 States and 22 territories and foreign countries.

GEORGE L. CAVINESS received the degree of Doctor of Philosophy from the Ohio State University in August, then returned to Pacific Union College to head the department of German. In addition, he will serve as head of the language-literature studies group, be a member of the scholastic standards committee, and faculty sponsor for the Student Association.

The Faculty Meeting as a Constructive Force in the Seventh-day Adventist College

Continued from page 11

ulty at study, in improvement and effectiveness of teaching methods and procedures, and in the development of professional attitudes.

Since the exchange of ideas is always stimulating, faculty meetings could be made a far more constructive force than at present if more time were spent in departmental exchange of ideas, plans, and activities.

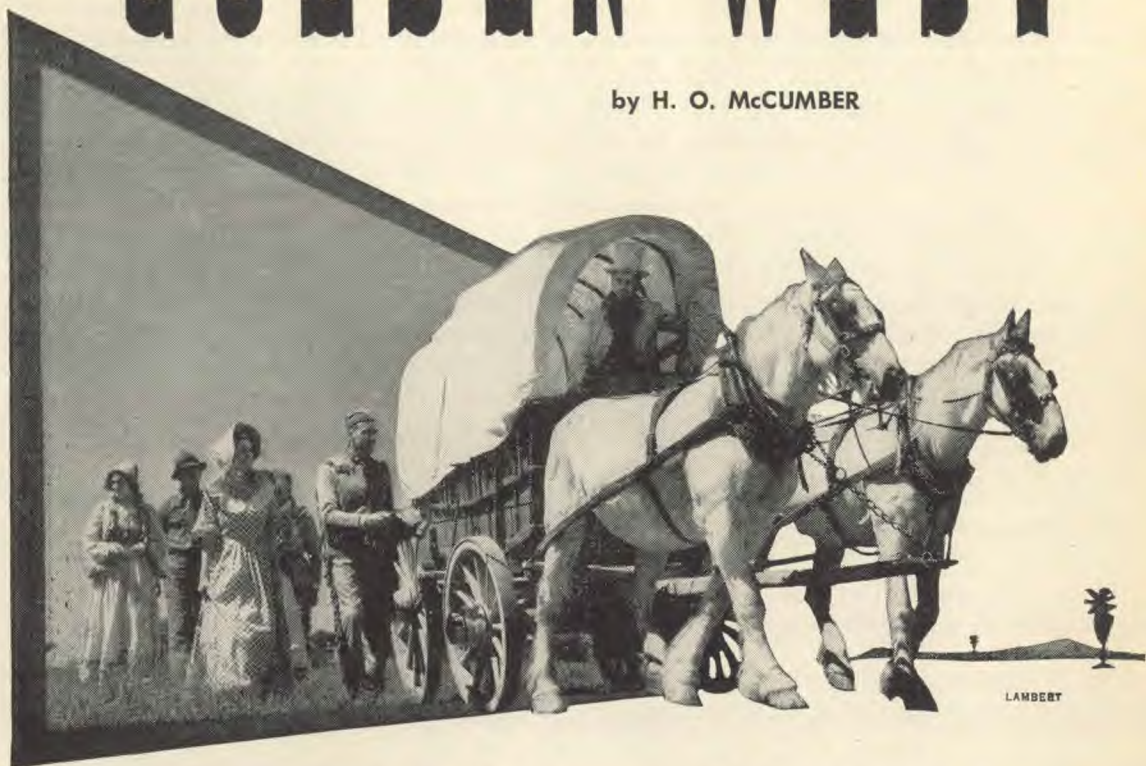
To make the faculty meeting a more constructive force in the Seventh-day Adventist college, it seems desirable that a planned program for faculty meetings be inaugurated for the entire year, or at least for the semester or quarter, in which proportionate consideration would be given to staff improvement in teaching methods, to cultivating professional attitudes, to departmental exchange of ideas and suggestions, and to discussion of equipment needs and other mutual problems.

¹ Melvin E. Haggerty, *The Evaluation of Higher Institutions: The Faculty*, vol. 2, pp. 118, 119.

² *Ibid.*, p. 121.

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VOL. 10, NO. 2, DECEMBER, 1947

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The Value of Our School Work

Continued from page 4

should feel an interest that their pupils may become efficient in their knowledge of the sciences, that their intellect should expand and strengthen, and that they should grow in grace and a knowledge of the truth. While cultivating the mind, the student should also be led to cultivate uprightness of heart, loyalty to God, that he may possess a character like that which Joseph possessed. Then they will scorn the thought of yielding to temptation, fearing to sully their purity. Like Daniel, they will resolve to be true to principle, to make the very best use of the intellect with which God has endowed them. Under the influence of genuine religion, the intellect expands, the thought broadens. No one can be connected with the God of wisdom and not develop in mind. Through faith in Christ we become endowed with power to lead other souls heavenward.

The greatest work the teacher can do is to influence those who are under his care to become Christians. Then the cultivation of the mental powers will not hinder the harmonious development of the moral powers. Divine grace will give clearness and force to the understanding, and he who has a virtuous character will become a bright light in the world. He will represent Christ in a well-ordered life and godly conversation. He will adorn the doctrine of Christ. The principles of truth will be inwrought in the lives of those who are genuine followers of Christ, and bright beams of light will shine forth from them to the world. The righteousness of Christ will go before them, and the glory of the Lord will be their rearward. The Lord has said that He will honor those who honor Him, and God's word will be fulfilled. . . . If we are faithful disciples of Christ, many will stand before the throne of God . . . as a result of our . . . effort for the Master.

Faculty Meetings

Continued from page 8

A self-check made in each school, studying pointed suggestions made in the *Evaluative Criteria*⁵ could not but make the individual teacher a better teacher, and the school a better school.

Innumerable topics for worth-while consideration are to be found in the writings of Mrs. E. G. White, especially in the books *Education, Counsels to Teachers, Christ's Object Lessons, Fundamentals of Christian Education*, a part or all of *Ministry of Healing*, and Volume 6 of the *Testimonies*.

Twenty-eight publications, reprints from outstanding magazine articles, available at three cents each from the Co-operative Study of Secondary School Standards, Washington, D.C., will furnish valuable material for presentation in, or references for, talks in faculty meetings. These are only suggestive of multiple topics, sources, materials, and ideas that will make the faculty meeting an occasion anticipated with delight and remembered with satisfaction by all.

¹ Herbert H. Helble, "Our Most Successful Teachers' Meetings," *Journal of the National Education Association*, November, 1936, p. 264.

² Frederick Elmer Bolten, Thomas Raymond, and Jessup Cole, John Hunnicut, *The Beginning Superintendent* (New York: The MacMillan Co.), p. 312.

³ C. C. Anama, "School Problems and Progress," *The School Executive*, October, 1935, p. 72.

⁴ *Revised Manual of Accreditation* (Commission on Institutions of Higher Learning, Chicago, Illinois: The University Press, 1938), Faculty 7.

⁵ *Evaluative Criteria and Educational Temperatures*, Co-operative Study of Secondary School Standards, Washington, D.C. (1940 ed.).

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by Grenville Kleiser

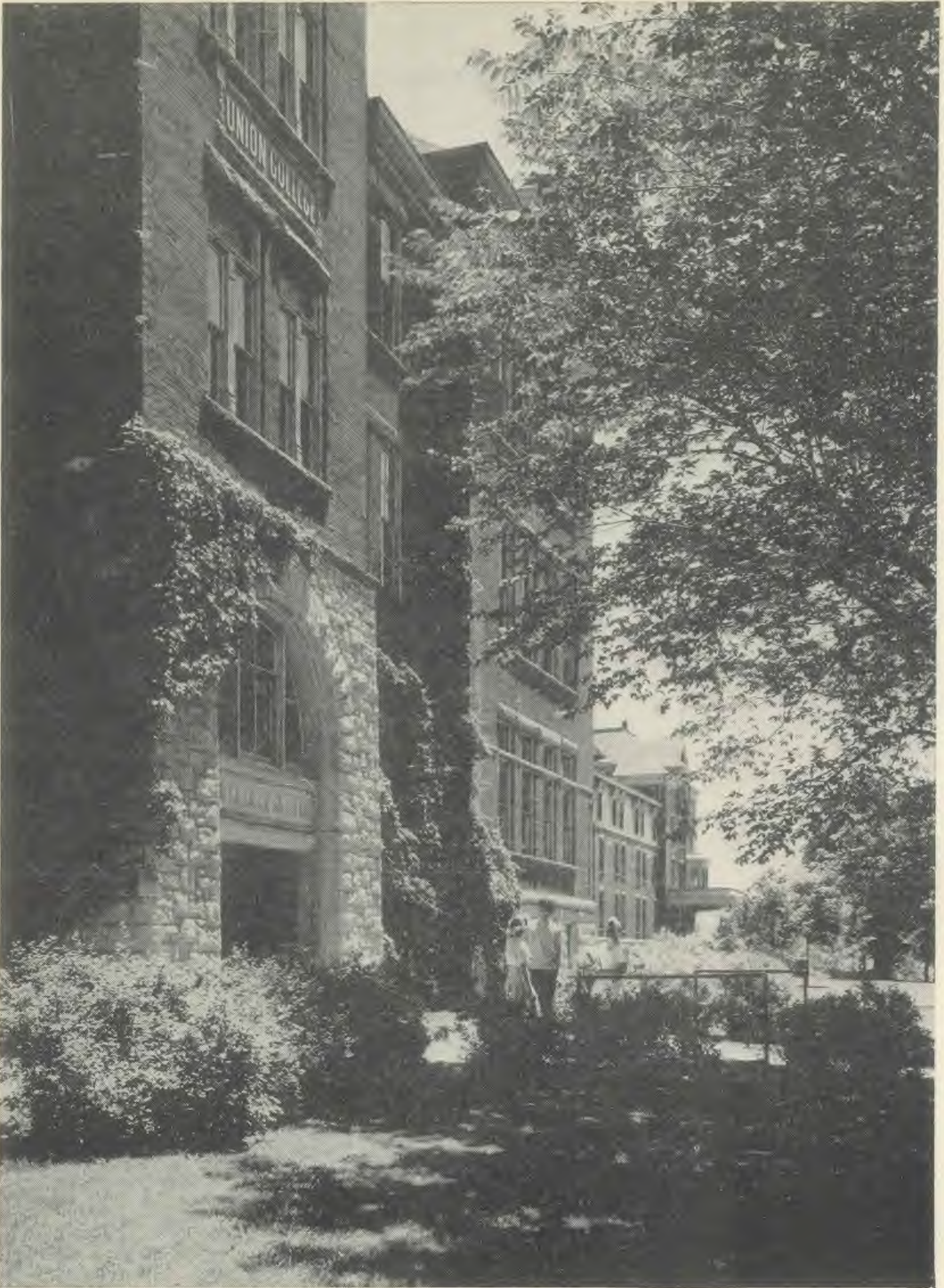
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