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CONTENTS

Cover Photograph <i>By A. Devaney</i>	
Making Bible Experiences Dynamic in the Classroom <i>By Nellie G. Odell</i>	Page 4
Traits and Practices of Successful Teachers <i>By Lorena E. Wilcox</i>	7
Helping the Beginning Teacher	
The Induction of Faculty Members <i>By B. Lamar Johnson</i>	9
The Beginning College Teacher <i>By Elizabeth M. Lewis</i>	12
Spare the Rod and Win the Child <i>By Leona B. Glidden</i>	14
Financial Operation of the College <i>By W. E. Anderson</i>	16
Poem: The Friendly College	16
Financial Operation of the Secondary School <i>By E. F. Heim</i>	18
School News	21
Index: February, 1947-June, 1948	28

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ACADEMIC RANK AND THE SPIRIT OF SERVICE

An Editorial

CUSTOM decrees and efficiency requires that educational institutions shall have gradation of rank to denote a rising scale of responsibility. The larger the school the more complex the organization becomes, and the more important is the clear delineation of duties and functions. For convenience this rising scale of experience and responsibility is indicated by distinctive titles.

In the smaller schools there are principals and teachers. In larger schools we have principals, vice-principals, registrars, and librarians, and deans of men and women in boarding schools. In colleges we have presidents, deans, managers, registrars, librarians, deans of men and women, heads of instructional and industrial departments.

All these titles should indicate areas of responsibility and function, and should be conferred upon individuals solely in consideration of capacity to serve and to lead, coupled with a decent regard for the length of professional experience. In the interest of good organization, none of the above titles should ever be conferred unless the corresponding duties and responsibilities are sharply and clearly defined. Conversely, once these functions have been defined and assigned, they should never be usurped by another, either by intent or by ignorance, nor should the competent officer in good standing be denied the exercise of his assigned duties.

The clear definition and understanding of these relationships are fundamental to good personnel organization. The policies on which they are based should come from the board of control, and should be subject to change by that body alone. Neither a change of administrators nor the shifting complexion of

faculty personnel or opinion should be able to alter these relationships except through board action, if the integrity of the institution and the confidence of its staff are to be maintained.

There is another progression of titles in common use in the academic world—that of instructor, assistant professor, associate professor, and professor. These are all within the same functional area, that of teaching; otherwise the same principles apply. Professorial titles should indicate degrees of professional responsibility, and should be conferred solely in consideration of capacity to serve and to lead, coupled with a proper regard for the length of successful professional experience.

Promotion should be according to a code known to the staff, recommended by a committee of staff members, the recommendation conveyed by the head of the school to the board, and there voted upon. Any suspicion that promotion comes by pressure, or is accelerated by moving from one school to another or the threat of moving, will quickly corrode the morale of the finest teaching staff. The knowledge that promotion is through merit alone and according to the code, and that every step of promotion carries with it corresponding service responsibilities and the expectation of progressive maturity of person and service, in spiritual as well as professional lines, will, on the other hand, strengthen the morale and improve the professional tone of any school staff.

In these matters, administrators and staff members alike should give prayerful consideration to the words of the Master: "Whosoever will be great among you, let him be your minister."

Making Bible Experiences Dynamic in the Classroom

Nellie G. Odell

SUPERVISOR, GRADE THREE
LA SIERRA COLLEGE ELEMENTARY SCHOOL

THE classroom desks had been moved aside to make a wide central aisle, in which the "table" (made of white paper extending nearly the full length of the floor) was spread with food now ready to be eaten. Facing one another in cross-legged fashion were those who had assembled for the occasion. This was Thursday—the day of great anticipation; the high light of activities centered in a study of the life of the early Hebrews. It was the day the children were to wear their robes and eat the food they themselves had planned and prepared. Now, dressed in long robes and sashes, turbans, veils, and sandals, these thirty little "Hebrews" made a colorful sight.

The solemnity of the occasion was prompted, no doubt, by a rehearsal of events connected with the early experiences of God's people. The last night in Egypt; the story of the little girl who could not sleep until she saw the blood sprinkled upon the doorpost; desert wanderings; and settlement at last in a new land—all these stories were reviewed by the teacher as the children slowly sipped the red grape juice from the small paper cups. God's care was evident. His hand had protected them and brought them into this goodly land.

In a short while the quiet demeanor gave way to conversation concerning their experiences in planning the Hebrew feast. While partaking of the food before them, they were reminded of their part in making this occasion possible. Roger, Dwight, and John had had part in making the unleavened bread. They recalled the day when they rode their bicycles to the hills behind the campus,

where they found large, smooth stones to be used in grinding the wheat. Carolyn and Irene had washed the rocks with water and soap. Maxine had brought clean, white dish towels on which to grind the grain. It took several days to prepare enough wheat for the bread. The butter had been churned on Tuesday. Roy's mother brought the cream in a small, tin churn, and Roy supervised the churning as the line of curious boys and girls passed by to see how butter is made. Genelia brought lentils, and others had brought cans of olives, packages of figs and dates, and bottles of grape juice. Each item of food before them today had been selected by the food committee after a careful study of Biblical references.

The classroom had been a busy place the day before. The library table was commandeered as a kneading board where each child in turn had helped roll out thin, unleavened cakes, which Bobby's father then baked slowly in the large ovens at the college bakery. Many were busy finishing their mats or making cardboard sandals to be worn at the dinner. The classroom itself gave atmosphere to the occasion. In one part was the Hebrew tent home, with its black roof extending over the striped sides of scarlet, gold, and purple. Beside the tent was the well, overshadowed with shrubs and leafy green palm. At the back was a small mural depicting town and country life, in which the long camel caravan was slowly leaving the city well and making way for a large flock of sheep brought there by the faithful shepherd. Hanging on the walls of the classroom were many



maps which the children had created—some on paper, others on cloth. About the home scene were pottery dishes, scrolls, and weaving work.

“Phyllis can hardly wait for the ‘feast day’ to come,” said one mother; “that is all she talks about.” This describes to some extent the interest shown by all the children. This occasion meant something to them because they had worked and planned together to make it a reality.

Children are by nature artists, mechanics, craftsmen, and scientists. They are eager to explore, observe, and investigate everything. They express themselves freely in the use of paints, clay, building materials, and other things. Dr. Frederick Bonus has defined education as “the process of making the obvious, the commonplace, more meaningful.”

A child’s impulse to question, to share, to talk, to play, and to construct are starting points for the teacher. It is her work to provide materials suitable to carry out the creative abilities and talents of the children. It seems profitable to extend these experiences into the Bible class, that the expression of joyous emotions might be shared with others.

The foregoing is an attempt to describe some of the experiences connected with teaching Bible in the third grade. Our work was based on the textbook *From Egypt to Canaan*. The activity program described was carried on during about eight weeks near the close of the school year. Much of the work and preparations were conducted by Martha Soule, one of the teacher assistants, and others who came in to participate.

Following is a very brief description of how this program was developed. Preliminary questions which the teacher asked herself were:

1. What are my objectives for the group?
2. What questions will the children ask?
3. In what activities will they wish to engage?
4. What materials shall we need?
5. What shall I read to prepare myself?
6. How shall I make enough reading material available to the children?
7. How shall I introduce the unit?
8. What are some of the outcomes I may expect?

The teacher’s objectives were:

1. To make Bible men and women real persons; to make the cities, rivers, and mountains real places.
2. To show God’s loving care for His people today as then.

3. To encourage creative abilities in making vague concepts a reality in the child's world.
4. To conduct a program that would stimulate a lasting interest in the reading and study of God's Word.
5. To provide experiences that would encourage skills in reading, social studies, music, and the language arts.
6. To establish wholesome social attitudes as a result of working and planning together.

There was need for wide reading on the part of the teacher. Books from the classroom library as well as from the college library were used. The *National Geographic Magazine* served as a good source. Contacts were made with parents and teachers who had studied Hebrew.

Descriptive materials were made available to the children by use of the books mentioned above; by mounting large pictures from magazines; by binding magazine articles pertaining to Palestine; and lastly, by preparing 8"x10" cards on which appeared typewritten lists of source materials according to the children's reading ability. These cards served as "books," and so there was material for everyone at the same time. Books were also brought in by the children. The Bible and textbooks were used, of course.

The room environment was set up for the introduction of the unit. Books, magazines, and pictures were displayed around the room. The focal point of interest was a gift tied with a bright green ribbon and placed in front of the room. After a certain amount of ceremony, the gift was untied and displayed before the group—a beautiful three-dimension map of Palestine. Because the children had learned to make free-hand drawings of this country, the places were already familiar. They pointed out Mount Nebo, the Sea of Galilee, Jerusalem, and other places. After playing the "location game" they were given opportunity to ask questions. The following give evidence of their interest:

What is the source of the Sea of Galilee? (This was the first question.)

What were the homes of the people like?

How did they travel?

What was their food like?

What kind of work did they do?

How did they dress?

How long is the Jordan River?

There were many more questions, all written on the blackboard and later copied for permanent reference. The children immediately saw their need for reading. A part of each Bible class period was given to reading and to reporting on materials found.

Immediately the children's interest was shown in their desire to relive experiences of the past. These suggestions were made:

To make a Hebrew tent home.

To make clay dishes.

To make sandals and clothing.

To weave mats.

To make scrolls and maps.

To learn to write Hebrew characters.

To prepare and eat "Hebrew food."

The children continued their reading and giving reports. They used materials collected and arranged by the teacher. They used books that they themselves brought—Marcia brought a Hebrew primer. The recorded questions were used in helping solve problems relating to our activities.

After reading about the tent home, foods, and clothing, the children were ready to work with their hands. Much of the material was brought by them. Some brought flour sacks and old sheets; others brought embroidered linen for the doorway, cardboard for sandals, and various other materials. Committees were formed to measure lumber for the tent frame, to make the coverings, to do the weaving, to grind the wheat, to make maps, to prepare the table and help with the food, and to work on the mural.

These committees worked together during the activities period. When

Please turn to page 27

Traits and Practices of Successful Teachers

Lorena E. Wilcox

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EVERY earnest Christian teacher concerns himself with improving the quality of his work. He is so close to his own problems that it is often hard for him to recognize those practices and attitudes which militate against the success of his teaching.

The following inventory of the traits and attitudes of successful teachers was prepared to be used, in a strictly personal way, by teachers who wish to get a fresh perspective when surveying their work. The correct answer to each question is yes. A list of the items to which the answer is no should give constructive suggestions for building up weak points, and indicate the improvements needed for the development of a well-rounded teaching personality.

- A. IS THE ATMOSPHERE OF MY SCHOOLROOM CONDUCIVE TO LEARNING?
1. Do I have the materials for each day's work ready before school begins in the morning?
 2. Are my pupils trained to put all books and papers back in their proper places after using them?
 3. Do I make plans which will care for necessary activities, such as sharpening pencils, using dictionaries, and distributing supplies?
 4. Do I know the standards of lighting and ventilation necessary for healthful schoolrooms, and can I apply them to my present room?
 5. Are the desks in my room kept neat and orderly?
- B. HAVE I ORGANIZED MY CLASSES FOR EFFECTIVE WORK?
1. Do I have a daily and weekly schedule which gives the proper amount of time to each subject and activity?
 2. Is my schedule posted, and do my pupils use it as a guide for study activities?
3. Have I made a survey of the course-of-study requirements for each subject I plan to teach?
 4. Do I change the order of my daily activities often enough to avoid the fatigue and boredom which breeds disorder?
 5. Do I make sure that all tasks are begun promptly and that habits of independent work are formed?
- C. ARE MY ASSIGNMENTS CLEAR, COMPLETE, PURPOSEFUL, AND EFFECTIVE?
1. Are my assignments written on the chalkboard each morning? or do I use work sheets?
 2. Are the purposes of each day's activities made clear in my assignments?
 3. Do I insist on attention from each student while assignments are discussed?
 4. Does every pupil know what he is expected to do while preparing each lesson?
 5. Are the assignments prepared by the pupils considered definitely during each class period?
- D. ARE MY CLASS PERIODS INTERESTING AND THOUGHT-PROVOKING?
1. Do my questions stimulate thought?
 2. Am I careful to encourage each pupil to take part in the class discussion?
 3. Do I make use of visual aids, such as pictures, maps, charts, and graphs?
 4. Is written work usually corrected as part of the class activity?
 5. Do I organize and summarize the material presented?
- E. ARE MY EVERYDAY TEACHING HABITS EFFECTIVE?
1. Do I state my questions clearly and distinctly?
 2. Do I make my criticisms constructive?
 3. Do I phrase my questions and then pause before asking someone to answer?
 4. Am I careful *not* to do all the talking?
 5. Do I insist that oral reading be done so that others can "get the thought"?
- F. AM I ABLE TO MAKE COOPERATION THE KEYNOTE OF MY CONTROL?
1. Do I enlist the help of my students in making necessary rules and regulations?

2. Do I use punishments only after positive attempts to secure voluntary cooperation have failed?
 3. Do my pupils recognize the justice of the punishments I use?
 4. Can I speak decisively without becoming angry?
 5. Do I make each pupil feel that he is personally responsible for the success of the school?
- G. DO I HAVE EFFECTIVE METHODS OF DISCIPLINE?
1. Is there no "social visiting" in my room during the school session?
 2. Are my pupils never found wandering aimlessly around the room?
 3. Am I consistent in all my requirements?
 4. Do I have a routine for dismissal and pass periods which avoids disorder and boisterousness?
 5. Do I never have to quiet the pupils by sh-shing them?
- H. AM I MAKING CONSTRUCTIVE EFFORTS TO IMPROVE MY PERSONALITY?
1. Do I cultivate a distinct and agreeable speaking voice?
 2. Do I give definite thought to making my dress and grooming attractive as well as neat and clean?
 3. Do I make it a point to be genial and agreeable in spite of changes in mood?
 4. Do I avoid exhibiting character weaknesses, such as white lies, malicious gossip, partiality, and intolerance?
 5. Do I practice health habits conscientiously, so that I may have vitality for my work?
- I. AM I INTERESTED IN THE PERSONAL PROBLEMS OF MY PUPILS?
1. Have I visited the homes of all my pupils?
 2. In my classroom assignments do I provide for individual differences?
 3. Do I study to know the standards of achievement I may reasonably expect?
 4. Do I make play periods an opportunity for getting better acquainted?
 5. Do I take a personal interest in the spiritual welfare of my students—watching for occasions to do personal work for them?
- J. WHAT PROFESSIONAL PREPARATION DO I MAKE FOR MY TEACHING?
1. Am I familiar with the course-of-study recommendations made by my union conference department of education?
 2. Do I make wide use of teachers' guide-books and similar helps in my lesson planning?
 3. Do I read at least one teachers' magazine carefully each month, and keep up with the current teachers' reading course?
 4. Do I average two and a half hours each day in preparation for my work?
 5. Do I have definite plans for improving my preparation for teaching, such as summer-school work, travel, etc.?
- K. ARE MY RELATIONSHIPS WITH MY ASSOCIATES SATISFACTORY?
1. Do I have a code of professional ethics which requires me to keep confidential the problems of my pupils and their parents?
 2. Am I careful to say or do nothing that will hurt the influence of my co-workers?
 3. Do I cheerfully accept assignments for extracurricular activities?
 4. Am I careful to cooperate with the chairman of the school board and the conference educational superintendent in their respective spheres of supervision?
 5. Do I follow the principle of give-and-take in my association with others?
- L. AM I CONCERNED ABOUT MY CHRISTIAN INFLUENCE?
1. Do I often study the instructions given by inspiration concerning the educational work?
 2. Do I avoid any practice which would destroy confidence in my Christian experience?
 3. Do I attend church services regularly and take part in denominational enterprises, especially emphasizing Junior Missionary Volunteer activities because of their immediate and lasting value to my students?
 4. Do I seek to be aware, in my classroom, of opportunities to present Christian principles?
 5. Do I follow a program of daily Bible study, prayer, and meditation to nourish my own spiritual life?

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Helping the Beginning Teacher

(We are presenting to our readers two articles on a subject of very great importance—the induction of new members of the college staff. The articles are provocative of thought and, we believe, of constructive action. Certainly the new teacher deserves to be helped for the sake of his own well-being and professional growth. And any help given him during the first critical weeks of his service in the college pays rich dividends to the institution and to the students it serves. College administrators who are interested in the morale of their teachers, and who wish to develop the “tone” and character of the college and improve the operation of the intramural organization, will want to give these articles a thoughtful reading.—EDITOR.)

The Induction of Faculty Members

B. LAMAR JOHNSON,
*Dean of Instruction and Librarian,
Stephens College*

ANSWER 1. *The process of employment was in itself the beginning of induction.*

The process of employment is indeed the beginning of induction. I was pleased to note that faculty members have found helpful the initial visits which they made to the campus and the interviews which preceded their employment. In employing teachers we aim to keep in mind two goals: First, the college needs to get acquainted with the candidate—his training, experience, interests, personality, ability. Second, and equally important, the candidate needs to get acquainted with the college—its philosophy, its program, conditions of employment, and the particular job for which the candidate is applying.

With these goals in mind we have the candidate visit the campus whenever that is possible. In planning campus visits we emphasize acquainting the candidate with the college and its practices, with the particular position for which he is applying, and with the people with whom he would be working. We find that it is important to highlight conditions which might disappoint some new faculty members if they were not informed about them. During the current school

year, for example, we have been very candid about the housing shortage. We also clarify our emphasis on functional general education; we point out that religion has a position of central emphasis in our program; and we explain that every faculty member is a student adviser.

Answer 2. *The faculty conference was perhaps the greatest single factor in my induction.*

Because the teachers agreed that the conferences held preceding the opening of the school year are invaluable to the new faculty member, I shall briefly describe our fall conference plan. Since 1920 the faculty of Stephens College has gathered on September first for a series of conferences, varying in length from one to two weeks according to the date scheduled for the opening of registration. Among the purposes of the fall conference are the following:

First, the conference period provides an opportunity for individuals, for groups, and for the faculty as a whole to plan the year's work. This planning period makes it possible to avoid much of the confusion so often attendant upon the beginning of a school year.

Second, the faculty conference makes it possible to coordinate faculty effort so that college-wide emphases (such as advising, individualized instruction, functional education) may be instrumented.

Third, though the conference is planned for the entire faculty, it provides

special opportunity for the orientation of new staff members.

With these goals in mind the faculty committee known as the Fall Conference Committee gathers ideas and suggestions throughout the year and plans the program for the "faculty fortnight." The conference for September, 1946, for example, included general faculty meetings, advising-group workshops, department and division meetings, and a combined faculty-student leader conference including the entire faculty and some four hundred students who have been elected to positions of leadership on the campus.

At this year's conference the faculty planned to give a good deal of attention to contemporary trends which influence the lives of our citizens and which should, therefore, affect our curriculum—trends in medicine, education, government, family life, transportation, communication, the arts, religion, the atomic age. Highlighting this work was the report of a faculty summer workshop, which had been working to identify trends, and two addresses by Dr. Eduard Lindeman, professor of the School of Social Work, Columbia University. Department workshops and advising groups were to consider the implications of contemporary trends for their particular work.

In describing the fall conference I have paid scant attention to the new teacher. Actually, of course, the orientation of the new teacher is taking place as he participates in department workshops, advising-group meetings, and faculty meetings. In addition to these usual staff activities, the conference committee each year arranges special experiences for new teachers: campus tours, special meetings of new teachers, and individual hosts for each new faculty member.

A natural question, of course, is this: Does the faculty find the fall conferences worth while? One answer to this came from the group of recent faculty additions who referred to the conferences as one of the valuable aids to their orienta-

tion. Another answer comes from the responses to the following faculty-wide inquiry:

If you had ten votes to distribute between returning to the campus early for the fall conference and returning two weeks later in time for the opening of classes, how would you distribute them?

The answer to this question revealed an overwhelming preponderance, approximately nine to one, in favor of early return.

I have consciously emphasized the faculty conference because I feel it has significant value, not only in the induction of faculty members, but also in the continuing development of a dynamic educational program.

Answer 3. The faculty handbook has meant much to me.

Two years ago the steering committee of the faculty appointed a committee to prepare a handbook which (1) would be helpful in acquainting new faculty members with the college, and (2) would serve as a reference book to the entire staff. For the first time this handbook brought under one cover information regarding such varied topics as duties of college officers, the college admissions policy, college philosophy and practice, faculty organization, advising, college libraries, Burrall Class, clinics, residence-hall program, research at Stephens, campus directory, and a glossary defining such varied campus terms as *blue rooms*, *call boxes*, *case conferences*, *visiting consultants*, *faculty show*, *KTX*, *siesta*, and the *ten ideals*.¹ Revised annually, distributed to the faculty at the fall conference, and discussed with new teachers, the faculty handbook has indeed proved to be helpful in orienting new faculty members.

Answer 4. Course outlines proved valuable.

For twenty years the faculty has followed the practice of preparing a formal outline of each course taught, using the following plan:

Course Outline Form

- I. Administration
 - A. Credit
 - B. Number of meetings per week
 - C. Outside preparation expected of students—hours per week
 - D. Enrollment
- II. Aims
- III. Outline of subject matter
- IV. Method
- V. Materials
 - A. Textbook or textbooks
 - B. Bibliography
 - C. Enrichment materials (slides, pictures, maps, excursions, etc.)
- VI. Recommendations for next year

The outlines, which ordinarily range from five to ten typewritten double-spaced pages, are prepared in triplicate: one copy for the college library, one for the office of the dean of instruction, and one for the division chairman. The values of this practice are several:

1. The very preparation of an outline has value for the teacher. Particularly it gives assurance that the staff will give consideration to suggestions for course improvement the succeeding year.

2. The outlines provide a detailed historical record of curriculum development at the college over a period of years. This record has proved its value in connection with several surveys of curriculum trends.

3. The outlines provide a helpful introduction to course work for new teachers.

This last-named value is, of course, the one with which this presentation is most directly concerned. Division chairmen give new teachers course outlines from the preceding year. This is not done with the idea that outlines need to be followed mechanically, for the method used by one teacher may be entirely foreign to the ability and personality of another. Rather the expectation is that the out-

line will be helpful in defining course objectives and will provide suggestions regarding course organization, materials, and methods of presentation.

In several types of positions for which course outlines are not appropriate, staff manuals are prepared and used similarly—this practice is followed, for example, by the library staff, by the Burrall Bible Class, and by residence-hall counselors.

Answer 5. Serving as an adviser has given me a college-wide perspective that I could have achieved in no other way.

At Stephens College each faculty member, including classroom instructors, librarians, residence-hall counselors, and deans, serves as adviser to from four to twelve students. The adviser cooperatively with the student, tries to project a program (including courses and out-of-class activities) designed to lead to the achievement of the student's personal goals and values.

Time will not permit my discussing in detail the philosophy and practice of our advising program.² I should, however, like to point out two characteristics of our advising program which relate definitely to the induction of faculty members:

1. The duties of the adviser include counseling with the student regarding all avenues of college experience—courses, extraclass activities, clinics, et cetera.³ This means that, in order to serve intelligently as an adviser, the faculty member must know the entire college and its program.

2. In order both to train him in the philosophy and techniques of advising and to acquaint him with the total educational program of the college, an in-service training program for advisers is provided. Each adviser, for example, is a member of an advising group consisting of from fifteen to twenty faculty members from varied teaching and activity fields. In their first year on the staff, faculty members are assigned to new staff advising groups for purposes of special

orientation. Advising groups meet several times during the fall conference and at monthly intervals during the year. Though the purposes of group meetings may vary, the common goal is to enlist full-faculty participation in the improvement of the advising program. New groups typically follow agenda which will acquaint new staff members with the college and with procedures and techniques of advising. In the old groups a planning committee works out plans for meetings based on group problems, needs, and interests. Representative of the topics discussed by new groups last year during the fall conference and during the first semester are the following:

- a. College philosophy and practices.
- b. The plan of advising at Stephens College.
- c. The plan of in-service training.
- d. Sources of information for advisers.
- e. Techniques of the registration conferences and other conference periods.
- f. Meeting the student's initial adjustment problems.
- g. Use of special clinics and other counseling agencies.

Answer 6. The helpful and cooperative attitude of my division chairman and my new teaching colleagues was most helpful to me.

No matter how carefully and effectively a program of faculty induction may be worked out, nothing can take the place of the personal help that can be given and the interest shown by division chairmen and old faculty members. We are, I feel, fortunate in having this type of attitude and atmosphere in our faculty group.

¹ Robert E. Carson and Elizabeth B. Stanton, *The Faculty Handbook*. Columbia, Missouri: Stephens College, 1944.

² For a more complete account of advising at Stephens College see "Advising Program Designed to Develop Student Responsibility," *Stephens College News Reporter*, V (May, 1946), 1-4.

³ It is important to note that the adviser is expected to serve as an expert only in his field of special competence (teaching field, library work, clinic field, etc.). As students have needs outside his field, the function of the adviser is to refer the student to the person or to the group on the campus best able to help.

John Dale Russell, ed., *Problems of Faculty Personnel*, Proceedings of the Institute for Administrative Officers of Higher Institutions, vol. 18 (1946), pp. 28-33. (Used by permission.)

The Beginning College Teacher

ELIZABETH M. LEWIS,
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THERE is now a serious shortage of teachers qualified for college teaching. The only persons available are either too young or too old. Most schools cannot afford the too old, because it means a higher rank and a greater salary than the school can give. The result is that we shall have a greater number of beginning teachers in our colleges. What can be done to make them successful?

What can be done to make the beginner's philosophy healthier from the first? One thing would be to change the attitude of the pessimistic-sounding, older teachers in the system. An optimistic, clear-sighted attitude toward students is needed throughout every faculty. Many experienced teachers believe that the present-day student is a better risk for educational maturity than any previous generation of students has been. However, we must realize that they have less reticence, see rather more clearly through pretense, and are hungrily seeking for security. College teachers should respect their students in the true sense that one human being respects the rights and opinions of another. This attitude would make easier the task of the beginning teacher.

The faculty as individuals must be tolerant of the beginning teacher. Frequently, the fresh, almost *outré* point of view of the newcomer gives an older teacher a very helpful suggestion for reform or variation of procedure. The young teacher should not be discouraged from expressing his views, nor should his superior's views necessarily be impressed on him. Time will cure the dif-

ferences of opinion, perhaps even to the point of adopting the newcomer's suggestions. The young teacher should be shown that to his older colleagues the fact that he is much younger is not a barrier. He should be treated as an equal and welcomed into their organizations, whether they be educational, civic, or social. In faculty conferences he should be given opportunity to express himself.

Usually the young teacher's superior will early discover the type of teaching the new faculty member is doing, since students now are not hesitant about praising or blaming. If a helpful inquiry about a certain student is made of the new teacher, the supervisor can discover the points of view of both the student and teacher, and advice based on the superior's solution of many similar cases can be volunteered. The new teacher should not be expected to "sink or swim." He should be helped to swim. The development of self-confidence can be prevented by a hasty and ill-prepared discussion of some point of friction between that teacher and his students. The superior should prepare for a conference with the young teacher as he would for a class—for this is teaching a class of one member. A word of praise, based on the slightest excuse for it, can be the needed stimulus to success. Prompt assistance with a student troublesome because of poor intelligence, emotional immaturity, a seemingly natural aversion toward work, frequent absences, and so on, can mitigate the troubles of every beginning teacher.

The beginning college teacher should not be given all the courses no one else wants to teach. He should be given the courses in which his superior considers him most likely to succeed. His load should be as light as the combined loads of the department will permit. It is essential that his second semester's work not be a complete change of program, but that he be allowed to become thoroughly familiar with his subject in order

to build a few courses into worth-while offerings.

His work in the beginning will be easier if a syllabus of the course as it has been taught before is given him with the suggestion that he may use it or not. The beginning teacher should be given something to say about the choice of textbook, and a change made if it seems politic or harmless. Getting acquainted with the campus will be less difficult if the young teacher's superior introduces him to the various services the university offers—library, research, and so on. Discussion of the reports required at the beginning of the semester will make for fewer embarrassments on the part of the teacher who knew nothing about them until the night before they were due.

And last, the superior officer should always take time to talk to the new teacher, should go out of his way to be friendly. This type of professional tutoring is vital.

The Journal of Higher Education,
vol. 18, no. 1 (January, 1947), pp.
41, 42. (Used by permission.)

Spare the Rod and Win the Child

Continued from page 15

see Johnny, Jane, Sue, and all the others. What have they learned today? What improvements have been made? Tomorrow I must help Tim in a very definite way. Judy prayed aloud for the first time this morning. This evaluation is good for me, and the children profit.

Let us then build up the positive side of the child's character, make his school life happy, interesting, and busy; divert his attention when bent on mischief rather than meet him with active opposition; pray with him and for him, believe in him, and help him to the decision that will make him a child of God.

¹ Matt. 18:10.
² *Education*, pp. 15, 16.
³ Rom. 12:21.

Spare the Rod and Win the Child

Leona B. Glidden

ELEMENTARY TEACHER
PONTIAC, MICHIGAN

HOW shall we win the child's cooperation with the aims of the schoolroom? How shall we teach him obedience? Shall we use the rod? or are there other, better methods?

I believe I never stand before the boys and girls in the schoolroom but the thought comes that "their angels do always behold the face of My Father which is in heaven."¹ I am placed there to restore in these children the image of their Maker, for this is the object of Christian education.² To make them want to be taught and led, I must win their love and cooperation. And certainly the child must respect his teacher before he can love her and want to obey her.

Shall we not begin with our own personal appearance? Be sure the hairdo is neat and becoming; the dress is clean, well pressed, and attractive, in colors that children love—and do not wear the same dress day after day. If the teacher is a man, he would do well to watch the press of his suit, and an occasional change of tie is pleasing.

Cultivate a pleasing, happy tone of voice. A happy teacher with a sparkle in her eyes makes happy children. Be courteous. Treat the child and act toward him the way you want him to act. Begin the day with a pleasant, cheery good morning to each child, speaking his name and expecting that he speak yours. If he tries to slip by with just "Good morning," repeat "Good morning, John" until he comes through with "Good morning, Mrs. Glidden." By repetition the habit is established, and it not only helps to cultivate teacher respect but tends to disarm unhappy feelings in case Johnny

"got up on the wrong side of the bed" or something unpleasant has happened at home.

We'll teach the child obedience by helping him to choose right from wrong voluntarily. In my own schoolroom of eight grades, with average enrollment of thirty, we talk over together our conduct on the playground, in the schoolroom, and in the hall. Under guidance the children formulate the things we must remember. We do not have so-called rules; we speak of them as "things we remember." Some of these are written on a "Good Citizen" chart, which is hung for a time where the children can read it. At times we bring the chart back and refer to different points.

It is important to teach self-control, for real discipline is control from within, not from an outside force or from a chart. Perhaps the most effective method of dealing with the child who cannot achieve self-control is the personal talk. Ask him if he is happy when he does not remember. Perhaps he can learn self-control by controlling. Children love responsibility; they love to do things. Try asking the unruly child to be monitor; give him something to do in which he must make decisions. Speak quietly but firmly. Presuppose cooperation. Remove temptation whenever possible. Be slow to blame, quick to praise—children glow and grow under it.

A happy schoolroom creates a good school spirit. It is not only a workshop, but it should be made attractive so that the child will love it and love to be in it. It is so much easier to work in pleasant, happy surroundings, with good light,

fresh air, plants in attractive pots in the windows, and a place for displaying pictures, books, or magazines that carry out the thought of the season or that fit in with some current project. And when Larry says, "Mother, be sure to call me early in the morning—I want to be at school ahead of time so that I can help wash and wax our desks," or when Jean says, "We are making our new border this morning before school calls—please let me go early," I am sure they have school spirit. The children not only take part in these extracurricular activities (which may also be learning to tie knots or how to apply a bandage) but they come to school neat and clean, ready for the work of the day.

Because of a full program, some of these activities are carried on a few minutes before school is called formally, everything being put away five minutes before nine o'clock so that all may enjoy a few minutes of music appreciation. Here again, control is needed, for the child must change from activity to quiet listening.

Change the routine of the work so that it does not become dull and monotonous. Plan the lessons so that they are interesting and will keep the children busy. This pays big dividends in knowledge gained and in control.

Constant fault-finding is wrong. Let us use more *do's* and fewer *don't's*. Be careful not to see every little annoying thing a child does. He will soon stop anyway, and you have saved a *don't*. I try to be careful not to give commands I cannot carry through, or ask a child to do something which he cannot perform. For example: a child who was found eating an apple during schooltime was commanded by his teacher to stand in front of the room and finish eating the apple. The boy came forward, but refused to eat the apple. Shall we tell little Sue not to drop her pencil or crayons? What shall we do when she does drop them? She will respond much better

to "Try to be careful not to drop them." Let us not continually hold up before the child the things he should not do, thereby stirring up the perverse in his nature; whereas more *do's* and careful planning will win his cheerful cooperation.

Recently a businessman, in speaking of a fellow worker, said that even though the man seemed harsh at times, there was much good in him. Instantly I thought, "That is true of boys and girls." Let us strive to bring out the good in them. Remember, we are admonished to "overcome evil with good."³

Missionary Volunteer societies with Progressive Classes help boys and girls to form good characters. We plan activities and work on Vocational Honors. The children are happy, are too busy for mischief, and develop a love for all the things of nature that God has created. The Junior Pledge and Law are principles they soon realize they must live up to, and this influence is seen in the schoolroom.

I should not fail to mention the hour of worship when we have quiet talks together and with God, and the boys and girls take part in prayer. The Holy Spirit touches their hearts, and we feel God is very near. Each boy and girl stands in consecration. To make it seem more tangible, we have pledged ourselves to have a reunion in the new earth. These quiet times have a real carry-over all through the day.

I believe it is true that some children will learn obedience only through the application of pain, but surely corporal punishment should be used only as a last resort. In some States it is against the law. In too many cases it has been used only to relieve the teachers' own minds and because they have not controlled their own tempers.

Then at the close of the day, when I find myself alone, facing a room full of now empty seats, in my mind's eye I

Please turn to page 13

Financial Operation of the College

W. E. Anderson

ASSISTANT MANAGER
LA SIERRA COLLEGE

IN ORDER to guide and keep a college on a sound financial basis, there must be an adequate system of records to give us the facts on which to base our decisions. After the facts are in hand, we must interpret and analyze, and thus prepare to make decisions that will bring sound operation.

Sometimes no system of records is available to produce the facts we need. This may be due to a lack of interest in the financial statement that gives these facts. Often vital decisions in regard to the institution are made from a few figures cast up on an envelope just before an important meeting. In other cases the lack of facts may be traced to a shortage of personnel trained to produce these facts. I believe the selection of office workers should be made with the same care used in choosing teachers.

Every monthly statement, if properly prepared, demands a careful scrutiny by the financial and general administrators. This should not be a mere turning of the pages for a casual look, for this statement contains the danger signs along the way. How many financial crises could be avoided if we would read these danger signals each month and act accordingly.

In order to recognize these signals each month, we need to set up a schedule of the things for which we are looking. It is of no value merely to watch the profits or losses and get excited when we have a loss. As a rule, our departments are divided into three groups—educational, housing, and industrial. The income from the educational and housing groups is, as a rule, set by the capacity.

There are, however, some significant figures in the expense section. Student labor in the college departments has been

growing rapidly in the last few years. A careful analysis of this item will be worth while. In fact, an interchange of information on this point between the colleges would give us some interesting and significant material for study.

When we consider the matter of college supplies, we find that this is a "dumping ground" for many miscellaneous items. An analysis will show that a fairly large percentage of our total income is being spent for what we call "little items."

The labor in our dormitories is another figure that seems to be absorbing an unwarranted percentage of the total income. In this same section we usually list our college-owned cottages, on which repair items are too often quite out of proportion to the income received therefrom.

Some of our greatest problems are in our industrial departments, and these we can control more easily than the educational and housing sections. There are certain ratios that should be worked out in connection with these departments. From a cash standpoint, probably the ratio of inventory to total income is

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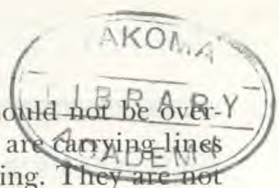
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[Contributed]



one that should be given careful attention. A department that turns its inventory twice when it should have been turned over six or eight times causes a serious cash drain on an institution. In fact, this whole supply inventory problem can get to the place where it will threaten the solvency of an institution. There is only one way to start solving this problem, and that is to put all purchasing in the hands of one individual or of a small committee that can meet

often. Along with this there should be a purchase-order system that is proof against leakage. Human nature being what it is, the only way to control the inventory problem is to control the purchasing. After this has been done, we need to give study to the size of the inventory to be allowed each department.

In this connection inventory taking should come in for its share of study. Many times the inventory may be mathematically correct yet contain so many obsolete items that a department showing a gain, actually has a loss. Even after we have set up a routine of centralized purchasing, this inventory problem will get out of hand if we are not constantly on our guard. Most of this is a personnel problem. The department heads and others involved must become inventory conscious and willing to bring their inventories down to the level where they should be.

There is another factor

in this problem that should not be overlooked. Many times we are carrying lines that are very slow moving. They are not obsolete, but because of the small number of sales and the length of time between sales, the value of carrying these lines becomes very questionable. This, I believe, calls for a merchandising policy. Many times we find departments that have become involved in so many unprofitable side lines that the success of their real business is seriously affected. Unfortunately, also, this may not always become apparent to the management because the total operations result in a profit; and unless we carefully analyze the whole operation, we shall not discover these hidden losses that are curtailing the fullest possible success of the enterprise.

Another item that demands attention is the ratio of labor (both student and nonstudent) to total income. With rising wages this figure is consuming an increasing percentage of the total income. Since higher wages are now being paid to students, it seems that we shall be forced to require a definite degree of efficiency. In other words, we are facing the decision that some students cannot profitably be employed at the wages we are now paying. This is especially true in States that have minimum wage laws which affect some industries.

Another tendency in our wage structure is the increasing amount of non-student labor and the decreasing amount of student labor. This has not been felt so much when collections were not a problem. But as students have less cash to pay for school bills, this will become a greater problem. It seems we should stop this trend and rededicate ourselves to the plan of having students doing the work of the school, at a wage and with a degree of efficiency which will make it possible to employ them. We have almost reached the place where non-student help carries on the major part

Please turn to page 30

COLLEGE

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Financial Operation of the Secondary School

E. F. Heim

PRINCIPAL, LODI ACADEMY
CALIFORNIA

THE successful financing of our educational institutions represents one of the major problems confronting the denomination. The need for expansion with continued rising costs, both in building construction and in operation, makes the task more difficult. This study places special emphasis upon the business administration of the boarding academy.

If the business principles and procedures set forth in the writings of the Spirit of prophecy* are followed, the Adventist secondary school will have a sound basis of financial operation. This counsel makes no provision for the recurring unbalanced budget, with continued mounting indebtedness.

Contrary to much current thinking, the mere balancing of the academy budget with cash reserves does not always constitute a successful business administration. A balanced budget is essential; there should be sufficient revenues available and listed to cover every justified expenditure. However, excess cash in the bank may indirectly represent an impoverished educational program.

Money is not an end in itself; it is the means by which a school may facilitate the giving of instruction. A balanced budget accompanied by attainment of the educational objectives constitutes a successful school administration.

The well-prepared, properly proportioned, unpadding school budget is the compass of sound financial operation. It is said to be "the most influential factor in educational procedure." No phase of school life escapes the influence of the budget, for it determines the quality of

education, the size of classes, the organization and methods of the institution. Intelligent, cooperative planning produces a unity of purpose which brings results. Each person in administrative position who is held responsible for a portion of the academy's monthly statement should have a part in making the budget.

When the budget has been adopted, it should, in all major items, be binding upon the administration. Funds should be used in harmony with the appropriations made, for expenditures in excess of the appropriations will inevitably produce an unbalanced budget. If the actual income is not so great as anticipated in making the budget, then the budget should be restudied and adjusted.

The monthly statement, promptly issued, is a systematic check necessary to sound financial operation. Supply inventories must be checked with accuracy, and obsolete material should be removed from supply inventory listing. Failure to check inventories is frequently a weakness in the administration.

The unit type of organization which prevails in most of the secondary schools places the direction of both the educational and the business departments of the school in the hands of the principal-manager. If the school board has been successful in securing well-qualified leadership, possessing both professional and business ability, this centralized control increases efficiency, prevents the development of friction, secures coordinated responses, and guards against the waste of time due to duplication of effort.

That "an institution is the lengthening shadow of an individual" has often

been said. The board of directors is no stronger than the principal-manager whom they have chosen to head the school. In the final analysis the success or failure of the secondary school depends largely upon its leadership.

The most important financial responsibility of the principal and board of directors is the selection and retention of competent teachers and work superintendents, and the maintenance of a high degree of unity and cooperation among these employees. If the school is to prosper financially, the entire personnel must sense that an Adventist secondary school is not an ordinary institution, but that it has a divine mission with specific objectives. The strict adherence to this conviction will produce many seeming hidden dividends.

Frequent changes of tenure, especially in administrative positions, places a heavy financial drain upon a school. It takes time for new workers to become oriented, and to establish confidence. If employing boards fully sensed the cost in both money and efficiency involved, there would be fewer and less frequent transfer of teachers and other personnel. A capable, well-informed worker in any unit is a real financial asset.

An efficient accounting system is absolutely necessary to the successful operation of a school. Delinquent accounts, with resulting losses, are the inevitable result of a poor accounting system. Cost accounting, which is used to measure efficiency, puts the decimal point where it belongs. It is impossible to beat a cost before it is known.

The cash policy of operation is sound. It applies with equal force to expenditures and the payment of bills, and to the collection of student accounts. Pay and collect as you go is a good business motto for the secondary school.

Any tendency toward increasing indebtedness should be promptly and decisively stopped. The piling up of delinquent student accounts produces a

cancerous growth which slowly but surely eats out the financial heart of an institution. Good business makes no provision for the wrong education of our people. The school administration must early discover the patron who fails to put forth normal effort to finance his individual school program, expecting the denomination to educate his children. The people who pay their bills finance our schools. In fairness to them, all other patrons should be requested to meet their financial obligations. It is poor business to increase the enrollment at the cost of proportionately increased accounts receivable.

The cash policy is a fundamental essential. The time to pay or collect an account is when payment is due. If occasional exception to this procedure is made with student accounts, it should be on a prearranged, fully understood, time-limited, deferred-payment basis, endorsed by the committee on finance. If payment is not forthcoming in harmony with promise and anticipation, decisive follow-up action should be taken by the committee on finance. The spreading of responsibility proves a safeguard here. Proper understanding and explanation of an account, with prompt adjustment of contested items, stimulates collection. While form letters of general explanation are helpful, there is no substitute for the occasional personal letter sent to the boarding school patron.

The two major factors which seem to determine the success or failure in the operation of a commercialized school industry are capable leadership and the choice of the product from the standpoint of continuous market. Failure to recognize these factors may bring serious loss to a new undertaking. Experience indicates that some of the best financial risks as school industries are the farm, print shop, woodshop, bookbindery, and broom factory. Rigid labor laws and minimum wage rates in some States suggest the need for careful planning.

Essential in the operation of a school and its industries is the principle of keeping a fair balance between the net cost to the student and the income to the school. Detailed analysis of the work program in operating and maintaining an academy reveals that in reality the students are working for themselves on a pooled basis. An understanding of this brings better results with increased dividends.

All possible real economies should be effected. Waste can never be condoned in a Seventh-day Adventist school and should be eliminated. Yet relative values must be kept in mind. A real economy means making a saving without cutting down efficiency of either instruction or production. "The cloth must be cut to suit the garment." It is false economy to underpay teachers, and to fail to extend to them the regular denominational considerations. This always results in loss by decreased efficiency. Remember that "the teacher is the school."

Alternation of subjects, increase of the pupil-teacher ratio, and standardization of teacher load represent real savings. Supervised correspondence work on Home Study Institute courses carried on within a small school can bring scholastic enrichment and a real financial saving. If we follow the trend toward many teachers with light teaching loads, the cost of education must go up.

Proper scheduling of classes to make full use of classrooms during all periods of the session may save added building costs. All reasonable savings in light, water, and fuel should be effected. Wholesale and seasonal buying represent real savings. Cash discounts should not be overlooked. "A dollar saved is a dollar earned." It is more than that; it represents adherence to a sound principle. A systematic inspection of the school plant should be instituted, and needed repairs should be made promptly. Vandalism is common to a dilapidated school plant, but a well-kept plant inspires respect—a type of hidden dividend.

The proper routing of school busses often results in real saving. This should be studied anew for each school year, since changes in student personnel may make bus routing for the current year quite unsuitable for the next year.

Frequent and intelligent study and application of the manual of *Standards for Secondary Schools* will prove profitable. It gives the picture in concrete terms of actuality and possibility.

The academy and college financial policies voted at the 1948 Spring Council represent a forward step in constructive school planning and business operation. Maintaining an operating surplus of not less than twenty-five per cent of the gross annual expense will place the school on a reasonably safe financial basis. Many of our schools have been getting too close to the financial precipice. Most school administrators and boards, due to some financial stringency, have absorbed the operating surplus in capital expenditures, bringing real embarrassment to the institutions.

School boards need to be educated to change their thinking and to make provision for capital expenditures from some other source than operating surplus. An empty treasury makes a crippled school, with grave financial danger ahead. Good business involves more than the mere payment of current, routine bills. There must be a reserve against the day of emergency. Abnormal times demand special attention if our schools are to prosper and continue to operate. The overreach in spending beyond income represents unsound business practice.

Several factors which may be characterized as hidden dividends help to determine the financial success of a school. The efficiency of an institution is determined chiefly by the adequacy of support given it by the constituency. The school, through the services it renders to its students, determines its own support. If the students receive in training and

Please turn to page 24

SCHOOL NEWS

THE CITY OF RIVERSIDE (California) presented a Festival of Music and Art during the week of April 17 to 25, beginning with a program by the San Bernardino Symphony Orchestra and ending with a concert by the Los Angeles Philharmonic Orchestra under the direction of Alfred Wallenstein. La Sierra College gave one of the concerts in this series, on Thursday night, April 22, with the college orchestra under the direction of Alfred Walters and the college choirs under the direction of John T. Hamilton. Mr. Walters and Mr. Hamilton also appeared as soloists.

PHILIPPINE UNION COLLEGE reorganized its medical cadet program with the spring quarter of 1948, with a large and interested enrollment. This is a two-year course, covering the same work as that done by our colleges in the United States during the war years. Now that the Philippine draft is in operation and all young men born in 1928 are required to register for military service, this medical cadet work will help greatly in securing medical assignments for those who are called to the service of their country.

JOHN E. WEAVER has resigned his post as an associate secretary of the General Conference Department of Education after twelve years of energetic and effective service, to take the work of educational superintendent in the Upper Columbia Conference. His successor will no doubt be appointed at the Autumn Council.

FROM THE SEVEN ACADEMIES of the Columbia Union Conference 160 senior students visited Washington Missionary College and "points of interest" on College Days last April.

AT ITS THIRD COMMENCEMENT since becoming a senior college, Southern Missionary College granted Bachelor's degrees to twenty-two men and one girl.

AT ADELPHIAN ACADEMY (Michigan) on April 19, two students were invested as Master Comrades, one Comrade, five Companions, and four Friends.

MAPLEWOOD ACADEMY (Minnesota) students and faculty raised \$1,268 ingathering funds on their 1948 field day.

OAKWOOD COLLEGE is justly proud of its beautiful new women's home, Cunningham Hall, which was formally dedicated last March 17.

BAPTISM OF TWENTY-FIVE PERSONS, mostly students of college, academy, and grade school, climaxed the spring Week of Prayer at Pacific Union College last April.

AFTER TWENTY-EIGHT YEARS as dean of women at Union College, Pearl L. Rees has resigned to accept the work of dean of the nurses' home at Glendale Sanitarium, in California.

FORTY-SIX FULL-TIME GRADUATE STUDENTS completed their year's work in the College of Medical Evangelists Graduate School of Medicine, on June 11. A number of these have secured approved residencies for further specialty training.

E. E. COSSENTINE AND KELD J. REYNOLDS, secretary and associate secretary of the General Conference Department of Education, have spent three months in Europe this summer, visiting and inspecting schools, and assisting in the reinstatement and rehabilitation of our school plants in Germany. Very profitable educational councils were held in Denmark (for the Northern European workers) and in Italy (for Southern Europe).

FOUR HUNDRED YOUTH OF THE AUSTRALASIAN UNION were present for the 1948 opening convocation of Australasian Missionary College, on March 3. Several classes have enrolled over eighty members, and a number of new courses have been added to the curriculum this year in science, language, and arts. To accommodate the greatly increased enrollment the gymnasium has been converted into an auxiliary dormitory for men, and two cottages are used to house the overflow from the women's dormitory. In addition, there are 180 boys and girls in the adjacent central and primary schools.

STUDENTS AND FACULTY MEMBERS of Emmanuel Missionary College last March raised \$850 for Czechoslovakian relief.

UNION COLLEGE granted Bachelor's degrees to seventy-eight seniors at the close of the 1947-48 school year, May 30—the largest class in Union's history.

THE NORTHERN UNION MUSIC FESTIVAL was held this year at Plainview Academy (North Dakota) and was attended by representatives of the four academies of the union.

THE COLLEGE VIEW HOME AND SCHOOL ASSOCIATION, at a meeting near the close of last school year, presented certificates to nineteen mothers and fathers who had successfully completed courses in home education. At the same time forty women received Red Cross Standard Nutrition Certificates.

THE MINISTERIAL LEAGUE of Australasian Missionary College is an organization of students for students with the object of sending out a consecrated and more raising the spiritual tone of the college and efficient ministry. To this end the league sponsors weekly services, a Prayer Fellowship, news of current interest (both denominational and secular), distribution of literature, instruction in lifesaving; and carries on a wide correspondence with workers in various lines of evangelistic service as a means of instruction and inspiration.

MARION E. CADY, long-time educator among us, died on July 6, 1948, at his home in Glendale, California. During his long career he served as head of Healdsburg, Walla Walla, Southern Junior, and Washington Missionary Colleges, educational secretary of the North Pacific, Pacific, and Columbia Union Conferences, and as field secretary of the General Conference Department of Education. He was author of *Science in the Bible*, *Education in the Bible*, and *The Education That Educates*, and editor of *Principles of True Science*, a compilation from the writings of Ellen G. White, also of *True Education Reader*, book seven, and of the series of texts on Bible nature study which were used in our elementary schools for many years. He will be greatly missed, both educationally and personally.



THE S.D.A. THEOLOGICAL SEMINARY this summer conducted its first extension school at Newbold College, Bracknell, England. Dr. Holger Lindsjo and Elders L. E. Froom and J. L. Shuler, of the seminary staff, went over to England for this purpose. Sixty-seven were in attendance, forty from the British Union, twenty-two from Continental Europe, and five from African mission fields.

THE CHIEF INSPECTOR OF SCHOOLS FOR LEBANON visited the Middle East College, at Beirut, late in April, and expressed appreciation for the work of the school, especially the vocational training. A few days later, by his approval and by vote of the college board, Middle East College was authorized to grant the Bachelor of Arts degree for Majors in Bible and History.

COMMENCEMENT TIME AT WALLA WALLA COLLEGE last June saw 108 degrees conferred and 19 diplomas granted by President G. W. Bowers, and an additional 31 academy seniors received diplomas at the hand of Principal Dan W. Palmer.

TWO THOUSAND DOLLARS OVER THE GOAL was the record made by students and faculty of Washington Missionary College and Takoma Academy when they raised \$7,500 in the 1948 Ingathering campaign.

THE CALIFORNIA COLLEGE OF MEDICAL TECHNICIANS this year graduated a class of eighty-six, the largest in its twenty-three-year history.



In Union There Is Strength

Old enough to establish a tradition of Christian education for service; young enough to adapt its offerings to the needs of a changing world.

UNION COLLEGE — LINCOLN, NEBRASKA

ADELPHIAN ACADEMY (Michigan) graduated the largest class in its history last May 23, forty-six in all.

EMMANUEL MISSIONARY COLLEGE was host to 240 seniors from the eight academies of the Lake Union Conference area on College Day, May 3.

WEST INDIAN TRAINING COLLEGE Wood Products Department (Jamaica) is making the beds, tables, chairs, and other room furnishings for the new medical wing of Andrews Memorial Hospital.

AT WALLA WALLA COLLEGE forty-seven persons were invested as Master Comrades Friday evening, May 14. The preceding evening 156 students of the campus school were invested in the six preliminary Missionary Volunteer Progressive Classes.

THE 1948 SENIOR CLASS of Emmanuel Missionary College made a substantial gift of books to the library of the Middle East College, which was delivered in person by President A. W. Johnson when he gave the commencement address at the Beirut institution, en route to Africa.

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Financial Operation of the Secondary School

Continued from page 20

character development what a Seventh-day Adventist school is supposed to provide, they in turn become supporters of the institution. What they do and say will attract others. People will patronize a boarding school which operates according to the blueprint in maintaining the high standards of the denomination.

Constructive discipline maintained in the school is also reflected wholesomely in the financial statement. Adverse criticism, dissatisfaction, poor scholastic standards, inadequate facilities—all tend to destroy the fine roots of a strong educational program.

A beautiful, well-located campus with good buildings, and well-qualified teachers who are interested in youth, will attract students. The cost of well-planned field trips with good student representation is money well spent. Good food, properly prepared, attractively served, and reasonably priced creates favorable reactions. Good business suggests well-fed students on a balanced dining room budget, without thought of profit. Well-directed school spirit is above price and its influence for good is far reaching. An institution is sick without youth who cooperate and work toward accomplishment of worthy goals.

It is not "strange language" to Seventh-day Adventist educators and business administrators to say that it is supremely important that a school be conducted and operated in a manner which will merit the blessing of God. Essential as sound business principles and techniques are, they alone cannot bring prosperity to a Christian school. If lasting success is to be attained, there must be a Power from above working through consecrated men and women.

* *Testimonies*, vol. 6, pp. 206-215.

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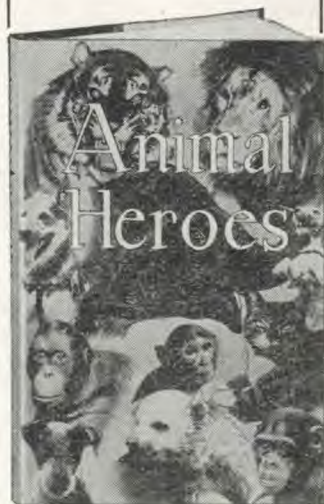
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INTEREST IN CHRISTIAN EDUCATION is growing rapidly in Inter-America. In 1947 there were 246 elementary teachers—32 more than in 1946. The enrollment increased from 6,859 in 1946 to 7,741 in 1947. Secondary school enrollments also showed healthy growth from 823 in 1946 to 1,005 in 1947. One cannot doubt the value of these schools when faced with the fact that of 162 graduates of the Inter-America training schools last year, 99 have already entered the regular organized work.

OVER THIRTY-TWO THOUSAND BOOKS were handed to students over the counter of Washington Missionary College library during the 1947-48 school year—an average monthly circulation of 12,000 regular and 20,500 reserve books.

COLLEGE DAYS AT SOUTHWESTERN JUNIOR COLLEGE, May 3 to 5, brought more than a hundred prospective S.W.J.C. students from Ozark, Valley Grande, and Jefferson Academies.

FROM THIRTY STATES, seven countries, and two islands 271 students were enrolled in summer session at Union College.

E. STRAUSS CUBLEY, professor of business administration at La Sierra College, resigned at the close of school last June to take up work as secretary-treasurer of the Middle East Union, at Beirut, Lebanon.

ADELPHIAN ACADEMY (Michigan) was host to the annual Lake Union music festival last April 30 to May 2. Representative groups from all the other academies in the union were present and all enjoyed "a feast of good things."

TWENTY-TWO MASTER COMRADES were invested at Union Springs Academy (New York) on May 22, along with 4 Comrades, 25 Companions, 36 Friends, 1 Builder, 5 Sunbeams, and 9 Busy Bees; and 355 Vocational Honors were bestowed.

MALAYAN SEMINARY (Singapore) in 1946—the first full year of classwork after the liberation—enrolled 250 students in the seven classes offered. This year the enrollment is 467, and thorough work is being done in all classes from Primary One through Senior Cambridge, which is the final year of secondary school work under the British system.

Making Bible Experiences Dynamic in the Classroom

Continued from page 6

finished with their assigned tasks, they helped other groups. Space does not permit a detailed account of all that followed. Some of the results will be observed in the introductory paragraphs describing the "feast day" in the classroom. It may be sufficient to say that the children were successful in carrying out their plans—with other activities added as they worked along.

To be sure, the children had a happy and worth-while experience in working and planning together. Interest carried over into afterschool hours. At home Bobby had made from wood a pair of "Hebrew sandals," and one morning Sammy came to school dressed in a queer fashion. On his head was the turban, and draped over his shoulders and robe was a sort of outer garment. He had designed it in the form of the land of Palestine, with bright colors showing the countries, cities, and seas. One Friday, Robert was not well enough to come to school. When I saw him on Sabbath he showed me the lovely "tapestry" he had made of Palestine. It was beautifully lettered and colored. Jimmy came one day resplendent in whiskers, turban, and sandals, with his white robe beautifully bordered with butterflies and Hebrew characters.

In this little third-grade group we found artists, tentmakers, scribes, potters, carpenters, shoemakers, and weavers. They expressed their interests and observations by making sandals, murals, maps, clay dishes, and scrolls. In these activities the children had good experience in thinking problems through together.

The material, or physical, outcomes are evident. May those that are intangible serve to bind the heart of each child closer to God and to make the study of His Word real and vital in each life.

ENROLLMENT FOR 1948 at Kamagambo Training School (East Africa) is 190 boys and 62 girls, of whom 25 are teachers in training.

WALTER E. STRAW is the new president of Madison College, succeeding Thomas M. Steen, who goes to Southern Missionary College as professor of secondary education.

LA SIERRA COLLEGE was host to the bands of Glendale and Lynwood academies on Sunday, May 23, at which time the massed bands, a total of 150 players, gave a concert under the direction of the different leaders, ending with several numbers played under the baton of Clarence Sawhill, director of the band of the University of Southern California.

THE NORTHERN LUZON ACADEMY (Philippines) graduated a class of forty-three from secondary department and thirty-five from intermediate, last April, in spite of the uncompleted rehabilitation of the school plant following the almost-total destruction because of war operation. Most of the secondary graduates will attend Philippine Union College this year.

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INDEX

THE JOURNAL OF TRUE EDUCATION

February, 1947 - June, 1948

- "The Academy—A Fundamental Link," L. R. RASMUSSEN, June, 1947, 10.
- "Acquisition Trends in Our College Libraries," THEO. G. WEIS, April, 1948, 18.
- "Administration" (editorial), December, 1947, 3.
- "Aeronautics Program at Union College," RODGER NEIDIGH, February, 1948, 21.
- ANDERSON, R. ALLAN, "Inspiring the Spirit of Worship in Our Colleges," April, 1948, 10.
- "Australasian Schools," June, 1948, 20.
- BARTLETT, V. L., "Giving a Denominational Slant to Our Business Courses," April, 1947, 6.
- "Beautification and Landscaping of the Academy Campus," JOSEPH A. TUCKER, April, 1947, 16.
- "The Best Life Insurance," MAURICE SILER, April, 1948, 22.
- "Birthright" (editorial), June, 1947, 3.
- BRITT, E. EVELYN, "Opportunity Knocks for the Physical Therapy Technician," February, 1947, 18.
- "Building Christians in the Americas," June, 1948, 12.
- BURNS, NELSON C., "Our Educational Work in Australia," February, 1947, 16.
- CADWALLADER, E. M., "A Psychology Laboratory," February, 1948, 5.
- "Challenging Problems," F. E. J. HARDER, June, 1948, 6.
- CHAMPION, MARY E., "Do We Really Care About Helping Youth Become Educated?" April, 1948, 15. "Leadership Through Student Organizations," April, 1947, 8.
- "Check Your Guidance Program," HARRY E. EDWARDS, February, 1948, 16.
- "Christ in the Classroom," LEIF KR. TOBIASSEN, October, 1947, 4.
- "The Christian Principal," FRANK E. RICE, December, 1947, 12.
- CLARK, H. W., "Science Teachers' Convention," October, 1947, 26.
- "Concerning Blueprint Reading" (editorial), June, 1948, 5.
- "Concerning Grades and Personal Worth," J. P. NEFF, April, 1947, 4.
- COOK, STANLEY, MRS., "What Can the Public Do Now and in the Immediate Future to Increase the Supply of Qualified Teachers?" October, 1947, 20.
- COSENTINE, E. E., "The Service of the College," June, 1947, 14.
- COTTRELL, RAYMOND F., "The Joys of Teaching in a Christian School," October, 1947, 5. "Visual Aids on the Secondary Level," April, 1947, 18.
- "Criteria for Selecting Superintendents," October, 1947, 16.
- "The Criteria of Good Teaching on the Elementary Levels," HAROLD C. KLEMENT, October, 1947, 10.
- "Discovering Problems of College Students," LOWELL W. WELCH, February, 1948, 7.
- "Do We Really Care About Helping Youth Become Educated?" MARY CHAMPION, April, 1948, 15.
- "Don't Give Up That Child!" MURL VANCE, April, 1947, 12.
- "Education in the Adventist Community," KELD J. REYNOLDS, June, 1947, 4.
- "Education in the Not-so-dark Continent," June, 1948, 22.
- EDWARDS, HARRY E., "Check Your Guidance Program," February, 1948, 16.
- "The Emerging Dean," GEORGE E. SHANKEL, December, 1947, 14.
- "An Experiment in Supervised Study," L. N. HOLM, February, 1948, 12.
- "The Faculty Meeting as a Constructive Force in the Seventh-day Adventist College," C. D. STRIP-LIN, December, 1947, 9.
- "Faculty Meetings," JOHN M. HOWELL, December, 1947, 7.
- "For a Wider Horizon," W. HOMER TEESDALE, June, 1947, 20.
- "Giving a Denominational Slant to Our Business Courses," V. L. BARTLETT, April, 1947, 6.
- HANNUM, HAROLD B., "What Kind of Music Do I Appreciate?" February, 1947, 12.
- HARDER, F. E. J., "Challenging Problems," June, 1948, 6.
- HOLM, L. N., "An Experiment in Supervised Study," February, 1948, 12.
- HOWELL, JOHN M., "Faculty Meetings," December, 1947, 7. "Parable of the Church School," April, 1947, 11.
- "Improving a Profession" (editorial), October, 1947, 3.
- "In the Beauty of Holiness," HAROLD C. KLEMENT, April, 1947, 22.
- "Influence of Food on Mentality," J. WAYNE McFARLAND, M.D., February, 1947, 14.
- "Inspiring the Spirit of Worship in Our Colleges," R. ALLAN ANDERSON, April, 1948, 10.
- JEMISON, T. H., "The Spiritual Needs of Secondary-School-Age Young People," April, 1948, 6.
- JOHNSON, ALVIN W., "Just What Does a College President Do?" December, 1947, 5.
- "The Joys of Teaching in a Christian School," RAYMOND F. COTTRELL, October, 1947, 5.
- "Just What Does a College President Do?" ALVIN W. JOHNSON, December, 1947, 5.
- KELLOGG, CHESTER E., "The Orientation of Freshmen in Our Academies," February, 1948, 14.
- KLEMENT, HAROLD C., "The Criteria of Good Teaching on the Elementary Levels," October, 1947, 10. "In the Beauty of Holiness," April, 1947, 22.
- "Leadership Through Student Organizations," MARY E. CHAMPION, April, 1947, 8.
- "Leading the Child to Christ," BERNICE WEBBER, April, 1948, 8.
- LEE, JAMES M., "We Are Building Again," June, 1948, 8.
- "Let Us Share" (editorial), February, 1947, 3.
- "The Light of Asia," June, 1948, 25.
- McELHANY, J. L., "A Message From the President of the General Conference," June, 1948, 3.
- McFARLAND, J. WAYNE, M.D., "Influence of Food on Mentality," February, 1947, 14.
- McQUATTERS, GENEVA, "What Working Conditions for America's Teachers Must the Public Help to Provide?" October, 1947, 19.
- "A Message From the President of the General Conference," J. L. McELHANY, June, 1948, 3.

- "The Missionary Volunteer Society on the Campus," LAURENCE A. SKINNER, April, 1948, 13.
- MOORE, RAYMOND S., "The Recruitment of Teachers for Seventh-day Adventist Schools and Colleges," October, 1947, 7. "Specifications for Curriculum Reorganization," December, 1947, 19.
- NEFF, J. P., "Concerning Grades and Personal Worth," April, 1947, 4. "What School to Choose," April, 1948, 4.
- NEIDIGH, RODGER, "Aeronautics Program at Union College," February, 1948, 21.
- NEPHEW, ALMA, "An Open Letter to Superintendents," October, 1947, 16.
- "An Open Letter to Superintendents," ALMA NEPHEW, October, 1947, 16.
- "Opportunity Knocks for the Physical Therapy Technician," E. EVELYN BRITT, February, 1947, 18.
- "The Organization and Administration of the Academy Library," FLODA V. SMITH, February, 1947, 10.
- "The Orientation of Freshmen in Our Academies," CHESTER E. KELLOGG, February, 1948, 14.
- "Our Educational Work in Australia," NELSON C. BURNS, February, 1947, 16.
- "Our Major Responsibility" (editorial), February, 1948, 3.
- "Our Oldest School in Central Africa," JAKE R. SIEBENLIST, February, 1947, 21.
- "Our Schools in Britain," June, 1948, 20.
- "Parable of the Church School," J. M. HOWELL, April, 1947, 11.
- "Physician, Heal Thyself," L. R. RASMUSSEN, February, 1948, 4.
- "The Place of Modern Languages in the Students' Curriculum," AGNES L. SORENSON, February, 1947, 8.
- "A Principal Looks at Teachers," J. R. SHULL, October, 1947, 12.
- "The Professional Service Load of Staff Members in Seventh-day Adventist Colleges," HOWARD J. WELCH, December, 1947, 16.
- "A Psychology Laboratory," E. M. CADWALLADER, February, 1948, 5.
- "Pupils Are Mirrors," LAWRENCE E. SMART, February, 1947, 6.
- "Qualifications of the Teacher," GUY F. WOLFKILL, October, 1947, 14.
- "The Quality of the Seventh-day Adventist Elementary School," JOHN E. WEAVER, June, 1947, 6.
- RASMUSSEN, L. R., "The Academy—A Fundamental Link," June, 1947, 10. "Physician, Heal Thyself," February, 1948, 4.
- "The Recruitment of Teachers for Seventh-day Adventist Schools and Colleges," RAYMOND S. MOORE, October, 1947, 7.
- REISSIG, FREDERICK E., DR., "What Kind of Teachers Does America Need?" October, 1947, 18. "Report to the Stockholders," June, 1948, 4.
- REYNOLDS, KELD J., "Education in the Adventist Community," June, 1947, 4.
- RICE, FRANK E., "The Christian Principal," December, 1947, 12.
- "The Scholastic Offerings in Adventist Colleges," CECIL L. WOODS, December, 1947, 26.
- "Science Teachers' Convention," H. W. CLARK, October, 1947, 26.
- "The Service of the College," E. E. COSSENTINE, June, 1947, 14.
- SHANKEL, GEORGE E., "The Emerging Dean," December, 1947, 14.
- SHULL, J. R., "A Principal Looks at Teachers," October, 1947, 12.
- SIEBENLIST, JAKE R., "Our Oldest School in Central Africa," February, 1947, 21.
- SILER, MAURICE, "The Best Life Insurance," April, 1948, 22.
- SKINNER, LAURENCE A., "The Missionary Volunteer Society on the Campus," April, 1948, 13.
- SMART, LAWRENCE E., "Pupils Are Mirrors," February, 1947, 6.
- SMITH, FLODA V., "The Organization and Administration of the Academy Library," February, 1947, 10.
- "So They Will Not Cheat," IRENE WAKEHAM, February, 1948, 18.
- SORENSON, AGNES L., "The Place of Modern Languages in the Students' Curriculum," February, 1947, 8.
- "Specifications for Curriculum Reorganization," RAYMOND S. MOORE, December, 1947, 19.
- "The Spiritual Needs of Secondary-School-Age Young People," T. H. JEMISON, April, 1948, 6.
- STRIPLIN, C. D., "The Faculty Meeting as a Constructive Force in the Seventh-day Adventist College," December, 1947, 9.
- "The Strong Schools of Europe," June, 1948, 16.
- TEESDALE, W. HOMER, "For a Wider Horizon," June, 1947, 20.
- "Their Future Is Now" (editorial), April, 1947, 3.
- "They Shall All Be Taught of God" (editorial), April, 1948, 3.
- TOBIASSEN, LEIF KR., "Christ in the Classroom," October, 1947, 4.
- "True Education," MRS. E. G. WHITE, February, 1947, 4.
- TUCKER, JOSEPH A., "Beautification and Landscaping of the Academy Campus," April, 1947, 16.
- "The Value of Our School Work," ELLEN G. WHITE, December, 1947, 4.
- VANCE, MURL, "Don't Give Up That Child!" April, 1947, 12.
- "Visual Aids on the Secondary Level," RAYMOND F. COTTRELL, April, 1947, 18.
- WAKEHAM, IRENE, "So They Will Not Cheat," February, 1948, 18.
- "We Are Building Again," JAMES M. LEE, June, 1948, 8.
- WEAVER, JOHN E., "The Quality of the Seventh-day Adventist Elementary School," June, 1947, 6.
- WEBBER, BERNICE, "Leading the Child to Christ," April, 1948, 8.
- WEIS, THEO. G., "Acquisition Trends in Our College Libraries," April, 1948, 18.
- WELCH, HOWARD J., "The Professional Service Load of Staff Members in Seventh-day Adventist Colleges," December, 1947, 16.
- WELCH, LOWELL W., "Discovering Problems of College Students," February, 1948, 7.
- "What Can the Public Do Now and in the Immediate Future to Increase the Supply of Qualified Teachers?" MRS. STANLEY COOK, October, 1947, 20.
- "What Kind of Music Do I Appreciate?" HAROLD B. HANNUM, February, 1947, 12.
- "What School to Choose," JOHN P. NEFF, April, 1948, 4.
- "What Working Conditions for America's Teachers Must the Public Help to Provide?" GENEVA McQUATTERS, October, 1947, 19.
- WHITE, E. G., MRS., "True Education," February, 1947, 4. "The Value of Our School Work," December, 1947, 4.
- WOLFKILL, GUY F., "Qualifications of the Teacher," October, 1947, 14.
- WOODS, CECIL L., "The Scholastic Offerings in Adventist Colleges," December, 1947, 26.

Financial Operation of the College

Continued from page 17

of the work of our institutions. We must remember that our patronage is made up largely of Seventh-day Adventists who, in most cases, do not have the money to pay cash for their education. Unless the present trend is stopped, we shall find that we have priced ourselves out of our market and have not trained our students to earn their way through school. This plan, carried to the ultimate, would force us to cease operation of our educational institutions. Therefore a sharp watch should be kept on the ratio of labor to income, and also the ratio of student labor to nonstudent labor.

Before leaving the operation section of the statement, we should give some attention to the present cost of providing education as it relates to present enrollment. At this writing, money is definitely getting less plentiful. We do not like to think of a drop in enrollment, but we may be faced with it in the near future. This will not mean that there is a dearth of young people to attend school, but that they are not able to pay the price of an education, and many of them are unwilling to reduce their school load in order to earn their way. Unfortunately, the schools have built up fixed operating charges which will not be reduced very much by a reduction in enrollment. This may translate present profits into operating losses. We can prepare to face this situation if we will build operating budgets on the basis of a ten per cent reduction below present attendance figures. Thus we could begin to find out what expenditures must be curtailed in order to keep on a firm basis.

One of the big expenses is teacher training. Apparently, in planning our program for teacher education, we must operate within available funds rather than by what may appear to be scholastic necessity.

Turning from the operating to the capital side of the picture, we find that many of our schools have borrowed for capital improvements. The solving of these problems is going to take more planning and courage than most of us like to exercise. First, we must stop all capital expenditures unless definite provision is made for them from available operating funds, or from other funds available for the purpose. Second, we must definitely "count the cost" of a project before we begin it. This has not always been done in the past, with a resulting strain on our operating funds. We must stop this capital drain; and, by putting our operating house in order, be able to face the financial adjustment that is just ahead of us.

It may seem, from what has been written, that we are recommending a program of retrenchment rather than advancement. That is not necessarily the case. It is apparent, however, that we must enter upon a program of more careful income-and-cost analysis; and, having discovered our needs and charted our course, we must set up more adequate financial controls than we have had in the past, in order that available funds be not dissipated, but rather be channeled into those uses which will preserve at maximum strength the denominational program of providing a Christian education and training for as many as possible of our young people.

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