

The JOURNAL of TRUE
Education

VOLUME 11

FEBRUARY, 1949

NUMBER 3



The JOURNAL of TRUE Education

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ISSUED BIMONTHLY, OCTOBER THROUGH JUNE, BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, \$1.25 A YEAR. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

STRAIT JACKETS OR TOGAS—An Editorial

THERE is a strong tendency to confuse education with subject-matter credits or blocks of information; and teachers are its victims. If there is a choice between "finishing the book," "getting through the syllabus," "completing the course," and modifying the subject matter or altering the emphasis to meet student needs or to utilize a current interest, the average teacher will stick to the book.

That the teacher does so may be simply a matter of self-defense. Classes are large, and responsibilities are numerous; and out of the teacher-training and college years came well-filled notebooks which now are timesavers—a bank account against which daily checks can be drawn.

In time a set of lesson plans or an entire curriculum may become comfortable, like an old garment, and may be clung to and defended, though worn out and outmoded. Teachers have been known to resist the introduction of a new textbook or a new syllabus, because their lecture notes and bibliography lists were built on the old, and to adopt the new would necessitate the shedding of an old shoe. There is the classic example of the dean who explained to a dissatisfied and rebellious veteran that he must submit to the curriculum "because, by the process of trial and error through hundreds of years, it has come down to us in its present perfected form." This appeal to historicity, wholly fallacious, is satisfyingly simple; it makes logical defense unnecessary.

Administrators easily fall into the rut. It is easier to line up the students year after year to fit a standardized set of requirements. It is easier for the registrar to evaluate credits which do not change in name, weight, or arrangement. The pattern of standard lesson plans, with

insistence upon strict adherence to the schedule as found in some school "system," makes it possible in these days of teacher shortages for schools to employ monitors who neither in training nor in caliber can be described as teachers. This may solve some problems, reduce payrolls, appear to fill vacancies or to make up for inadequate training. But it does not solve the fundamental problem of educating boys and girls for adequate living and service here and for admission into the kingdom.

The teacher who deserves the name, and who is worthy of the high calling of this noble profession, is the one who will put people before programs, and the individual or community needs of the students above routine lesson plans. He will spend less time in lecturing and more time in directing class discussion. He will be less concerned with rote memorization and more anxious about the development of moral judgment, spiritual values, and critical thinking, particularly as the student approaches mental maturity.

This is not a nostalgic plea for the return of the "good old days" of the little red schoolhouse or Mark Hopkins' log, when the problems of education were more easily solved because they were simpler. It is a plea that we be not overwhelmed by numbers, and forget that boys and girls are persons and not classes or psychological types; that we use every sound device of modern pedagogy without becoming enamored of the techniques, forgetting that they are not ends but merely the means by which we help boys and girls to become Christian men and women; that we spare no pains or labors to keep our teaching vibrantly alive, challenging, and in focus with the present and future needs of our students, the church, and humanity.

Makers of Men

N. R. Dower

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ONE of the most marvelous buildings ever constructed, and one in which the Lord as well as His people justly took delight, was Solomon's Temple. It was made of white stone, highly polished, and fully prepared before ever reaching the Temple site. This was true also of the great pillars and beams, and the hundreds of vessels and instruments with which the Temple was furnished, so that in the actual construction "there was neither hammer nor axe nor any tool of iron heard in the house, while it was in building."¹

In laying plans for this beautiful sanctuary, David had said, "'As the house which is to be built for the Eternal must be incomparably magnificent, far-famed, and glorious throughout all lands, I must make preparations for it.'"² In carrying out his father's desires and plans, Solomon sent to Tyre for Hiram, who "was filled with wisdom, and understanding, and cunning to work all works" "in gold, and in silver, in brass, in iron, in stone, and in timber, in purple, in blue, and in fine linen, and in crimson; also to grave any manner of graving, and to find out every device which shall be put to him."³

At last, after seven and a half years, the work was completed. "All that came into Solomon's heart to make in the house of the Lord, . . . he prosperously effected."⁴ And, in order that the palace, crowning the height of Mount Moriah, might indeed be a dwelling place for God, there remained only the solemn ceremony of formally dedicating it to Jehovah and His worship.

The time chosen for this service was a most favorable one, the seventh month,

when the people from every part of the kingdom were accustomed to assemble at Jerusalem to celebrate the Feast of Tabernacles. At the appointed time the hosts of Israel, with richly clad representatives from many foreign nations, assembled in the Temple courts. It was a scene of unusual splendor. The soul-stirring music raised in praise and thanksgiving to God was in keeping with the general spirit of rejoicing. In solemn and earnest tones the king's voice was heard in the prayer of dedication. "When Solomon had made an end of praying, the fire came down from heaven, . . . and the glory of the Lord filled the house."⁵ When all the people "saw how the fire came down, and the glory of the Lord upon the house, they bowed themselves with their faces to the ground upon the pavement, and worshipped, and praised the Lord, saying, For He is good; for His mercy endureth for ever."⁶

What a tremendous experience! How thrilling to have even a small part in such a gigantic undertaking! What pride must have filled their hearts, and with what soul satisfaction must they have witnessed such a demonstration of divine glory! As long as they lived, and from generation to generation, Israel looked back with delight upon this evidence of the manifest approval of God.

In this experience there is a lesson of tremendous significance for us. Let us bring it home to our hearts in the words of the apostle Paul: "We work together in God's service; you are God's field to be planted, God's house to be built. In virtue of my commission from God I laid the foundation of the house like an

expert master-builder. It remains for another to build on this foundation. Whoever he is, let him be careful how he builds. The foundation is laid, namely Jesus Christ, and no one can lay any other. On that foundation anyone may build gold, silver, precious stones, wood, hay, or straw, but in every case the nature of his work will come out; the Day will show what it is."⁷

In the light of this text every boy and girl may be likened unto a plant or a temple upon which the most skillful and painstaking labor must be bestowed. In the building of a soul temple we need today men and women who, like Hiram of old, are "filled with wisdom, and understanding, and cunning to work all works" in whatever material may be provided them, "and to find out every device which shall be put to" them. It is the taking of things as they are, and, under the blessing of God, leaving them as they should be, that gives permanence and lasting satisfaction to the work of our hands. In this connection, however, it is well for us all to remember that "except the Lord build the house, they labour in vain that build it."⁸

The purpose of true education is to take all the materials that have been provided you, as represented in the characters of your boys and girls, and so cut, and chisel, and burnish, and polish, and adjust, that each is brought forth at last a beautiful temple prepared to fill its place in the heavenly kingdom. That, teachers, takes skill, and divine wisdom, and patience, and cunning, and tact.

"True education . . . is the harmonious development of the physical, the mental, and the spiritual powers. 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."⁹ If

this statement is the true interpretation of the aim and purpose of Christian education—and we firmly believe it is—then it is absolutely essential that no phase of the student's development shall be neglected. The physical shall not receive higher training than the mental; nor the mental than the spiritual. The one is not to become skilled at the expense of the others. It is the *harmonious development* of physical, mental, and spiritual powers. Living as we are in the closing hours of earth's history, when, mentally, physically, and spiritually, man faces the severest tests, we need to have body, mind, and spirit harmoniously developed and trained, so that we may become overcomers.

An educated eye may be quick to discern truth and to appraise values, but it may be just as quick to see evil and to devote its special attention to lust and soul-destroying passions. An educated mind may discover scientific facts which may be a great boon to society; but it might also become a source of inventive genius to create weapons of destruction intended to destroy all life in vast areas. An educated hand may be used to relieve suffering, or to perform surgery, or other acts of skill; but it may also be used to evil purposes which might result in sorrow.

The same may be true of the development of the physical aspects of one's nature. Instead of having a man strong in the ways of righteousness as God intended that he should be, we might find a Frankenstein whose energies are bent to man's permanent injury and destruction.

The true objective of Christian education, therefore, the one all-important and vital phase which gives meaning to everything else, is the regeneration of the human heart. Yet this is most often

The teacher is responsible for the souls of men, the perpetuity of institutions, the interpretation of laws, and the application of moral standards. He shapes the course of history.

neglected, and tragically enough in many Christian schools too often minimized. It is this, however, which automatically places the emphasis upon the eternal instead of the temporal, upon good instead of evil. Thus a life once destined to be ugly and useless may become a power for good which shall be of lasting beauty and usefulness to God and man, both here and in the hereafter.

Therefore, teachers, it is your solemn responsibility to instill into the lives of your children those qualities which you desire to see in them when they are full grown and beyond the reach of your classroom. It is the finished product that challenges you. The concerns of the present, and its intricate problems, will be merely incidental if you set your heart upon restoring the image of God in every life within your sphere of influence. "I laid the foundation of the house like an expert master builder; it remains for another to build on this foundation. *Whoever he is, let him be careful how he builds.*" It is not what you see before you today that determines the success or failure of your labors, but what you shall see before you in the day when every man's work shall be tested by fire.

In the beautiful mountains of central Pennsylvania, about midway between Harrisburg and Pittsburgh on the Lincoln Highway, one reaches a place called Longview. From it on a clear day one can see into three States and seven counties. Stretched below that lofty summit can be seen silvery streams that wend their way through beautiful green valleys to the sea. One hour spent gazing upon those matchless scenes of grandeur amply repays any individual for the long and tedious climb up the mountain to the lookout. Teachers, what we, as makers of men, need is the long view—seeing not the bundle of energy, the package of problems and tricks that may be in the front seat of row number two, but the man or woman that will soon have to face the world's fiercest temptations and

conflicts. It is not what he is today, but what he may become by careful guidance and the grace of God, that puts *finality* as well as *fatality* into the work committed to your trust. That child in your room today has in him the possibility of becoming either a Cain or an Abel; a David or a Saul; a Peter, James, or John, or a Judas, Pilate, or Herod; a Paul or a Nero; a Luther or a Hitler; a Livingstone or an Ingersoll; a Moody or a Dillinger; a doctor or a murderer; a teacher or a bar fly; a minister of God or a medium of the devil; an evangel of mercy or an imp of cruelty; a blessing or a curse to mankind.

One night I was battling a cold, and could not find the sweetness of peaceful sleep. As I lay there on my bed, my mind envisioned two pictures of our little boy. The first was of a man, full-grown, in whose features the satanic influence could be clearly detected. His every look and action seemed to suggest the one under whose control he had chosen to place himself. It well-nigh overwhelmed me! The other seemed to portray the beautiful mingling of his boyish features with those of the blessed Christ, and in every word and action the grace of the Lord Jesus seemed to be manifested. I seemed to hear an authoritative voice saying, "Which it shall be depends upon you, his parents." Leaving my bed I walked into his room and, kneeling by his bedside in the stillness of the night, reconsecrated my life to God and to the harmonious training of our boy's physical, mental, and spiritual powers to His service in this life and to the higher joy of wider service in the life to come.

The success of such training cannot be assured by the parents alone, however, for in school the consecrated cooperation of his teacher is required if that objective is to be achieved. This is a solemn, sacred parent-teacher partnership. It is this realization that the dear Lord would have us all, both parents and

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Developing Good Public Relations for the Church School

Florence Barrett

ELEMENTARY TEACHER
SAINT CHARLES, MICHIGAN

ALTHOUGH the necessity of fostering a favorable impression within the community in which a church school is located is recognized by all forward-thinking educators, it may be well to list some of the advantages which a favorable public relationship will bring.

First, of course, we are interested in the dispelling of prejudice, that our message may have entrance into the hearts of those in the community. A church school, in addition to training future workers and citizens of the heavenly kingdom, may serve as a mission station within its own community, by spreading light, cheer, and charity. Failure to recognize this important role leaves us, as missionary-minded educators, with our task but half done.

Next in importance to the soul-winning objective, might be listed the material advantages which a favorable relationship brings. Whether we are In-gathering or selling articles for improvement projects, this will make our endeavors easier and more lucrative.

What the public thinks of the teacher, the students, facilities, and objectives of the church school, is the basis of either a good or a bad public impression.

How can the public receive the correct impression without becoming acquainted? Is there danger that we have been too reserved in the matter of getting acquainted with the community aside from our own church membership? Caution must be exercised in this matter, of course. Christ knew how to be in the world, mix with the world, and still not partake of its spirit or objectives. As followers of Him, we, too, must learn this.

Upon the appearance, demeanor, and personality of the teacher depends, in a large measure, the impression the public gets of the school as a whole. Her neat, well-kept, up-to-date appearance is important. Does she patronize local businesses? Does she support community projects when compatible with our standards? Does she attend local lectures, graduation exercises, and suitable programs? If so, the chances of community support of her projects are multiplied.

Is the teacher neighborly? or coldly aloof? Not to be forgotten is the bouquet of daffodils a Catholic lady gave to the teacher one morning, also the lovely bouquet of gladioli from the nursery, and the hearty invitation to bring the children to visit when convenient. Another neighbor sent African violet slips to school. When the teacher admired a rare plant collection on a stranger's front porch, she was given a "spider plant" slip. The nursery lady gave the voluntary invitation to "get in the car and I'll take you out to see some trailing arbutus." It was the first arbutus this teacher had ever seen, and it gave her a genuine thrill. It was so lovely and fragile and fragrant. "Little things," you say. Yes, but it is those little things that measure the feeling of the community toward you and your work. A friendly personality reaps rich rewards for your school.

How can the public become favorably acquainted with your pupils? Do the children keep off the neighbors' lawns and respect all the neighbors' rights? Do they speak courteously to all?

In one locality bricks were thrown into the church school cloakroom and

chunks of coal over the fence by rowdy misinformed public school boys. How to break down this prejudice was a problem. The boys were called and talked to kindly. Although the school had been bothered by rowdies in previous years, these boys gave no more trouble. The children of the school were taken out into the community to sing to the aged and shut-ins. This helped to build a better spirit.

Acquainting the public with our facilities and objectives can be accomplished in three very effective ways. Hold an open house, and invite the public. An investiture, open to the public, will acquaint them with a popular aspect of our youth-training program. Holiday programs may be utilized in this way. Last year we gave a public program at Christmas time. The material was taken from the General Conference bulletin, and was orthodox in every way. One businessman was heard to say, "Whenever you have another program, let me know."

For two years we have had what we call "Civic Day." Each Thursday morning the children wait expectantly to see who will speak to them. A prominent business man or woman is invited to speak to the children on a subject relative to civic pride and local improvement. We have had people in our room by special invitation who never would have come otherwise. We mention some—fire marshal, merchant, superintendent of local high school, county sheriff, traffic director, Indian chief and princess, Methodist minister, banker, banker's wife, nature teacher, postmistress, freight agent, and others. A profitable hour was spent when an art teacher showed beautiful colored slides of masterpieces. Another lady, familiar with shells, stimulated the children's interest in earning the shell honor. She brought with her a large collection of shells and gave each child some with which to start a collection of his own. A talk on con-

servation fitted nicely into our history lessons. The Indian chief and princess in costume impressed the children.

The children are never told who the speaker will be. This increases their interest. Some very interesting and instructive talks have been given. The respect of the children for community leaders increases visibly. Teaching our children to be tolerant of others, to appreciate their good points, and to establish the proper balance of thinking regarding racial, religious, and non-religious groups, is an important link in their character building.

The children have profited and been enriched by the Civic Day program. Our speakers became acquainted with our school, its facilities, and objectives as a result of their visits. Their favorable comments and enthusiastic approval of our pupils and school plant made us feel the effort was worth while.

Another acceptable way to place our school in a favorable light is through the local newspaper. Each week or so pupils and teacher write an account of the outstanding events of the school. Spelling honors, social study projects, nature excursions, visiting speakers, Missionary Volunteer meetings, and new equipment purchased have been featured. Public school teachers read our articles and commented upon them. Friends and neighbors mentioned missing our news notes when they did not appear.

One very important duty which must not be overlooked is that of showing proper patriotism. One February some good artists of the school painted a large flag, American eagle, liberty bell, and heads of Washington and Lincoln on the street windows. Word went around the community, and neighbors were admiring our windows. Ingathering returns doubled that spring, and articles for sale were quickly sold in a community which had previously displayed marked prejudice. All schools should be careful to

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How to Increase Reading Ability in the Grades

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"Comparatively few people ever reach the maximum degree of proficiency in reading of which they are capable. . . . Potentialities for marked improvement are present in average and superior readers as well as in poor readers."¹

IT IS estimated that about 15 to 25 per cent of the school population in elementary and secondary schools are either nonreaders or seriously retarded readers.² In a survey made by W. S. Gray, it was discovered that in fourteen high schools, of 5,705 freshmen, 20 per cent were below seventh-grade reading ability, 4 per cent were at second- or third-grade level, and 5 per cent at fourth-grade level.³ Such figures indicate the urgency for better teaching of elementary reading and an adequate remedial program on both elementary and secondary levels.

Reading is a curriculum problem which must be attacked by every teacher; and since remedial teaching is nothing more than good teaching more thoroughly, more systematically, and more efficiently performed, the superior grade teacher is of necessity a remedial teacher. There are three groups which will need to be distinguished before remedial aid is given. First the retarded readers, whose ability is below average for their age or grade placement. This retardation may be general, due to below-average intelligence and hence affect all their schoolwork, or specific and appear only in reading. Then there are the reading disability cases. Not only are these children retarded, but their achievement is greatly below the normal expectancy for their mental ability. And third are a few with superior mental ability who are only average readers. It is the task of remedial teaching to help all three of these types

by making it possible for each child to make effective use of his potentialities. This task can be wholly successful only as used in connection with a good reading program which supplies superior first teaching adapted to the needs and individual abilities of the children, frequent classroom use of simple remedial procedures as they are needed, and careful diagnosis and special remedial help for the severe reading casualty.⁴

It is the task of the teacher to find out as well as she can what difficulties are present in each case and then to supply common sense and a knowledge of remedial procedures to the problem of overcoming the child's handicaps and the teaching of what he has not learned. For this reason the teacher should become familiar with symptoms that suggest reading disabilities and retardation. Indices of difficulty in silent reading include low comprehension, lack of interest, vocalization, tension movements of hands, feet, head, or body, finger pointing, holding the book too near or too far, many fixation pauses, and many regression movements on each line. In oral reading, low comprehension, word-by-word reading, various types of word-recognition errors (guessing, omitting, repeating, inserting, reversing letters and words), tense and high-pitched voice, failure to interpret punctuation, inadequate phrasing, word calling, and tension movements are all symptomatic.⁵

There are two major causes of reading difficulties. The first is constitutional limitations, which include mental maturity, emotional disturbances, delayed

or arrested language development, associative learning handicaps, neurological involvements, visual inefficiency, impaired hearing, and low physical vitality. The second, environmental conditions, take in guidance, instructional materials, emotional climate of the classroom, the physical conditions of learning, the limited experience of the reader, and underrating the reader's interest level." In order to determine the real cause or causes of any reading disability case it is necessary to make a careful diagnosis. This is done through a well-planned testing program, including intelligence, vision, hearing, speech, glandular disturbances, neurological difficulties, lateral dominance, and emotional and personality factors:

Intelligence

- California Test of Mental Maturity—Primary series, grades 1-3; Elementary series, grades 4-8; Intermediate series, grades 7-10. (Group Tests) California Test Bureau, 5916 Hollywood Blvd., Los Angeles, Calif.
- Durrell-Sullivan Reading Capacity and Achievement—Grades 3-6. World Book Co., New York, N.Y.
- Stanford-Biney Intelligence Scale, Revised. (Individual Test) Houghton-Mifflin Co., Boston, Mass.
- Kuhlmann-Anderson Intelligence Tests (5th ed.), for each grade. Educational Test Bureau, 720 Washington Ave., S.E., Minneapolis, Minn.

Vision

- Snellen Symbol E Chart and Snellen Letter Chart. National Society for the Prevention of Blindness, 50 W. 50th St., New York, N.Y.
- Eames Eye Test. World Book Co., New York, N.Y.

Hearing

- Audiometer Tests. Western Electric Co., New York, N.Y.; or Maico Company, Inc., Minneapolis, Minn.
- Watch-Tick Test. (Use a watch of medium size and quietness.)
- Forced Whisper and Low-voiced Tests
Note: The Watch-Tick and Whisper tests are described in Harris and in Betts. See references at end of article.

Dominance

- Harris Tests of Lateral Dominance. Psychological Corp., 522 Fifth Ave., New York, N.Y.

Personality

- California Test of Personality—Primary, Elementary, or Intermediate series. California

Test Bureau, 5916 Hollywood Blvd., Los Angeles, Calif.

Oral Reading

- Gray's Oral Reading Paragraphs. Public School Publishing Co., Bloomington, Ill.
- Gates Reading Survey for Grades 3-10. Bureau of Publications, Teachers College, Columbia University, New York, N.Y.

Silent Reading

- Gates Silent Reading Tests, Grades 4-6, Type D (Group). Bureau of Publications, Teachers College, Columbia University, New York, N.Y.

Readiness

- Monroe Reading Aptitude Test. Houghton-Mifflin Co., Boston, Mass.

Comprehension

- Gray's Oral Reading Paragraphs. Public School Publishing Co., Bloomington, Ill.
- Gray's Oral Reading Test Sheets. Public School Publishing Co., Bloomington, Ill.

Vocabulary

- Gates Diagnostic Reading Test. Bureau of Publications, Teachers College, Columbia University, New York, N.Y.
- Metropolitan Achievement Test—Battery I, II, III. World Book Co., New York, N.Y.
- Public School Achievement Tests—Battery. Public School Publishing Co., Bloomington, Ill.

For those teachers who find it impractical to administer such a complete testing program, the following criteria are given, that they may make a more subjective evaluation of pupils who are working at frustration levels in reading and therefore need immediate help.

1. A comprehensive score of less than 50 per cent, based on factual and inferential questions.
2. Inability to pronounce 10 per cent or more of the running words.
3. Inability to anticipate meaning.
4. Unfamiliarity with the facts discussed in the reading material.
5. Frequent or continuous finger pointing.
6. Distracting tensions, such as frowning, blinking, excessive and erratic body movements, "nervousness," and faulty breath control.
7. Withdrawal from the reading situation:
 - a. Unwillingness to attempt reading.
 - b. Outright refusal to attempt reading.
 - c. Crying.
 - d. Attempts to distract the examiner's attention from the problem.
8. Easily distracted attention.
9. Silent reading characterized by:
 - a. A very low rate.
 - b. Inability to use context clues to pronunciation.
 - c. Excessive lip movement.
 - d. Whispering, or low vocal utterance.

10. Oral reading characterized by:
- a. Failure to interpret punctuation.
 - b. A lack of rhythm, or word-by-word reading.
 - c. High-pitched voice.
 - d. Irregular breathing.
 - e. Increased tendency to stutter.
 - f. Meaningless word substitution.
 - g. Repetition of words.
 - h. Insertion of words.
 - i. Partial and complete word reversals.
 - j. Omission of words.
 - k. Practically no eye-voice span.⁷

An informal inventory of each pupil can be made by using basal readers; newspapers, such as *My Weekly Reader*, *Young Citizen*, *Current Events*; and graded textbooks in the content areas that the pupils have read before. From these the teacher makes up factual and inferential questions. These should include unaided recall questions, such as "Is Dick's dog brown, black, or spotted?" the single-answer question; and the sequential-recall questions for details. Avoid "yes-no" and tricky questions.

To measure the rate of comprehension, clock the time in terms of the running words read per minute. Either count the words read in two or three minutes, or determine the time used to read an entire selection, and divide the total number of running words by the time used to get the rate per minute.

As soon as the tests have been scored, the teacher must examine the papers, to discover the types of errors made by the group and by the individual pupils. It is these findings which determine the future teaching for these poor readers. Not all will need remedial help. To determine which children shall be selected for special help, get the Reading Quotient for each child by comparing his Reading Age as secured from the tests with his Mental Age as given in the Intelligence test ($RQ = RA \div MA$). If there is a discrepancy of six months or more for children in grades one, two, and three; nine months for children in grades four and five; or a year for children above the fifth grade, remedial work should be given. A child with an intelligence quo-

tient below eighty cannot be expected to profit much from remedial work.

Little success can be expected from a remedial program until physical defects are corrected. Nearsightedness and farsightedness, inadequate eye-muscle balance, and imperfect fusion of the eyes are the causes of visual reading disabilities. The first two can easily be corrected by properly fitted glasses. The last two, however, require the services of a competent ophthalmologist. There is nothing the teacher can do other than make conditions for reading as advantageous as possible for the visually defective.

Partly deaf children are seriously handicapped in reading, especially when oral-phonetic methods are stressed. Here the remedy lies in stress upon visual teaching materials and silent reading. Since speech defects are frequent causes of embarrassment in oral reading and phonetic analysis, teaching reading by methods which do not stress these techniques, yet at the same time do give remedial speech work, will prove helpful.

Lateral dominance is important in reading, as it sometimes explains the difficulty a child may have with regressions. It may be more natural for him to read from right to left than from left to right. To build correct habits here will be slow.

Personality and emotional problems will have to be studied, their causes determined and eradicated. The feeling of failure already sensed, the fear of punishment, worry and feelings of insecurity in home or classroom—these must be removed before success is possible.

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⁴ Albert J. Harris, *op. cit.*, pp. 4, 5.
⁵ E. A. Betts, *Foundations of Reading Instructions* (American Book Company), pp. 444, 445.
⁶ E. A. Betts, "Remedial and Corrective Reading," *Education*, X, vol. 68 (June, 1948), pp. 590-595.
⁷ E. A. Betts, *Foundations of Reading Instructions*, pp. 451-481.

(To be concluded in April issue)

Home Economics in the Eighth Grade

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HOME economics for eighth-grade girls can be an interesting adventure for both teacher and students.

Girls of that age probably vary more than those of any other group, in size, in degree of maturity, and in other factors as well. Of interest to the home economics teacher is the fact that some of her students have had the responsibility of the weekly family wash, have cooked all the home meals, and have cared for children; but others have not so much as hung up their own clothes regularly. This condition constitutes the teacher's greatest problem with the group. However, the enthusiasm with which the girls attack any activity, makes working with them interesting. Their desire for the approval of their elders as well as of their peers can be turned to productive ends, and is a real asset to the teacher.

What do these girls need? For the experienced group the needs include a definition of fundamentals, a knowledge of usable variations of techniques, tolerance of other ways of doing things whether they be old or new, and a broadened viewpoint. For the less mature ones the acquisition of skill in practical activities should be encouraged, with no squelching of the initial enthusiasm.

As for the difficulty of work, the homemaking teacher in the elementary school would do well to survey the degree of understanding expected in history or arithmetic, and gauge her assignments accordingly. The course should challenge the student and teach enough specific information to win her respect for homemaking. How many young people feel that they can step into homemaking without any previous training at home

or at school! Let us teach something definite. It gives stability to the course and security to the students. In homemaking there are few instances in which there is only one good method, but in every instance at least one of the good ways should be practiced until satisfactory skill is acquired. Real skill in a few well-chosen representative techniques will do much to interest girls in the learning involved in other homemaking duties.

The value of the personality development secured through laboratory work should not be minimized. Is the girl in the habit of doing her share? Is she willing to do more than her share on occasions? Can she be depended upon? Does she take responsibility for group mistakes? Is she loyal to the group? Can she adapt herself to changing circumstances? Sewing classes bring out other traits. Can she work by herself and make progress without prodding? Does she have stick-to-itiveness? Has she patience and cheerfulness under disappointment? Does she have high standards of workmanship?

Because class time is spent on the interrelationships of people, the changing of attitudes, and the development of skill, as well as on the building of a fund of information, the grading of the results should include these factors.

The choice of activities, then, is of utmost importance. A clear formulation of aims and objectives will point the way.

What are our aims in food study? Ruskin said that "education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave." This behaving is the true goal of our work in nutrition. Studies on students of nutri-

tion have shown that eating habits may be worse after instruction than before. Additional knowledge alone does not assure a better diet. What are the fundamentals? Where shall we begin? We like to start with the daily requirement in terms of servings. If the class meets after lunch, a few minutes may be taken to have the girls list the foods eaten thus far that day and, comparing this with the daily requirement, decide what foods will be needed for supper. Frequent checking will fix the requirement in mind, and will interest the girls in eating previously disliked foods and in learning what happens when one continues on a deficient diet. Understanding and meeting the daily requirement are the fundamental goal of studies in nutrition.

The fundamental aims in a study of food preparation are the ability to measure correctly, to follow recipes, and to produce certain dishes in the framework of meals. Commonly used foods prepared by less-common recipes give a girl a chance to treat her family to something that brings the sincere approbation of her parents. Attention to attractive combinations of common foods, rather than to the use of expensive garnishes, is an important part. Representative foods will need to be chosen, but let them be foods that people eat!

What is the aim in clothing? Is it a well-fitting garment that the girl is proud to wear and more proud to acknowledge as her work? or the ability to produce samples of seams that are suitable for remote garments she may never make? Is it the knowledge, by both teacher and student, that *every* seam is perfect no matter how much time and patience it took? or the girl's conviction that sewing is fun? Will the student be like the woman who "took sewing once" and has never made a garment since? or will this first one be only the beginning of a long series of successful achievements?

In sewing we have found these rules a help: Pin much, baste little, and main-

tain a teacher-student relationship that makes it unnecessary for the teacher to dictate when a thing should be done over. Let the girl decide, and more often than not the teacher will be telling her that it is not necessary to redo the seam. The garment belongs to the pupil; and if she has been allowed to make a dress, blouse, or skirt rather than underwear or practice pieces, her pride in the finished product will carry her over many a difficult point. Choose easy-to-make patterns. If care is taken, every girl can have a successful garment. Let those who have never sewed practice with unthreaded machine, following lines and corners on paper until they can control their foot and hand movements. Then, if necessary, draw pencil lines on the goods for straight seams.

Other units besides food and clothing may profitably be included. Since most grade-school girls have leisure time, we have found it desirable to teach handicrafts. Thread manufacturers have produced numerous stamped pieces on which to use various kinds of thread and many hours of time. To be truly useful, crafts must be possible with a minimum of supplies. By securing inexpensive, reusable transfer patterns, waste materials may often be used instead of having to buy kits of prepared supplies. The finished article should be useful, attractive, inexpensive, and show self-expression. It is easier to train one in good taste than to cure bad taste. There is no place in the school program for busywork which takes time but teaches little or nothing.

In studying home furnishing and its care, unless rather thorough work is possible in the time allotted, more harm than good may be done. A superficial study of the whole house (which the girl probably had little or no part in planning) may tend to set up conflicts between the girl and her mother, and create mutual intolerance and dissatisfaction; whereas, a consideration of the

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How a College-Attached Academy Can Serve the Needs of Its Students

Clinton W. Lee

PRINCIPAL
EMMANUEL MISSIONARY COLLEGE ACADEMY

SOMETIMES we hear people expressing sympathy for the students who attend a college-attached academy, describing the opportunities which they miss because of their being in such an academy rather than in an independent school. The arrangement has both advantages and disadvantages.

Although the ordinary high school is tuition free, those high schools which are attached to the universities charge tuition; and an adequate number of students and parents are willing to pay this tuition. This in itself suggests that there are certain advantages. Briefly, these advantages are that the equipment, library, and instructional staff are better in such a school, because each department can have specially trained teachers and a larger quantity of essential equipment in the instructional field. Beyond these advantages is a fact which is almost universally observed; namely, a much larger percentage enter college of the students who attend a college-attached high school, they average better in their college work, and a larger percentage complete their courses. These are sufficient advantages to make the college-attached academy worth while.

There are also disadvantages in connection with a college-attached academy which cannot be ignored. One is that the social life of the college is geared to older young people, which often causes bewilderment in the minds of younger students. The activities of the college are planned and executed by the college students. The sense of smallness in contrast to the college is felt by the secondary students; and often the teachers give less

time to the younger ones, in their over-balanced interest in the college students.

Because of this, some have felt that the college-attached academy should have a completely separate faculty. Here again, observed facts are against such a move. A few years ago studies carried on under the supervision of the United States Government suggested that students from college-attached high schools were more successful in college because they had contact with college teachers while in high school.

The problem that needs to be solved in order to make the college-attached academy a success is to create a program which will make school life valid to the students of the academy. This is the plan and objective to which we worked in Emmanuel Missionary College Academy last school year, and which we are endeavoring to carry further this year.

These plans will be briefly outlined. Formerly one students' association covered both the college and the academy, but practically all the activities were planned and directed by college students. Last year a completely separate student organization was established for the academy. All its officers were from among the academy students and were chosen by them. At first they seemed hesitant, because they were not accustomed to taking the initiative; but as the year went on, they came to show greater initiative, and some of them demonstrated leadership ability that was not behind that of the best of the college students.

In connection with the students' association, the student council was organized, composed of the officers of the stu-

dents' association and one member from each of the four classes. This council met with the principal and participated in the school government, making penetrating suggestions which have been adopted and put into effect. The students have submitted many suggestions to their representatives in the council, and in this way a large number of students have taken part in the leadership of the school. They have come to feel that it is their school and that its success is their success. This is having a healthy effect upon student attitudes and the sense of adequacy in student life.

Formerly the academy students met with the college for at least part of the chapel exercises and for all of the Week of Prayer meetings. Last year we had all our chapel exercises by ourselves, with separate Week of Prayer services, both fall and spring, conducted by men who devoted their whole time to the academy and adapted the program to teen agers.

Our chapel schedule has had three general lines of procedure. We meet three times each week, Monday, Wednesday, and Friday. The Monday chapel exercises are entirely spiritual and devotional. Teachers, visitors, and some college students have spoken in these Monday chapel periods. The talks are confined to about twenty minutes, followed by fifteen minutes for prayer bands. Each prayer band is led by a student, and approximately 90 per cent of the young people attend and take part. We do not require attendance in the prayer bands, but those who do not attend have been asked to avoid confusion by remaining in the assembly hall, with the privilege of reading or studying until the prayer bands are dismissed.

Our Wednesday chapel program is largely informational. In this period we have dealt with problems of orientation, psychology, and vocational choice, including a series covering the ordinary vocations open to Seventh-day Adventist young people, with the purpose of mak-

ing known possible avenues before them.

The Friday chapel period is conducted entirely by the students, different groups preparing and presenting the programs: some musical, some of speech, one debate. Students' association business meetings are held at this time, and different clubs have presented programs. These have provided the students a great deal of opportunity for expression and have held their interest.

Formerly the academy had a page in the college school paper. However, only the news items were provided by academy students, and the final editing was done by college students. Last year we started publishing our own school paper. The writing, editorial, and art work were all done by academy students. We mimeographed the four-page monthly paper, and carried on a subscription campaign which brought in enough to pay all expenses. This project added much to the feeling of organic entity in the minds of the students, and gave them opportunity to write and to see their compositions in circulation.

Various clubs have been organized to give opportunity for united activity. Among these are the Journalism Club, which has charge of the school paper; the Forensic Club, devoted to public speaking and debating; boys' and girls' physical activity clubs, which arrange for and direct all play and games; and the academy band, which does remarkably well and is making a name for itself. During the current year we are adding several more organizations, especially in musical lines. Although we have the very best music instruction under the college teachers, we have not accomplished what we should in musical activities because of the overshadowing organizations of the college; but we are changing this.

Probably the most perplexing problem in a college-attached academy is the social life of the academy students. The social life of the college is adapted to

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An Evaluation of the Secretarial Training Program of a College*

Nellie M. Phillips

REGISTRAR
LA SIERRA COLLEGE PREPARATORY SCHOOL

SEVENTH-DAY ADVENTIST schools draw their students from so broad a territory (and fill the calls of the denomination over an even broader field) that a community survey, so profitable a guide to the schools of the world, is of practically no value to us. However, the more closely schools and business institutions can work together and know each other's problems, the better our business education departments can know the actual demands of and possibilities in our business institutions, and the better our young people can be fitted into the positions where they will give their most valuable service in our denominational offices. The same principles used in the community survey may be adapted and applied to field surveys in our own organization.

Education is but a steppingstone to service. With the idea that this steppingstone may be made more than stable, a five-year follow-up study of secretarial business students of one of our colleges was made recently. In this study it was the plan to approach the problem from several angles. First, the college viewed its students of the previous five years to learn where they were and what they were doing. Second, the college viewed field offices to determine what were their requirements in office workers and to what extent the students from the college were fulfilling those requirements. Third, the office managers in the field offices were given an opportunity, through interview and questionnaire, to express their views of the training pro-

gram of the college. Fourth, the field offices were given a chance to study their beginning office workers, and to criticize the college product. Fifth, beginning office workers were asked to take an overall view of their work and report just what they saw in it. Sixth, these beginning office workers were asked to look at their college and frankly criticize the training it had given them in preparation for the work they were expected to do. Seventh and finally, the college scrutinized its curricula and training procedures, in the light of denominational field office requirements and suggestions, of criticism by former students, and of curricula recommendations by the Council of Business and Secretarial Teachers (Washington, D.C., 1946). On the strength of this analysis, the college endeavored to set up a program that would more adequately give the preparation actually needed.

In gathering the suggestions and criticisms referred to above, four forms were used: (1) a questionnaire to all secretarial and business enrollees of the previous five years; (2) a personality, training, and adjustment rating sheet to the present employers of these enrollees; (3) a field-survey questionnaire to various Seventh-day Adventist offices; and (4) a criticism form for the use of office supervisors in evaluating personality, training, and adjustment of then-current office-practice students.

The Pen and Pad Girls of the college, an organization of college-trained office secretaries and contemporary secretarial enrollees, formed a nucleus through which addresses were secured for 97 per

* Selections from a research paper presented to the business education department of the University of Colorado (1947).

cent of the enrollees of the previous five years. The questionnaire to this group was the first to be sent out. Returns from eighty-nine of the ninety-eight enrollees furnished an excellent basis for the study.

These questionnaires were necessarily broad, for the purpose was to contact every enrollee—professional, partially trained, transfer, and dropout. Items included professional use of training (denominational and non-denominational), advanced study (including fields); original plans for use of training; tenures, salaries and other remunerative inducements, living accommodations, marital status, reasons for transfers and dropouts, time and reasons for choice of profession, subjects used most and least, subjects college should have offered but did not, continuation of office practice work in actual offices, cocurricular activities, vocational guidance and placement, erroneous impressions in training, advice to students in training.

When most of the questionnaires to office workers had been returned, containing the names and addresses of employers, then the personality, training, and adjustment-rating sheets were sent to these employers. The value in these sheets was twofold. First, they revealed weaknesses which might even yet be strengthened in these office workers through contacts from the school or department. Second, they revealed general tendencies toward teaching weaknesses which might be strengthened in future class instruction.

In the meantime twenty-five denominational offices were chosen at random from over the United States, and were asked to list specific qualifications and characteristics considered particularly important in workers in each type of work carried on in their respective offices. They were also asked about machines used, salaries paid, general education considered adequate, ages desired, male or female preferences, number of

workers used, and office-worker shortages. These offices included local and union conferences, sanitariums and hospitals, collèges, and also those in the publishing, evangelistic, and radio work. Within each group there was a breakdown into types of office work. An 82-per-cent return from this field survey, with letters of interest, brought valuable data.

The same form as sent to employers, but accompanied by another short criticism sheet, was also used in rating the office-practice students who were still in training at the college but who were at the same time doing a limited amount of actual office work in union and local conference offices and in certain of the college offices.

Mention will be made here of some of the many comments and criticisms which came from both office supervisors and office workers.

The Employer Reports on the Office Worker

Employers generally reported their office workers most poorly prepared in punctuation and syntax. Filing held possibly the next place, and initial ability in voice transcription came close. Some deficiencies in spelling, arithmetic, and record keeping were reported. Most office workers were reported well prepared in the skills of typing, shorthand, transcription, and machine calculation.

This study seemed to confirm the generally accepted statement that more office workers lose out because of personality limitations than because of professional inability. In professional skills the group begin on a certain plane and advance together, more or less. Personality development is less tangible. There are as many variations as there are multiples of traits and individuals.

The composite table of personality traits of these secretaries as they were evaluated by their employers is shown here:

	Very Poor	Poor	Aver- age	Good	Excel- lent
Adaptability	—	1	9	10	14
Attractiveness	—	—	5	16	3
Breadth of interest	—	1	11	7	5
Carefulness	—	1	7	10	6
Considerateness	1	1	5	10	7
Cooperation	—	2	4	9	9
Dependability	—	2	3	12	7
Enthusiasm	—	3	9	6	6
Fluency of speech	—	1	10	11	2
Forcefulness	—	4	12	7	—
Good judgment	—	1	8	13	2
Health	—	1	7	10	6
Honesty	—	—	2	6	16
Industry	—	1	3	15	5
Leadership	—	3	16	5	—
Magnetism	—	1	17	5	1
Neatness	—	—	4	10	10
Open-mindedness	—	1	4	16	2
Originality	—	1	12	9	2
Progressiveness	—	1	6	12	3
Promptness	—	2	3	13	6
Refinement	—	—	2	14	8
Scholarship	—	1	4	10	3
Self-control	—	—	8	10	6
Thrift	—	1	6	14	3
Totals	1	30	177	260	122

A high rank in adaptability, honesty, refinement, neatness, industry, dependability, and promptness, with breadth of interest, originality, forcefulness, magnetism, and leadership ranking low, may indicate that the training program of the college is too much cut to a pattern. Perhaps students should be placed more often in problem situations where they will find it necessary to take the initiative and act confidently on their own decisions.

Some of the comments accompanying the office supervisors' rating sheets of the then-current office practice girls were: "follows instructions," "adaptable," "work done perfectly," "rate of production would be only criticism," "attitude excellent," "a bit retiring but should succeed," "self-assurance will increase with added experience," "cheerful and willing attitude and accuracy would make her an asset to any office," "dependable, and more-than-usual speed for a beginner," "does work neatly and accurately," "is dependable and willing to follow suggestions," "very well pleased with work and conduct."

The Employee Reports on the Work

Most office supervisors stated that they were satisfied with well-trained two-year graduates. For a few situations where the work is more of the executive type four-year graduates were much preferred.

Nine of the ninety-eight girls and boys who at some time during the five years had enrolled in secretarial business were not located; eight had transferred to other fields; nine had dropped out. Of the remaining seventy-two who had used their training professionally, 12 per cent were in non-denominational offices, 88 per cent were or had been in denominational work. Of the thirty-two who were married, eighteen had married active or prospective denominational workers. They were found in Arkansas, Brazil, California, Colorado, District of Columbia, Florida, Hawaii, Illinois, Louisiana, Michigan, Nebraska, Oklahoma, Tennessee, Texas, and Washington; and in these offices: educational (business, industrial, and registration), local conference, medical, insurance, mercantile, Voice of Prophecy, library, military, real estate, law, union conference, evangelistic, government, division conference, bank, telephone, Singer Sewing Machine, and Remington Rand. The greatest number were found in the first three groups of offices.

The work in most of our offices seems to be general in nature rather than specialized. Duties listed in descending order of frequency were meeting people, copy typing, transcribing, filing, taking dictation, figure typing, mimeographing, cutting stencils, composing and writing letters, machine calculation, handling mail, dictaphone, checking invoices, hand posting, running errands, switchboard and telephone work, taking dictation directly at machine, making monthly statements, manuscript copying, billing on typewriter, mimeoscoping, journalizing, making bank deposits and reconciliations, cashier's work, paying bills, machine posting, making finan-

cial statements, legal typing, figuring interest and discount, filling orders, taking inventories, addressographing, making and typing freight bills, dictating answers to incoming mail, processing incoming applications.

Fifty per cent of the graduates were still on their first jobs; 37 per cent of the partially trained were still on their first jobs. The average tenure of denominational office workers was seventeen months; that of nondenominational office workers was five months. This was not a true tenure, for many were on their initial jobs at the time the follow-up was made. Salaries were slightly higher for nondenominational workers. Graduates were receiving a little more than partially trained workers.

Frequently listed among particular difficulties experienced on the job were figure typing, mimeographing, filing, nervousness, lack of speed and accuracy in shorthand and transcription, tabulation, vocabulary, typing techniques, telephoning, sustained typing, counter work and meeting people, remembering price quotations, and figuring interest and discount.

One interesting set of answers came in reply to the question: "What was your greatest surprise when you began your office work?" "In practice there are set rules of procedure; in experience one uses his own common sense if he has any." "One is given so much responsibility." "It is really not so hard when one gets acquainted." "My greatest surprise was that I could really take dictation." "I was surprised at how easy it is to make mistakes." "My biggest surprise was that I had to keep typing for eight hours every day." "My training came back remarkably well after three years." "It wasn't half so hard as I thought it would be."

These approximate percentages showed what training was being used the most: about 30 per cent of the work was typing; 20 per cent, shorthand and

transcription; 8 per cent, accounting; 6 per cent, filing; 4 per cent, mimeographing; 2 per cent, direct correspondence; and 30 per cent, miscellaneous duties.

Office secretaries wrote some amusing and practical advice to contemporary trainees. All secretaries spoke highly of the training in leadership received from their participation in cocurricular activities. Several expressed regret at having taken part in so few.

Twenty-eight of the thirty-two who answered the question: "Are you satisfied and happy in your present position?" replied in the affirmative. Four were dissatisfied and unhappy. Their reasons are:

Negative:

- "Prefer accounting to stenographic work."
- "Would like to meet the public more."
- "No future."
- "Not enough salary."

Affirmative:

- "Nice office force."
- "Work is interesting."
- "Like this type of work."
- "Pleasant employers."
- "Feeling of security."
- "Getting ahead."
- "God's work is important."
- "Pleasant working conditions."
- "Good equipment."
- "Opportunity for advancement."
- "Enjoy work and workers."
- "Good hours and sufficient pay."
- "Pleasant work."
- "Environment of employers and employees."
- "The Lord's work."
- "Like work."
- "I love my work."
- "Stability in work."
- "Satisfied in God's work."
- "Doing what I've wanted to do."
- "Realizing my ambition to serve."
- "Pleasant people."
- "Association."
- "Congenial working conditions."
- "Clean, quiet office."
- "Variety of work."
- "Friendly people."

Conclusions

When the research was completed, courses of study and degree requirement of other colleges and those recommended in the *Proceedings of the Council of Business and Secretarial Teachers* were studied, definite conclusions were drawn, and specific recommendations were made. The revised curriculum in-

cluded the addition of instruction in the use of office machines other than the typewriter, and of strong units in filing and voice transcription. A separate course in transcription was given.

Basic Business.—Basic business instruction should be given to a large number of academy students in preparation for the business of living and as a foundation for those who will choose business as a career.

Cocurricular Activities.—Participation in as many cocurricular activities as possible should be encouraged for the development of leadership and service.

Follow-up.—A continuous friendly and informal contact should be maintained between the girls who have completed their training and are working in our offices and those girls who are still in training. This contact is vitally important to both groups.

Guidance.—Professions are chosen all the way from childhood to the time they are actually begun. The time when most choices are made is about the tenth or eleventh grade. If there is no other more definite place provided in the curriculum for vocational guidance, it may be given in the business relations class, which may be offered in the ninth or tenth grade and may be used as an avenue for study of vocations, vocational aptitude testing, and exploration, as well as for the securing of basic business information.

Office Practice.—The office practice class should bridge the gap between school and office. The laboratory work should be done in a model office, be practical, and give wide experience in real jobs for real people. When possible the girls should, during the last semester of their training, go into actual offices and "learn the feel." This work should be in our own denominational offices whenever it can be arranged, for it will make the girls more anxious to secure work in our offices. Frequently, too, our

men will give them good recommendations and will help in placing them.

Personality.—A successful secretary must know more than the skills of her profession. To be of greatest service in her work, in her church, and in her community, she should be encouraged to cultivate her own personality through definite attack, through participation in a broad field of cocurricular activities, and through securing as broad an education as possible.

Placement.—The school should help the student in securing a position in our own offices whenever possible, and the contact between school and student must be maintained after he or she begins the first job. There is a constant demand in the denomination for well-trained office workers. Men are preferred in certain positions.

Service.—Secretarial graduates not on the denominational payrolls may serve as truly as those on the payrolls. Examples may be found among the wives of our ministers and evangelists.

Teacher Experience.—Teachers cannot successfully keep their instruction and techniques up to date without going themselves into actual offices at frequent intervals and working at real jobs.

Developing Good Public Relations for the Church School

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display the flag regularly and properly. By misinformed people we are often associated with that unpatriotic sect which has been in the public notice in the past few years. In the brick-throwing community mentioned before, we were unaware of this attitude until after our display of loyalty had dispelled their prejudice.

Needless to say, any effort toward developing good public relations will bring rich dividends and advancement to God's cause.

Teaching Engineering in the Adventist College

Edward F. Cross

ASSISTANT PROFESSOR OF ENGINEERING
WALLA WALLA COLLEGE

ENGINEERING is, in its broadest sense, the art and science of making useful to man the properties of matter through the design and erection of structures and machines. Its very nature demands that the one who would pursue engineering as a career must both love and be proficient in mathematics and the sciences; not to the exclusion, however, of English, history, and similar valuable subjects. Indeed, these so-called humanities are in many respects as important as the technical subjects. Therefore, a student who would be successful in an engineering course should in his secondary-school studies include all the mathematics, physics, and chemistry that it is possible for him to get. Three years of secondary-level mathematics is generally considered a minimum: algebra 1½, geometry 1, trigonometry ½.

The engineering course at Walla Walla College has been set up with the idea of furnishing the student a good foundation in the principles underlying acceptable engineering practice. It is a fundamental course, with specialization only in the sense that the student may choose to place emphasis on the broad fields of structures or machines. The needs of the denomination have been the first consideration in the selection of subjects. Hence, in addition to engineering fundamentals, those subjects have been included which will help the individual to strengthen our denominational work in the fields of construction, maintenance, and operation. For those whom the denomination cannot employ, there

is every possibility for employment elsewhere, since our course compares favorably with those offered by others.

What can such a program contribute to our denominational progress? If nothing, there is little to recommend it. But certainly there will be material benefit through men who are trained to deal especially with the problems of construction, operation, maintenance, and design. Such men should provide us with better plant facilities and higher dollar values in our far-reaching construction programs. With the seasoning of experience they should be able to bring to us a service which today we obtain only through the employment of non-Adventist engineers and architects. This was felt to be one sound reason for instituting an engineering program of our own.

The aim at Walla Walla College is to provide engineering instruction for students of demonstrated ability that will permit them to practice engineering on a level acceptable to industry, but in a field preferably allied to the Lord's work. In so doing, it is felt that we are satisfying a need and heeding a justifiable demand for technical instruction.

WALLA WALLA COLLEGE welcomes the installation of two new boilers in its newly erected power plant. These two new water-tube boilers, of 300-horsepower capacity each, replace two old fire-tube boilers, of 150- and 100-horsepower capacities. Construction on the building will be completed with the brick veneering to match other new buildings on the campus.

The School Budget*

J. C. Kozel

SECRETARY-TREASURER
SOUTHWESTERN UNION CONFERENCE

IT MAY be that during the last few years, when income has been at a high level and increasing from year to year, the value of budget control has been lost sight of to a certain degree. It is undoubtedly true, however, that we are coming to that phase of the economic cycle when the value of budget control will again be greatly stressed. We have come to the time when we must tell the dollar where to go instead of asking where it went. It is most certainly true that progress will come by setting a goal rather than by sitting back and taking what may come.

In our denominational schools we are concerned with two kinds of budgets; namely, the operating budget and the investment budget. The operating budget is a reasonably advanced plan of procedure, which is based on past experience and attainments and proved standards. The investment budget is a careful schedule of the institution's needs in equipment and buildings, and a plan whereby this can be financed by the institution's funds or by contributions from outside. In this discussion we shall study the operating budget.

It is only reasonable to assume that those who are expected to operate by the budget should assist in its make-up. In a boarding school where there are a number of departments, estimates should be formulated by the heads of the respective departments, and brought together by the business manager. These departmental estimates of income and expense should then be coordinated by the principal and the manager into a

general plan or budget for the entire institution. In budgetary control it is essential that reports for comparison between estimates and actual operations be rendered periodically, preferably at the close of the school month or period.

In our smaller educational institutions it is customary for the principal to serve also as business manager; therefore, the principals of our secondary schools should be actively interested and competent in the formation and operation of the annual budget. It is the purpose of this article to set forth some rather general principles which may guide in building the budget. Naturally, some of these points will be more important than others, though they may not be listed in an altogether logical order so far as their degree of importance is concerned.

1. *Income.*—In budget estimates the expected income should be taken as the basis for the budget building and should be conservatively listed, based so far as possible on actual past experience, since the income must serve as the limiting factor in budget building. In computing the estimate of receipts, it is advisable, if at all possible, to take the average of three or four years, with an earnest effort to make the budget as accurate as possible. The individuals formulating the budget should not consciously omit any source of income; on the other hand, it would be absolutely disastrous to build a budget on an inflated estimate of income.

2. *Expenses.*—It is the general rule in budget estimates that all expense items should be liberally calculated. Certain ratios are often helpful in budget building and control, such as the ratio of

* A paper presented at a secondary teachers' institute in the Southwestern Union Conference of Seventh-day Adventists.

teaching salary to tuition income. For instance, if teaching salary amounts to more than 70 per cent of tuition income, there will undoubtedly be difficulty in balancing the budget, as well as difficulty in operating the school without showing a loss. Another ratio which will be of interest is that of tuition to total instructional income, which in our academies averages approximately 87 per cent, and the ratio of instructional income to instructional expense is approximately 88 per cent.

These figures were computed a few years ago, and it may be that these ratios have changed slightly, but they will still serve as general guides in our study of the school operating budget. In the budgeting of expenses it is highly essential not to overlook any item of expense which may reasonably be expected to occur during the fiscal year, including a definite amount for general repairs and improvements to be made during the year. In our larger educational institutions it is important to have departmental budgets, and even in our day academies it is essential to have separate operating budgets for the elementary and the secondary departments. The three general classes of direct expense are usually stated as salary, labor, supplies and expense. In addition to this, there will be some distributed expenses, such as, administration expense; advertising; building repairs and maintenance; entertainment expense; faculty moving expense; grounds expense; heat, light, and water expense; insurance; janitor expense; rent subsidy; summer school expense; sustentation expense; taxes; telephone and telegraph; provision for bad accounts; and depreciation expense.

In most of our educational institutions the fiscal year runs from June 1 to May 31 or from July 1 to June 30. It is self-evident that work on the budget must start shortly after the beginning of the calendar year, in order that the

budget may be prepared and adopted by the school board before the beginning of the new fiscal year on or about June 1. It must ever be borne in mind that the value of the budget plan does not by any means rest on the mere preparation of an accurate budget; this is merely the first step. The next step is the preparation of regular periodical operating statements, in which the actual operating income and expense will be compared with the budgeted operating income and expense. In our periodical operating statements it is customary to present four columns of figures, namely, budget for month, actual for month, budget to date, actual to date. This gives the picture for the current month and also the cumulated totals of income and expense from the beginning of the fiscal year to the end of the current month. Copies of these operating statements should be sent to all members of the school board. Monthly statements are recommended, and should be required of accredited academies.

Of course, not everything mentioned here can be put into operation in every school. We have more or less dealt with general principles, and with ideals toward which all should strive. The management of an educational institution is no light matter, and all managers need to take advantage of any available help and guidance in this important task.

SEVEN TEACHERS AT PACIFIC UNION COLLEGE received promotions by action of the Board last April: Dr. George L. Caviness, from associate professor to professor of German; Dr. L. Mark Hamilton, from associate professor to professor of history; George W. Meldrum, from assistant professor to associate professor of history; Esther D. Amb, from assistant professor to associate professor of home economics; Richard E. Fisher from assistant professor to associate professor of industrial arts; Theodore W. Benedict, from instructor to assistant professor of speech; Leslie W. Sargent, from instructor to assistant professor of journalism.

SCHOOL NEWS

"CALLING ALL YOUTH" and "THE LIVING WORD" are two new broadcasts presented each Sunday morning by the speech department of Washington Missionary College, under the direction of W. F. Tarr, professor of speech and radio. The former is heard over WGAY—Silver Spring, Maryland; the latter over WSAL—Annapolis, Maryland.

HELDERBERG COLLEGE (South Africa) reports the canning department very busy bottling and preserving this year's prolific crops of grapes, peaches, plums, and apricots. A "gleaning" day was appointed after the harvest, when staff members and others were allowed to glean all they could for their own use.

TEN NEW BUILDINGS have been erected on the campus of Pacific Union College in recent months, of materials obtained from Camp Beale through the War Assets Administration. These buildings are assigned to various divisions of science, industrial arts, and business offices.

HARRY E. EDWARDS, head of Emmanuel Missionary College department of education, has been appointed by the Michigan State Board of Education as a member of the advisory committee on teacher education and certification.

WITH AN ENROLLMENT 20 PER CENT HIGHER than last year's autumn quarter, Madison College lists representatives of thirty-eight States and eight foreign countries.

ELEVEN LA SIERRA COLLEGE STUDENTS have been selected to be listed in *Who's Who Among Students in American Colleges and Universities* for 1948-1949.

THE CHRISTCHURCH ADVENTIST CENTRAL SCHOOL (South New Zealand) has this year a record enrollment of 110 students, with four teachers.

CANADIAN UNION COLLEGE and the College Heights church contributed \$1,024 for European relief on October 30.

V. L. BARTLETT is the new principal of Union Springs Academy, New York.

PLATTE VALLEY ACADEMY (Nebraska) reports an enthusiastic Teachers of Tomorrow Club of fifteen members.

MADISON COLLEGE was host to the 1948 Convention of Self-supporting Workers, the first week end of November, with 150 delegates in attendance.

THE THEOLOGICAL AND MUSIC DEPARTMENTS of Atlantic Union College are assisting T. E. Bunch in his series of lectures on the Advent message, in the town hall of Clinton, Massachusetts.

A \$100 CHECK FOR HIGHLAND ACADEMY (Tennessee) from a businessman was accompanied by the statement: "I don't know of any cause to which our company would rather contribute than this school operated by the Seventh-day Adventists."

THE TANANARIVE PRIMARY AND SECONDARY SCHOOL (Madagascar) has an enrollment of 850, and could have 2,000 if space were adequate. The school is favorably known throughout the island, and its students take top honors in the state examinations.

IN THE CONGO UNION (South Africa), one hundred new schools could be opened now if funds and men were available. In some places the people have built schools, houses for teachers, and planted gardens—but there is no one to send! "Who is willing to consecrate his service this day unto the Lord?"

INDUSTRIES AT COLEGIO DE LAS ANTILLAS (Cuba) are "moving into high gear"—the printing presses are humming; the dairy is producing more milk than can be sold so they are making cheese; large quantities of fruit and vegetables have been canned for use during the school year. An excellent crop of broom corn has been harvested for the new broom shop, and \$500 worth of new motors have been installed in carpentry and broom shops.

A UNIFIED BELL SYSTEM, which ties together all buildings on the campus, was recently installed at Union College. It consists of six circuits, 13,000 feet of double conduit wire, and 21 clocks. Individual clocks cannot be set individually, but must be set from the master control clock. Thus the entire school program will be unified. In case of power failure the system is provided with a storage battery.

THIRTY STUDENTS OF PASTORAL TRAINING at Washington Missionary College are obtaining practical experience by actual work in churches in the Washington area, taking part in church board meetings, acting as deacons, directing song services, teaching Sabbath school classes, and holding evangelistic efforts.

CLYDE BUSHNELL, formerly of Forest Lake Academy (Florida), is the new director of the Colombia-Venezuela Union Training School. The W. E. Aeschlimanns are also new recruits there—he as instructor in science and mathematics, and she as director of elementary teacher training.

HELDERBERG COLLEGE (South Africa) presented a fine class for investiture in the Missionary Volunteer Progressive Classes on October 17: five Master Comrades, two Comrades, four Companions, thirteen Friends, six Helpers.

THE AVONDALE SYMPHONIC CHOIR (Australasian Missionary College) is making recordings of inspiring sacred music, as well as giving sacred concerts in many cities of Australia.

ADELPHIAN ACADEMY (Michigan) reports a record enrollment of 204 students, and two new staff members—Mrs. C. W. Mayor, matron, and June Krebs, French and secretarial.

WASHINGTON MISSIONARY COLLEGE will have eleven students listed in the 1948-1949 *Who's Who Among Students in American Colleges and Universities*.

A SUBCONTRACT IN PURE RESEARCH has been made by Stanford University with the physics department of Union College.

ELVERA ECKERMAN is the new director of elementary teacher training at Bethel College, South Africa.

THE SCIENCE FORUM OF ATLANTIC UNION COLLEGE is carrying "A Message From God in Science" to near-by churches.

COLOMBIA-VENEZUELA TRAINING SCHOOL welcomes two new families this school year, Mr. and Mrs. W. T. Collins and Mr. and Mrs. Glen Maxson.

FIFTEEN STUDENTS OF EMMANUEL MISSIONARY COLLEGE are to be listed in the 1949 *Who's Who Among Students in American Colleges and Universities*.

SEVEN EVANGELISTIC TEAMS have been organized at Union College by Leslie B. Hardinge, instructor in religion and evangelism. These teams are holding efforts in near-by towns.

OVER 200 VOLUMES ON SPEECH were presented to the library of Atlantic Union College by D. Glenn Hilts, in memory of his wife, Ivamae Small Hilts. These were from Mrs. Hilts's private library.

STUDENTS IN EVANGELISTIC LEADERSHIP at the Seventh-day Adventist Theological Seminary conducted a series of Sunday-night meetings at Frederick, Maryland, during the autumn quarter, with M. K. Eckenroth as evangelist.

WALLA WALLA COLLEGE ENROLLMENT for the autumn quarter had reached 1,206 at the end of the first month of school. Adding the academy and grade-school enrollments of 413 produces a total of 1,619 students on the campus. These come from thirty States and seventeen foreign countries.

ALVIN W. JOHNSON, president of Emmanuel Missionary College, and Frank H. Yost, associate secretary of the General Conference religious liberty department, are co-authors of a new book, *Separation of Church and State in the United States*, recently released by the University of Minnesota Press.

RIVER PLATE COLLEGE (Argentina, South America), from September 24 to 26, celebrated its fifty years of service in preparing youth for service. Of the 282 graduates, 71 per cent have been, or are, active workers or wives of workers in the denomination. Other students who have not been graduated have also gone into the work of the church, making a total of 297.

THE CUMULATIVE ENROLLMENT figure at Union College is 1,190. A breakdown of the figure shows 898 enrolled in college courses at Lincoln, 52 in the clinical division of Union College School of Nursing, at Boulder, Colorado, 98 academy students, and 142 in the elementary school. Of the total enrollment, 283 are veterans. Students represent 39 States and 16 foreign countries.

CANADIAN UNION COLLEGE introduces new staff members: J. R. Bowett, history; J. Ivan Crawford, dean of men, history, and Bible; Mrs. Malcolm Fisher, voice; Ruth Stickle, R.N., school nurse; Mrs. Willis Clark, grades five to eight in the elementary school; Todd Murdoch, treasurer and assistant to President Bietz.

MADISON COLLEGE (Tennessee) offers twelve classes in the field of industrial education, from photography and printing to masonry, carpentry, refrigeration and air conditioning, auto mechanics, and central station heating.

AUSTRALASIAN MISSIONARY COLLEGE is justly proud of its fine herd of registered Jersey dairy cows ranking among the highest butterfat-testing and milk-producing Jersey cattle in the state of New South Wales.

MORE THAN THIRTY STUDENTS of evangelism and homiletics at Walla Walla College are conducting five evangelistic efforts in cities and towns within a radius of one hundred miles of College Place.

UNION COLLEGE has inaugurated a new program of night school for adults, making available courses in several commercial subjects, clothing construction, and Bible. Thirty-one students are enrolled in these night classes.

HAROLD UNSELL, M.D., is the new school physician at Pacific Union College. He is assisted by three nurses, Mrs. L. C. Christensen, Mrs. Violet Brehm, and Shirley Smith.

STUDENTS OF SOUTHWESTERN JUNIOR COLLEGE are holding evangelistic efforts in several small towns near Keene, Texas.

SEVENTEEN STUDENTS OF EMMANUEL MISSIONARY COLLEGE were baptized on December 18.

PLATTE VALLEY ACADEMY (Nebraska) was host to the Nebraska youth rally on Sabbath, November 6.

A TEACHERS OF TOMORROW CLUB of fifty-seven members has been organized at the Chillán college (Chile, South America).

ADELPHIAN ACADEMY (Michigan) definitely has "the new look" this year with a new boys' dormitory, new mechanical building, and new mill.

NEW TEACHERS AT LYNWOOD ACADEMY (California) are Joan Kewley, English II and librarian; Roland Westermeyer, science; Lillian Wynne, commercial.

UNION COLLEGE will be represented in *Who's Who Among Students in American Colleges and Universities* by the listing of eleven members of the class of 1949 and two members of the class of 1950.

WALLA WALLA COLLEGE will henceforth grant an M.A. degree in biology by action of the 1948 Autumn Council of the General Conference committee. Fourteen graduate students are now working on this degree.

SOLUSI TRAINING SCHOOL (South Africa) sent six groups of teachers and students into the field in August for two weeks' training in active field evangelism. As a result of their efforts, 313 persons expressed desire to learn more about Jesus, and have been enrolled in Bible classes.

STUDENT EVANGELISTS FROM WASHINGTON MISSIONARY COLLEGE are conducting six Sunday-night efforts in near-by Maryland and Virginia towns, under direction of M. G. Conger, professor of homiletics. Fourteen persons from one effort have already indicated their desire to become Seventh-day Adventists.

MAINTENANCE OPERATIONS AT HELDERBERG COLLEGE (Africa) are supervised by the science teachers. Last year they and their students in mechanical repairs and upkeep overhauled the hot-water system in the girls' home and laundry, rewired the upper floor of the administration building, added kitchenettes in the teachers' cottage, and installed a four-section stainless steel wash-up sink in the serving room of the dining hall.



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GRANVILLE-SMITH-LONGLEY: *Elements of Calculus*

McPHERSON-HENDERSON-MACK-FERNELIUS: *Chemistry—A Textbook for Colleges*

New books

CRAVEN-JOHNSON: *The United States*

SHOUP: *The National Government of the American People*

KENNON: *Astronomy—A Textbook for Colleges*

BUCKINGHAM: *Elementary Arithmetic: Its Meaning and Practice*

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NEW TEACHERS AT SOUTH LANCASTER ACADEMY (Massachusetts) include Mrs. Isabella Taylor, English; Roy Smith, Bible, printing, and physical education for boys; Mrs. Roy Smith, physical education for girls. The Smiths also teach physical education for Atlantic Union College.

THE LIBRARY OF HELDERBERG COLLEGE (South Africa) added 250 new books during 1948, besides bequests of several hundred volumes from workers in England and America.

DR. JAMES D. WANG, of the China Division, has joined the faculty of Emmanuel Missionary College for this school year as visiting professor of history and psychology.

TWO NEW FIRE ESCAPES have been completed on the administration building of Walla Walla College. The construction work was done by students.

LA SIERRA COLLEGE this year is offering new courses in Aeronautics I and in Radio, each carrying three hours' credit.

THE BAHAMAS JUNIOR ACADEMY (Nassau) this year has a capacity enrollment of nearly 150 students.

HELDERBERG COLLEGE (South Africa) closed its 1948 school year last October with a graduating class of twenty-two.

WASHINGTON MISSIONARY COLLEGE LIBRARY has been substantially enriched by four donations of private libraries.

SOUTHWESTERN JUNIOR COLLEGE and Keene church gave a total of \$1,032.30 as the 1948 Week of Sacrifice Offering.

WEST INDIAN TRAINING COLLEGE (Jamaica) is adding a prenursing course for the new school year beginning January 4. The total enrollment at the college for 1948 was 262.

NEW STAFF MEMBERS AT MAPLEWOOD ACADEMY (Minnesota) are George P. Stone, principal; William Rankin, dean of boys and history teacher; Dyre Dyreson, Bible; F. P. Gilbert, science.

LA SIERRA COLLEGE BIOLOGY DEPARTMENT has expanded to include a prefabricated army hut with an area of 960 square feet. There are two sections each for botany and zoology, and one section each for mammalian and human anatomy.

WASHINGTON MISSIONARY COLLEGE FARM was one of two winners in the recent Maryland Soil Conservation contest. The 600-acre farm produces feed for the 128 head of dairy cattle, which in turn supply milk and other dairy products to the college cafeteria and store.

NEW TEACHERS AT GLENDALE UNION ACADEMY (California) include Robert Kitto, Bible and United States Government; Mrs. W. V. Myers, home arts; Glenn Cole, music; Mrs. Lydia Cole, registrar and Spanish; Virginia Lohman, art.

CONSTRUCTION WORK ON SITTNER HALL, new men's dormitory at Walla Walla College, was completed during the summer quarter. This beautiful fireproof structure of reinforced concrete with brick veneer houses 320 young men.

A CHILDREN'S CHOIR of 190 voices from the Sligo and J. N. Andrews elementary schools of Takoma Park (Maryland) gave a Christmas program Sunday evening, December 19, in the Sligo church.

NINETEEN HUNDRED DOLLARS, plus produce and clothing, was received by students and faculty of Southwestern Junior College on its annual Ingathering field day, October 28.

NEW TEACHERS OF TAKOMA ACADEMY (Maryland) include Peter Altman, radio; Ralph Walters, printing; L. W. Botimer, chemistry; Mrs. Pearl Hansen, commercial; H. T. Terry, Bible and history.

TEN WALLA WALLA COLLEGE STUDENTS were selected to have their names appear in *Who's Who Among Students in American Colleges and Universities* for the school year 1948-1949.

PACIFIC UNION COLLEGE has "one of the best-equipped fire trucks for rural fire fighting to be found in this part of California," built by the engineering department and the machine shop, from a navy crash fire engine.

A NEW CHEMISTRY LABORATORY at La Sierra College accommodates all upper division chemistry classes, with desk space for 32 students at one laboratory section.

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Home Economics in the Eighth Grade

Continued from page 13

girl's own room can teach the desired principles and improve relationships. "Does your room look like you?" is a good approach.

Child care lends itself to short or long units. Studied from the standpoint of the baby sitter, it brings a worth-while response from the girls. In this, as in every other unit, if we endeavor to help a girl solve present problems, we are preparing her to meet future problems.

If we make certain that the classwork results in clothes to wear now with satisfaction, meals that the average family has time and money to supply, small children understood and well cared for, and rooms where beauty and orderliness are cherished without creating dissatisfaction, our work will contribute to happy home life, and will inspire girls to grow in their knowledge and appreciation of efficient homemaking.

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Approved for Veterans

Write for Bulletin

Makers of Men

Continued from page 6

teachers, constantly acknowledge. It is a responsibility of fearful, though glorious, consequence. May we respond to this tremendous challenge.

Into the making of every successful life must go the warmth of Christian love, the mellowness of sincere kindness, the tenderness of sympathetic understanding, the sternness of discipline, the sweetness of Christlike patience, the firmness of loyalty, and the beauty of holiness. O teachers and parents, let us look to our task. Let us put our best into the making of the man. For if our youth are to "be as corner stones, polished after the similitude of a palace," we must mix the sands of adversity with the gravel of discipline, and the cement of love with the tearful waters of sympathy. Of such a temple, reared to the glory of God and the honor of the builders, the heavenly watchers may again say, "Your builders had made you a perfect beauty."¹⁰ What an estimate of any man's work! How wonderful if at last it may be the estimate of the Eternal upon the labors of your life!

I, therefore, call upon you today, teachers, to rededicate and reconsecrate your lives to God, that you may be able to become, under divine guidance, makers of men who shall be fit dwelling places for God; so that when the building is completed and the prayer of dedication is offered, the fire of His Holy Spirit shall again come down from heaven and fill the soul temple with His glory. May this be the thrilling experience of all the boys and girls under your consecrated guidance, and may joy unspeakable fill your hearts as you see this manifestation of God's approval upon your labors.

¹ 1 Kings 6:7.

² 1 Chron. 22:5, Moffatt.

³ 1 Kings 7:14; 2 Chron. 2:14.

⁴ 2 Chron. 7:11.

⁵ 2 Chron. 7:1.

⁶ 2 Chron. 7:3.

⁷ 1 Cor. 3:9-13, Moffatt.

⁸ Ps. 127:1.

⁹ *Education*, p. 13.

¹⁰ *Eze.* 27:4, Moffatt.

How a College-Attached Academy Can Serve the Needs of Its Students

Continued from page 15

older students, who quite properly may do some things which cannot be allowed to the teen agers. The association of boys and girls in the academy should not be on the same basis as that in the college, yet the tendency of the younger students is to pattern their social life after that of the college. Frequently the social patterns are so merged that unconsciously the younger ones have fallen into line with the behavior pattern of the older. Last year, as well as thus far in the current year, we have endeavored to change this, not by arbitrary decree, but by a process of transformation. Before asking our academy students to give up anything, we plan to provide something better. Under the students' association there is a social committee, made up of students of the academy. This committee has planned and executed most of our social events of the year. They have arranged suppers and picnics, and have prepared and served the food. Sometimes they have made mistakes, but out of this they have learned how to do better. Several of the students have shown leadership ability that is really outstanding. In this way we have been building up a distinct social life for the academy students, and are making this valid for them.

The JOURNAL of TRUE Education

Printed by
Review and Herald Publishing Association
Takoma Park, Washington 12, D.C.

Keld J. Reynolds, *Editor*

Associates

Erwin E. Cossentine George M. Mathews
Lowell R. Rasmussen Arabella J. Moore

THE JOURNAL OF TRUE EDUCATION is published bimonthly, October through June, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington 12, D.C. The subscription price is \$1.25 a year. Correspondence concerning subscriptions and advertising should be sent to the Review and Herald Publishing Association. Address all editorial communications to the Editor.

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