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KELD J. REYNOLDS, EDITOR

Associates

ERWIN E. COSENTINE
LOWELL R. RASMUSSEN

GEORGE M. MATHEWS
ARABELLA J. MOORE

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WANTED: A JOSEPH—An Editorial

IT REQUIRES no dream of kine or corn to convince us that leaner years lie ahead for private education. Several factors are contributing. The Federal Government will become a serious competitor of the church-connected college if or when the recommendations of the President's Commission on Higher Education are implemented. At the same time the high cost of services and supplies makes it increasingly difficult for the private college to operate, even with charges at an all-time high. The average cost of keeping one student in an Adventist college this year amounts to one third of the total annual income of the average American family. With a recession of unpredictable depth in the offing, it is a question how long the patrons can continue to enjoy incomes from which to pay these expenses. How to lower costs without crippling essential services or shrinking the quality of teaching is an imminent problem.

The eyes of the Federal Government are on the nation's colleges and universities. Of this there is abundant evidence in the educational bills pending before Congress. It would seem to be a point of wisdom that Adventist educators make reasonable and calculated adjustments. By implication the report of the President's Commission on Higher Education is critical of the aims and outcomes of the private liberal arts college. This is bound to influence the thinking of the American people. Sustained and intelligent promotion is needed to keep Adventist patrons informed and convinced of the values of Christian education. Numerous bills before the Eighty-first Congress for the extension of social security to educational institutions on an optional basis suggest the need of a uniform denominational policy. The

prospect of legislation to raise the minimum wage level suggests that our schools, academies as well as colleges, must be prepared to raise wages, even if the present arrangement for a reduced apprentice rate is continued for learners in the school industries. Finally, a bill now before Congress to require the reporting to the Government by schools of the annual net income of their auxiliaries, when that income is \$25,000 or above, is obviously the preparation for the tapping of new income-tax resources. Since this bill, or one similar to it, is likely to be passed during this session of Congress, its significance should not be overlooked.

The auxiliary services or industries in the Adventist school have important functions in the educational plan. Their primary purpose is to train young people in practical matters. Their secondary purpose is to provide income to students who cannot otherwise meet the costs of tuition and to give financial stability to the institution in lieu of endowments. While it is true that the endowment of the Adventist school is the generous spirit of giving of the Adventist people, who recognize in their educational system the greatest evangelistic enterprise of the church, good management will always strive to make the auxiliaries not only self-supporting but steady contributors to the costs of instruction, so the denomination will be called upon to assist only when other resources have been fully exploited.

These functions appear to be jeopardized by the proposed legislation. But perhaps they need not be, if certain principles are understood and followed. The bill had its origin in the discovery by Congress of the extent to which institutions, faced with diminishing returns

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The Soul of a College*

G. T. Anderson

PRESIDENT
LA SIERRA COLLEGE

A COLLEGE is a cooperative venture. If it operates successfully, it does so because it is receiving the active support of all who are in any way connected with it. The person who keeps the buildings clean and in repair, or the one who directs in the feeding of hundreds of hungry students three times a day, must, in the sight of God, be considered as much a part of the enterprise as the one who stands before a class.

The operation of a school such as this is an act of faith—without faith it could not long exist. The board must have faith in the faculty, and the faculty, in the board. Both must have faith in the young people and in the great objectives of Christian education.

A college administrator in his calmer moments will remember that he is not a business executive, because he is not running a business. Although a college, like any other corporation, has to pay for its goods and services, it does not pay for them by making a profit on the sale of its own goods and services. The total income of La Sierra College last year from students, to whom it sells its services, was considerably less than the expenses of operating the educational section. As a business, any college may be regarded as a failure.

By modern business standards colleges are hopelessly inefficient. The more customers they get, the more money they lose; the better the job they do, the more they need help. The cost of living has advanced about 80 per cent in recent years, whereas the cost of going to college has increased only about half

that much. Obviously anyone who charges higher education with being mercenary is uninformed or malicious.

La Sierra College "rose to glory in a burst of deficits." Scarcely ever has it had sufficient reserves in the bank to keep a good-sized family in shoes. From a business point of view I suppose it should never have opened its doors back in 1922. From a business point of view it should not have reopened them any year since; but it has done so each year, and will go on doing so while time lasts because the board of trustees (and back of the board, the constituency) has always had the vision and the courage to attempt the impossible. They have recognized the worth of an institution, which transcends mere dollars and cents.

The measure of any kind of institution is its purpose. The purpose of a commercial institution is to make money, and the degree of its success can be stated in terms of dollars earned. The purpose of a research foundation is to advance the horizon of knowledge by disbursing funds. The degree to which such an organization is successful can be stated in terms of contributions to existing knowledge and the amount of funds disbursed. The degree to which a college achieves its purposes cannot be precisely stated in terms of anything. And an institution which cannot be measured in quantitative terms baffles everybody.

Inasmuch as the success of a college cannot be measured in terms easily stated, and the purposes which it is seeking to achieve are often vague and unclear to its constituency if not to itself, there is danger that it might be influenced by the latest fads and fancies.

* Address given at a faculty-board banquet, January 24, 1949.

There is need for a constant restudy of our objectives and purposes. Much of our time is taken up with the means. If the end is hazy and obscure, our many activities will be random and wasteful. We must not be tied to a dead past; nor do we dare ignore the lessons of history in planning our program to meet the demands of an unpredictable future.

Always, here at La Sierra, we must make first things first. There are many things that are important for our students to know, but all our sciences and skills and techniques are, and must be shown to be, negligible in influence without the Ten Commandments and the sermon on the mount. If La Sierra College is not to degenerate into just another institution of higher learning, the principles of the Christian life must be infused into our students' minds.

What is the purpose of a Christian college? First of all, an institution of learning, whether Christian or secular, should be characterized by learning. To teach young people to think is to teach them one of the most practical lessons. This is true whether it be the age of ox-carts or of atomic bombs. If we can succeed in doing this, whatever may be the shape of things to come, these young people will be able to meet the situation.

A Christian college must have a soul. It must give to all whose lives it touches a sense of its mission. A recent article in a labor journal compared the salaries of bricklayers and of college professors. You have an idea what this comparison looked like. The stated moral of the article was that the bricklayers had organized, and had held up production until their demands were met. I cannot believe that the true explanation for the difference is to be found entirely in organization. It is to be presumed that teachers are reasonably intelligent persons, and certainly it would be a noteworthy coincidence if financial incompetence had struck an entire profession. The teacher on a picket line or its equiv-

alent is in an unfortunate position to teach the concept of service.

A school is great or mediocre as its teachers make it the one or the other. And no college, however richly endowed, is in a position to provide a commensurate salary for a truly great teacher. None such could be paid what he is actually worth to society. The influence of good teachers is not always adequately sensed. I suppose, however, that almost everyone can recall some teacher that exerted a decisive influence on his life and gave impetus and direction to his entire career.

Our task here as teachers and as administrators would be easy if we had only to impart knowledge or administer affairs in a reasonably efficient manner. But we deal constantly with young people, often foolish and fickle, but more often earnest and promising and sensitive in the extreme to the manner in which we seek to help them with their problems. So often in our committees (those sometimes wearisome, long-drawn-out affairs) I think how quickly we could dispose of the item before us if reason alone were to dictate. Instead, we turn the problem over and over, thinking of a needy young person and endeavoring to give him the type of consideration he has a right to expect from godly teachers who are concerned about his welfare.

There is one quality which I crave above all others for the faculty and staff of La Sierra College. This is that we be genuine in our profession. To ask for this is to ask for the most that we can require. There is, to my mind, no higher standard or calling than to be a genuine Seventh-day Adventist teacher.

We who work and live with young people know that little escapes their notice. They are keen to size up situations and people. This keenness even pays out occasionally in grades. Because they are shrewd in their evaluation of

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Who Is a Good Teacher?

Mrs. Lincoln M. Cox

PRINCIPAL
MT. ETNA JUNIOR ACADEMY, MARYLAND

ARE you a good teacher? If so, by what standard of conduct are you being judged? Your pupils rate you as good if you are kind and understanding, if you are impartial in your dealings with them, if you enter into their games, if you don't give too much homework, and if you are a "walking encyclopedia" as regards their many questions.

Parents say you are a good teacher if you have good order at all times, if you keep homework to a minimum so they will not have to help, and if Johnny and Mary always bring home report cards with "A" or "B" grades and "Excellent" in deportment. But if the deportment is low, that is, of course, your fault; and if the grades are uniformly low, then you are probably not a good teacher in the estimation of that family.

Your superintendent recommends you for continuing service and periodic promotion in the salary scale if your reports to his office are always on time and in good shape, if your pupils make good showings in the achievement tests, and if he does not have to make periodic visits to your school to settle petty differences between you and the patrons.

Teaching is a profession resulting from a long period of social change. Parents were the first teachers and the home the first school in the original plan of God. Later the priest took over the higher education of young people. On the American frontier the home school was first. Then the circuit-riding parson assumed some responsibility for the education of his parishioners' children. As communities became more stable, the villagers banded together to build schoolhouses. Here for a period

the minister did part-time teaching, to be finally replaced by the teacher—who might be anyone with some education who had the leisure and inclination to conduct a school.

Up to little more than a generation ago the "little red schoolhouse" was the focal point of American education—its one room furnished with rude desks, and an iron stove in the center, surrounded by children, the uneven ruddiness of whose faces indicated their seating relative to the stove. In front were the teacher's desk and the teacher, flanked on the one side by a goodly supply of "hickory persuaders" and on the other side by the water bucket and the dipper, from which all drank regardless of bacterial hazards.

The mistress of this small domain was considered to be qualified, or "good," if she had finished the eighth grade and had successfully passed a teachers' examination in the "common branches." One of her chief qualifications was fortitude, for she "boarded out."

She ruled with a rod of hickory, as was doubtless necessary, because many of her boys were older and larger than she, and she dared not let them get out of hand. At the ringing of the bell her pupils formed two lines at the front steps: one line for the boys, the other the distaff line. In the schoolroom the pupils sat, rose, passed, and recited, moved with regimented precision by the tapping of the bell. Lessons were recited parrot fashion in front of the teacher's desk. Excellence in the multiplication table and in spelling was the criterion of learning. Little attention was given to individual differences, except to curb

them. All were exposed to the same amount and degree of subject matter, in the hope that some would adhere.

As Father Time marked off the years and the changes, the teacher came to be looked upon as the carrier of numerous functions and activities which in the past had been characterized as teaching, because such things are cumulative. But, no ordinary mortal being able to do all that had accumulated, the emphasis shifted from point to point.

Today we stress citizenship and its accompanying characteristics—good social behavior, health, personal self-development. The teacher studies sociology so she can understand social forces and values, and can teach them to her pupils. She studies psychology—educational, abnormal, normal, corrective; the psychology of childhood and adolescence, and of individual differences. This is so she can help each child to attain the maximum of personal development and self-expression. We speak of the “child-centered” school, meaning not only that the child is the center of interest and attention, but that to a large extent he sets the pace and direction for his own education, as dictated by his interests. Tonsils, teeth, and eyes come in for much attention. The school nurse works with children and parents to get defects cared for and corrected. We are greatly concerned with the adequacy of safety and sanitary facilities, heating and lighting, and playgrounds.

How is the Christian teacher to fit herself into this pattern? What is good teaching as far as she is concerned? Admitting the values present in the current educational emphases and program; admitting the great value of good health, good social adjustment, self-expression, and responsible citizenship, what is to be the relation of the Christian teacher to the program? What is the responsibility of the Christian teacher?

Do we feel that a child of seven or eight is competent to set his own direc-

tion and pace in education? Do we feel that we have achieved our goal if our boys and girls have learned to be good members of society; to get along well with others in their work and play; to realize where their rights leave off and their neighbor's begin; to be tolerant of all races and religions; and to be willing to share the responsibilities of social living? All this is good, but is it enough?

The Christian teacher will answer that hers is the double responsibility to educate for a dual citizenship, and that the greater is for the world to come. So far as interest and devotion are concerned, the Christian school will be child-centered; but so far as concerns the fundamental wellsprings of correct human conduct and righteousness, and the attainment of spiritual maturity, the school must be Christ-centered. Not graduation of her pupils but their conversion is the first concern of the Christian teacher. Not self-expression but surrender of the life to the Master is the highest good. Strength of intellect is to be disciplined to social good and the service of the Lord, not devoted to self-aggrandizement. All the advantages of a strong mind in a well body are to be sought by the Christian; but much more than that, he is to be led to find the resources of divinity awaiting his demand and reception in whatever he undertakes for God. God's ideal for the Christian is much higher than mere social integrity and success, and to develop this ideal requires a superior type of teacher.

There was a Teacher sent from God. He was a diligent student of the Word of God, a craftsman as to practical things, One who understood the psychology of human behavior, recognized individual differences, respected the rights of the human soul, and knew how to persuade men and women and little children to make decisions for the right. His integrity was unimpeachable, His love and pity without limit. His life was

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Better Training for Registrars

Edwin C. Walter

REGISTRAR
PACIFIC UNION COLLEGE

THE work of our academy registrars is recognized as being very important to the colleges, as well as to the institutions they serve. Realizing the need for trained registrars on a secondary level, and recognizing that in the past no courses have been offered in our own schools and very few, if any, in the State universities to prepare people for this work, Pacific Union College is offering a course entitled "Administration of the Registrar's Office."

This is a professional course for those interested in registrar's work in secondary schools. Consideration is given to problems of organization and administration, including such topics as admissions, transfer credit, instructional records, personnel records, student load, registration, orientation, and guidance. Opportunity is afforded through laboratory experience for members of the class to obtain firsthand knowledge of methods and procedures.

The outline is presented here principally to indicate the significance and depth of an official responsibility. The work of the academy registrar and the range of her responsibilities have been growing in recent years; better training is imperative.

Administration of the Registrar's Office
(For registrars of secondary schools)

A Course Outline

- I. Theory of grades and grading.
 - A. Grades as a medium of exchange.
 1. Compared with money and credit.
 - a. May be inflated.
 - b. Exchange ratio may differ.
 2. Compared with words in language.
 - a. May be misunderstood.
 - b. May not put across the idea.
 3. Should have common basis for comparison. Danger in conversion.
 4. Variations.
 - a. From school to school.
 - b. From teacher to teacher.

- B. Objective *v.* subjective grading.
 1. Advantages of objectivity.
 - a. Overcome prejudice.
 - b. Avoid favoritism.
 2. Advantages of subjectivity: Consider factors overlooked by objective type.
- II. Statistics.
 - A. Organization and classification of data.
 1. Frequency of distribution.
 2. Intervals.
 3. Midpoints.
 - B. Measures of central tendency.
 1. Mean.
 2. Median.
 3. Mode.
 - C. Measures of variability.
 1. Range.
 2. Quartile deviation.
 3. Average deviation.
 4. Standard deviation.
 - D. Measures of relative position.
 1. Rank.
 2. Percentile rank.
 3. Percentiles.
 4. Standard scores.
 - E. Curves.
 1. Theoretical normal curve.
 2. Obtained normal curves.
 3. Application of normal curve.
 - F. Measures of reliability and relationship.
 1. Reliability.
 2. Correlation.
- III. Tests and testing.
 - A. Prognostic tests.
 1. Aptitude tests.
 2. Psychological tests.
 3. I.Q. tests.
 - B. Diagnostic tests.
 1. English.
 2. Reading.
 3. Others.
 - C. Content tests.
 1. Given for placement.
 2. Given for credit.
 - D. G.E.D. test of general ability.
- IV. Units of credit.
 - A. Carnegie units.
 1. Definition.
 2. Variations.
 3. Application.
 - B. Units from other countries.
 1. Basis for interpreting.
 2. Methods of conversion.
- V. Accrediting agencies and procedures.
 - A. State.
 1. State university.
 2. State department of education.
 - B. Regional.
 1. North Central Association.
 2. Middle States Association.
 3. New England Association.
 4. Northwest Association.
 5. Southern Association.

- C. National—for higher institutions.
 1. American Association of Universities.
 2. American Association of Teachers Colleges.
 3. Association of American Colleges.
- VI. Office procedures and equipment.
 - A. Office procedures.
 1. Admissions.
 2. Correspondence.
 3. Methods of handling various forms.
 4. Filing.
 - B. Office staff.
 1. Size.
 2. Organization.
 - C. Office equipment.
 1. Kinds.
 2. Use.
- VII. Records and recording.
 - A. Office forms.
 1. Survey of different forms.
 2. Uses and adaptation of forms.
 3. Criteria for good forms.
 - B. Recording.
 1. Importance of accuracy.
 2. Methods of recording.
 3. Methods of checking.
- VIII. Registration.
 - A. Preparation.
 1. Organization of material.
 2. Organization of personnel.
 3. Getting cooperation of all agencies.
 - B. Registration.
 1. Mechanics of registration.
 2. Registrar's part in registration.
 3. Relation of registration to recording.
- IX. Veterans' papers and other reports.
 - A. Organization of the Veterans' Administration.
 1. National headquarters, Washington, D.C.
 2. Regional offices.
 3. Training offices.
 4. Guidance centers.
 - B. State aid to veterans.
 1. Headquarters, State capital.
 2. Regional offices.
 - C. Forms and reports to Veterans' Administration.
 1. Application for certificate.
 2. Enrollment in school.
 3. Notification of change of status.
 4. Changing program.
 5. Change of load.
 6. Termination of work.
 7. Transfer.
 8. Reports on Public Law 16.
 - D. Forms and reports to State.
 1. Application.
 2. Attendance.
 - E. Other reports.
 1. Within the school.
 2. Within the system.
 3. Miscellaneous reports.
- X. Transcripts.
 - A. Standards: American Association of Collegiate Registrars Standards.
 - B. Methods of making up.
 1. Handwritten.
 2. Typed.
 3. Photostated, etc.
 - C. Rules concerning sending.
 1. To whom they should be sent.
 2. From whom accepted.
 3. Charges.
 4. Safeguards.
- XI. Public relations.
 - A. Importance of good public relations.
 1. To the school.
 2. To the administration.
 3. To the individual.
 - B. Registrar's office and public relations.
 - Types of contact with the public.
 1. Published material.
 2. Correspondence.
 3. Telephone conversations.
 4. Personal contacts.
- XII. Counseling and guidance.
 - A. Divisions of counseling.
 1. Educational.
 2. Vocational.
 3. Personal.
 - B. Registrar's role in guidance.
 1. Supervision of records.
 2. Academic advice.
 3. Vocational advice.
 - C. Organization of counseling.
 1. Testing.
 2. Coordination of records.
 3. Supervision of counseling.
 - D. Methods of guidance.
 1. Group.
 2. Individual.
- XIII. Graduation standards.
 - A. Accreditation.
 1. Standards set by agencies.
 2. Variations.
 - B. State requirements.
 1. General.
 2. Specific.
 - C. Institutional standards.
 1. Set by individual school.
 2. Registrar's influence on standards.
- XIV. College entrance requirements.
 - A. Vary from institution to institution.
 1. Junior colleges.
 2. Private institutions.
 3. State universities.
 4. State colleges.
 - B. General pattern of studies.
 1. Institutional patterns.
 2. Curricular patterns.
- XV. Bulletins and class schedules.
 - A. Registrar's responsibility for bulletins.
 - Varies from school to school.
 - B. Registrar's academic responsibilities.
 - Keep up with latest trends and standards.
 1. Course offerings.
 2. Course numbers.
 3. Graduation requirements.
 4. Academic standards.
 - C. Organization of class schedules. Factors involved.
 1. Classroom space.
 2. Number of teachers.
 3. Length of daily session.
 4. Boarding or day school.
 5. Bus schedules.
 6. Class loads.
 - a. Pupil.
 - b. Teacher.
 7. Class conflicts.
- XVI. Relationships of the registrar within the administration of the school.
 - A. Relationship of registrar to principal dependent upon:
 1. Size of school.
 2. Administrative organization.

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The Use of Preventive Discipline*

V. R. Jewett

EDUCATIONAL SUPERINTENDENT
WASHINGTON CONFERENCE

THERE should be only one reason for disciplining human beings: to create in their minds a desire to do what is right. This is true whether the discipline takes on the milder forms of counseling, instructing, and drilling or the more severe procedures of correction.

It is, of course, an established fact that correction and punishment are occasionally necessary. No schoolroom can successfully operate if the pupils do not recognize the rights of their fellow students and respect the authority of the teacher. Punishment, however, does not necessarily achieve better discipline. The highest type of discipline is self-discipline, and is best maintained from within by the exercise of reason and justice, rather than obtained by external punishment. Punishments may check violations of the school regulations, but of themselves they do not often lay the foundations of moral character. Negative restrictions may secure present conformity to rule, but they cannot cultivate motives for sound reactions in later years. Only a positive and constructive program can prevent further violations of right principles, and prevention of bad behavior is far superior to any sort of punishment after the misdemeanor.

The two keys to classroom discipline are friendliness and firmness. If friendliness is present, then the firmness will not likely be accompanied by harshness of manner or tone. Impatience and angry rebukes show a lack of self-control in the teacher, and quickly destroy respect and the cooperative spirit in the children. Never should our discipline take on the character of revenge—to “show them”

or “give them what they have coming.” If we have that feeling, we should pray for a change of heart. We should keep in mind that a real change in the attitude of the child involved should be the only thing that counts. It is not our responsibility to be the proud avenger of wrongdoing and disregard of rules and regulations; our task is to guide young human beings as they try to solve their daily problems.

Church school teachers are God's special representatives, who must ever portray His character in the very life as a silent, suggestive stimulus. The boys and girls will reflect our actions, words, tone of voice; in fact, as we live, we make plastic recordings in the minds of our pupils. Then before long they will “play back” to us just what we have said or done. Oftentimes a group of pupils are disorderly chiefly because they are reflecting the confusion apparent in the life of their teacher. As educators we should have calmness and dignity, united with energy and enthusiasm.

Perhaps the greatest single disciplinary asset possessed by a teacher is a sense of humor, coupled with consideration and common sense. Taking out of the picture our false pride, selfish sensitiveness, and allergies, and tactfully making the eternal interests of the children paramount should be our constant goal.

We should remember the worth and dignity of every human being and the necessity of maintaining self-respect. Corrections should be made privately whenever practicable, and should be elevating in character. No phase of a teacher's work demands more careful deliberation and judgment than the infliction

* Talk given by Superintendent Jewett at an elementary teachers' institute in October, 1948.

of punishment. Corporal punishment should usually be avoided by teachers. The use of ridicule, sarcasm, and irony is decidedly wrong, and should never be indulged. It indicates a wrong spirit on the part of the teacher, and is likely to develop a wrong attitude on the part of the pupil. Shaming Johnny before the class may seem effective at the moment, but this method is unsound; it ruins the morale of the individual and the group, destroys respect for authority, and does not pay in the long run. Punishment should be administered only after fair warning and after other means have failed to bring desired results. It should fit the offense and the individual, considering his age, length of Christian training, and personal characteristics.

Whenever a child has committed an offense, the first thing a teacher should do is to have a confidential talk with him. We should get the pupil's point of view and learn the reasons for his misconduct. We should convince him that we are anxious to help him form right habits, and point out reasons why correct behavior is superior to what he did.

Then if the offense is a major one, we should have a conference with his parents. They are interested in the development and conduct of their children, and have a right to know what they are doing at school. The parents will appreciate our interest in their children and will likely be glad to help us solve our mutual problem. Thus will be built up better cooperative relations between the homes and the school, and future problems will not be so likely to result in misunderstandings and hard feelings between parents and teacher.

The physical conditions of the schoolroom have their effect on discipline. Litter and dirt allowed to accumulate on the floor, as well as general untidiness throughout the room will likely result in many other disorders and will become the cause for unnecessary noise and confusion. A cold schoolroom is not a happy

place for children's work. All rooms should be properly heated, ventilated, and lighted if the minds of the occupants are to be unhampered in carrying out the wishes of the teacher.

The health of the pupils is also very important to their behavior. As teachers we cannot do as much about this as we should like to do, but we must tactfully and perseveringly do what we can. We should use our influence to see that diseased tonsils and enlarged adenoids are removed, that eyes are examined and faulty vision corrected, and that teeth are properly cared for. Sufficient sleep and other health habits should be actively promoted.

In dealing with children it is necessary that their home environments be kept in mind, for they may differ radically. The necessary transition in some children's thinking and habits may be a slow, laborious process requiring the teacher's infinite patience and consideration.

Perhaps at times our poor discipline may be traced to our own lack of immediate preparation for the day's work. Every teacher should thoroughly know his subject matter. Previous preparation will not substitute for a current restudy of each subject. To give life and enthusiasm to our work so that the desire to learn will be awakened in our pupils, we must daily clear the cobwebs from our brains and give each subject a clean, new look. Unless we develop this freshness of approach by our study and our imagination to such a degree that we personally have a new interest in each subject, it is not likely that our students will be bubbling over with enthusiasm for their schoolwork.

When we plan our work well in advance and make adequate immediate preparation, we know where we are and where we are going. We feel more sure of ourselves. Students sense this organization and respect it, and thus are led to respect the teacher who did the organizing. Such a teacher's time during

school hours is not consumed with last-minute preparation or planning; therefore, she has time to be alert to the activities of her students. She will see an undesirable situation developing and be ready to forestall it.

Because children want to do something worth while, they are bored and restless when work given them is either too easy, too difficult, or improperly presented. Boredom is one of the greatest enemies of good school discipline. If the assignments and subject matter are too easy, the ability of the students remains unchallenged and they search for other outlets, such as mischief. On the other hand, sometimes we assign too much work, or work for which the pupils are not prepared and that is therefore too difficult at the moment. Then they feel frustrated and restless because they are unable to do well that which is required of them. They drop or throw things, become irritable, take on the don't-care attitude, and in general get into a bad state of mind which is bound to blossom into some kind of misdemeanor. A similar reaction results when a teacher does not adequately explain how to do the work assigned. Pupils resent such a teacher, and give vent to their feelings by bad behavior, thus retaliating for the teacher's not giving them the clarity they have a right to expect.

A few teachers have too much organization—the children's lives are regimented by a thousand silly little rules which they bump into wherever they turn. Other teachers do too little long-range planning and decide most issues on the spur of the moment, so that neither the children nor other teachers on the staff quite know what to expect.

Some teachers expect too great a regimentation of little tots; others treat their ten-to-fourteen-year-old children the same as they do their six-year-old youngsters. To be effective, organization must fit the age group with which we are working. For small youngsters the

teacher must make more decisions than for adolescents, because the little folk will be confused if they have to make those decisions for which they are not prepared. As the children grow older, it is our duty to make them more and more responsible for their own decisions. We should to some extent guide them in these decisions, but we must remember that soon these adolescents will be on their own, and we shall have failed in our responsibility if we have not helped them to become self-reliant.

Two teachers once taught in the same building. "One used a militaristic discipline of the strictest sort. Pupils were held in rigid control, were compelled to sit erect. . . . Woe awaited the luckless individual who accidentally dropped a book or made an unusual noise. Classes moved with clocklike precision, and undue enthusiasm was crushed with withering looks or biting sarcasm. Written work always had to be neatly done, and mechanical learning was inculcated with true drillmaster skill. The superintendent, whose judgments were formed by listening outside the door, found in this teacher the ideal disciplinarian and commended her work to the board in glowing terms.

"Across the corridor the other teacher used discipline of another type. She was enthusiastic, ingenious, loved her pupils, and succeeded in making them love her. She was a good instructor, worked hard, and her pupils were so interested that they seldom were ready to stop at the end of a recitation. So complete was her mastery that few pupils were ever inclined to disobey. . . . Yet the same superintendent, listening outside the door, was displeased. There was noise and more or less confusion. Rapidly growing boys and girls, concentrated in study or enthusiastic in recitation, could scarcely fail to be heard through the door. At the end of the year this teacher was commended for the excellent showing of her

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Pointers for Counselors

Lowell W. Welch

PERSONNEL DIRECTOR
UNION COLLEGE

A CHIEF need of the counselor of students is an abundant supply of appropriate suggestions, information, and pertinent ideas with which to help the student. Counseling without specific point often leaves the student in a fog of uncertainty. The following suggestions for counselors, an adaptation of material prepared by Mr. William C. Stevens for use at the University of Minnesota, will be useful to many student counselors in both colleges and academies. The first section is a brief discussion on interviewing, the chief counseling process. The second is a report on methods used by faculty counselors.

I. Faculty counselor interviewing.

- A. Look over all data available on the student so that you will know as much as possible about him before you meet him. This is necessary in the case of students you have never interviewed before, but it is good practice also in the case of students with whom you have talked. A counselor frequently forgets from one interview to the next what has taken place. This is a common error, especially when one has a heavy load and is pushed for time.
- B. Your first step upon meeting the student is to establish rapport. No general rules can be laid down, since the method will depend upon the personalities of both the counselor and the student. The counselor should attempt, in his own way, to put the student at ease and allow him some time to adjust to the situation before he begins discussion. A few minutes spent in making the student feel that he is at home in your office will assure a

Once upon a time, so the story goes, a rooster carried home an ostrich egg, and set it up in a prominent place in the barnyard as an object lesson and an encouragement to his flock.

The kernel of this story is the editorial policy of **THE JOURNAL OF TRUE EDUCATION**. On the pages of your professional periodical we aim to exhibit the good ideas, new or old, the sound practices, and the tested procedures which bring desired educational outcomes. We do this, not to turn the limelight on institutions which develop the idea, though they are worthy of our warmest commendation, but in order to enrich the experience of the Adventist educational profession, and to enlarge and deepen our vision, that we may better do the work to which God has commissioned us, and for which we are responsible to the church, to parents, and to the great army of Adventist children and young people. **THE EDITORS.**

good personal relationship throughout the interview.

- C. Learn to listen, and don't be afraid of silence. The first short silence does not necessarily mean that the student is through talking. Let him tell his story first; don't begin asking questions too soon. After the student has completed what he has to say, systematic questioning may be in order. If you take the lead in the conversation from the beginning, an important point the student wants to bring up may be missed.
- D. Be sure that you cover everything that should be covered in the way of orientation for the student. It is easy for the counselor to forget that the language of credits, courses,

and regulations is a foreign tongue to the student until he has mastered the vocabulary. Some counselors may feel the need for a check list, to be sure that certain basic points are covered in every case.

- E. Talk in the student's own language. Don't talk about "norm groups," "percentile ranks," "honor point ratios," etc., unless you are sure that the student understands your terms. Unless you try to put and keep yourself in the student's place, it is easy to slip into the error of using terms he may not understand.

- F. Help the student solve his problem himself, either by being a good listener and letting him talk the thing through, or by trying to direct

his thinking in what you feel is the proper direction.

- G. Clarify responsibility. Make it clear that the student is primarily responsible for working out his own problems, though you as counselor will help him. Leading the student to recognize and accept responsibility is a major goal of all counseling.
- H. If the student's main problem is registering for courses, avoid doing too much of the routine work for him. You will be doing him a real service if you can start him thinking seriously about courses he must take or wants to take, and if you can show him materials which will help him in making his own de-

isions. When the student can take care of those routine matters, needed time will be available for discussing more important matters. Doing too much paper work for the student is a common error.

- I. Encourage and compliment the deserving student. To the young junior college student a word of praise from you for good work is a morale builder and an incentive to do even better.
- J. Recognize the fact that many of the students you interview are already well adjusted, have real insight into their behavior, and can make intelligent educational and vocational choices. Although you should be alert to recognize problems which the student may not realize are present, don't try to invent problems that do not exist. Some students will come to you just to get some specific information. Others will come to get your approval of a program they have planned.
- K. Never adopt a superior role or be overbearing. Don't talk down to the student, but try sincerely to put yourself in his place.
- L. Render the student a real service whenever possible. Even if the problem is one which you cannot solve (and you should not hesitate to admit this to the student), refer him to the person or agency most likely to be able to help him, or suggest possible solutions. If the solution to the student's problem requires getting material which may take several days, give him a definite appointment to see you when you will have the necessary information.
- M. Close the talk with something for the student to do, so that the interview may be reinforced. Be sure he understands what kind of further help he can get from you.
- N. Make notes of the interview, either while the student is present or as soon as he leaves. If you don't record each interview at once, you will find it impossible to remember what took place in three or four separate short interviews. This is an important aspect which, if properly done, saves time and makes counseling a better service to the student.

II. *Methods used by faculty counselors.*

The following helpful suggestions are adapted from answers by a group of experienced counselors to a questionnaire. The central question was, "What procedures do you employ when the following problems are present?"

- A. A student's college aptitude test ratings are low.
 1. The procedures followed depend primarily upon (a) the aptitude rating, (b) the degree of success the student has had in his courses, and (c) his aims and attitudes.
 2. Reduce the credit load or suggest a better balance of work.
 3. Arrange an easier curriculum.
 4. Send the student to the student-counseling office for retesting and counseling.
 5. Prepare the student to change his occupational goal. Avoid making him feel that failure in college is total failure. Suggest occupations that do not require the types of training he seems unable to gain.
 6. Suggest occupations in which training is given on the job.

7. Use student-counseling office results to make the point with the student and with parents or sponsors.
- B. The student is poor in basic skills, e.g., reading, speech, mathematics, or language.
 1. Check on the student's ability through the student-counseling office or through college departments concerned.
 2. Suggest remedial work.
 3. Suggest speech courses or the speech clinic. Help the student with English grammar or suggest tutor.
- C. The student has sufficient ability as measured by tests, but lacks interest.
 1. Here the reason for the lack of interest sets the final problem. It may be due to poor health, emotional difficulties, unwillingness to attend the college, lack of a well-considered, appropriate vocational choice, an incorrect vocational choice, or a domineering family.
 2. Suggest changes in curriculum.
 3. Suggest courses taught by unusually stimulating teachers.
 4. Send to student-counseling office for vocational advice.
- D. The student lacks interest because he is uncertain about a vocational choice or has made the wrong choice.
 1. Send to the student-counseling office.
 2. Suggest readings on vocations and biographies.
 3. Help the student to get a job in a field which he would like to try.
- E. The college aptitude test ratings are high, but the student has little interest in the standard curriculum.
 1. Try more interesting courses within the standard curriculum.
 2. Try out unusual sequences in line with the student's curriculum.
 3. Suggest specialization, perhaps a Bachelor of Science course, in a field where the student's interests seem strongest.
 4. Explain the relationship of uninteresting work to the fields of strong interest.
- F. Study methods or study conditions are unsatisfactory.
 1. Work out a study schedule with the student, arranging for as much study as possible to be done at the college.
 2. Change living quarters if possible.
 3. Ask the family to cooperate in changing the unfavorable conditions.
 4. Check with dormitory counselors.
- G. The reason for poor work seems to be an emotional difficulty.
 1. Encourage the student to talk the matter over freely and help him to see it objectively.
 2. Suggest that the student go to student-counseling office.
- H. The student has feelings of inferiority.
 1. Try to discover what situation has given rise to the feeling.
 2. Analyze the situation with the student and help him to see it objectively.
 3. Try to arrange situations that will give the student opportunity to excel in something that is important to him.
 4. Suggest the student go to the student-counseling office.
 5. Build up the student's self-confidence by praising him for what he does well.
- I. There are conflicts with instructors.

1. Let the student talk freely about the conflict and help him to see it objectively.
 2. Help the student to see the problem as one which requires adjustment on his part.
 3. Talk the problem over with the instructor.
 4. If there is serious emotional reaction against the instructor, suggest that the student consult the student-counseling office.
 5. If you regard the complaint as serious and justified, make a note of the situation in the student's folder and report same to the dean of the college.
- J. There are conflicts at home.
1. Let the student talk freely about the conflict and help him to see it objectively.
 2. Help the student to see the problem as one which requires adjustment on his part.
 3. Talk it over with friends of the family.
 4. Ask the parents to come to the school to talk with the counselor.
 5. If there is serious emotional disturbance, suggest that the student consult the student-counseling office. If necessary, help him make this contact.
- K. There is lack of encouragement at home.
1. Get in touch with the parents to see whether the situation can be improved.
 2. Give the student the encouragement that he needs.
 3. Find a substitute in campus friendships.
- L. The student is homesick.
1. Establish as friendly relations with the student as possible.
 2. Encourage frequent interviews.
 3. Make concrete suggestions for campus activities.
 4. Consult with the dormitory counselors.
 5. Invite the student to go to lunch or to your home, perhaps with a small group of students who may be able to help him to feel more at home.
- M. There are difficulties of religion.
1. Discuss the problem sympathetically.
 2. Advise specific readings.
 3. Consult religious-activities sponsors for contacts with their respective groups.
 4. Send the student to an appropriate religion department faculty member.
- N. The student is spending too much time in social and campus activities.
1. Try to persuade him that the class program is the big ring of the circus.
 2. Point out the vocational usefulness of good work and good grades.
 3. Work out time schedules with the student.
 4. If social relations are the main interest, it is sometimes possible to capitalize on that fact in making a vocational choice.
 5. Help the student to formulate his own goals, and to recognize the relationship of college work to those goals.
- O. The student has too little social life due to financial difficulties.
1. Tell the student about inexpensive social activities and interests on the campus: religious-activities groups, intramural sports, departmental clubs, student publications.
 2. Consult dormitory deans.
- P. The student has too little social life due to feelings of inferiority, shyness, and self-consciousness.
1. Use the facilities listed above, but make definite appointments for the student with the appropriate persons.
 2. Consult the dormitory dean.
 3. Have the student register for the introductory speech course.
 4. In extreme cases suggest that the student go to the health service or student-counseling office.
- Q. The student suffers from a serious physical disability, affecting his scholastic success and vocational choice.
1. Check on the situation with the school health service or the parents and the family doctor.
 2. On the basis of the health service report or the consultation with the doctor, work out a suitable school program.
 3. Have the student consult the student-counseling office.
 4. Encourage the student to consider what other handicapped people have been able to accomplish.
- R. The student has a physical disability requiring special orthopedic remedial work.
1. Adjust class and work load to fit limitations.
 2. Send student to the health service.
 3. Send student to student-counseling office.
- S. The student is spending too much time on outside work.
1. If unnecessary, persuade him to drop it or reduce its amount.
 2. Work out a better time schedule.
 3. Send the student to the student finance and labor office to see whether a better job can be found.
- T. The student needs to find part-time work.
1. Send the student to the school finance office.
 2. Suggest that the student try the school employment officer.
 3. Put student in touch with business firms recommended by the school.
- U. The student is doing unnecessary outside work, interfering with the scholastic work.
1. Persuade the student to reconsider his goals and assess the relative value of his job and his schoolwork in terms of these goals.
 2. Point out the money costs of education and possible loss later.

A procedure now appropriate in any of these circumstances or in case of doubt is to call or refer the student to the student-counseling office.

LA SIERRA COLLEGE DAIRY was recently awarded a gold medal at the Riverside County Fair and Date Festival. The award was for both pasteurized and homogenized milk, rating 97 per cent or over on samples chosen without special inspection or selection.

A Course in Human Relations

Dorothy Foreman Beltz

DEAN OF WOMEN
WALLA WALLA COLLEGE, 1931-1945

CHRISTIAN sociability is altogether too little cultivated by God's people. This branch of education should not be neglected or lost sight of in our schools.

"Students should be taught that they are not independent atoms, but that each one is a thread which is to unite with other threads in composing a fabric. . . .

"Especially should those who have tasted the love of Christ develop their social powers."¹

Some educators declare that if one teaches the general laws of life—as presented perhaps in the traditional curriculum, chapel talks, sermons, and the like—the youth will automatically be able to apply the generalities to specific problems in personal life. Yet most educators now recognize such a complacent hope for the "transfer of learning" as a danger to be constantly shunned, and insist more and more that youth must be prepared for special instances and that teachers must "teach the transfer." For instance, the child may be taught that stealing is entering the home of another and forcibly removing certain property therefrom. He may later be surprised to learn that stealing is also defacing the property of another, or retaining in his own possession another's property which he by chance has found.

We do not say that a student is educated when he can repeat the basic concepts of English grammar, history, science, mathematics, or Bible doctrines. Rather, we expend most of our instructional energy on preparing the student to meet the specific instance, the particular unknown. Many of the jeremiads

of educators today contend that the most conspicuous failure of education is seen in the students' inability to apply what they already know to new situations.

If this is true in the curricular areas of learning, how tragically true it is in the aspects of life for which there is no systematic curricular provision. We leave to caprice the most important decisions and experiences of life—the human relationships. The noblest products which a Christian school may present to the world are not great chemists or teachers of chemistry, not great physicists or teachers of physical science, not great mathematicians or teachers of mathematics, not great historians or history teachers, not even great theologians or Bible teachers. No; the noblest product of a home or of a school is a healthy, happy, well-adjusted, thinking Christian who is outgoing, not ingrowing, in all his contacts with others in the everyday relationships of life—social, business, school, church, and home. Such an individual is not produced by "natural processes": transfer of learning, the utterance of platitudes, sermonizing or chance contacts with "great souls." This work must be planned for as painstakingly, scientifically, and, shall we say academically? as anything else we want the student to know or to be.

This article is written to present the need for courses in human relationships in Seventh-day Adventist schools, and to suggest briefly some of the activities for such courses.

There are those who insist that the training for social relationships belongs in the home. Of course! In fact, that was God's original plan for all education;

but when the home failed He authorized Christian schools to help the youth to meet the crises of life. If there ever was a greater crisis of sick and fearful souls, broken homes, unnatural affection, and social chaos than now, it could only have been before the Flood. Christian schools should be doing something definite, specialized, and organized to meet this crisis that touches every life.

Thus far only a few scattered efforts have been made. Arthur W. Spalding may be recognized as the pioneer of such efforts. Some of our colleges have from time to time required attendance at freshman lectures, orientation courses, and the like. A few academies have sporadically offered courses in homemaking, attended mostly or exclusively by girls. Occasionally a college here and there has seriously attempted, for a year or two perhaps, to make the study of human relations academically respectable. Perhaps one reason that these efforts have not been more concerted and continuous is that few persons feel capable or prepared to teach such classes.

In this field, as in so many other aspects of education, we have neglected inspired instruction that would have placed us in the van of educational practice; and now we trail secular institutions in any effort to train youth for everyday personal living. Could it be that one tragic aspect of an "educated weakling" is the inability to live resourcefully, helpfully, and happily with oneself and with others? For answer look to the mission station that is not large enough for two or three missionary wives, the conference committee with the "poor losers," the enrollment records that reveal only a small percentage of the really broken homes from which Adventist youth come to school, the pastors and teachers into whose compassionate, understanding hearts the youth confide their bewilderment and fears.

The suggestions that follow are really a partial report of how a few persons

have tried to meet the challenge in a more or less experimental way over a period of years.

The objectives for a college course in human relations may be summarized as an effort to enrich the knowledge, experience, and character of the individual so as to help him to meet successfully and creatively all his social responsibilities in home and school, in society, and in the church.

The working plan could include assignments, discussions, and lectures on such topics as the basic problems of college life; developing a life philosophy; aspects of personality; mental hygiene; the Christian's relationships to government and politics; business relationships; home and school relationships of parents, teachers, and all church members; attitudes to and relationships with the forces of law and order; society's responsibility to the criminal and delinquent; the origin and nature of love; sex problems of adolescence; preparation for courtship and marriage; the ethics of courtship and the choice of a mate; the wedding and the honeymoon; the first years of married life; building the home; parental responsibilities to, and understanding of, children; the problems of divorce; awareness of the real issues at stake in dealing with race poisons such as alcohol and tobacco.

Some additional aspects of these problems are listed here somewhat at random, including the cultural aspects of life and the influences of heredity and environment; emotional behavior; the importance of the endocrine glands; types of maladjustment, and other aspects of mental ill-health; etiquette and good manners; understanding children and youth in the frame of their heredity and environment; household or family finance; furnishing the home; the physical, aesthetic, and moral reasons against "petting"; Christian citizenship.

The instructor of such a course is of necessity responsible for planning each

class meeting, but he may seek help of his fellow teachers in their respective fields. The director of teacher training could suggest assignments and direct discussions of ways to promote better relationships between teachers and parents; the professor of business administration or economics may be glad to discuss or lecture on the problems of family finance and Christian business ethics; the history professor may discuss the Christian's relationships to his government, to law enforcement, and to politics and political ideologies. Students will appreciate lectures by, and opportunities to talk with, traffic officers, district attorneys, wardens, judges, juvenile officers, and the like. The instructor will find it a heartwarming experience to meet the cordiality and sincere eagerness on the part of such public officials to give real, not rambling help. It will be interesting to watch the maturing of thought and sense of responsibility in Adventist youth who have had no previous opportunity (as most of them have not) to understand the viewpoints and procedures of such officials. It is good, too, for these youth to see how such men call for the very reforms we have heard about all our lives as special aspects of Seventh-day Adventist teachings. Furthermore, it is a distinct pleasure to introduce to these public officials the sincere, earnest, intelligent, clean Adventist youth.

Lest some should misunderstand the efforts to provide an intelligent, Christian understanding of, and respect for, sex and marriage, it should be emphasized that the approach can be reverent and discreet without "pussyfooting," as the youth charge some adults with doing when they speak on such topics. We should face the fact that for young people today the crucial issue is not that they be informed, but that their information be correct, true, and reverent. If their previous information has come haphazardly, with what eagerness and relief they surrender their distorted,

ugly conceptions. How definitely they subscribe to the healthy, the pure, and the clean.

Modification and adaptation of these suggestions should be regulated by the age and scholastic attainment of the class members, and by the degree of the instructor's personal acquaintance with the needs and personality of every member of the class. For college freshmen and sophomores, the emphasis should be on the general aspects of heterosexual relationships that most affect their present life. For juniors and seniors, more time should be spent preparing them for the duties and responsibilities of marriage and home building. For the latter group, intercalary lectures by Christian physicians would be appropriate; a man physician to the young men of the class, a lady physician to the young women.

One of the most taxing yet rewarding requirements of the course could be the assignment of a term paper in which the student, probably for the first time in his life, will set down in his own words his philosophy of life, his personal statement of the ideals and concepts that make life meaningful to him, his inner beliefs and attitudes toward all aspects of life present and future. If the reader thinks this is not a difficult assignment, he should try it sometime. To be worth while, this paper must be not too long; it must be specific; it must be personal. Alternate topics for a term-paper requirement should be provided, but experience has shown that the majority of students will choose the philosophy-of-life assignment even though they are warned that it will not be easy to do.

Unfortunately there is no one book, as far as I know, that can be used as a textbook. Most of the assignments will have to be met from the reserve shelf of the library. The writings of the Spirit of prophecy are a mine of treasure, and there are a number of other fine books

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How to Increase Reading Ability in the Grades

Natelkka E. Burrell
DIRECTOR, TEACHER TRAINING
OAKWOOD COLLEGE

Continued from February

THE next step in the remedial program is to select materials suitable to the reading level of the individual child. If the tests reveal that a third-grade child has a reading level of 1.6, give him a first-grade book of sufficient difficulty for the second half of the year. Let it be one that the first-graders in your school have not used and which has no grade marks on it. For the nonreader who is seriously retarded but whose interests are too far removed from the early-grade basic readers, the following list may offer suggestive selections:

- American Library Association, *Books for Adult Beginners*, grades 1-7. Readers' Bureau, Cincinnati Public Library, Cincinnati, Ohio, 1947.
- Bergland, Albert, *Easy Books Interesting to Children of Junior High School Age Who Have Reading Difficulties*. Winnetka Educational Press, Winnetka, Illinois.
- Cassady, D. M., "Easy and Interesting Reading for Retarded Readers in Junior High School," *Peabody Journal of Education* 23, July, 1945, pp. 1-17. Nashville, Tenn.
- Kirk, Samuel A., *Teaching Reading to Slow-learning Children*. Houghton-Mifflin Co., Boston, Mass. (Pre-primer through fourth-grade difficulty level are mature enough for junior high school students.) 1940.
- Slater, Russell, "Books for Youth Who Dislike Reading," *Bulletin of the Ohio Conference on Reading*, N. 2. Ohio State University Press, June 1941. Derby Hall, Columbus, Ohio. (An annotated list of books for retarded readers in junior and senior high school.)
- Strang, R. M., et al., *Gateways to Readable Books*. 1944. H. W. Wilson, New York, N.Y.
- Sullivan, Helen B., "Graded Reading Interest List for Slow Learning Pupils." Boston University Educational Clinic, Boston, Mass., 1937. (Books selected are relatively mature in content and low in difficulty.)
- Sullivan, Helen B., *Selected List of Books for Remedial Reading*. Boston University Educational Clinic, Boston, Mass.

Before the actual work begins, arouse

the child's interest; take him into your confidence; tell him what you are doing and why; let him share the endeavor; convince him that he can learn to read as well as other children. Be optimistic, provide experiences for each child by giving him something to do that you know is well within his capabilities, and be unstinting with praise. Let him see his progress; use charts or other devices on which progress in various reading abilities or skills may be recorded, such as number of stories or books read, comprehension improvement, rate of reading improvement, accuracy of comprehension. Avoid having these children compete against one another; rather, let each compete with himself. Enlist the cooperation of the family. Often in their desire to have the child read well, the parents will threaten or punish the child so that reading becomes a dreaded subject to him rather than a pleasant adventure. Frequently games can be made up, as drill devices for the individual child and for the group receiving remedial help. At no time let the child feel that he is less capable than other children. Whenever possible put him with his regular grade for things which he may do with them as part of the group.

Early in the remedial program the teacher should visit the homes of the children needing remedial help. She should explain to the parents what she is trying to do, and gain from them all information which might be pertinent to the solution of the child's difficulty, and enlist their understanding and cooperation. Through this means she can learn the history of the child's birth, babyhood, and early childhood, which may hold

valuable clues for the remedial program. The child's school history should also be carefully studied. Later home visits should be made to talk over improvements or further needs of the child, to discover how well the parents are able to help in the work, and to determine different attitudes and ways of handling the child and to measure his success.

Some special disabilities and bad habits of poor readers and nonreaders are (1) poor attention, (2) reversals, and (3) poor methods of word attack. To correct the poor attention, nothing works better than extremely interesting materials and much variety.

Reversals are of three types. Sometimes it is a miscalling of a word due to reversing a letter, as *dig* for *big*; sometimes to transposing letters, as *stop* for *spot*; and sometimes to a reversing of the entire word, as *was* for *saw*. Here re-learning is necessary. As this type of error occurs most frequently with common words which the pupil should know by sight, drill on basic word lists, such as "A Basic Sight Vocabulary of 220 Words," by E. W. Dolch,⁸ and Scott-Foresman lists for grades two and three, is very valuable. The words of these lists make up from 50 to 75 per cent of all school reading matter, and when once mastered assure rather smooth reading.

The ability to read new words depends on the ability of the reader to analyze the word and to compare it with others, noting similarities and differences. The teaching of phonics is therefore a necessary part of the remedial reading program. When errors occur on beginnings, endings, or middles of words, special teaching on initial and final blends, single consonants, and phonograms is indicated. These ten steps in phonetics will need to be watched:

1. Single consonant sounds.
2. Consonant digraphs.
3. Short sounds of vowels.
4. Long sounds of vowels.
5. Final "e" rule.
6. Double vowels.

7. Diphthongs.

8. Soft *c* and *g*.

9. Number of syllables.

10. Division into syllables.⁹

As the child reads, the teacher should note which types of errors he makes, and give remedial work to correct the specific needs. This is why it is necessary to make out careful plans for each child in a remedial group, and also why remedial work must be done individually. Considerable material for such drill may be found in *Building Word Power in Primary Reading*, by Durrell, Sullivan and Murphy,¹⁰ and in the workbooks "Eye and Ear Fun,"¹¹ "Think and Do Books,"¹² and "Mother Hubbard's Seat-work Cupboard."¹³

A good reader must be able to understand and interpret what he reads. To do this adequately, he must be able to recognize the words, organize the material into meaningful phrases and thought units, and at the same time gauge the rate of reading so as to go fast enough to catch the flow of ideas, but not so fast as to miss too much of the details. The basis of these skills is a meaningful experience through vivid, first-hand sensory experiences as often as possible. Because this is not always practical in a busy school program, vicarious experiences through pictures, charts, lantern slides, moving pictures, small exhibits, and classroom experiments should be in constant use. Story-telling and oral reading by the teacher to the pupils enlarges their meaningful vocabularies.

Discussion, reports, and informal conversation are pregnant learning situations for building experiential background vocabularies. But in addition to this, vocabulary must be taught. This is especially true in the content subjects. Whenever a new concept is introduced, there is need for a detailed explanation. Pupils in the elementary school cannot be depended upon to pick out the words they need to study especially. To help

the teacher in the selection of subject-matter vocabularies, Luella Cole's *Handbook of Technical Vocabularies* is invaluable.²⁴

As soon as possible children should be taught how to use the dictionary independently to acquire meanings. A simple glossary can be introduced to the third grade; children of fourth-grade level and up should be given regular dictionary study, consisting of the location of words in alphabetical order, finding out the pronunciation of words, and finding out the meaning of words. *Getting Places With Words; a Vocabulary-building Notebook With Study Helps on the Use of the Dictionary*, by Scott-Foresman Company, though designed to be used with the Thorndike-Century Junior Dictionary, contains exercises which can be adapted to any simplified modern dictionary for children.

Many kinds of games and exercises can be made up to give training in word meanings through practice in various kinds of relationships between words. Many of these types of exercises are included in the above-mentioned workbooks. They deal with synonyms, opposites, classifications, analogies, and so forth. Another workbook rich in this type of exercise is *Diagnostic and Remedial Exercises in Reading*, by Brueckner and Lewis, John C. Winston Company, Philadelphia, Pennsylvania.

Greater ability at phrase reading also increases comprehension. Some helpful procedures in overcoming faulty phrasing are:

1. In order to allow the child to concentrate on the phrasing and meaning, reading matter which is used for practice in phrasing should present few or no difficulties in word recognition and word meaning.
2. It is helpful to provide a good model for the pupils to imitate. The teacher can read a sentence orally with somewhat exaggerated phrasing, and then have the children imitate her reading of the sentence. Reading of alternate sentences by teacher and pupils is also helpful. Some children gain considerable benefit from reading in unison with the teacher.

3. Practice can be given in reading printed material in which the phrases have been marked off by the teacher. For example:

The boy/ is going/ to the store/ for some milk.
The boy is going to the store for some milk.

The boy is going to the store for some milk.

4. When special material is typed, mimeographed, or printed by hand, perhaps the best way to set off phrases is to leave additional space between them. For example: The boy is going to the store for some milk.
5. After he has developed some skill in the use of marked reading material, the pupil can be given an unmarked selection to mark off the phrases.
6. Practice can be given in the recognition of phrases as units during the brief exposures. This can be done in a variety of ways:
 - a. Phrases can be printed or typed on flash cards for practice in quick recognition. For individual practice, index cards of the 3" x 5" or 4" x 6" size should be used. A cover card is lifted up and then replaced, as quickly as possible for a good reader to recognize a short, simple phrase. Repeated flashing rather than longer exposure should be used when the child is unsuccessful in recognizing the phrase.
 - b. Phrase cards can be prepared and presented in quick exposures in a simple, homemade tachistoscope.
 - c. Material can be typed with one phrase on a line. A piece of stiff paper or cardboard with an opening the length of a full line is moved at a steady rate down the page, exposing one phrase at a time. Some remedial teachers prefer to keep the opening stationary and pull the page up. In the latter case it is usually necessary to paste several pages together so as to form a continuous strip.

Perhaps the best remedial program is one of prevention. To this end, all teachers should become familiar with the research bulletin entitled *Better Reading Instruction*, National Education Association, Washington, D.C. This survey of the practices of successful teachers of reading is full of excellent practical ideas. Every beginning teacher should do all possible to avoid failures by being sure that the child is ready for reading. Then, too, the first-grade teacher should work for each group of children in the way that group needs. The reading materials should not be more difficult than the child can read, and each primary room should be supplied with at least three different sets of readers to accommodate the different levels of children. Each

Please turn to page 29

SCHOOL NEWS

INSTITUTO ADVENTISTA DEL URUGUAY (South America) is, to paraphrase, growing and increasing in wisdom, in stature, and in favor with God and man. Six years ago there was one big old house and a fallen-in garage, and there were only twenty-five students. Now there are a new administration building, boys' dormitory, laundry, bakery, cannery, woodworking shop, dairy, poultry house, and so forth. Manual training classes are most popular among the seventy students, and very fine work is done by many of them. Of the twelve graduates, ten have served as Sabbath school and Missionary Volunteer officers. Two thirds of the students are enrolled in Missionary Volunteer Progressive Classes, and all 1948 graduates were invested as Master Comrades before the close of school. Even larger was the baptismal class, and seven students were baptized just before graduation. Active missionary work is done by the students in literature distribution and visiting in the homes of the people in near-by towns and the city of Las Piedras, of 30,000 population. All in all, this small but growing school will no doubt play an important part in preparation of workers for Spanish-speaking countries.

FOLLOWING THE VISIT OF A COMMITTEE OF SURVEY early in November, the Northwest Association of Secondary and Higher Schools granted to La Sierra College unrestricted accreditation as a four-year degree-granting college, thereby confirming the tentative accreditation which was granted in 1946.

A CHURCH OF TWENTY-FOUR MEMBERS was organized January 15, at York, Nebraska, as fruitage of a year of evangelism by men and women of Union College, under the direction of Leslie Hardinge, instructor in Bible.

EMMANUEL MISSIONARY COLLEGE was host to the farm superintendents of the Lake Union Conference, who met in convention there January 10-12.

WEST INDIAN TRAINING COLLEGE (Mandeville, Jamaica) is offering a prenursing course, which began January, 1949.

PACIFIC UNION COLLEGE dormitory students raised more than \$2,060 during the Week of Sacrifice for missions, in January.

GLENN H. STRAIGHT, instructor in education at Union College, was awarded the Master of Arts degree by the University of Nebraska, in January.

THE SEMINAR OF LODI ACADEMY (California), under the leadership of S. H. Hoskins, conducted services in eighteen near-by churches during the first semester.

THREE NEW WATER TANKS, with a capacity of 7,250 gallons, have been installed at Spicer Missionary College (Poona, India). These will supply water for the college compound.

STUDENTS OF ATLANTIC UNION COLLEGE language department have for two years sent a C A R E package each month to some Seventh-day Adventist refugee family in Europe.

A PORTABLE ORGAN which, when folded, is the size of a large suitcase, is a new addition to the ministerial seminar of Canadian Union College. This is used in the field seminar training of ministerial students.

MORE THAN 1,500 PHYSICIANS attended the annual Postgraduate Assembly at the College of Medical Evangelists, February 25 to March 1. Several national leaders in medical education were in attendance and presented papers on latest advances in various fields of medicine, with scientific and technical exhibits and medical motion pictures. Medical evangelism was also strongly emphasized.

A HYMN FESTIVAL sponsored by the American Guild of Organists and the Choral Conductor's Guild of Southern California, and featuring Dr. Robert G. McCutchan, editor of the *Methodist Hymnal* and member of the staff at Claremont Colleges, was held in the La Sierra College church on November 21. Harold B. Hannum and Edna Farnsworth, of La Sierra College music department, are dean and secretary, respectively, of the Riverside-San Bernardino Chapter of the American Guild of Organists.

THE JOURNAL OF TRUE EDUCATION

A "COURTESY YEAR" PROGRAM is in progress at Union College. The importance of courtesy is kept before the students in various ways: chapel programs are given regularly; secret committees send notes of kind commendation to students whose acts of courtesy have been noted, and notes of kind reproof are sent to those whose discourteous acts have been observed. In April a courtesy king and queen of the year will be chosen.

THE ANNUAL EXCHANGE OF DELEGATIONS between Pacific Union College and La Sierra College occurred on successive week ends in February. Twenty students and four teachers from La Sierra visited the "College on the Mountain" February 10-13, and the following week end twenty-one students and three teachers from Pacific Union College paid a return call at La Sierra.

WASHINGTON MISSIONARY COLLEGE A CAPPELLA CHOIR, under the direction of O. S. Beltz, made a tour through Virginia over the week end of February 11-13. They gave seven programs in churches, high schools, and the University of Virginia, also presented a fifteen-minute broadcast Sunday morning in Richmond.

IN LYNWOOD ACADEMY (California) 114 students recently signed up to take an active part in the Missionary Volunteer Progressive Classes, with 60 working directly toward the Master Comrade insigne. Mrs. Geneva Alcorn is directing the organization of the various classes.

A NEW CLASS IN LAY EVANGELISM at Madison College has enrolled more than seventy students, who gain practical experience in assisting in the worship periods for the sanitarium patients as well as in visiting the patients and distributing literature among them.

H. M. S. RICHARDS, of the Voice of Prophecy, was honor guest and principal speaker at the ninth biennial father-son banquet at Pacific Union College on February 20. Approximately four hundred guests were present.

ENROLLMENT AT WASHINGTON MISSIONARY COLLEGE for 1948-49 reached 715, when 65 new students entered for the second semester. The ratio of men to women is almost two to one.

THE SEMINARIO ADVENTISTA (Portalegre, Portugal) opened the new school year with an enrollment of thirty.

K. C. HOLMAN is teaching half time in the Bible department at Glendale Union Academy (California) the second semester.

UNION COLLEGE SCHGOL OF NURSING recently presented 24 sophomore students in capping exercises at the Boulder-Colorado Sanitarium.

THE ISTITUTO AVVENTISTA DI CULTURA BIBLICA (Florence, Italy) opened its doors for the current school year with an enrollment of sixty: forty boys and twenty girls.

SCHOLARSHIPS AMOUNTING TO \$10,000 have been received by Canadian Union College from the Manitoba-Saskatchewan Conference, to be applied to the accounts of student colporteurs.

THE CALIFORNIA COLLEGE OF MEDICAL TECHNICIANS has an enrollment in this its twenty-third year of ninety-eight students, coming from twenty-six States, the District of Columbia, and three foreign countries.

LESLIE HARDINGE, Union College instructor in Bible, is presenting evangelistic lectures in the College View Seventh-day Adventist church. The series, titled "A Restudy of Life's Problems," has been planned by Elder Hardinge in conjunction with members of the personal evangelism class.

PARENTS AND TEACHERS OF TAKOMA ACADEMY (Maryland) organized a Home and School Association on February 10, elected officers, and laid plans for cooperative effort. This organization is common in connection with our elementary schools, but more and more it is coming into being also with the academies.

TWO TRUCKLOADS OF RELIEF SUPPLIES were taken to the Navajo Indian Mission at Holbrook, Arizona, during the Christmas holidays as a result of the La Sierra College Associated Student Body drive in cooperation with twelve local Dorcas Societies. Doctors donated vitamins and medical supplies, the Loma Linda Food Company gave thirty cases of food, and the Dorcas groups brought in clothing, bedding, and food. About \$650 in cash was also donated to take to the Arizona Indian school.

THE SEMINAIRE ADVENTISTE DU SALEVE (France) has an enrollment this year of more than 150, with the men outnumbering the women approximately two to one. Three new classrooms have been prepared in a newly acquired hotel building, and these are used for the primary and intermediate grades. In this way the congestion in the central building is relieved. Three new teachers have joined the staff, and the best year in the history of the school is in full progress.

A NURSERY SCHOOL FOR PRESCHOOL CHILDREN has for several years been conducted at Madison College by Mrs. A. W. Spalding, with accompanying classes in nature study and child training for young mothers and students. As an outgrowth of this work a club has been organized this year for study and discussion of home problems. The meetings are well attended and very much enjoyed.

THE TEACHERS OF TOMORROW CLUB of Greater Boston Academy (Massachusetts) numbers twelve enthusiastic members. At a recent chapel service the club was officially christened the Annie Bell Patterson Chapter, and pins were presented by R. A. Nesmith, Atlantic Union Conference educational secretary.

A NEW STEINWAY CONCERT GRAND PIANO has recently been purchased for La Sierra College chapel. This piano has been used for recitals by Artur Rubinstein and other outstanding concert artists, and is a much-valued addition to the music equipment of the college.

HIGHLAND ACADEMY (Tennessee) was host Sabbath, January 29, to the Central Tennessee Missionary Volunteer Association. A "Share Your Faith" clinic in the afternoon and a social in the evening were features of the program.

STUDENTS OF MAPLEWOOD ACADEMY (Minnesota) returned from Christmas holidays to find the chapel seats had been sanded, stained, and varnished, greatly improving the appearance of the chapel.

EMMANUEL MISSIONARY COLLEGE Musical Ensemble is presenting programs in the schools and larger churches of the Lake Union.

NINE STUDENTS OF ARMONA UNION ACADEMY (California) were baptized on January 15.

THE LIBRARY OF SPICER MISSIONARY COLLEGE (Poona, India) contains about 3,500 volumes and receives 22 magazines.

THE "MINUTEMAN" QUARTET, of Atlantic Union College, won top honors in a recent Major Bowes amateur contest before an audience of four thousand at Worcester, Massachusetts.

STUDENTS OF GLENDALE UNION ACADEMY (California) are assisting with music and ushering at the evangelistic meetings conducted three nights each week in the Glendale church by Elders Andrew Fearing and Royal Reid.

DELIVERY OF A LINOTYPE, later to be installed in the new vocational arts building at La Sierra College, has made possible the offering of a course in linotype composition for the second semester of this year. This linotype is in addition to the one already in use by the College Press.

E. MILES CADWALLADER, head of the Union College department of education, was recently awarded the Doctor of Philosophy degree by the graduate college of the University of Nebraska. His dissertation is entitled "Educational Principles in the Writings of Ellen G. White."

A 300' x 1,800' AIRSTRIP has been leased by La Sierra College to the three flying clubs now operating at the college. This airstrip meets the field-size requirements for commercial airports, and has been approved as a private field by the Aviation Division of the California Department of Commerce. The airport will be controlled in rigid adherence to all C.A.A. and local field rules.

A MINISTERIAL WORKSHOP was conducted at Emmanuel Missionary College, the week of February 5-12, under the leadership of E. R. Thiele, professor of religion and philosophy, and with the able assistance of L. E. Froom and R. A. Anderson, of the General Conference Ministerial Association. Two class periods a day were spent in general instruction, with additional periods for counseling, questions, and round-table discussions.

Wanted: A Joseph

Continued from page 3

from endowments, have invested in income properties and industries which are largely or wholly dissociated from instruction. It follows that if industrial instructional enterprises are to be spared a tax burden, there must be built up in the minds of members of Congress a distinction between auxiliaries running for profit and those maintained primarily for instruction. This distinction the American Council on Education has undertaken to emphasize. It also follows that our secondary schools and academies with industries established according to the denominational plan, with instruction in crafts and agriculture as the first object, and with gainful employment of the student in practical learning situations, would better see that their houses are in order against the day when to be or not to be taxed for industrial incomes may possibly hinge on the degree to which the school is following the blueprint of Adventist Christian education.

We have had our years of large enrollments and large patron incomes. The time may not be far distant when our schools will need their Josephs, when only the grace and wisdom of God, coupled with human consecration and technical know-how, and the sacrifices and prayers of the people of God, will enable our educational system to continue to turn out well-trained workers for the finishing of the task entrusted to us.

WALLA WALLA COLLEGE CONCERT BAND, of sixty-six regular members and directed by Clarence O. Trubey, presented two sacred and two secular concerts in academies and high schools of the Portland area over the week end of February 25-27.

TWENTY-THREE STUDENTS OF CANADIAN UNION COLLEGE were baptized by Pastor D. Neufeld during vesper hour, December 10.

A NEW WURLITZER ELECTRONIC ORGAN has recently been installed in the chapel of Shenandoah Valley Academy (Virginia), and is the pride and joy of students and faculty alike.

THE HOME AND SCHOOL ASSOCIATION of Armona Union Academy (California) has installed a public address system in the school, and is providing lights for the new elementary school building as fast as the rooms are completed.

CONARD N. REES, personnel director and professor of secondary education at Washington Missionary College, received the degree of Doctor of Philosophy from the University of Nebraska on January 31, with a major in school administration. At the recent Board meeting Doctor Rees was elected academic dean of the college.

Better Training for Registrars

Continued from page 9

- B. Relationship to other administrative officers and teachers varies with size and organization of institution.
- C. Variations in work depend somewhat upon:
 - 1. Size of school.
 - 2. Number of teachers.
 - 3. Administrative organization.
- D. Combinations of work.
 - 1. Dean of boys or girls.
 - 2. Bookkeeper.
 - 3. Teacher.
 - 4. Secretary.
- XVII. Secondary schools in this country and other countries.
 - A. Organizational variations in United States.
 - 1. 8-4-4.
 - 2. 6-4-4-2.
 - 3. 6-3-3-4.
 - B. Pattern of subjects and units.
 - 1. Four to five units per year.
 - 2. Periods 45 to 55 minutes.
 - C. Organizational variations in foreign countries.
 - D. Spiral system of instruction.
- XVIII. Relations with other schools.
 - A. Relations with elementary schools.
 - 1. Academic records.
 - 2. Test data.
 - 3. Personal data.
 - B. Relations with other secondary schools.
 - 1. Transfer of academic records.
 - 2. Transfer of test and personal data.
 - 3. Standardization of procedures, etc.
 - 4. Professional associations.
 - C. Relations with higher institutions.
 - 1. Academic records.
 - 2. Test and personal data.
 - 3. The Cumulative File.

The Soul of a College

Continued from page 5

people we should not try to delude ourselves that we can lead shallow, superficial, pretending lives and get by very long in the guise of the genuine article.

The times are out of joint. This is apparent all about us, and is reflected in the students' lives. They face real personal problems; some are almost overwhelmed by the prospects before them. But for them and for us these are the best times we shall have in which to work. "This time," said Emerson, "like all times, is a very good one if we know what to do with it." We need divine aid if we are to use these days as they should be used by people in our position.

The total financial assets of this college at present are in excess of a million dollars. This is impressive. However, not all the assets of an educational institution appear on the balance sheet. Beyond calculation are the assets to be found in the people associated in the operation of the college. I consider La Sierra College to be very fortunate in this respect. An interested and progressive board of trustees, an able and cooperative faculty, a loyal and active alumni group, an earnest and promising student body—these hold for us great promise under the blessing of God.

The sum of what I have said is this: The purpose of the college is not profit but sanctified personalities. With young people who scrutinize each one of us carefully and critically it is idle to suppose that we can put on an act of devotion and piety, and hope to influence them in the right direction. Rather, we must in every act and word testify to the positive experience that we have obtained. The need of all who have any part in the school is for a consistent godliness that will give power to our lives and to the lives of our students. Only then will our campus be a symbol of the good life—a truly dedicated community.

SOUTHWESTERN JUNIOR COLLEGE DAIRY has been given a grade A rating. The twenty-one cows average four gallons of milk each a day.

THE INTER-AMERICAN DIVISION reports 14 junior colleges and boarding academies, and 177 elementary schools, with a total enrollment in excess of 10,000.

AUBURN ACADEMY MUSIC DEPARTMENT (Washington) presented the second annual winter festival on February 19, with afternoon and evening concerts of sacred music.

STUDENTS OF WEST INDIAN TRAINING COLLEGE and Kingsway High School (Jamaica) delivered more than £2,600 worth of books during last school year, working evenings and holidays. Colporteur pins were awarded these faithful and successful students.

WEST AUSTRALIAN MISSIONARY COLLEGE (Carmel) had sixty students during 1948, under the leadership of C. S. Palmer. This is a junior college, many of whose graduates go on to Avondale to complete their preparation and training for denominational service.

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Articles: Elementary Education _____	_____	_____	_____
" Secondary " _____	_____	_____	_____
" College " _____	_____	_____	_____

Suggestions: _____

How to Increase Reading Ability in the Grades

Continued from page 21

child should read at his level and progress at his own rate. As he gains skills necessary to more advanced reading, he will make greater progress built upon a sound foundation. All the suggestions in this paper for remedial reading are equally pertinent for initial reading instruction.

"Failure in reading is likely to mean failure in the child's whole educational life. It means a shortening of schooling. It means going into work of a lower level. It means wrong attitudes of many kinds. It often definitely means development of poor citizenship. Any measures which may prevent some of this social loss will certainly pay to a degree too great to be measured."⁸

⁸ E. W. Dolch, *A Manual for Remedial Reading* (The Garrard Press, 1939), p. 154.

⁹ Albert J. Harris, *op. cit.*

¹⁰ Durrell, Sullivan, Murphy, *Building Word Power*, World Book Company.

¹¹ C. R. Stone, *Eye and Ear Fun*, Webster Publishing Company.

¹² *Think and Do Workbooks*, Scott, Foresman and Company.

¹³ Delia E. Kibble, *Mother Hubbard's Seatwork Cupboard* series, E. M. Hale and Company.

¹⁴ Luella Cole, *Handbook of Technical Vocabularies*, Public School Publishing Company.

¹⁵ E. W. Dolch, *op. cit.*, p. 150.

Distribution of Space in The Journal of True Education

The following tabulation, based on the total number of inches of space in five subject areas (exclusive of editorial and advertising) in the four regular professional issues of THE JOURNAL, from April, 1948, to February, 1949, shows the percentage distribution of space:

Classification	Per Cent of Total Space
General	16.8
Elementary	18.2
Secondary	16.2
College (including teacher training)	32.6
School News	16.2
	100%

A Course in Human Relations

Continued from page 18

whose authors are specialists in the field and have the Christian viewpoint.

A common objection to such a course is that instruction in matters of sex is much better given in private interviews. This is true, and the parents are the best ones to give the instruction. But too often parents shrink from the responsibility. If in the school there were a well-informed and well-trained person (as the classroom teacher should be) to give balanced, organized, consecrated instruction, with opportunity for individual counsel when desired, the training would be nearly ideal. It may be added that such "personalized" instruction can be more detailed than is possible or proper in the classroom. The fact that the ideal private instruction does not seem possible under existing conditions should not be taken to mean that therefore another, second-best method should not be developed.

Ellen G. White says of the subject of marriage, "It is here that the youth show less intelligence than on any other subject."¹ Could this be because here less systematic effort is made to provide an intelligent basis for thinking and acting? A part of preparation for marriage is preparation for parenthood, including a thorough understanding of the laws of physical and mental development and moral training. "Yet there is no other to whose training so little thought is given."²

Let us accept, and set ourselves earnestly to act upon the challenge contained in the following words: "Never will education accomplish all that it might and should accomplish until the importance of the parents' work is fully recognized, and they receive a training for its sacred responsibilities."³

¹ *Testimonies*, vol. 6, p. 172.

² *Fundamentals of Christian Education*, p. 103.

³ *Education*, p. 275.

⁴ *Ibid.*, p. 276.

The Use of Preventive Discipline

Continued from page 12

students in scholarship but was labeled by this superintendent as a failure in discipline. Since her principal had reported her pupils so much easier to handle on the playground and elsewhere than those of other teachers, she was recommended for another year of trial with the hope that her discipline might improve."*

This story emphasizes the fact that when a parent or the superintendent visits a classroom, he may see only the surface discipline of the boys and girls. Public opinion demands that the surface behavior of the youngsters be correct, for few take the time to think of the guidance a teacher is giving her children as she helps them form decisions. A teacher must strive for good classroom order; but for the children's sake she will not use methods that are too autocratic, for she knows that their effect will not be permanently good. She knows that the function of a teacher is not so much to make decisions as to assist boys and girls in learning how to make wise decisions for themselves.

After all is said and done, the teacher is not a miracle worker. She is certainly not totally responsible for the actions of her boys and girls. Other factors in the home or in the community may at times neutralize the good efforts of a teacher. But none of us can be satisfied with anything less than our best, so we must advance, striving to improve ourselves and our children, even though the immediate results may not be just what we desire. We must not be satisfied with improving only surface behavior, but we must constantly strive to change inner attitudes so as to develop permanently good citizens on this earth and fit subjects of the King of kings.

* W. R. Smith, *Constructive School Discipline* (New York, N.Y.: American Book Company, 1936), pp. 139, 140.

Who Is a Good Teacher?

Continued from page 7

one long example of self-sacrificing devotion; His death, an atonement for the sins of others. To gain strength to sustain Him in this trying and exacting career, He spent much time with His Father, in meditation, in study of the Word, and in prayer. He was the world's greatest teacher.

He knew His pupils, His disciples, personally and intimately. He walked with them and communed with them. He visited their homes. Were He teaching today, He would know that Mary lives in a divided home, that Jim's father is a drunkard, that Dorothy comes to school drowsy and with lessons unprepared because her mother is an invalid and upon her young shoulders rests much of the responsibility for the care and feeding and washing of the younger children. He would know that Jane needs the love and confidence of the teacher; that she is unsure of herself because she is an orphan and lives with unsympathetic relatives. He would know that children read more from personalities than from books, and He would so live before His pupils that through His life they would come to understand the character and the drawing love of their heavenly Father. The Christian teacher is good in proportion as she approaches the Divine Example.

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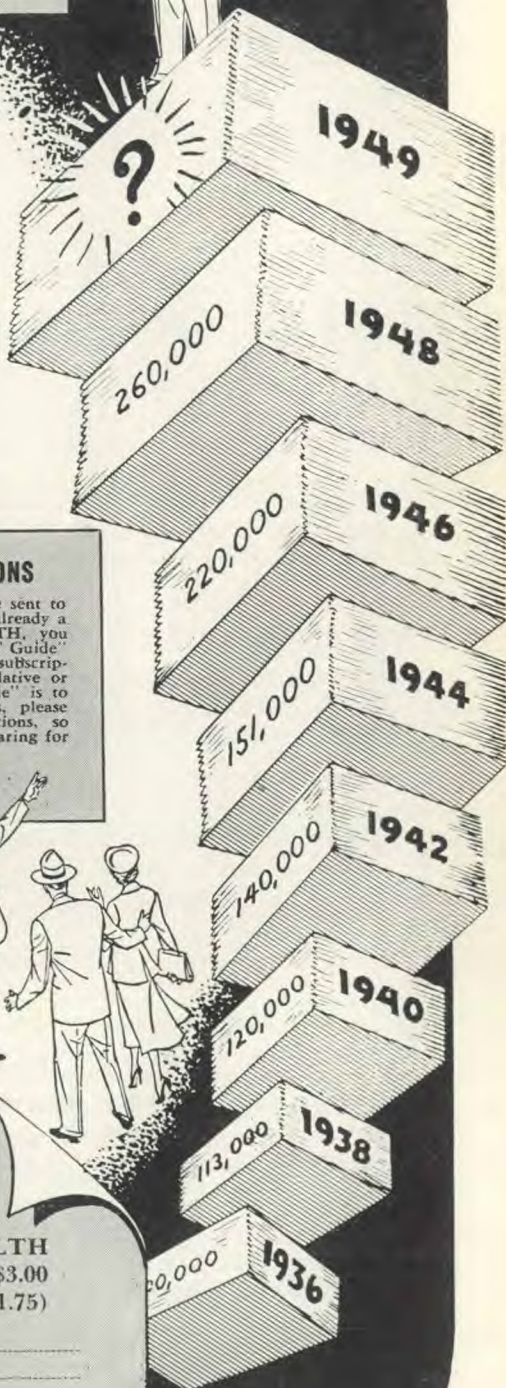
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