

The JOURNAL of TRUE
Education

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1949

VOLUME 12

OCTOBER, 1949

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The JOURNAL of TRUE Education

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

WHAT HAVE WE LEARNED IN SEVENTY-FIVE YEARS?—An Editorial

WE HAVE learned that God is gracious and that His goodness never fails. We have learned that He watches over the work of His planting and is faithful as regards His promises. But have we learned to trust His guidance? Have we learned to follow faithfully, consistently, and intelligently the instruction He has given through the Spirit of prophecy for the direction of our educational institutions? Have we learned to implement and defend that instruction in the face of criticism?

We have learned that we must put spiritual values first in our educational work, from the beginning grades through college. But have we learned how to allow the Spirit of God full drawing power in our schools? Do we know how to present Christ in such a manner that young people will be irresistibly drawn to Him? Do we know how to make them love the service of the Master? Do we know what the church needs? Are we prepared to adapt, and even if necessary to discard, old curriculums in the interests of better education and training, and for stronger spiritual emphasis?

We have learned that God moves His people to give generously for the support of the institutions of the church. We have heard of devoted fathers and mothers going without the small luxuries that make life comfortable in order that their children might have an education. We know a few who have suffered privation to pay our tuitions. We have learned that many consecrated church school teachers will work for a wage which is just adequate for economical living, giving them, also, a place on the honor roll of sacrifice. But have we learned to stretch to the maximum the pennies and dollars

which come to us? Have we learned to practice the economies which are so difficult and so essential in a large enterprise? Are we good stewards in the matter of equipment and supplies? Have we learned to build for value and simple beauty and not for ostentation?

We have learned that our schools and colleges can meet the requirements of accrediting associations and find a place on their lists of approved schools. We have learned that Adventist graduate students can win scholastic honors in the universities. We have proved that they can return to the classroom as humble Christians sounding a clear, true note no matter what the subject field of their teaching. But have we learned to apply with the power and intelligence which the denomination has the right to expect from us the techniques and the skills which we went to the university to get? Have we learned to seek the favor of God before accreditation? Have we learned to implement first those objectives which alone justify the existence of our system of schools?

We have been told that we are to be the head and not the tail, and the pattern of our leadership has been given to us. From the Spirit of prophecy we have learned many things, and forgotten some. We have learned what to do. Sometimes, by waiting long enough, we have learned from others how to do it well. And sometimes we have awakened to find others advocating "new" ideas which have been in our instructions for many years, and which we once sought to practice. Have we learned that the Lord knows what He is talking about when He gives us explicit instructions? Have we learned to go forward with faith and courage?

Seventy-five Years of Seventh-day Adventist Education

L. R. Rasmussen

ASSOCIATE SECRETARY
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

THE year 1949 marks the seventy-fifth anniversary of organized educational work in the Seventh-day Adventist denomination. Battle Creek College was built in 1874, and late that fall the first regular term of our first educational institution commenced. In this same year the General Conference organized the Educational Society of the Seventh-day Adventists.

Previous to the establishment of Battle Creek College, Prof. G. H. Bell had been conducting a school in rented quarters a few months of the year; but this was not on an organized, permanent basis. At the historic twelfth meeting of the General Conference, held in Battle Creek, Michigan, November 14, 1873, the first definite, official action was taken regarding the establishment of our educational program. This is reported in the following simple but significant statement:

"On motion, the President was authorized to appoint a committee of four to act with the Executive Committee of the Conference, in the formation of an Educational Society preparatory to the establishment of a denominational school. The following persons were appointed: James White, Ira Abbey, J. N. Andrews, and Uriah Smith."¹

It was not until the following year, however, that the building was erected, the society organized, and the first school term begun. In December of 1874 the first student body moved into the single, three-story, brick school building facing historic Washington Avenue, in Battle Creek. The following month, on January 3, 1875, at ten o'clock in the morn-

ing, a large company assembled to dedicate the new school building to its "sacred uses." Brethren James White and G. I. Butler, who had worked so hard to establish the educational work, spoke at the dedicatory service. It was truly a great day for our early believers.

Needless to say, this first school had to contend with many adverse circumstances from the start, but God honored the great faith of the pioneers in making this humble beginning in Christian education, and He has continued to bless the work all along the way. The far-sighted pioneers who established this first college when in the entire world there were less than eight thousand Seventh-day Adventists and less than one hundred evangelistic workers, recognized that the youth of the church constituted its greatest heritage and asset. They saw that the great gospel commission which must go into all the world could not be obeyed without an army of workers trained in the church's own schools.

In order to show the enthusiastic support given to this first school, we quote from the report of actions taken at the fourteenth annual session of the General Conference:

"The School. *Whereas*, We recognize the hand of God in establishing a school in the city of Battle Creek, for the special purpose of presenting facilities, under favorable circumstances, for the thorough education of the youth of S. D. Adventists: . . .

Resolved, That we hail with grateful hearts this new institution as meeting, in a measure, the providence of God.

“Resolved, That this enterprise is worthy of our most hearty patronage, and that we do all in our power to recommend it to the friends of the cause of present truth and health reform generally.””

It is significant to note that in this same year of 1874, at the very time we were establishing our first college to train more workers, the General Conference sent to Switzerland J. N. Andrews—our first overseas foreign missionary. Ever since that time the educational work has been an integral and vital part of the home and overseas program of the church. Many thousands of the youth from our colleges, following in the footsteps of our first missionary, have answered the call to service.

For a number of years the college at Battle Creek prospered, and many stanch workers were trained. After a while, however, difficulties arose and influences were allowed to come in which caused the board to close the college in 1882. We quote the following paragraphs from a statement by Elder G. I. Butler, president of the General Conference and chairman of the Battle Creek College Board, regarding the reasons for the temporary closing of our first college.



Battle Creek College, 1874

We do this not only because of their historical interest but because of the warning they contain for our day.

“Our College was brought into existence for a special purpose. Excellent schools are plentiful in all directions, controlled by other denominations or established by the State. Though furnishing needful instruction in the sciences, they failed in some respects to furnish what we needed. We wanted a school where the truths of the Bible relating to this time should be taught, and our young people fitted to act a part in this work, either as teachers, missionaries, or ministers. We felt that the influence in the schools of our land was worldly, and tending toward skepticism and infidelity, and that we needed to have a college where science could be learned without endangering the soul’s salvation; one, in short, where a strong religious influence should prevail, calculated to lead toward God, and away from the corruptions of modern society. We hoped to have a school where discipline, order, and thoroughness of instruction, should prevail; and where frivolity, pride, vanity, and premature courting, should be mainly shut out.

“For several years, we flatter ourselves, our College did comparatively a good work, though having a constant battle with opposing influences. A goodly number of our young men who attended the College went from it to preach the truth, and some of these are among our most efficient ministers. But for a few years past, a cloud has been gathering, which has threatened wholly to destroy its usefulness in those special directions for which it was created. During the last year these influences have seemed to culminate, and a state of things has been reached which calls for decided action. . . .

“The policy of the school had been gradually changing, becoming more and more like that of the worldly schools around it. This, of course, is the natural

tendency unless a strong religious influence is maintained. Teachers and pupils, unless consecrated to God and blessed with spiritual discernment, want such a result. Pride and vanity naturally come in. The past year this tendency has been more marked. New policies have prevailed. The discipline has been lowered. Insubordination became manifest among students, and to some degree among teachers also. And matters came to a crisis. The Board of Directors whom

step for us to take. It will cause our enemies to rejoice, and cause sadness all through our ranks. But it is preferable to the state of things existing some months in the past." ^a

It is interesting to note that the school year of 1882-83, during which the doors of Battle Creek College remained closed, witnessed the founding by the denomination of two new schools: South Lancaster Academy in the East, and Healdsburg College in the West. Battle Creek



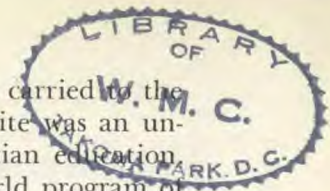
Battle Creek College, 1901

the stockholders placed in control found themselves powerless to hold in check these influences, unless they virtually closed the College in the middle of the school year. . . .

"After carefully viewing the matter from every standpoint, the Board finally decided to close the College. We cannot express the feelings of sadness and distress that we felt before we could bring ourselves to this decision. Months of anxious thought and prayer passed ere we could bring ourselves to the point of proclaiming to the world that our College was closed because of troubles among us. This is a most humiliating

was opened again in 1883 and continued until 1901, when the college was moved to Berrien Springs, away from the city influences and to a location where there was land for expansion and cultivation. From that year to this the establishment of schools has gone hand in hand with the establishment of churches.

The teachers in our schools have come to occupy a position in the church hardly less important than that of the ministry. The close relationship of education and religion, of church and school, has been a dominant idea behind the schools that have been established by the Seventh-day Adventists from the



days of our first college to the present. We point to the church's divinely ordained school system as a major factor contributing to its external growth and world expansion, as well as to its internal strength and doctrinal unity. This militant strength of the church has been ever increasing as the consecrated youth, after receiving a thorough Christian education in its schools, have, as it were, been poured into the very blood stream of the church.

This glimpse of the humble origin of our educational work, seventy-five years ago, should cause us to view with gratitude to God, and with warranted satisfaction, its phenomenal growth during the intervening years. In 1874 we began with only three full-time teachers, ninety students, twelve acres of land, and one building. In 1949 we have, throughout the world field, a little over 8,400 teachers, 170,000 pupils, and 3,700 schools, with an investment in land and buildings of about \$28,000,000. For this outstanding advancement we are led to exclaim, "What hath God wrought!" Still hundreds of student applicants must be turned away because of lack of facilities, and openings for new schools constantly call for more and more teachers.

As this article is written workmen are demolishing the old Battle Creek College building. It has stood for three quarters of a century as a silent but eloquent monument to the vision and faith of the pioneer leaders of this denomination as they launched our great educational program. After this year it will be no more.

When we look at this lone, three-story brick building now being torn down, and compare it with our educational work today in every continent of earth, we are led to appreciate more fully the words of Mrs. E. G. White: "With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-

coming Saviour might be carried to the whole world!"¹ Mrs. White was an untiring promoter of Christian education. She envisioned a vast world program of Christian schools. An examination of our history of missions will make clear that not until we began to plant schools did the movement begin to prosper, the gospel to take permanent root in the hearts of the people of other races and cultures.

Our educational work has experienced, under God's blessing, a rapid and rich development. It is possible, however, that in this swift progress we may lose sight of the way the Lord has led us and of the fact that our future prosperity depends upon our fidelity to His plan and instruction. New institutions, new methods, new plans, will surely emerge; but they cannot destroy the undying values of the past, a seasoned reckoning of which is now most opportune. Present-day educational experimentation must not dethrone the blueprint given us in the past. On the contrary, it should help us to value more highly the educational principles which came to us through divine inspiration.

There must be no drift from our early spiritual moorings and Christian philosophy of education. In the light of our own early experiences and trials, and in the light of what has happened to the educational work of other denominations, it is evident that the Seventh-day Adventist Church should examine critically its educational practices and policies, and stand resolutely against any deviation from its Christian aims and purposes.

We thank God for our educational institutions. May they continue to justify the confidence and support of the church that founded them!

¹ *Review and Herald*, Nov. 25, 1873.

² *Ibid.*, Aug. 26, 1875.

³ *Ibid.*, Sept. 12, 1882.

⁴ *Education*, p. 271.

What Is a Christian College?

(From June 24 to 27, 1948, twenty-two men—representatives of several boards of education, college presidents, and faculty members—met at Green Lake, Wisconsin, under the auspices of the National Protestant Council on Higher Education, in a workshop on educational philosophy to discuss the above question. The president of the council served as director. As a result of the discussions, the following tentative statement was agreed upon. [A few items not related to the Adventist program have been omitted.—THE EDITORS.]

I—ITS OBJECTIVE

A Christian College is one which seeks to develop persons who have:

- A comprehensive and authoritative body of knowledge based on the highest scholarship and integrated by an intelligent appreciation of, and commitment to, the Christian Gospel.
- An awareness of the relevance of that Gospel to the problems of the modern world.
- A character, oriented, integrated and undergirded by a vital Christian faith.
- A Christian sense of vocation.
- A Christian sense of values.
- A loyalty to the Church of Christ.

II—ITS CURRICULUM

Orientation . . .

Each College should have a program of orientation in the Freshman year which shall seek among other things:

- To familiarize students with the Christian objectives of the school.
- To make students aware of the wholeness of knowledge.
- To make students aware of the college's program of integration.

Particular Suggestions . . .

To assure familiarity with a comprehensive and authoritative body of knowledge based on highest scholarship, it is important that each student acquire a general understanding of each of the main bodies of knowledge and their relatedness. To accomplish this purpose:

- The first two years should consist largely of required courses.
- There should be an active concern on the part of each member of the Faculty to relate in his teaching the area of his specialization both to the other areas of knowledge and to the achievement of the objectives of the college.
- The college should offer a required course in the senior year which would seek to relate the various areas of learning to each other and to the Christian faith. This course should be taught by the ablest teachers. This is not to preclude other courses offered in the field of religion.

III—ITS ADMINISTRATION

The college administration should exercise care in the selection of students, faculty and operational staff in order to achieve its avowed Christian objectives.

The administration should keep before the fac-

ulty and staff these objectives through such methods as retreats, personal conferences, provision of literature, etc.

IV—CAMPUS CHRISTIAN ACTIVITIES

It is our conviction that participation in campus religious activities is a vital factor in the achievement of the basic purposes of a Christian college. Typical examples of the aforementioned campus religious activities are the following:

Denominational:

- Local church programs
- Denominational groups
- State and national conferences
- Personal counseling

Non-denominational:

- Worship programs:
 - Church services
 - Chapel services
 - Vesper services
- Christian Emphasis Week
- Social service programs
- Social action
- Intercollegiate conferences
- World Student Service Fund
- World Student Christian Federation

In order to extend the values of such activities to all students we suggest that the administrative officers of the college seek a suitable method of stimulating participation in such activities.

We suggest that the Christian college seek to give faculty status to the supervisors of such activities and endeavor progressively to overcome the frequently existing cleavage between so-called curricular and extra-curricular projects.

In a truly Christian college all campus activities should contribute to the Christian objectives of the college.

The field work program of the college should be so organized as to give the students not only a variety of experiences in actual areas of human needs, tensions and conflicts, but also experiences which are seeking to deal with the problems in those areas. The field work program should also provide experiences in those movements which are concerned not only with immediate social service, but with long range social action and reconstruction.—*Christian Education*, vol. 31, no. 3 (September, 1948), pp. 231-233. (Used by permission.)

Orientation of New Principals

John M. Howell

EDUCATIONAL SECRETARY
COLUMBIA UNION CONFERENCE

SEVENTH-DAY ADVENTIST schools below the college level may be considered under five classifications: elementary school, grades one through eight; intermediate school, grades one through ten; day academies, grades one through twelve; academies, part boarding and part nonboarding, grades one through twelve; and boarding academies, grades one through twelve.

The training of a person to act as principal of any of these schools should certainly be nothing short of a Bachelor of Arts degree from a recognized institution of higher learning. In the work taken to acquire that degree or in supplementary work, there should be courses in the principles of Christian education, general and child psychology, educational measurements, school management and/or administration, educational and vocational guidance, methodology both general and special in given areas, and observation and practice teaching under competent supervisors. Certainly any deficiency in the above preparation would indicate deficiencies in the art and science of properly guiding a group of teachers in their work for children destined of God to be the future leaders of this Advent Movement.

However, no amount of professional training can possibly take the place of actual classroom experience under competent supervisors and school administrators. Like teaching, school administration is more easily caught than taught. It would be most difficult for an inexperienced graduate of even the best teachers college to administer a school, even though the studies had been pursued under competent instructors.

The principalship of a Seventh-day Adventist school in any of the foregoing classifications involves at least the following:

1. Thorough knowledge of Seventh-day Adventist doctrine.
2. Conformity of life purposes and practices to these doctrinal beliefs.
3. Sympathetic understanding of the Seventh-day Adventist home, confronted as it is with a world geared to living without any knowledge of God's specific requirements for this time.
4. Profound and sincere love for children and youth.
5. Willingness to sacrifice personal ease and pleasure for the good of the children and youth under his charge.
6. Missionary zeal to find, encourage, and train all children and youth of the church within the area served by the school.
7. Deep interest in all within the church and the community, for their present guidance and eternal salvation.

Among the first things the new principal will want to do as he begins his work are the following:

1. Become acquainted with the members of the board that have chosen him to work in their community or conference.
2. Discuss with them, or at least with the officers of the board, plans for the operation of the school, recruitment of pupils, special requirements the church or conference may feel necessary to the school program, and consideration of any expansion or improvement in the school plant.
3. Meet all teachers and other staff members with whom he is to work, and

discuss with them specific problems relative to duties and relationships with one another and with the constituency and administration of the school.

4. Meet the church members of the community (or as many as possible of the conference if it is a conference institution), especially those in whose homes there are children of school age, impressing upon them the advantages of a Christian education for all the children of the church.

5. Become thoroughly acquainted with the Home and School Association, particularly if the school serves one community, making sure of the hearty co-operation of its officers and members for the support and advancement of the school.

6. Make a thorough inspection of the school, both buildings and equipment, especially noting things needed for the proper operation of a Seventh-day Adventist institution, designed of God to be the best in the world.

7. Visit all families that are to send children to the school, making note of any who will need financial or other assistance, and planning with them and the children for the most advantageous educational career for each one.

At the same time the new principal will want to become acquainted with the local school authorities, ascertaining what special requirements, if any, would affect his school, and availing himself of any public services that may be obtainable and profitable for the operation of his school. Many communities make available to the private schools the services of the public health officers and nurses, as well as other profitable services.

If the church, community or conference served by the school has no complete census of its preschool and school-age children, the principal will want to take one as soon as possible, and thus be able to meet every child or young person who ought to be in his school. He

will want to make a survey of the transportation facilities which his pupils will be required to use, making sure that every possible provision is made for the safety and comfort of those who will be his special charges during the school year.

The principal will need to ascertain, in counsel with the various teachers at least two or three weeks before the beginning of school, what books and other school supplies will be necessary for the year, and to order these through the proper channels—and with proper authorization—early enough to assure their being on hand for the opening day of school. He will also need to plan with his teachers, home deans, and other helpers some days before the opening of school, to make sure that the buildings shall be in proper condition, and that the work of registration, classification, and placement of all pupils may be done in an efficient and profitable manner.

The first days of school are a trying ordeal to administrators, teachers, and service employees, as well as to the pupils, and any prearrangements which may simplify the necessary processes will be heartily welcomed by all. A sufficient number of helpers—clerks, secretaries, registration assistants—will need to be supplied from among the teaching staff or the older students, to assist in the many details of induction of pupils, keeping of records, and management of the school's business.

Neither at the beginning of school nor later on should the principal try to handle all details himself. In fact, the more detail and routine matters he can assign to others, either temporarily or permanently, the more will he improve the administration of the school. This will leave him free to care for such matters as parent-pupil guidance, teacher-pupil adjustments, public relations in general, service employee direction, and over-all school supervision.

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Visual Aids in the Church School

Lawrence E. Smart

EDUCATIONAL SUPERINTENDENT
NORTHERN NEW ENGLAND CONFERENCE

IT IS unfortunate that the very mention of visual aids causes some people to think in terms of expensive sound movies, which naturally are beyond the financial reach of most church schools. A movie projector and films are definitely not the most important of the visual aids.

The greatest and most effective visual aid in the world is in even the humblest church school. This is the chalkboard. Only a chalkboard, yet it has unlimited possibilities; though many teachers limit its use to arithmetic. Johnny is daily sent there for a few minutes to add a few columns or to show his lack of accuracy and his inability to handle some other fundamentals of the subject.

The effectiveness of every class discussion in every subject field can be increased by the intelligent use of the chalkboard. Quick sketches help fasten in the minds of the pupils the lessons that are taught. For example, the teacher is presenting a lesson on the Arab. As she talks, with chalk in hand, a few lines on the board—and there appear the rolling sand dunes, an oasis with palm trees, and a caravan plodding in the distance. Or if the lesson is on transportation, sketch a train speeding on its way, with a transport plane droning overhead, and the broad highway with its stream of traffic running beside the tracks. In the nature class the teacher may sketch the phases of plant development as the lesson progresses. In similar ways chalkboard sketching can be developed as a part of nearly every lesson.

The teacher does not have to be an accomplished artist; children have good imaginations, and this will more than

make up for the lack of artistic ability. Colored chalk will add greatly to the effectiveness of the sketches, but even plain black-and-white sketches will put new life and emphasis into the lessons taught.

Another way in which the chalkboard may be enlisted in the cause of visual education is by the use of borders that teach. Seasonal nature lessons, and all branches of the social studies make fine subjects for such borders, that do more than teach; they add to the attractiveness of our all-too-often drab school-rooms with a note of cheer and color which our pupils will appreciate.

The wise teacher will not design and make all of these borders herself. Switzerland for instance, takes on new meaning if the pupils help to plan the background scenery, make the chalet, the colorful Swiss people, the woodcarver and watchmaker at work, and bring all together in a Swiss border. Teachers should never make the mistake of leaving a chalkboard border on too long, for then it will become a bored border; two or three weeks is long enough, and four weeks should be the limit. There is too much that can be taught through this medium to allow any one border to remain longer.

Magazine pictures are another important source of visual education available to every church school teacher. Today the presses of the world are rolling faster than ever, producing thousands of magazines with countless pictures in varied sizes and hues. Every teacher should build up a topical picture file by securing letter-size folders and (to begin

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Institutional Maintenance

L. G. Small

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DURING the past few years there has appeared in various trade journals considerable material regarding the maintenance of educational institutions. In most cases, however, the material was concerned with State-operated plants or private institutions which were in general too large to be compared with our denominational plants. The methods and techniques employed in operating these larger institutions are of necessity different from those employed in our schools. For this reason the articles were not always helpful to us.

Let us consider a few general items which are of interest to those concerned with the operation and maintenance of our academies and colleges.

Safety

Foremost in any discussion would be a review of those factors that contribute to the safety and cleanliness of our plants. Some of our buildings are old, and the threat of fire is an item of great concern. Local ordinances vary in their requirements, and the proximity of public and volunteer fire-fighting equipment greatly affects the complexity of our fire-prevention facilities. Some of our institutions have up-to-date fire-alarm and sprinkler systems and other modern equipment. The directors and operating personnel of such institutions are to be commended for their vision and courage in allocating funds for such protection. The value of a rousing alarm in helping to clear a dormitory in the event of a fire cannot be questioned.

Are the doors to the main entrances adequate as to size? and do they open outward? Are they equipped with panic or crash-bar hardware? Are the exit

passages blocked in any manner? These items are small in themselves, but together they can be very important during a fire. Frequently years pass without a fire, with the result that we relax our vigilance. Space is sometimes a problem in our school plants. We build for today, and next year we find ourselves with only half the amount of room needed. Unless we are careful we will then try to make room by putting partitions across hallways, or in some other way blocking a fire passage. In the dormitories, are the window screens locked? With the kindest regard for our dormitory deans and their many problems, the idea of locking the screens should be done away.

When were your fire extinguishers last recharged and tagged? The insurance companies are anxious that we maintain our equipment in good order. It requires a little organization and checking, with some record work, to make sure everything is in good order; but it is well worth while, especially if an extinguisher is needed at once.

In what condition are the dust closets around the institution? Oiled floor mops are exceedingly dangerous, especially if piled in a corner of the closet. Dust rags also require attention. The janitor work is often done by students, and considerable instruction is necessary that they may fully appreciate the danger of spontaneous combustion from dust closets.

For those who have buildings with standpipes and hose racks, have you inspected your hoses lately? It may be that you have some wet hoses resulting from leaking valves. If this has happened to the same hose several times, it may well be completely worthless. Nothing can

give one a false sense of security than the presence of rotten hose and extinguishers that have not been kept charged.

Examine your system of handling trash in the various buildings, especially the dormitories. Is refuse allowed to accumulate? and more important, how is it picked up and with what regularity? In the dormitories, if the trash is not picked up regularly, it becomes a sanitation problem as well as a fire hazard. Regardless of rules, students will eat food in their rooms and deposit all manner of refuse in the trash.

Some buildings may have trash chutes, in which case the trash problem is not so great. Frequent and regular pickup is still important, however. The point of deposit at the base of the chute should receive careful consideration. By no means should this be located in a furnace room or near a water heater or open flame of any kind. Once an overfull container at the base of the chute is ignited, there is grave danger of a major fire. The chute will act exactly as would a chimney, and if it is filled even part way with surplus trash, the flames can quickly spread to the entire structure.

Take a good look at your trash-disposal system, and lay definite plans for improvements where needed. In many cases this will not cost a great deal in money, but it will require some organization and regular inspection.

Cleanliness

In what way can the maintenance department contribute to the cleanliness and order of buildings and grounds? As a rule, the head of the maintenance department does not have direct charge of the grounds or the janitor service. Though the care of grounds and buildings may not be our specific responsibility, yet we can help in many ways to lighten the burdens of those whose task it is. Hardly a day passes without our doing something on the grounds—perhaps to repair a water main or install a

new one. In any event, it is our responsibility to keep our debris localized and in as neat a condition as possible. After installing the main we should tamp the backfill and haul away the surplus dirt. Too often we are inclined to pass on to the grounds department the job of cleaning up. We may rightly expect them to do the careful grading and necessary replanting, but it is our business to make a definite effort to clean up after ourselves. We owe this to the students who work with us, for it promotes a cooperative spirit which is helpful in the over-all operating health of the institution.

The same policy should be followed in the buildings. We should sweep up after ourselves after completing a job. There again the careful work of dusting may well be left to the janitors, but we should at least sweep up the worst of the debris. The janitor may have just made his round through that part of the building; if so, the way we leave the job will be the way it will appear until he comes again. Let us try to do a better job of cleaning up after ourselves. Others passing by will notice that the electrician or the plumber is cleaning up after his job, and may be inspired to do likewise.

Are the attics and basements of your buildings reasonably clean and orderly? It has been said that a person's character can be judged by the way he keeps his attic and basement. Some system and order in these areas can do much to improve the appearance of our buildings and to lessen the possibility of fire. And it will accomplish a great deal more than that. As our students move through the buildings, through areas in which we make a special effort to maintain cleanliness and order, they will be impressed, perhaps unconsciously, with the need of developing habits of system and order. In later life they may keep clean attics and basements, and enjoy the resulting protection and benefits, for the simple reason that they were impressed with such things while in college. The les-

sons taught by school housekeeping methods can be important and far reaching.

Take a look at the inside of your shops. What is the order of the small tools? A number of our men value what might be called a tool board, though it is simple and very inexpensive. If you do not have one in your shop, install one when next you have a bit of spare time, and you will find it a real help in many ways. Just take a flat wall space near the bench, cover it with plywood if available, and paint it a solid color—gray is good. Next, hang all the hand tools—hammers, wrenches, saws, squares—in the order of their size, and mark out a rough diagram of each. Paint these outlines black or red, and your tool board is complete. Once you have used such a device near your bench you will never be without one. It places all the general tools within reach and yet in order. Another value is that the tools seem to go back to the board as if drawn by some magnetic influence. It is especially helpful when students work in the shop, encouraging system and order.

In your clean-up campaign, how do you take care of miscellaneous scrap metals? It is not difficult to provide small barrels, kegs, or boxes in the shop, into which scrap iron, steel, copper, brass, and plain junk can be thrown, each into its own container. When these are filled, they can be emptied into larger scrap bins outside the shop. Find some spot near the plant and partition off sections of space, each approximately equal to the area of a truck bed, and label them exactly as you have labeled the containers inside the shop. This will work well for everything except the brass and copper, which will no doubt have to be kept inside, to discourage pilfering.

As soon as your larger bins contain a load by volume or weight, you are ready to do business with the local junk dealer. If the management does not object, the proceeds may be applied toward tools or some heavy piece of equipment you have

been wanting, such as a welder, lathe, or press. Whatever use is made of the funds, the fact remains that even the junk pile has been organized, and it is surprising how much satisfaction can come from just that. The maintenance departments of our schools sometimes have the reputation of being the "slum areas," but we can live that down in a hurry if we apply ourselves to the task. The lumber pile, timbers used for blocking, shoring, and forms, can be taken care of in a similar manner. It makes the material easier to get at, and once things are organized and in order, it is not hard to keep them so.

Economy

Our educational institutions are cutting expenses in every way possible, and expecting every department to aid in general economy. How can the maintenance department make its contribution along this line? Let us look at the heating expense. In cooperation with the manager we may appeal directly to the heads of the various departments to be more careful with the heat supplied. Dormitories are sometimes exceptionally wasteful. Appeals may be made to the home students to turn off the radiators instead of raising the windows. Studies in air conditioning have shown that all the fresh air needed in the average nonweather-stripped room can be obtained through infiltration alone.

For the gymnasium, worship rooms, and assembly rooms, let the temperature drop between periods of occupancy. It will take less fuel to warm them when needed than to maintain the desired seventy-two-degree temperature. Make a check of the buildings; maybe in some the heat can be turned off earlier than last year. Try turning off heat in all the buildings a half hour or an hour earlier than usual. It may be that the buildings are capable of holding heat longer than you thought possible.

How is your pipe insulation? The ini-

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A Medical Seminar

Carson C. Morrison

PROFESSOR OF CHEMISTRY
WASHINGTON MISSIONARY COLLEGE

FOR several years Washington Missionary College has been experimenting with the idea of an activity designed to assist medically-minded young people to become acquainted with the aims, problems, and opportunities of the healing arts and the medical professions. For some time this group, the Medical Seminar, met on Friday evenings. This was not satisfactory, because the distinction between this and other mission bands was not clear, and the Sabbath hours did not permit the type of "shop talk" which it was felt the young people needed to find the desired orientation into the medical professions.

Those in charge of student activities, and the young people themselves, wanted a type of program which would actually educate those who were interested, and would bring into sharp focus the characteristics of the professions being studied. Students and teachers wished to get behind the simple assertion: "I have always wanted to be a doctor—or a dentist—or a dietitian—or a nurse."

A secondary and perhaps more subtle objective was to interest the local professional people in these young people and in the efforts of the college to assist them.

From the start, the Medico-Dental Club has satisfied teachers and students. During the past school year it met on alternate Saturday nights under the direction of three elected student officers and a faculty sponsor from the science division of the college. The club had the active support of the local chapter of the College of Medical Evangelists Alumni Association under the direction

of Lieutenant Edward John, M.D., U.S.N. Local professional people were also interested and ready to help.

Attendance at the meetings averaged about eighty. The membership was not limited. Nurses from the Washington Sanitarium and Hospital were regular attendants, as were wives of prospective medical workers. Usually a topic was presented by someone with the experience to give him the right to speak, after which opportunity was given for questions and discussion. The use of motion pictures and slides brought about visual education and added interest.

In addition to these formal meetings, a banquet was given during the annual visit of the representative from the College of Medical Evangelists. Alfred Shryock, M.D., and Mrs. Shryock were guests on this occasion.

The final meeting of the school year was an evening of entertainment and recreation. President W. H. Shephard, guest of the evening, described the methods being used currently by the admissions committee of the medical college in selecting the class of 1949. This was at a time when the group was awaiting reports affecting many of those present. Their keen interest was apparent.

The staff of Washington Missionary College and the club members consider the Medico-Dental Club a success in the sense that it went far toward meeting the objectives set up for it, because of the sustained interest of the members, and because of its definite educational value in preparing the young people for a professional outlook from the standpoint of denominational and Christian service.

Freshmen Anonymous

W. W. Charters

EMERITUS
OHIO STATE UNIVERSITY

THERE are many pessimists within the colleges, and cynics outside the colleges, who assert that massive enrollments inevitably submerge the individual and that the products of American higher education will eventually have interchangeable parts because they will be so much alike. With this proposition I completely disagree. It is possible to treat a college population of ten thousand as ten thousand individuals rather than a mass of anonymous persons. Indeed, my opinion is that a college of five thousand can do a better job of individual guidance than can a college of five hundred.

To give point to my exposition, I should define what I mean by a program of individualization. It has three characteristics—to know the student as an individual, to help him with his problems, and to be a friend to him, with all that friendship implies. First, in a program of individualization, the college must know the goals, abilities, needs, and interests of each student. The range is not confined to the curricular needs, successes, and limitations of the student, but includes his whole personality. Specifically, facts regarding his goals, needs, and abilities are kept abreast of changes in him due to growth and environmental conditions. Second, his course of study is built, using this information. If his goal is to be an engineer, a streamlined curriculum is provided; if a doctor, an efficient program is at hand; if a citizen, a functional program is available—all with allowances for electives. Third, and important, some person on the campus must know the student—his background; his skills, abilities, and de-

facts; his successes and failures; and his personal problems. This mature individual stands *in loco parentis* to him. If there is no one to whom the student can turn, because no one has seemed interested in him, he feels himself an anonymous part of a huge and jumbled life which he cannot analyze.

Colleges which recognize the problem of anonymity have developed two solutions—the centralized and the decentralized.

The centralized solution takes the form of a personnel office. Since it collects information about the student from many sources, it is a rich mine for developing the first of the three characteristics. Personnel offices, however, are not usually charged with the responsibility of advising the student about the courses he should take. Ordinarily, this service is performed by a faculty member who knows nothing about the information assembled in the personnel office except the items which he draws out in his interview with the student. The personnel office is, however, the major agency in the college to show friendly personal interest. Since the members of the staff have technical training in personnel work, they can expertly advise the student, giving him a feeling of security which anchors him in spite of the crosscurrents of his new circumstances. If the staff were sufficiently large, the problem of guidance would be solved. The size of the staff, if I may hazard a rough guess, should be in the ratio of one hundred students to one adviser. This would involve heavy expense—justifiable in terms of value, but impossible in terms of budget. There-

fore, the second type of program is more practicable.

The second, the decentralized pattern, operates on the policy that every instructor as part of his instructional load is an adviser. If the college enrolls two thousand students and the staff numbers two hundred, then each instructor accepts responsibility for ten students. This spreads the friendly contact with students widely and does not overload the schedule of the instructor.

The plan which makes every instructor an adviser of a small group of students has certain advantages. The efficiency of his teaching through this experience may be substantially increased, because the typical instructor thinks first of his courses and not of the personality of his students. If, however, he concentrates on ten students, he learns what they need, how bright or dull they are, what they want to do, and what their perplexities are. He learns to know freshmen and sophomores more accurately and pitches his instruction at their level. The second advantage accrues to the student. He knows a mature and friendly member of the faculty with whom he regularly talks, getting control of himself and of his problems.

The values are apparent, but the question in the reader's mind is, Will it work? The answer is, It has. I have seen it in operation in one college with an enrollment of twenty-two hundred for fourteen years, and I can, therefore, speak from experience. Perhaps I can do no better in answering objections than to describe how the program works in that institution, weaving in the objections as they emerge. When the program took form, the first question was, Is it sensible to expect that every instructor will make a good adviser? The fact is that, over the years, 80 per cent of the instructors have been good; the other 20 per cent, helpful; none, harmful.

This result has been gained by the use of two procedures. First, when prospec-

tive instructors are interviewed their interest in advising and their experience in its practice are as closely scanned as their marks in graduate school and their skill in classroom teaching. If interest in advising is lacking, they are not employed. Second, a program of in-service training is set up for advisers. Textbooks on advising, called "The Adviser's Manuals," were prepared and are revised from time to time. Books, pamphlets, and articles on personnel and advising are assembled in the research library. The advisers are divided into groups of twelve, each with a chairman. The chairmen meet once a month to plan the advising needs to be discussed with their groups. The groups meet once a month to consider their problems. These techniques of selection and training have been evaluated for effectiveness and have been found good in the opinion of both the advisers and the students. Defects emerge and necessary improvements are introduced. But, by and large, the campus constituency believes that every instructor can be an adviser and that the belief has been found substantially sound in practice.

A strong administration in any standard four-year college or university can convince the faculty that freshmen and sophomores, at least, need advisers, and that all teachers in these junior years should grasp the opportunity to be advisers. Probably a student in the senior division who has selected his calling, is doing advanced work, and has become personally oriented, can plan his affairs without the advice of more mature men, for, when he needs advice, he knows his favorite instructor well enough to go to him of his own accord. In the junior-college area these casual contacts with the faculty need to be regularized.

Obviously the success of decentralized advising can be safeguarded by care in the selection of teachers of freshmen and sophomores. It is essential, however, that the advising system be understood by

the heads of departments who assign instructors to the junior area. The plan is workable because there are many excellent persons on any faculty who enjoy contact with students. They are found among presidents, deans, heads of departments, research professors, veteran faculty members, and graduate students. The task of establishing a regularized program is not enormous.

With the program established, the procedures run as follows: Before the students arrive on the campus, each is assigned to an adviser by the personnel office, which, in turn, furnishes the adviser with a folder containing all that is known about the student. Before enrolling day, the adviser has familiarized himself with these materials so that he knows much about the student, perhaps some things which the student does not know about himself.

In the first interview, the range of the adviser's interest in the student is broad. He helps the student enroll in courses, to be sure, but in addition he learns his extracurricular hopes and plans, he notes the condition of the student's health as described by the home doctor, he scans his skill in reading, and his aptitudes, and the needs expressed by the student and his high school instructors. These the adviser needs to be familiar with, if he is to know the student as a person whose parents sent him to college to gain much more than marks in courses.

It may be objected that expertness in these matters is too much to be expected from faculty members. The answer to this objection is reassuring. On the one hand, only a few of the students have problems that are beyond the range of common sense and the good judgment of thoughtful faculty members. Their difficulties are chiefly run-of-the-mine problems of adolescents. Consequently, advising does not demand the wisdom of a Solomon. If the student reads poorly, if his health needs attention, if

he has religious problems of a serious sort, if he is in trouble with his finances, if his marks are low, if any of these difficulties rise above and beyond the ability and time of the adviser, a clinic should be available for help with each type of problem. The adviser is like the family doctor who calls in specialists when he finds a case which he does not feel competent to handle. Fortunately, most large colleges and universities have similar facilities in operation as a resource for such advising.

Perhaps at this point I should explain my statement that a large institution can do a better job of individualizing education than the small college can. I analyze the situation as follows. The student in the small college may be no better known as an individual than is one in a large university. The student body is smaller, to be sure, but so is the faculty. The junior-area classes are about the same size. The student may be seen by his teachers more frequently on a small campus, but seeing him is not the same as knowing him intimately. The case is not clearly made for the proposition that the smaller the college, the more individualized is the program.

The adviser in the large institution has many facilities available for diagnosis in testing programs and health centers, for remediation in special-service clinics, and a strong personnel office, which the small institution cannot afford to install. It is likely that a large institution with a good program of individualization can do a better job than a small college is able to do because it can afford better facilities. Size is no detriment to individualization if the large institution develops a program to meet its needs. However, the case for the small college is clearer if neither has a program, and still clearer if the smaller college has one and the larger one does not. Size is not important; the program is everything.

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Improving the Ability of the Slow Reader in the Primary School

Marjorie Butler

ELEMENTARY TEACHER
BATTLE CREEK, MICHIGAN

READING is the most important subject of the curriculum, for without the ability to read, one is seriously handicapped for life. Probably there are few intelligent people in the United States who cannot read at all. But there are an appalling number who cannot read well, who mispronounce important words, and who generally get very little from the printed page. Others find reading so laborious that they do as little of it as possible. Yet most of these people have had at least an eighth-grade education, and many have finished high school or more. What is the reason, then, for this lack of proficiency in so vital a subject? In school these people have, for some reason, been slow to grasp the essentials of reading. The efficient teacher who has halting readers in her class will discover the causes for stumbling.

Some children are poor readers because of physical handicaps. Maybe they have defective eyesight. Learning to read is hard enough at best, without the added burden of eyestrain, with its attendant nervousness. Maybe it is deafness. During my first year of teaching I had a first-grader who was so distressingly slow that I despaired of his passing at all. Then suddenly his hearing improved; he began to pick up in his reading work, and finished the year's work ahead of the others. The next year he took two grades. Faulty nutrition and lack of proper rest will keep children from doing their best work at school. Yet too many children are allowed to form wrong habits of eating and sleeping.

Sometimes children are retarded because of social or emotional problems.

They may not like to put forth the effort necessary for good work; consequently, they dislike school. Robin was such a one. For two years he told all who would listen how much he hated reading. When the third year began I said: "Robin, I know that because you have to work very hard in school, you dislike it. But I want you to promise me that you will never again say that you hate it. Try to make yourself believe that you like it." Robin promised, and he kept his word. He worked diligently that year. The first thing he knew he was beginning to like reading. Before the year was over he could truthfully say that it was one of his favorite subjects.

Sometimes fear enters into this reading complex. A child is afraid of the teacher, of the other children, or of his own ability. The only cure I know for this is progressive accomplishment. When John realizes that he can read page ten as well as the others can, he will be ready to work hard on page eleven. Here is where sympathetic understanding, patience, and plenty of praise are needed. Harry was such a timid little fellow when school started that he would hardly glance at me, let alone speak, and reading aloud was torture to him. But with much encouragement on my part, and commendation of worthy effort, he found that he could read above a whisper, and he persisted until he learned to read normally. That fired him with the ambition to join the advanced group in reading. Oh, how hard he worked! He made it, too, and received grades among the best in the class.

Emphasis should be placed on correct

procedures in reading. Slow readers are often inclined to slouch down in their seats, hold their books too close to their eyes, point to the words with their fingers, and move their lips in reading silently. How carefully the primary teacher needs to watch to see that these wrong habits are not formed. Pupils should be encouraged to lengthen their eye span by reading phrases and sentences at a glance instead of words only. This will make for speed in reading. Children should have a purpose in studying a lesson. If they are trying to find out what surprise father had for Donald, they will study far more intelligently than if they are merely assigned to master page seven.

Efficient silent reading stresses speed, accuracy, and comprehension of the material. Effective oral reading stresses accuracy, clear enunciation, correct pronunciation, and good expression. I have always followed the practice of having a child read the sentence very carefully silently before he reads it aloud. Oral reading should be an audience situation, and the child should know that he must be prepared before he reads to others. Then he should be provided with an audience, even though it be only a very attentive teacher. One of the best ways to achieve good oral reading is to emphasize expression. I like to say, "Ruth, will you please read what Anne said to Donald? Read it the way you think Anne said it." Or, "Try to make us see Tim hunting the keys under the shavings." It is surprising how even the slowest readers improve when they are encouraged to read with expression.

The alert teacher will find a variety of ways to teach a lesson. One day children can take turns reading sentences, and in this way they become sentence-conscious. Another day they can learn about the paragraph by each reading a paragraph. Again they will read the part that tells what kind of garden Anne had, or what Donald and Mary named the baby

robins. At another lesson they may read their favorite part of the story, a procedure which they always enjoy. Children like to tell the story of the lesson. Even slow Dick will ask, "When does my turn come?" The teacher may have to help him with a few questions or suggestions, but Dick will enjoy it, and will try much harder next time. Did you ever try having children ask one another questions on the lesson? or letting them work out a dialog for an appropriate lesson? All of these help children want to learn.

Repetition means everything in learning to read. Even the brightest pupils must meet words over and over before they know them. With the slow learners repetition must at times take the form of drill. The wide-awake teacher will find many ways to make drills interesting; here are a few that children like. The favorite with my pupils is a ladder drawn on the blackboard, with a series of loops reaching from the top of the ladder to the bottom, for a "slide." When the child succeeds in reading correctly all the words written on the rounds of the ladder, he takes the pointer and slides down to the ground. Another well-liked game is crossing the river on steppingstones, by reading the words on the stones. What a "splash" there is when the child cannot read a word, and "falls in!" Another popular game is Streetcar Conductor, mentioned in one of the preprimer guidebooks. Let me suggest, in passing, that the *Teacher's Guidebooks* have excellent outlines for teaching the reading books. But no matter what drills we use, let us drill.

We should use every possible reading opportunity. I have noticed how hard even second-graders try to read notices and other information written on the board. They enjoy a little blackboard letter every day, or a simple, easy-to-understand quotation. They will surprise the teacher by reading captions under pictures and displays. Anything that

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SCHOOL NEWS

J. WAYNE MACFARLAND, M.D., associate secretary, General Conference Medical Department, this past summer served as visiting instructor in the Southern Missionary College Field School of Evangelism held in Montgomery, Alabama. E. C. Banks, of the college division of religion, was director; and Harold A. Miller, chairman of the college division of fine arts, was in charge of instruction in music evangelism. Twenty-five upper biennium students participated in the effort.

NEW STAFF MEMBERS at La Sierra College are Thomas A. Little, head of the English department; Roland D. Walters, instructor in biology; D. Cecil Barr, instructor in agriculture; Alger F. Johns, instructor in Biblical languages; Helen Evans, assistant dean of women; James Riggs, instructor in physics; Mary Donna Ball, assistant registrar.

SUNNYDALE ACADEMY (Missouri) reports completion of another teacher's cottage, sidewalks around the girls' dormitory, an intercommunication system, and an automatic bell system for controlling schedules. A peak enrollment is expected this year—more than 120 were already enrolled before the opening of school.

CHARLES PIERCE is the new director of the Santo Domingo Academy. The school recently received a gift from the general of the army, of 30 beds, mattresses, pillows, and blankets, and a two-year-old Holstein bull, the total value of which is estimated at \$1,500.

ADDITIONS TO THE STAFF of the Central American Training School (Costa Rica) are Nicolas Chajj, Bible instructor, and Glenn Houck, agricultural director. The enrollment is approximately 135.

MORE THAN 150 GUESTS from the six academies of the Atlantic Union Conference participated in the 1949 Music Festival at Atlantic Union College last April.

R. S. LOWRY, principal of Lowry Memorial High School, in South India, received his Master's degree in education while on furlough in America.

STUDENTS OF PLATTE VALLEY ACADEMY (Nebraska) received 19 *Gregg Writer* awards in typing and shorthand shortly before school closed last May.

KERN ACADEMY (California) is this year reducing its offerings to the junior academy level. Kraid Ashbaugh is the principal, and other new teachers are George Pursley, grades 7 and 8, and Ramona Ovas, grades 5 and 6.

BENJAMIN P. HOFFMAN, chairman of the Department of Bible and Systematic Theology at the S.D.A. Theological Seminary (Washington, D.C.), has returned to his post after a year's leave of absence in Japan.

FOURTEEN FAMILIES REQUESTED BIBLE STUDIES as a result of a series of twenty-four evangelistic meetings conducted last spring in Elsinore, California, by members of the public and field evangelism class of La Sierra College.

NEW STAFF MEMBERS at Maplewood Academy this fall are Richard Jackson, mathematics and maintenance; Mrs Jackson, director of foods; Alice J. Duffie, R.N., dean of girls and instructor in physical education and health; Robert E. Firth, accountant and teacher of commercial subjects.

THE COLLEGE OF MEDICAL EVANGELISTS graduated 158 candidates from its various schools on June 11: Loma Linda School of Nursing, 33; White Memorial School of Nursing, 18; School of X-ray Technique, 6; School of Physical Therapy, 8; School of Laboratory Technique, 13; School of Dietetics, 6; School of Medicine, 74.

WALLA WALLA COLLEGE held its second annual Industrial Arts Exhibit last May 30. There were exhibits and demonstrations by the industrial arts shops, the engineering and home economics departments, the arts classes, and the craft classes of the campus school. Color motion pictures of general interest in the field of arts and crafts were an added feature. Approximately 1,700 students, teachers, parents, and friends enjoyed the exhibit, which was sponsored by the Arts and Crafts Club.

CHANGES IN ACADEMY PRINCIPALS seem inevitable in this Advent "movement." We give here at least a partial list of these transfers for the current school year: Arizona, George Smith; Auburn (Washington), William Lay; Brookside (Massachusetts), Joseph Webb; Collegedale (Tennessee), M. J. Sorenson; E.M.C. (Michigan), R. A. Johnson; Gem State (Idaho), G. L. Beane; Greater New York, J. H. Nylander; Highland (Tennessee), W. F. Ray; Laurelwood (Oregon), Paul E. Limerick; Loma Linda (California), P. G. Baden; Pine Forest (Mississippi), Adolph Johnson; Plainview (South Dakota), Otto F. Lenz; Portland Union (Oregon), Robert Sturdevant; Rogue River (Oregon), H. E. Goffar; San Diego (California), J. C. Michalenko; San Pasqual (California), R. J. Larson; Spanish American Seminary (New Mexico), Leon Replegle.

A CHRISTIAN SCHOOL EDUCATIONAL FOUNDATION has been set up by Christian school leaders, with headquarters at Grand Rapids, Michigan. The purpose of the foundation is to further the interests of Christian education by encouraging and financing such educational activities as research and the publishing of Christian school textbooks. The foundation also sponsors scholarships, conferences, clinics, and refresher courses for Christian schoolteachers.

CANADIAN UNION COLLEGE is rejoicing over the completion of a new well, 400 feet deep, with a 50-gallon-per-minute flow, which provides amply for all needs. A campus-improvement campaign last spring included terraced lawns, cement walks, and 300 newly planted trees and shrubs.

A NEW HEATING PLANT, secured as Government surplus and valued at \$150,000, is being erected at Pacific Union College. The three huge "water tube" boilers will develop more than twice the horsepower of the old plant.

BETHEL ACADEMY (Wisconsin) music students were rated first and second among participants at the Central Wisconsin Music Festival last April 21.

NEW STAFF MEMBERS at Champion Academy (Colorado) are George Thomson, dean of boys, and Frances Chamberlain, voice and piano.

B. L. ARCHBOLD is the new educational and Missionary Volunteer secretary of the Caribbean Union Conference. Mrs. Archbold teaches piano at Caribbean Training College.

D. A. COURVILLE has resigned his post as professor of chemistry at Pacific Union College, to connect with the College of Medical Evangelists for research work on the cancer virus.

AUBURN ACADEMY (Washington) is this year providing a spacious library, several additional classrooms, and better office space, made possible by completion and occupancy of the dining room and kitchen in the new girls' dormitory, releasing for remodeling the rooms formerly thus used.

GOLDEN CORDS WERE HUNG last May 13 for 18 former Union College students who had entered foreign mission service during the past year. According to tradition, a remnant of each cord was clipped and sent with a certificate of remembrance to those honored.

A NEW INTERMEDIATE SCHOOL BUILDING has been erected by the Jacksonville, Florida, church at a cost of \$67,000. The two-story concrete-and-steel building is 47 by 85 feet, providing three large classrooms and two rest rooms on first floor, and one large recreation room on second floor.

MAPLEWOOD ACADEMY was host to the annual Northern Union Music Festival last April 29 to May 1. Groups from Oak Park (Iowa), Plainview (South Dakota), and Sheyenne River (North Dakota) academies joined the Maplewood music department in a "feast of good things."

WASHINGTON MISSIONARY COLLEGE announces new staff members: T. H. Jemison, professor of religion; Charles E. Weniger, professor of English; Leah M. Griffie, assistant professor of nursing education; Branka Bogdanovich, instructor in English and speech; Dorothy V. Evans, instructor in voice and director of glee clubs; Gayle H. Nelson, instructor in biology; C. G. Christofides, instructor in history and ancient languages; M. A. Christensen, graduate assistant in English; Clifton Cowles, graduate assistant in band instruments; Lester Harris, graduate assistant in biology.

WALLA WALLA COLLEGE announces a number of new staff members for the current school year: Mrs. Irene Odell, R.N., director of the health center; Grace Prentice, assistant librarian; Laurence M. Ashley, professor of zoology; Kenneth Aplington, head of English department; Mrs. A. J. Olson, instructor in journalism and composition; A. J. Olson, assistant in history; Frances Stoddard, assistant in elementary teacher training; Robert H. Brown, associate in physics; Caleb Prall, head of speech department; Warren Runyan, manager of college store; William Simmons, manager of college garage.

GOLDEN GATE ACADEMY (California) this fall moves into its new home being built on a beautiful 17-acre site in East Oakland. Much of the materials and equipment for this splendid school plant were salvaged from Army and Navy buildings purchased at the 95 per cent educational discount. An artesian well on the property will provide ample water supply.

THE STUDENT SENATE of Southern Missionary College last spring promoted a college-wide participation in the planting of 210 wild mountain azaleas and 325 dogwood trees on the campus, and 1,180 pine tree seedlings in the adjacent woodlands.

DENVER JUNIOR ACADEMY (Colorado) opened school on September 6 in its beautiful new home, in which there are nine fully equipped classrooms, principal's office, library, auditorium, and cafeteria. Approximately 300 students are enrolled.

A DOZEN NEW OVERHEAD FANS have been installed in Assembly Hall of Madison College (Tennessee), making the room much more comfortable for chapel and Sabbath services.

THE MISSOULA CHURCH (Montana) is justly proud of its new, well-equipped intermediate school building. Mr. and Mrs. Bernon Meier are the teachers.

AT PHILIPPINE UNION COLLEGE 226 students completed the Red Cross first-aid course last spring—the largest class in the postwar Philippines.

LAST APRIL \$8,030.56 INGATHERING was raised by Washington Missionary College students and faculty.

THE WEST INDIAN TRAINING COLLEGE (Jamaica) student enrollment is at the all-time high of 230, and at least 50 more would be enrolled if dormitory rooms were available.

MAPLEWOOD ACADEMY (Minnesota) held open house for the people of Hutchinson on April 13. Nearly 250 visitors registered, and student guides conducted them through buildings and industries.

CHARLES D. UTT has resigned his post as associate professor of English and journalism at Pacific Union College, to become head of the proofreading department and assist with editorial work at the Pacific Press.

A BEAUTIFUL JUNIOR ACADEMY has been built at Oceanlake, Oregon, to serve the Taft and Rose Lodge churches. The men of both churches contributed many hours of labor, and the task was almost completed in three weeks' time.

EMMANUEL MISSIONARY COLLEGE this year adds two full-time professors to its social science staff: C. D. Striplin and Hans L. Rasmussen, associate professors. The music department is strengthened by the addition of Melvin W. Davis as director of vocal organizations and instructor in voice.

CONSTRUCTION IS PROGRESSING on the new Hawaiian Mission Academy, located on a beautiful four-acre plot of ground known as the Princess Kawanānakoā estate on Pensacola Street. A dormitory, shop, and temporary library, and classroom building were expected to be ready for occupancy at the opening of school in September. The entire plant is to be completed by 1953. The elementary division will remain on the former academy campus on Makiki Street.

LODI ACADEMY (California) announces new staff members: H. D. Schwartz, principal; Maynard Loewen, dean of boys and teacher of physical education; Mrs. Loewen, registrar and commercial teacher; E. F. Judy, band and orchestra; Mr. and Mrs. Laverne Roth, German, Bible, history and English; F. L. Bunch, science and mathematics; Tolla Hobbs Gish, piano and organ; Laurel Lea Kempf, dean of girls and physical education teacher; Mrs. Robert Glass, matron; Lorrel Wohlfeil, printing.

NEW STAFF MEMBERS AT SOUTHERN MISSIONARY COLLEGE include E. I. Mohr, associate professor of physics; Marcella Klock Ashlock, assistant professor of nursing education; Hira T. Curtis, assistant professor of business administration; Jimmie Lou Westerfield Brackett, instructor in secretarial science; J. Mabel Wood and Norman L. Krogstad, assistant professors of music; Eleanor A. Krogstad and Wayne P. Thurber, instructors in music; Manuel J. Sorenson, assistant professor of education and principal of Collegedale Academy; Lois Bowen, R.N., director of health service; William G. Shull, M.D., special instructor in health; H. Ralston Hooper, instructor in industrial arts; Adel Kougl, instructor in home economics; Violetta M. Plue, special instructor in art; Betty Brooke, Roy L. Morgan, and Margaret M. Steen, supervisory instructors in secondary education; Ransom H. F. Luce, industrial supervisor, store and garage; Alger J. Jones, industrial supervisor, laundry; Nannie Harper Hambrick, director of food service; Ruth Risetter Watson, cashier. The total number of faculty and staff members is 72.

THE NEW EDUCATION BUILDING at Emmanuel Missionary College is now the center of teacher training, both elementary and secondary. The building houses the secondary and elementary schools, with a 38-by-72-foot two-story-high assembly hall and gymnasium between the two wings. There are also offices, workrooms, a library, and facilities for serving hot meals to the children.

ISABEL ZUMWALT, supervisory teacher in secondary school Spanish at Pacific Union College and registrar of the academy, received her Master's degree in personnel and guidance from Northwestern University last May.

URUGUAY ACADEMY (South America) closed its fifth year with the baptism of five students, investiture of 16 in various categories of Progressive Class work, and graduation of six from the secondary course.

INDIANA ACADEMY reports changes in staff as follows: Merrill Houck, farm manager; William Stitt, accountant and teacher; Garth Thompson, dean of boys; Mrs. C. C. Hansen, matron.

GORDON ENGEN is the new dean of boys at Adelpian Academy (Michigan), and Mrs. Engen is teaching home economics.

W. C. MACKETT, principal of Vincent Hill School, in India, received his Master's degree in history while on furlough in America.

ENTERPRISE ACADEMY (Kansas) announces changes in staff: Francis Knittel, dean of boys; Ted Weis, Bible; Ida Edgerton, commercial; Laurie MacPherson, music.

EIGHTY YOUNG PEOPLE of Canadian Union College received insignia of the various Missionary Volunteer Progressive Classes at an investiture service conducted April 30.

RECENTLY COMPILED FIGURES of the Student Placement Bureau at Atlantic Union College show that during the past six years 92 per cent of the graduates have entered denominational work.

ANDRE HALL, new women's dormitory at Pacific Union College, was formally dedicated on May 22. Miss Hattie Andre, first dean of women of the College, for whom the hall is named, was present and gave the dedicatory address. The prayer room furnishings were provided by Miss Andre.

THE NEW MONTEREY BAY ACADEMY begins its first year with a strong administration and instructional staff and an enrollment of approximately 200. Principal D. J. Bieber will connect actively with the school the second semester, until which time the Bible teacher, Standish Hoskins, is the acting principal. Others of the staff are Robert Watts, dean of boys; Dorothy Kuester, dean of girls; Leota Gibson, home economics and director of food service; Gertrude Woten, assistant in cafeteria; R. W. Farley, farm manager and teacher of agriculture courses; Arthur Barron, vocational and maintenance supervisor; Mrs. Loleta Barron, registrar and commercial teacher; Carl D. Anderson, English and Spanish; Alden Follett, associate in English, instructor in wind instruments, band director; Violet Scott, science and mathematics; Mrs. Helen M. Steinel, voice and piano; Mrs. Bessie Anderson, R.N., health education and school nurse; Lester McGlashan, purchasing agent and accountant.

THE NINTH COMMENCEMENT EXERCISES of the Seventh-day Adventist Theological Seminary were held on August 25. Master of Arts degrees were granted to 32 candidates, whom we list by departments and give the posts they will fill, as far as we have been able to learn them:

Department of Archaeology and History of Antiquity:

- Ole Christian Bjerkan, dean of men, Onsrud Mission School, Norway.
- Van O. Blair, Bible and history, Columbia Academy, Washington.
- Alger F. Johns, instructor in Biblical languages, La Sierra College.
- Johannes S. E. Jonasson, evangelistic work with M. K. Eckenroth.

Department of Bible and Systematic Theology:

- J. Gordon MacIntyre, Bible and history, Loma Linda Academy, California.
- Roy E. Perrin, continuing education.
- Maybelle E. Vandermark, assistant professor of religion and homiletics, Washington Missionary College.

Department of Biblical Languages:

- J. Ivan Crawford, religion, and dean of men, Canadian Union College.
- Madelynn L. Jones, Mount Vernon Academy, Ohio.
- Lucile Harper Knapp, Umapine High School, Oregon.
- John D. Livingston, continuing education.
- Theodore Lust, continuing education.
- Gerald E. Mosier, teaching in Iowa.
- Joseph B. Pierce, under appointment to South America for evangelistic work in Ecuador; now with M. K. Eckenroth.

Department of Church History:

- Wadie Farag Assad, Voice of Prophecy, Middle East Union.
- Gilbert A. Jorgensen, Canadian Union College.
- Walter A. Ralls, Jr., continuing education.
- Estel W. Rogers, Bible, Portland Union Academy, Oregon.
- Philipp G. Werner, director, Lake Titicaca Training School, Peru, South America.

Department of Homiletics and Speech:

- Horace J. Shaw, instructor in speech, Emmanuel Missionary College.

Master of Arts in Religion:

- Sakae Fuchita, Appointee to Japan.
- Ray L. Jacobs, president, Inca Union College, Peru, South America.
- Alfred F. J. Kranz, Bible, Australasian Missionary College.
- Felix A. Lorenz, continuing education.
- Robert W. Olson, instructor in Christian ethics and doctrine, College of Medical Evangelists.
- Samuel S. Rutan, Northern California Conference.
- Siegfried J. Schwantes, Spanish-American Seminary, New Mexico.
- Taira Shinohara, Appointee to Japan.
- Gerald B. Smith, district pastor, Maritime Conference, Canada.
- Samuel Tsai, Editor, Chinese *Signs of the Times*, Hong Kong.
- Horace E. Walsh, continuing education. Pastor, Frederick, Maryland.
- William H. Wineland, continuing education.

LITTLE CREEK SCHOOL (Tennessee) profited by the demonstration projects of William Sanborn's classes in block laying and plumbing at Madison College. These two classes of from 10 to 15 men spent a full day each at Little Creek, demonstrating their abilities and greatly aiding the sanitarium and housing projects.

MINNIE E. ABRAY, dean of women at Washington Missionary College for 23 years, has been granted a year's leave of absence. During her absence Maybelle Vandermark, assistant professor of religion and homiletics, will be acting dean of women.

THE NEW AUDITORIUM at Canadian Union College was initiated with a musical program by the band and combined glee clubs, on last June 4.

HELDERBERG COLLEGE (South Africa) reports an enrollment of 265, of whom 81 are in the young men's home, 85 in the girl's home, and 37 in the Junior Hostel.

THE CALIFORNIA COLLEGE OF MEDICAL TECHNICIANS graduated 57 students from its various courses on June 2.



Freshmen Anonymous

(Continued from page 18)

When the student is enrolled, the adviser may relax and wait for reports from the field. If all is well, no action is needed. If problems arise, he learns of them when they cannot be handled at the source. But, in one college, classes stop once every six weeks for a day to give the adviser an opportunity to spend a half hour or so to talk things over with each student whom he advises—reports, hall problems, extracurricular activities, and personal difficulties if there are any. One may ask, Why stop classes for a day and lose all the information to be gained from customary routines? The college being described believes that the growth of the student will be further advanced by an hour of review and planning with his adviser than he will be handicapped by missing a class. That is a matter of institutional philosophy in which I personally believe.

Tested techniques are available so that any institution may keep large enrollment from destroying individuality. There need be no anonymous freshmen if an institution attacks the problem with ingenuity, resourcefulness, and persistence. The universities and colleges create the techniques for safeguarding the individual interests, needs, and responsibilities of the students. The formula is simple. Know the individual, provide a curriculum that furthers his growth, and give him a feeling of security while he adjusts himself to his new experiences as an adult. The strategy is clear, but the tactics must be organized and the operation pressed with vigor if freshmen are not to be anonymous.—*Educational Research Bulletin*, vol. 28, no. 2 (Feb. 16, 1949), pp. 48-53. (Used by permission.)

THE NEW SCHOOL AT MOMOSTENANGO (Guatemala) is prospering, with some 60 students enrolled in all grades.

CANADIAN UNION COLLEGE students and teachers solicited more than \$2,660 on the annual Ingathering field day last May.

KINGSWAY HIGH SCHOOL (Jamaica) has a present record enrollment of 110, with the hope of increasing to 150 by the end of the year.

J. G. RIMMER, of Madison College (Tennessee), received a Red Cross award on August 1, for 15 years of faithful service as first-aid instructor.

RICHARD B. LEWIS, head of the English department at Pacific Union College, received his Doctor's degree in English at Stanford University last June 19.

PHILIPPINE UNION COLLEGE opened in July with a record enrollment of 900 in all departments: 346, college; 273, academy; 265, elementary; 16, kindergarten.

JAMES P. CRABTREE is the new dean of men at Atlantic Union College. He will also teach courses in agriculture. W. A. Schram is heading the music department.

NEWBOLD MISSIONARY COLLEGE, in England, reports its largest graduating class in May, 1949: twelve ministerial, eight Bible instructors, two teacher training. All who desired denominational work have been placed in the British Union Conference.

BETHEL ACADEMY IS NO MORE! After fifty years of ups and downs at Arpin, the Wisconsin Academy this year begins anew at Columbus, thirty-two miles northeast of Madison, on a 560-acre farm. A beautiful fireproof, three-story brick administration building, central heating plant, and faculty homes have been erected. There is a herd of 125 dairy cows.

NEW OR RETURNING STAFF MEMBERS at Pacific Union College include: Mary Oliver, assistant librarian; Linton G. Sevrens, professor of chemistry; Mary Ellen Hartley, assistant in piano; Vera Lester, music for the preparatory school; Paul E. Quimby, theology; R. K. Boyd, associate professor of business administration; Robert L. Nutter, instructor in physics; Ruth E. Burgeson, assistant dean of women; Mrs. Enok Anderson, grades 3 and 4 in the elementary school.

Improving the Ability of the Slow Reader in the Primary School

(Continued from page 20)

holds their interest is a good reading situation and should be utilized. Children are learning to read when they copy a note or letter to mother, telling about the picnic or the next Home and School meeting, if the teacher plans it with them. Reading workbooks can be an excellent method of reviewing words already learned, when they are used in connection with the lesson. Fortunate are the pupils whose teacher can spend a few minutes each day supervising their work in the workbooks. Together they can check certain mistakes or study a page that is difficult to understand.

I have discovered that my first-grade pupils really begin to show progress when they learn to do supplementary reading. This is especially true of the slow ones. In this way they often meet old word friends and learn new words. I encourage all my pupils to take the books home and read them to father and mother. However, if possible, I explain to the parents my method of teaching the child to read, and ask them to observe the same rules at home. This avoids confusion in the mind of the child. The Michigan Conference has formed a Reading Circle, a list of books acceptable for supplementary reading. The child who reads ten or more books from this list receives from his superintendent a beautiful ribbon on which are printed his name and the number of books which he has read. Children should also be encouraged to do general reading of worth-while material.

Let us be sure to let even the slow pupils have an occasional part in reading a story or a poem, or in telling a story during some class or meeting. Certain lessons could well be used for morning worship, J.M.V. meeting, Bible class, social science class, or for some special

event. It is well to have first-to-third-grade-level supplementary reading books for just such occasions. These parts should be well planned and well executed. There is a thrill of satisfaction in the heart of the slow pupil when he realizes that he can use his reading ability to instruct or entertain others. The confidence gained in this way far outweighs the work necessary for its preparation.

Let us not leave phonics out of the reading program. It should be taught as an aid to reading, spelling, and language, not as an end in itself. But by all means it should be given in a separate class. The best way is to teach the sounds as they will be needed for the reading lesson. Children should learn the sounds of the consonants, and of the long and short vowels. They should learn the consonant combinations such as *th* and *ch*. Then they should learn the word families necessary to facilitate reading. After they have learned the words *play*, *may*, and *day*, it would be a good thing if they studied the word family *ay*, and so on.

Only as a child learns to take the responsibility of trying to read will he make much progress in reading. Some children arrive early at this point, some very late; but every child eventually arrives there. From then on reading will be a part of his everyday life, a tool which he finds he can use if he will put forth the effort to learn. From then on the teacher's work will be that of a guide.

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HAITIAN SEMINARY (Port-au-Prince, Haiti) is prospering. The enrollment is 67, of whom 40 are living in six small rooms of an old house. Courses are offered in ministerial and commercial training, with the hope of soon adding courses in teacher training and Bible instruction. Industries such as print shop, book binding, wood-working, and a 75-acre farm, provide work for students, revenue for the school, and food for the school family.

FIFTEEN THOUSAND HOMES were visited by 500 students of Pacific Union College on Ingathering field day last spring. Approximately, \$1,500 in cash was received, augmented by several hundred dollars' worth of donated student labor. Some 350 individuals signed up for *Signs of the Times* and *Voice of Prophecy* lessons.

THE CHAPEL SINGERS, Southern Missionary College a cappella choir, directed by Harold A. Miller, last April 12-19 made a 2,000-mile trip through constituent conferences, appearing in Miami, Daytona Beach, Tampa, Pensacola, Orlando, and Jacksonville, Florida; Montgomery and Birmingham, Alabama; and Atlanta, Georgia.

MADISON COLLEGE (Tennessee) announces faculty additions as follows: J. A. Tucker, dean of the college; Lee Eusey, agriculture; and three new resident doctors, Lawrence Hewitt, Robert Rittenhouse, and John Zumwalt.

ARMONA UNION ACADEMY (California) is proud of its new industrial arts building, completion of the grade-school building begun two years ago, and the two new duplex houses which provide four apartments for teachers. B. E. Schaffner is the principal.

THE NAVAJO MISSION SCHOOL (Arizona) is an accredited grammar school located on a 300-acre plot. The enrollment last year was 50, ranging in age from six to 15 years.

OPEN HOUSE AT CANADIAN UNION COLLEGE, June 12, brought 700 guests to inspect the buildings, industries, farm and dairy, and other points of interest.

SUMMER ENROLLMENT AT UNION COLLEGE was 292, of whom 165 were men and 127 were women, representing 29 States and 7 foreign countries or islands.

Institutional Maintenance

(Continued from page 14)

tial cost of pipe insulation is high, but it does pay good dividends on the investment. If you do not have money to invest thus at present, at least check on some of the bad spots. High-pressure mains that pass through space where heat is not needed, are a source of considerable loss unless insulated.

When did you last pat the fireman on the back and let him know his services are appreciated? If he knows this, he may automatically watch the fire bed a bit more closely, with a consequent reduction in the fuel bill. Too often the fireman is looked upon as an individual least likely to succeed in life, yet he is just as important to the school as is the president. Anyone who doubts this might advocate letting him off for a February day without providing a substitute. If he is doing a good job, tell him so.

How is the electric bill? You might suggest to the home deans that they appeal to the students to keep down the wattage in their rooms and to turn off lights when not in use. All can be a little more careful about the use of electricity.

Do you systematically check on the water spigots around the institution? Friday is a good day for such a check. As a rule, people will not report such a small item as a leaking faucet, so you will probably have to go looking for them. With the cost of hot water especially as a factor, it pays to look for leaks at least once a week.

Many other items of safety, cleanliness, and economy might be mentioned; some concerning problems found in one institution, and some in another. With a little constructive thought on these matters as applied to individual plants, some plan of improvement can be inaugurated which will be a credit to the maintenance department and will make the school a better place in which to live and work.

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Visual Aids in the Church School

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with) a cardboard carton to fit. The children may be invited to bring in magazines from which the teacher can make selections, and the older pupils may be trained to help select, cut, and file pictures. Such a file of well-chosen, classified pictures can be an invaluable aid.

There are many ways in which these pictures may be used effectively. The bulletin board—so often relegated simply to the displaying of a few choice spelling, writing, and arithmetic papers—should be rediscovered, for it can be a strong assistant to the duty-pressed teacher. Pictures from the file may be used on the bulletin board to stimulate interest as well as to teach valuable lessons. Pictures are also helpful in notebooks, chalkboard borders, and posters.

Even schools with the most limited budgets can afford a flannelgraph; the materials are inexpensive and very little imagination is required to make one. Pictures from the file may have flannel

pieces pasted on the back which will hold them on the flannelgraph—a visual aid with unlimited possibilities.

Posters are another visual aid that have not been sufficiently exploited by our church schools. Commercial concerns and chambers of commerce are spending thousands of dollars each year on posters that are adaptable to school use. Write to any State Department of Commerce, and you will receive beautiful material extolling the beauties, industries, and resources of that State. Besides these professionally designed posters, the pupils should design and make posters for the schoolroom, for specific occasions or projects. Every poster made is a lesson learned.

Projectors are good visual aids for those who can afford them. However, the most valuable projector is not the 16 mm. sound machine, but the opaque projector that will flash on the screen a picture or a page directly from the book. Next in importance as a teaching aid is the slide and filmstrip projector. There are few churches nowadays that do not have at least one such machine available—either church property or owned by a member who is usually glad to lend it to the school. There is a wide selection of filmstrips available from several companies at a very small cost.

Remember, teachers, it has been truly said, "One picture is worth ten thousand words." (Chinese proverb.)

The JOURNAL of TRUE Education

Printed by

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

Keld J. Reynolds, Editor

Associates

Erwin E. Cossentine George M. Mathews
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THE JOURNAL OF TRUE EDUCATION is published bimonthly, October through June, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington 12, D.C. The subscription price is \$1.25 a year.

Correspondence concerning subscriptions and advertising should be sent to the Review and Herald Publishing Association. Address all editorial communications to the Editor.

Orientation of New Principals

(Continued from page 10)

If the institution is a boarding school, housing and cafeteria problems must be solved in advance, and proper adjustments made as new situations arise. Nothing contributes more to unhappiness and dissatisfaction in a student body than unattractive and inadequate eating and living facilities. Both boys and girls want wholesome food, tastily prepared; and in this modern age, simple, well-built, attractive furniture in the rooms is the least that can be accepted. Rest rooms must be kept clean and sanitary.

If the boarding school also provides work for the students—as all Seventh-day Adventist boarding schools should—the range of the principal's duties is greatly enlarged. Most careful planning must be done with the heads of all work departments so that they may understand the principal's viewpoint and he theirs, in order that harmonious, concerted action may result. Industries in a school should be valuable for the following purposes:

1. To absorb some of the students' excess time and energy.
2. To assist in the payment of the students' expenses.
3. To familiarize the students with worth-while employments or trades, and to establish the *habit* of work.

If carried on properly, industrial and service departments may be of untold value to the institution, the student body, and the administration. On the other hand, if they are not properly conducted, they may become points of difficulty between the work superintendents and the students, between the administration and the work superintendents, and between the "field" and the school. "Nothing succeeds like success," but also nothing distresses like lack of success in the work and finance of industrial and service departments.

The principal must also keep in mind that, once the school is in operation, eternal vigilance is the price of success. Pupils, teachers, employees of service and industrial departments, the board, and the constituency must be kept happy and interested in the school and its program. There will need to be many hours of promotion and planning for a happy, progressive school program; other hours of teacher- and student-guidance talks; anxious hours in consideration of the spiritual temperature of the school; and still other anxious hours studying the school's educational, financial, and general upkeep program.

The work of the school should be carried on in such a way as to minimize the necessity for those so-called "discipline committee meetings" in a given moment of distress. The entire school program is a process of discipline—for administrators, teachers, and employees, as well as for the students—a wonderful opportunity for growth on the part of all.

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