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KELD J. REYNOLDS, EDITOR

Associates

ERWIN E. COSENTINE
LOWELL R. RASMUSSEN

GEORGE M. MATHEWS
ARABELLA MOORE WILLIAMS

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WE WOULD SEE JESUS—An Editorial

IN THE days ahead the Christian school is going to have to justify its existence. This was not true in the early days of the American Republic when most schools were Christian in general aim and curriculum. It was not true a generation or two ago when Christian ethics, Christian morality, and membership in a more-or-less fundamentalist church were respected as the essentials of better citizenship. It is becoming increasingly true in our day. This is not because our educational leaders, our legislators, and our statesmen are inimical to religion. Nor is it because the rank and file of Americans are opposed to religion. They are not opposed; they simply do not know enough about personal experimental religion to understand its relevancy to life's problems and basic human needs. To a large extent our generation has forgotten that God is important, so great is our preoccupation with satisfying our physical hungers and acquiring material things.

How is the Christian school to justify its existence in an age which is largely indifferent to the spiritual values for which such a school stands? How can it continue to command patronage and financial support? Specifically, how are Seventh-day Adventist schools to justify themselves? Is it by demonstrating superior pedagogical techniques? That is highly desirable, but not distinctive. Is it by building good administrative and instructional organization and setting up a well-balanced curriculum dietary? That is commendable, but not unique. Is it by conducting an intelligent public relations program? It pays to advertise if your product is good.

What is the unique and outstanding product of the Christian school? It is twice-born men and women. The one dis-

tinguishingly significant contribution of the Christian school is that it maintains an environment and an educative process designed to restore in boys and girls, in young men and women, the image of their divine Creator. Compared to this value all others are subsidiary. Good teaching and good organization there must be, but supporting the first objective.

There is danger that religious instruction shall become formal, that the most vital force in human life shall be embalmed in a course of study. There is danger that instead of weaving a whole cloth we shall allot to God so many periods a week or so many semester hours, along with arithmetic, geography, reading, chemistry, history, and psychology. More than other people, the parent-teacher and the teacher-parent must know that personal religion, the art of living day by day with God, is to be acquired here a little and there a little. Vital religion cannot be offered to the child in a few class periods a week and then graded. In the Christian school every part of the routine program must be related to it. All subject matter must be oriented to it. Every teacher must diligently work for it, first in his own life, then in the lives of the young people in his charge.

The Christian school must teach religion in such a manner that children cannot escape the relationship between creed and conduct. One of the evils of school practice is that high marks go to the one who repeats the right answers. This easily carries over into the field of religion. Every Christian teacher has experienced the disappointment and frustration of giving good grades to the superior student whose examination in

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The Teacher and the Bible

Harvey C. Hansen
CLEARWATER LAKE, WISCONSIN

"Whosoever shall do and teach them [the commandments], the same shall be called great in the kingdom of heaven." Matt. 5:19.

MOST of the Bible men and women who did great things for God and who possessed desirable character qualities, were first of all children of God. Or put it this way: The people who became men or women of God were taught of the Lord as children.

David, that man after God's own heart, said, "O God, thou hast taught me from my youth."¹ His son Solomon, the wise man, was "yet young and tender"² when he desired of God an understanding heart.

Until the age of twelve Moses was taught by his godly mother. This was so strong an influence in his life that it overbalanced the sinful teaching and environment of the courts of Egypt; for "Moses, when he was come to years, refused to be called the son of Pharaoh's daughter; choosing rather to suffer affliction with the people of God, than to enjoy the pleasures of sin for a season."³ The experience of Daniel is similar. The worldly wisdom and ways of the great Babylon only served to make him more stanch for God. Why? He cherished and followed the knowledge that God gives.⁴

It is evident that Timothy's "unfeigned faith" and "work of the Lord" were the result of his having been taught the Holy Scriptures from childhood.⁵ And it was Esther's childhood training in the home of Mordecai that gave her the courage to act to the saving of her people, even when faced with the real possibility of a fruitless death; "for Esther did the commandment of Mordecai, like as when she was brought up with him."⁶

The lives of these individuals both suggest and demonstrate the observation that if you want your pupils to be children for God and to become His men and women, you must give the Scriptures first place in their training. When the boys and girls are studying the history of such nations as Babylon, Medo-Persia, and Greece, even though it be in history class and even though the Bible class may not at the time be considering the book of Daniel, present to them, anyway, what the Bible says about the rise and fall of those nations. In this way you will help the pupils really to appreciate the "sure word of prophecy."

Civics classes as well as history will give occasion to impress the fact that "righteousness exalteth a nation: but sin is a reproach to any people."⁷ Help the youth to see more and more that the Good Book is the best book, by showing them that no matter what the world teaches and promises, in the long run things always work out according to God's Word and will.

By bringing into the appropriate classes, facts of nature stated and suggested by the Bible, the pupils will realize, too, that God's Word goes ahead of the explorer and the scientist. Long before Admiral Byrd flew over the north and south poles, long before Magellan's fleet sailed around the world to prove that the earth is not flat and is not held up by a mythical Atlas, the Scriptures spoke of the "circle of the earth" and of the fact that God "hangeh the earth upon nothing."⁸ And as to various crops and natural-resource industries, remind the students that "this also cometh forth

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Imagination in Group Teaching

Raymond S. Moore

PROFESSOR OF EDUCATION
PACIFIC UNION COLLEGE

AN UNFORTUNATE and in many respects inexcusable oversight is found in both public and private schools throughout the nation. It obtains no less in Seventh-day Adventist schools and colleges than in other institutions. It is a by-product of our educational assembly-line, speed-up techniques. Its existence robs untold classes of the vital impact and motivation which is the life blood of learning. Students are bored with its fruits; teachers, defeated in its ignorance. It is the shortsightedness of ignoring imagination in group teaching.

Group Guidance in the Classroom

We talk learnedly of guidance, but so often seek, as did Al-Hafed in *Acres of Diamonds*, to accomplish this beyond today's doorsteps, in "greener pastures." One of the greatest opportunities for guidance that will ever be ours is that afforded by the classroom group. Professionally we call this group guidance; functionally we too often ignore it. While we talk guidance we attempt to practice pedagogy to its exclusion. We become centered on the subject rather than on the student. We cannot achieve the highest type of teaching without dedication to leadership and guidance of the classroom group. This requires knowledge and awareness of group dynamics and methods; and the exploitation of this knowledge demands imagination.

Constructive imagination has a triumvirate of prize offspring, which are essential to good teaching, and which are the mainspring of growth. These are initiative, ingenuity, and inventiveness. They in turn, if properly qualified, generate

simplicity, effectiveness, enthusiasm, and other qualities which are prime essentials for both student and teacher, and which, we are told in *Education*,¹ should be constant aims of the teacher.

In carrying the use of the imagination over into the group situation familiar to every teacher—the classroom—one must review his philosophy of teaching. If he is student centered, his problems are well on the way to solution. If, however, he is one of the great number of teachers who, from an objective point of view, is subject centered or self centered in his teaching, his efforts to secure maximum achievement and to influence his group to the most desirable degree will be obstructed by road blocks of apathy and land mines of criticism.

Teachers, pressed by the fast pace of our modern society, are searching for a solution to the problem of individual differences in the classroom. It is this solution that I here seek to offer in part.

Accounting for Individual Differences

In preamble it should be noted that the imaginative teacher will realize the importance of maintaining his own sense of well-being, consistent happiness, and high state of mental and physical health. This will reflect itself in geniality, "a cheerful countenance, a gentle voice, a courteous manner, and these are elements of power."² They also serve as a basis for meeting the needs common to students of varying abilities and backgrounds. This point should not be underestimated.

The teacher must then seek to understand his group. Insofar as possible he should know each student personally,

and learn as much as possible of his background. While initiating this process, and in his effort to account for individual differences, David H. Jenkins suggests that the teacher might well keep in mind four qualities that he should seek to develop in order to make his classroom group an optimum teaching situation:

"1. It must be a group that has a feeling of control over its own destiny; it is not dominated by outgroup members nor subject to arbitrary control. Here is a big problem in a school system.

"2. It is a group that accepts each member as a person. It may not approve of what an individual does, but it does not reject him, only his behavior.

"3. It has a feeling of common purpose. It knows why it is together and where it wants to go.

"4. It gives its members a sense of progress and of satisfaction."²

Fred Harris, of the Indiana University Elementary School, gives these four principles or qualities a different twist by suggesting that our group approach be made by a sixfold process:

"(1) Determining group needs, (2) guiding group planning, (3) guiding the assignment and acceptance of responsibilities, (4) guiding group activities, (5) guiding in the determination of group and individual benefits, and (6) assisting in evaluation activities."³

Note that the analyses of these two men have several important points in common, which might be summarized as follows:

1. We must first determine the needs of the group, then make clear to the group exactly where we intend to go, whether the objectives be for a year, for a semester, for a unit of several days' duration, or only for a segment of the present day's lesson. This creates "a feeling of common purpose." Intrinsic motivation is derived. According to Thelen, this involves not only a statement of the goals, but also a sufficient definition of the task at hand and of the processes for carrying them out.⁴ Examples may be observed in the three illustrations presented near the close of this article.

2. There must be an acceptance of responsibilities. This will follow much more readily if the first principle is carefully observed.

3. A feeling of mutuality must be fostered; the feeling of domination, avoided. The group is thus more ready to learn the meaning of discipline as the "fine art of discipleship," and therefore to provide ready soil for the seed which the inspired teacher will ever be seeking to plant.

4. There should be some method of appraisal of the group by the group. This will engender a greater feeling of security, satisfaction, and progress than if the teacher reserved to himself the prerogative of evaluation.

Specific Group Techniques

There are several types of group techniques used in varying degrees these days. For example:

First, the enlistment of brighter students toward enriching the school environment, and otherwise effectively assisting the teacher. Marion V. Brown calls this "giving them opportunities for service to their school community,"⁵ and cites major tasks which intellectually gifted children undertook for her school, such as preparing a set of United Nations flags, writing a constitution for the general organization of the school, and maintaining a nature room for the school. Ellen G. White gives this principle another slant in urging that the more able students be encouraged to assist their fellow students who are backward. In commenting upon this principle she instructs the students:

"By helping your fellow-student, you help your teachers. And often one whose mind is apparently stolid will catch ideas more quickly from a fellow-student than from a teacher.

"This is the co-operation that Christ commands. The great Teacher stands beside you, helping you to help the one who is backward."⁷

Second, the symposium method, the panel discussion technique, the round table, the debate, the committee approach, and other similar approaches

in certain types of situation. Auble,⁸ Maaske,⁹ and others have clearly outlined these methods.

Third, and probably most useful though perhaps least understood, is the technique described by Thelen as "applying the principle of least group size."¹⁰ Dr. Thelen here proceeds on the sound assumption that one can best account for individual differences by using within the class the smallest possible effective groups.

In another article Dr. Thelen gives three down-to-earth illustrations of the application of this principle:

"a. The high school class is meeting for the first time. Many of the students do not know each other. The teacher tries to start a discussion of what the students may expect from the class, and finds that the group is apathetic. The teacher therefore 'adjourns' the class for 15 minutes during which the students are assigned the job of finding out each other's names and asking any other questions of each other. The teacher joins the activity, accepting the same assignment as the students. When the class reassembles, discussion is lively, and the group makes progress toward the original goal.

"b. The social studies class has been working on the problem of what sort of strategy a group of citizens might follow in getting a playground in their neighborhood. Four carefully composed groups are formed, and each one is instructed to discuss the matter for 30 minutes, and report their deliberations in the form of an outline of steps to be taken. A fifth group, in this case selected for individual competence, is given the task of drawing up a list of questions that any adequate proposal will have to take into account. The four solutions are presented to the class, and each proposal is examined in terms of the criteria-questions. A group of 5 students, one from each committee, then puts on a panel discussion in which they try to find the most satisfactory single solution. Members of the class feel free to come in from time to time, with the panel taking responsibility for keeping discussion on the beam, raising issues, and summarizing the discussion at strategic spots.

"c. A physics teacher desires to have the class members quickly become familiar with some principles describing the behavior of light. He therefore sets up about the laboratory a number of experiments through which the students can demonstrate reflection, refraction, polarization and inverse square law. Each student is given a guide sheet requiring him to sketch the experimental set-up, describe observation, and state one or more things revealed by the experiment. The class then proceeds, grouping itself informally about the apparatus, and each member moves on when he has satisfied his own standards for answering the question. There is here an informal division of roles, with, in most cases, two students required to make the demonstration, another to write down the data. Students may stay at each demonstration as long as they like, they move singly, as partners, or as groups; they may return to the experiment if they wish. When the class is brought together, one student proposes a principle,

others modify it, others recall evidence for it, and the recorder prepares on the blackboard a consensus statement of each principle."¹¹

The "commonness" to members of the group, of the problem to be solved, as well as the mutuality of its solution, contributes to the success of the small group or "subgroup." Here we have the advantage of group morale, while yet approaching the efficiency of individual tutoring. This is commonly seen in the elementary school, but less frequently on the secondary or college levels, where it is just as badly needed.

In this complex age it is difficult, at best, to meet the individual needs of our students; yet this is a solemn, God-given obligation. May the wise teacher make good use of one of his greatest talents, imagination, for the benefit of his most common teaching situation, the group.

¹ Ellen G. White, *Education*, p. 233.

² *Ibid.*, p. 240.

³ David H. Jenkins, "Counseling Through Group Activities," *The Clearing House*, vol. 23, no. 8 (April, 1949), p. 490.

⁴ Fred E. Harris, "Techniques for Guiding Group Experiences in the Classroom," *The Elementary School Journal*, vol. 49, no. 1 (September, 1948), p. 33.

⁵ Herbert A. Thelen, "Group Dynamics in Instruction: Principle of Least Group Size," *The School Review*, vol. 57, no. 3 (March, 1949), p. 142.

⁶ Marion V. Brown, "Teaching an Intellectually Gifted Group," *The Elementary School Journal*, vol. 49, no. 7 (March, 1949), pp. 381-383.

⁷ Ellen G. White, *Testimonies for the Church*, vol. 7, p. 276.

⁸ Paul W. Auble, "The Panel Discussion Method in High School," *The Quarterly Journal of Speech*, vol. 19, no. 4 (November, 1933), pp. 535-537.

⁹ Roben J. Maaske, "The Symposium Method in High-School Teaching," *The School Review*, vol. 57, no. 4 (April, 1949), p. 217.

¹⁰ Thelen, *op. cit.*, p. 143.

¹¹ Herbert A. Thelen, "Group Dynamics for the Classroom Teacher," *Educational Trend: A Supplement to Educator's Washington Dispatch*, February, 1949. (Quoted by permission of the editor.)

"It is the nicest work ever assumed by men and women to deal with youthful minds. The greatest care should be taken in the education of youth to so vary the manner of instruction as to call forth the high and noble powers of the mind. . . . What an important position for parents, guardians, and teachers! There are very few who realize the most essential wants of the mind, and how to direct the developing intellect, the growing thoughts and feelings of youth."—*Testimonies for the Church*, vol. 3, pp. 131, 132.

So You Are Teaching!

Irene Walker

SUPERVISORY TEACHER, ELEMENTARY EDUCATION
WASHINGTON MISSIONARY COLLEGE

DEAR ELEANOR,

I can scarcely believe that there really is going to be another schoolteacher in the family. Yet I cannot help being very happy, for I have loved my teaching these many years, and I surely wish for you some of the deep satisfactions I have known.

You ask me for any suggestions that I think might be helpful to you. I'll undertake putting down a few.

I'm sure you realize that no church school teacher is really alone in her work. In a very special way you and God are partners in working for the boys and girls, and for their parents, who sacrifice so much to maintain the school. Even out of your inexperience He can bring success if you lean heavily upon Him. We shall all be praying for you. Surely you have access to Ellen G. White's book *Education*. Read and reread the chapter entitled "Discipline." Try to grasp the principles laid down there. Many a time in my first years of teaching I studied that chapter through eyes wet with stinging tears, but I never failed to find help and courage there. I cannot recommend it too highly.

I could doubtless tell you many things, but I do not know what are your particular problems. Please write me very soon and tell me about them. I am sure that one of your greatest problems is to find time enough to plan your work well. I would suggest that each day you plan one subject for a week for all grades. Although I like to plan the Bible classes fresh each day, and the work for the little ones seems to go better with daily planning, yet it is quite possible to plan all the arithmetic for a week on Monday,

all the geography and history for a week on Tuesday, and so on. You may have to alter the assignments a little from time to time, but your ability to plan ahead will grow with experience.

And about correcting papers. Don't let uncorrected work pile up in the children's workbooks. Do as many as you can right with the children in class. They will get much more out of helping you check than they would from returned papers, and you will have plenty of other uses for your time. It is time very nearly wasted that is spent correcting papers done several days before. But if you do as much as possible right with the children in class, they will see what are their mistakes and will be far more interested in doing better work next time than if their work is handed back to them a week or so later, no matter how carefully it is checked. By then they have lost interest in it, and the corrected papers mean very little to them.

You may have a problem if you live in the home of some of the children you teach. You will have to maintain a degree of dignity and reserve even at home, and let them always remember that you are a person to be respected. You don't have to say it, but you can act it.

Keep a neat schoolroom. People have a right to judge your work by the appearance of your schoolroom. A bookcase with books all awry, a desk whose drawers are crammed with stuff that should be discarded, and a dirty floor will scream at your patrons that, at best, you are a careless person and not to be trusted too far. Teach the children to help you keep the schoolroom neat. They will thus learn valuable lessons and develop real pride

in their school as well. How ashamed I have been of some schoolrooms I've seen—cluttered cupboards, untidy cloak-rooms, messy chalkboards—and I can assure you that I have had grave doubts as to the quality of teaching being done therein.

Put some of the children's work on the bulletin boards, but please do change it often. The older and more intelligent pupils can be very clever about helping you to put up the work, and at the same

RULES

(Viewed by a Fourth-grader)

I think that the Rules are too strict and if some of the men that made the Laws of the school were going under them they would kick to but some of them are all Right and those men who make them forget they went to school one time themselves if they did. I think that the children should make the laws to a certain extent and then let the men of the conference mix their laws in with them and I think it would make the children feel better but when they make all the laws it don't set so Good and in a certain book it says that the pupils do not have to stay in the school Room after a test is over and for two years that was carried out but for the last 2 or 3 years it hasn't and it makes it quieter for the teacher to correct the tests and there are other parts of the law of the school I don't like but sense the conference men made them we have got to obey them or take what is coming to us and so that is what I think of the Laws of the school.

time learn a valuable lesson in artistic arrangement, if you teach them something of balance and color combinations. This is a good way to develop that precious thing known as school spirit. A teacher who leaves the same things on display week after week is advertising to all who come into her schoolroom that she either is a poor organizer or else is lazy and stale in her thinking. Even very simple exhibits, changed often, give

the patrons and children a feeling that something is being done—that life in the schoolroom is a running stream rather than a stagnant pool.

Perhaps I can give you no more important advice than this: be sure you *never* leave children playing outside at recess or other times when you are not with them. Oh, the mischief that is done, and the criticism a teacher may bring upon herself if she forgets this and stays indoors to correct papers or prepare work! In case of an accident on the playground, invariably the first question is, "Where was the teacher?" Neither should several children be left indoors alone. If a child must forfeit his recess, why not isolate him outside? Then he will be ready for work and good behavior when he comes in. Get out and play with the children. They will love you for it, and the change will be good for you and may save a great deal of trouble.

I hope you will find some good friends in the new church, and I hope you will be very careful not to tell tales out of school—if you know what I mean. If there are disagreements in the church, be very careful to stay neutral, even if it does seem to you that one faction or the other is more nearly right.

And last for this time, but by no means least, remember that the more interesting you make the schoolwork, the less serious will be your discipline problems. Speak quietly but plainly. Love the children ever and ever so much, but teach them to obey. Strangely enough, children like best the teacher whom they have learned to respect and obey.

What shall I say more? Just that I love you, and am praying for you and counting on you.
AUNT IRENE.

"This work is the nicest, the most difficult, ever committed to human beings. . . . It is a work than which nothing can be more important."—*Education*, p. 292.

The Academy Home Dean

Oscar E. Torkelson

DEAN OF BOYS
INDIANA ACADEMY, 1944-48

WHEN I think of the young people who have entered our boarding academies this fall, a pitiful situation comes to my mind, personified in two persons—the anxious dean who has had little or no preparation for his work, and the unfortunate student who cannot adjust himself under poor leadership.

The position of dean of boys or girls in a Seventh-day Adventist boarding academy has not been a popular one. From a little distance the position appears inviting to some; but from a closer view it reveals itself to most persons as one of confinement and drudgery. Few have envied the dean; in fact, many have thought him stupid for doing what seemed to them menial work. Many of the denomination's church and school leaders have known little about the boarding academy dean. Inasmuch as the majority of our future ministers and teachers begin their training and set their standards under his leadership, is it not obvious that our educational leaders ought to study this situation?

Years ago it was stated in *School Home Manual* (now out of print) that dean's work ought to become a profession:

"I trust as time goes on, we shall develop more workers in this line who feel that there are wonderful possibilities in this work, rather than looking upon it as something to be endured for a year or two, or a line of work in which we, of course, must take our turn; because I do not think the best result can be accomplished when the work is approached from that standpoint."¹

After twenty years dean's work is still lacking those who are willing to pursue its "wonderful possibilities" for any length of time, and therefore the best results are still unaccomplished. Schoolmen have in theory accepted the truism that the dormitory is the hub of the

academy, and the dean is the hub of the dormitory.² H. F. Lease, principal of Wisconsin Academy, gives the same thought:

"If the program in the dormitories is carried on in a good strong way, it goes a long way toward making the year's work a success and the administration a successful one. The administrator depends on no one more than he does on the deans. He knows that when the machinery and routine of the dormitories are running smoothly the chance of having a successful school year and a good school spirit is practically assured."³

The academy deans have an overwhelming responsibility. They have the young people of the Seventh-day Adventist denomination in their homes—the dormitories—during the most impressionable period of life. They are the "other father" and "other mother" of the adolescent boys and girls. If these young people discontinue their education upon graduation from the academy, their conception of life's responsibilities as citizen and church member are quite well established as a result of life in the dormitory and guidance from the dean. If they go on to college, their philosophy of life is not subject to the degree of change that it was four years previous. The character, attitudes, and ideals which academy graduates have developed are taken directly to the denominational college, and add greatly to the philosophy of the college campus. At college the student takes to himself professional knowledge and experience, and in due time goes forth to proclaim the story of salvation, either as a denominational worker or as a layman. While giving due consideration to the home, the elementary school, and the college, the academy dean must accept the responsibility of guiding not only the attitudes and characters of his students, but through them, to a degree, the character of the church.

If it can be accepted that the academy dean occupies a strategic position in the denomination, it would seem that every care should be taken to select persons of high qualifications, and to make the position one to which such persons would wish to devote their lives.

In collaboration with the General Conference Department of Education and the College of Education of the University of Minnesota, the writer made a study of the academy deans in the United States for the 1948-49 school year. Seventy-seven per cent of the deans in our United States academies filled in and returned the questionnaires. The study revealed that the average length of service for a dean of boys is 2.79 years; and for a dean of girls, 4.1 years. In September, 1948, 57 per cent of the deans of boys and 46 per cent of the deans of girls were beginners. The average experience of these deans of boys when starting their work a year ago was .7 year; deans of girls, 1.26 years. More deans of girls changed positions than did deans of boys.

Why is there such a turnover among home deans? Why do they follow this profession for so short a time? Four reasons were found, two major and two minor. The two major reasons are lack of preparation, primarily in the fields of guidance or personnel work and administration, and inadequate living quarters. The two minor reasons are long hours and confinement, and salary not proportionate to the responsibilities.

Deans are not prepared for their work. The average dean of boys was 29 years old and in charge of 49 boys; the average dean of girls was 37 years old and in charge of 68 girls. Forty-five per cent of the deans of boys and 64 per cent of the deans of girls had not thought of being school home deans until during the last semester of their senior year in college. All the deans of boys, but only 54 per cent of the deans of girls had received their Bachelor's degrees.

Regarding majors and minors, the deans of boys had one predominant pattern: 66 per cent had majored in theology, and 52 per cent had a history minor. One dean of boys had majored in each of the following fields: biology, business education, chemistry, English, and mathematics. Two of the three deans of boys holding a Master's degree had majored in school administration; the other, in agriculture. Other deans of boys had taken some graduate work in guidance and administration; none, in theology.

The educational majors and minors of the deans of girls had no pattern or trend. Majors and minors alike were scattered throughout the fields of art, biology, education, English, history, music, Spanish, and speech. The one dean of girls with a Master's degree had majored in speech.

The deans of boys had an average of 24 semester hours in the field of religion; the deans of girls, 10.7. In education, psychology, and guidance the deans of boys had 15.5 semester hours; the deans of girls, 8.3. In administration, they had 3.1 and .6 semester hours respectively. Only five deans had taken a course in dormitory administration.

The deans were too busy at their work to get much in-service training. *The Youth's Instructor* and *The Dean's Window* were read by 90 per cent of the deans. *The Review and Herald* and *THE JOURNAL OF TRUE EDUCATION* were read regularly by about 75 per cent of the deans. Eighty per cent of the deans had not attended a deans' convention during the two years prior to September, 1948. Some of the conventions attended by the other 20 per cent were sections of regional teachers' institutes, and the deans were probably together as a group for not more than eight or ten hours.

The deans are an untrained group, and have been selected in a very haphazard way. Wishful thinking has given many an academy dean a position in the dormi-

tory—the board of directors *hoped* the dean would make good! He may have majored in social studies or music; he may have no major or degree at all. Many standards and hurdles confront a person who would teach secondary English or French, but no hurdles have been erected for a dean. A college senior may have been asked to teach a couple mathematics classes along with his dean's work. He probably spent much time in his undergraduate work, qualifying himself to be a mathematics teacher, but little or no time qualifying himself for his major task of being a home dean.

A dean is too often hired only because he once breathed the word that he thought the work might be interesting. In a year or two he tires of the job, the board loses faith in him, and he is dismissed; leaving behind him a large group of students who were not given proper guidance and taking with him ill feelings toward his colleagues and the board of directors and nightmares concerning his work in the dormitory. This may sound exaggerated but it has not been uncommon as shown by the large turnover in deans during their first two years of service.

The deans listed qualifications other than professional which they considered that every dean should possess. A sound Christian experience came first; then altruism—patience, understanding, tact, friendliness, love for youth—was next highest. Following these were leadership, firmness, sense of humor, good personal grooming, willingness to work, good sportsmanship, cheerfulness, common sense, liking for sports, organizing ability, disciplinarian ability, adjustability, high standards, good health, optimism, self-confidence, and ability to command respect.

The second major reason stated above why deans do not stay by the profession is inadequate living quarters. The study revealed that 100 per cent of the deans

of boys were married, with an average of one child per dean. When many of our academies were established, the dormitories were built with little or no provision for the dean, who then was usually a single person. He was given the privilege of a private room (each student had one or more roommates), he used the regular dormitory bathrooms, his clothes were washed at the school laundry, and he ate with the students in the cafeteria. A few academies have still not deviated far from this first conception of the dean's living quarters. Others have cut in an extra door, put in some extra plumbing, installed a kitchen sink and stove, and called it an apartment. Many deans' apartments are located near the dormitory entrance, where the traffic is heaviest and the noise most objectionable. Little or no soundproofing necessitates that the dean's family endure the noise of the restless youth and then return good for evil by refraining from normal home activities to give the dormitory students quiet for study and sleep. A dean's wife, particularly, often feels suppressed by such an unnatural adjustment, and unless she is very missionary-minded she will coax her husband into work where she can permit her children to play and laugh normally, and where she will not feel that she is disturbing someone's study period when she turns up the Voice of Firestone so that she can hear it across the room. "If colleges wish to attract the kind of employees who are needed for this work, they must offer sanitary, pleasant rooms, above ground, with separate dignified entrances."⁴

The results of the questionnaire reveal that the average apartment for a dean of boys has three and three-tenths rooms, generally consisting of a living room, bedroom, and kitchen; some have a child's bedroom. Four (19%) of the deans of boys had no kitchens, and thirteen (61.97%) had no home laundry facilities. This probably would not pre-

sent so bad a situation in a crowded metropolis, but in comparison with the homes of the dean's colleagues, the apartment generally is a definitely inferior arrangement, and the dean soon envies those who live in private houses, with a basement, a garage, and a private yard.

The dean of girls has a not-much-better place to live. The questionnaire reveals that the average dean's apartment in a girls' dormitory has two rooms—generally a living room and a bedroom. Seven deans had but one room. Twenty of the twenty-six deans of girls (76.9%), including three of the six married deans, had no kitchen. Twenty-three (88.4%) had inadequate or no facilities for home or personal laundering.

The first of the two stated minor reasons why deans do not stay at the profession is the long hours of work and the confinement of the job. Both deans of boys and deans of girls worked an average of eighty-five hours per week. Over ninety per cent of the deans thought that deans should teach at least one class, to give them an insight into faculty and student problems. The percentage of time distribution among the deans of boys and the deans of girls, respectively, was: administrative, 34.6 per cent and 35.7 per cent; teaching, 20.9 per cent and 14.0 per cent; religious, 12.7 per cent and 12.1 per cent; social and recreational, 11.8 per cent and 12.9 per cent; guidance and counseling, 14.6 per cent and 17.5 per cent; health, 1.7 per cent and 5.3 per cent; miscellaneous, 3.3 per cent and 2.2 per cent. The deans had an average of one monitor for every twenty students and one janitor for every seventeen students.

The second minor reason why deans stay at their profession for so short a period is that their salary is not based upon their responsibility. The dean is often inexperienced, and that is one reason why his salary is low. The average annual salary for a dean of boys was \$2,029 or \$40.70 a week. For the dean of

girls the average annual salary was \$1,412, \$34.30 a week. No other remunerations, as car subsidy and board and room reductions, were significant.

The principal and the home deans are the administrators of the academy. In the public schools the dean of boys and dean of girls are often called the vice-principals. Too often, however, the dean is so unqualified that he becomes an added burden for the overworked principal, rather than a help. But assuming that he is qualified, why should he be on the same wage scale as teachers? Why should he carry administrative responsibilities, when the principal and the work superintendent receive administrative remunerations and he does not? The prestige of a job is measured to a certain extent by the material reward given, but deans have not yet received any material recognition of their added responsibilities.

As I view the situation of the academy deans in the light of their replies to this questionnaire, I recommend that the school home dean be certificated. There should be prerequisite courses in guidance and counseling, administration, physical education, first aid, psychology, theology, and church history, and broad content courses which would give an understanding and appreciation of his students and of his work. Possibly this could be accomplished by recognizing a minor in deanship in our college courses, and by summer workshops for deans.

I also recommend that deans be provided living quarters equal to those of the other staff members, including five or six rooms away from the main thoroughfares of the dormitory and with a private outside entrance. A home laundry, garage, back yard, and garden spot should be included in each dean's housing plans. How else can a man with any family at all be expected to accept such a position? and a family man is, in most instances, better qualified for such a job.

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Setting the Stage

Clyde F. Kohn

ASSOCIATE PROFESSOR OF GEOGRAPHY AND EDUCATION
NORTHWESTERN UNIVERSITY, EVANSTON, ILLINOIS

THREE aspects of geography need to be examined if the record of man's achievements is to be made meaningful in the history classroom. Most high school history teachers are aware of these points of view.

They know that in order to make past events real, they need to show *where* in relation to other natural and cultural phenomena these events took place. This involves geography in the sense of the relative location of places.

They also find it desirable to create in the student's mind an image of the land in which events took place. This involves geography in the sense of the nature of places.

Finally, historical events demonstrate the growing economic, political, and social interdependence of people throughout the world. This involves geography in the sense of the interrelationships of places.

In teaching these three aspects of geography, history teachers need to be aware of three dangers:

[1] The relative location, the nature, and the interrelationships of places are ever-changing phenomena. Thus, a geographical description of Egypt as it is today is not the kind of geography students need who are about to study the Egypt of ancient times. *The picture of any place must be accurately related in time with the events portrayed.*

[2] As a corollary of the above principle, history teachers and curriculum planners should not think that by teaching the geography of past times within a history course they are teaching a full understanding of the geography of the modern world.

A study of the geography of some past period does not give a student knowledge of the geography of current problems, current trends, or the immediate world. The nature of places today, the significance of present place locations, and modern interrelationships of places need to be examined fully in the secondary school if present-day life situations are to be met intelligently.

[3] The history teacher should be careful not to intimate that physical nature of a place of necessity controls the course of history. *Man, rather than nature, is the active agent shaping the course of events.*

He uses the natural environment insofar as his needs and desires, cultural traditions, and technological abilities permit. He can modify the place in which he lives, or he can adapt his ways of doing things to conform to physical conditions. In either case, it is not tenable to conclude that the physical environment has completely controlled the actions of man.

Relative Location of Places

Location is often referred to as the basic geographic concept. *Where* a place is affects events continuously and in complex ways. This principle is well illustrated by the role played since ancient times by countries in the Near East.

In the past, the Near East owed much of its prominence to the fact that important land and water routes converged in that region. Today we find there is a similar concentration of modern routes of transit, including air communication.

Control of the Near East has always been a prime requirement for world

power. The land forces of Alexander and Pompey sought and briefly held the area. Later Napoleon in his quest for world domination took advantage of the opportunity afforded by the Isthmus of Suez to further his plans in the Near East.

It may also be said that Britain's world empire did not become a reality until she had gained control of the countries of that part of the world. And, finally, it is not a mere coincidence that one of the decisive battles against Germany in World War II was that at El-Alamein.

Today, the three principal world powers—the United States, Great Britain, and the USSR—are concerned with the Near East. Each country must consider its actions in this part of the world not only in terms of the presence of oil and modern cultural developments, but more important in terms of the basic world location of the whole area.

Whereas the location of Near Eastern countries served to give them a strategic value, the location of countries behind barriers has tended to make such nations strong and unified.

Egypt, in early times, was protected by the natural barriers of a desert on the east and west, the Nile's cataracts to the south, and the sea to the north. Hence, this river country suffered few invasions and interruptions to the continuity of its civilization.

In more modern times, the location of the United States between the Atlantic and Pacific Oceans and to the south of a great frozen Arctic area helped to keep our country free from foreign entanglements for many generations. But, the location of the United States relative to Europe or Japan or Russia has been greatly changed in the past 30 years.

With the coming of air transportation, barriers to communication have been removed. Great changes in the relations of man can be expected as a result of this significant development.

Because no history teacher can neglect the factor of place location in his interpretation of the growth of civilization, it is important that the location of places be made as meaningful as possible. Expressed solely in terms of latitude and longitude, location has little significance: Location takes on meaning only when it is related to other items of nature or culture.

To understand the significance of relative place location, it is necessary that history teachers make full use of maps. Tho some students readily acquire considerable ability in the use of this essential tool, the development of map-reading skills cannot be left to chance. Every history teacher should acquaint himself with the complexities of maps so that he may give his students proper instruction in their use.

Physical Nature of Places

The physical nature of a place gives us many important clues to the understanding of its development. Climate, land forms, water, soil, vegetation, and mineral resources have all conditioned the lives of men, each in its own distinctive way.

Climate and its influence on history has become a subject of exact study in the last 20 years. The long-range oscillations of climate, for example, have been found to have played a decisive part in the molding of European history.

The Norsemen were enabled to colonize Greenland and grow wheat in Iceland as a result of a long warm spell that began in the Fifth Century of our era. This similar warm era made it possible in later centuries to shift the center of gravity of civilization from the Mediterranean to Northwestern Europe.

At one time, grapes grew in South-eastern England. Dates were set for the adoption of woolen clothing in England and for the invention of the fireplace and chimney with the advent of colder weather.

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Counseling

Conard N. Rees

DEAN
WASHINGTON MISSIONARY COLLEGE

ALL members of the school staff—principal, deans, teachers, and supervisors—counsel, officially or unofficially, since counseling is the process by which the individual student may be assisted in intelligently solving his own problems and making appropriate choices of occupations and other activities associated with living and learning to live. To solve these problems and make these choices, the pupil must have the necessary facts concerning himself, and know how to use this information.

The key to adequate counseling is the process of gathering and using facts peculiar to a personal problem. Such counseling may take place at several levels:

1. Giving information about the school, such as staff members and location of rooms.

2. Giving information concerning matriculation procedures, courses of study, requirements for graduation, et cetera.

3. Advising on matters of conduct and behavior in relation to set codes or established moral principles.

4. Referring a student to employment openings after determining his qualifications, work experiences, and school record.

5. Aiding the student in the interpretation of school grades, teachers' reports of behavior, et cetera.

6. Referral of individuals regarding matters of health, physical disabilities, speech defects, emotional maladjustments, et cetera.

7. Diagnosing the causes of an individual's difficulties in choosing occupation, developing effective study habits, making adequate social adjustments.

It is true that every member of the school staff counsels, but each counsels on different levels, and should counsel on only as many levels as his training and experience will make effective. Classroom teachers should not be expected to do all the counseling afforded youth, at least not in all schools. There is a place for the guidance director and counselor. Whoever may do the counseling at any level will find certain things to be essential. Let us consider these fundamental essentials of all counseling.

First there must be established and maintained a feeling of mutual respect, sincerity, and confidence. Counseling is of little value without confidence. A great deal of time may be lost by both teacher and student if mutual understanding has not been reached before undertaking problem solving. The student who lacks confidence in his teacher will be reluctant to discuss personal problems. Furthermore, confidence and respect are necessary if the student is to act on the advice given.

To maintain the confidence of the student, the

1. All members of the school staff should be responsible for counseling.
2. In schools large enough to have a guidance department, that cannot be a full-time position, the counselor should be referred to as a part-time counselor.
3. An essential in counseling is to obtain mutual respect between counselor and pupil.
4. One of the finest things a school can do for youth is to let them know they are interested in them.
5. Counsel where there is no interference.
6. Provide sufficient information.
7. Observe closely the student who is sensitive to his inferences.
8. Follow leads suggested by the student, encourage information, encourage possible and desirable results.
9. Exemplify a desire to be sincerely honest, kind, and fair. Then keep confidence.
10. Impress the student with the fact that you are frank rather than evasive.
11. Keep in mind that the student seldom completes a solution to a problem without your help.
12. The collection and use of information to understand the student's problems successfully.
13. An excellent measure of the effectiveness of a counselor is his record.
14. The pupil must be confident in the counselor.
15. Counselors should encourage the student to develop confidence in himself.
16. Remember that the student and not the counselor is the one who must act.
17. The pupil will not act unless he feels a need for it.
18. When the counselor has given advice, he should receive information and a response.
19. A systematic follow-up of the student after school is a very important part of the counseling process.

counselor must in his interviews avoid the impression of being a busy man who gives quick answers and is then ready to move on to the next item of business. The setting of the interview should be in an informal and relaxed atmosphere conducive to free conversation. A place should be provided where the counselor may without interruption center his attention on what the pupil

has to say. The respect of the student cannot be maintained if the counselor discloses information given to him in confidence. Loose talk on the part of the counselor is never justifiable.

Personal data concerning the pupil is necessary on all levels of counseling. An excellent means of collecting desired information concerning the student, for counselor use, is a cumulative record or individual inventory. This inventory provides space for the information needed by the counselor to assist the student in solving his problem effectively.

The mere collection of data, however, is no guarantee of effective counseling. Counselors must have the background necessary to anticipate the variety of problems confronting the student and also their possible causes. It is fundamental, then, to gain an understanding of what data to collect and how to interpret it effectively. Let us consider a case.

Marvin, a boy of more than average ability, mischievous in school and in-

terested in sports is doing schoolwork far below the level of which he is capable. You, as his teacher, would like to have Marvin earn grades comparable to his ability rather than just passing. How do you handle the problem? Do you tell him to study harder or put more time on his subjects? or do you check on such things as his reading ability, interest in the course, and ways in which the course will aid him in later life? Regardless of your approach, the advice you give Marvin is counseling. The first approach is haphazard; the second, organized.

Too much stress cannot be placed on the fact that data must be used in counseling. In fairness to each pupil it is imperative that all the data possible be gathered concerning him in order that counseling may be most effective. Counseling without data is dangerous, and many times detrimental to the best interests of the youth we serve. It is absolutely necessary to know pupils' interests, abilities, home background, and previous experiences in order to help them meet and solve their problems. Since students differ widely in their attitudes, abilities, and interests, it is impossible to give all the same formula. With help from his counselor, each pupil must set up his own pattern for success.

Counseling data may be collected from a number of sources, such as the pupils themselves or their parents, school and health records, and tests given in the school system. To be most effective, data must be cumulative and organized. That is, information about important elements in the pupil's life should be kept up to date to show progress.

The major contribution of the counselor will be to furnish the setting in which the individual student can understand his own problem. It is advisable to set up standards or criteria to help the student work out his own intelligent solution to his problem. All possible suggestions should be explored, and each

Staff should carry coun-

employ a specialist, cases handled by the teacher specialist.

to establish and maintain, and confidence be-

establish confidence with you are personally inter-

acy and freedom from

the interview.

of the student and be attitudes.

the student and give such or reassurance as seems

Intellectually and emotionally, a counselor should be a spectator of confidences. He should be objective.

He should be straightforward and honest.

He should have a single interview for the purpose of develop-

Use of data is essential in helping pupils to meet their

Collecting desired information means of a cumulative

Understand his problem

Give opportunity to help the student think.

Decisions to be made by the student.

Develop a plan, even his own, if possible.

Recognize his need for assistance and refer to other sources for

Help the student after leaving the session of guidance.

one thought through before passing on to the next. The final plan that the student carries away must be one which he believes will meet his needs. It is the responsibility of the counselor to help the student to know how to find and use facts in the solution of his personal problems. This can best be done by showing the pupil:

1. How to identify his problem.
2. How to interpret the information available concerning his problem.
3. How to plan possible solutions in the light of this information.
4. How to organize a plan to meet his problems.
5. How to modify his plans to meet circumstances.

The counselor can suggest possibilities and stimulate the pupil to think through to a solution; but whenever possible the final plan should be of the pupil's own devising.

The student will not follow a plan, even his own, unless he feels a need for action. The counselor who establishes confidence, and who helps the student to diagnose his problem and work out a plan of action, must not feel that his task is then complete. All the previous work will be of little value to the student unless he puts his plan into action and carries it through to completion.

The student will be unable to develop skill in solving his personal problems until he can fully understand the personal information concerning himself. The rapidity with which he can organize and utilize information will depend upon his maturity and attitude. Some students, especially the young and immature ones, are unable to use information wisely. Others are able readily to understand and interpret guidance information and make decisions from it. It must be remembered that it is the responsibility of the counselor to assist the student in making personal information meaningful.

In developing skills for problem solving, it is imperative that the pupil include in his plan of action such items as specific persons to be interviewed, books or articles to be read, and possibly organizations to be visited. The problem may be such that the counselor can give direct information and assistance, but often it is necessary for the pupil to consult other persons. The nature of his problem will determine to whom he will go for counsel; for example, if an intricate health problem is indicated, he will seek counsel from a physician. Often the pupil can find help by accumulating concepts and facts gleaned from books and periodicals. Extensive reading can be useful in solving personal problems.

An understanding by the pupil of his own personal world will in all probability assist him in establishing skills for problem solving. As he freely associates with relatives, fellow students, teachers, and religious workers, he gains information, understanding, and added vision. In the establishment of skills the pupil must realize that the responsibility for the solution must be self-imposed and undertaken to meet a self-discovered need. It is very possible, however, that his course of action may not bring the hoped-for results.

It is the counselor's desire that the pupil shall choose a program of action that will lead to self-propelled activity toward achieving his goal. Many students, however, are unable to see clearly the steps they must take to understand and solve their problems. It may possibly be necessary for the counselor to advise directly, to use persuasion or to direct the pupil to someone else, or to use all three methods. No counselor can expect to be successful in all cases. Regardless of individual outcomes, the counselor should maintain rapport. Even though he sometimes fails, he is always fundamentally interested in helping pupils to gain success. He desires to continue to

assist a pupil until he has reached satisfactory solutions to his problems. It should be his purpose to develop in the pupil increasing independence in the development of sound judgment.

One of the objectives of modern education is to develop personalities that are capable of free and independent action in the solution of individual problems in terms of accepted principles or standards. To the counselor, therefore, falls the responsibility for guiding pupils in how to find and use facts upon which to base mature judgment in the solution of their personal problems. Counseling is not an act but a process. Counselors, therefore, should use every opportunity to develop in their pupils the capacity for thinking.

The counselor should show the pupils the process used in determining the problem, facts used in working out the solution, and how the proposed plan could be put into operation. Mature judgment is an end product of a process of development. With mature judgment the pupil will be better prepared to solve his own problems in life after school days are past.

At the present time there is little doubt that follow-up work is the weakest link in the guidance chain, yet it should be a most important one. The counselor has two sound reasons for being interested in the follow-up program. First of all, he is fundamentally interested in the pupil and his progress. But guidance is always in terms of probabilities, not certainties. The counselor tries to help the individual to make the best possible decisions under the circumstances and in light of the data available at the time. However, pupil, environment, and circumstances frequently change. Progress (or lack of it) should be noted by the counselor, and frequent advising is necessary in order to assist

the student toward attaining his goals.

The follow-up not only is valuable to the pupil but also serves in evaluation of the guidance program. Without follow-up procedures, the validity of the counselor's work will not be manifest. The success—or failure—of the counselor's work may be determined by asking the pupils to report periodically to the counselors, by securing reports of classwork, by keeping in touch with the home and the employer. It is important to compare the afterschool performance of those who have received and followed counsel, with those of the same school who have not had counseling service. This is an important way to determine the value and effectiveness of counseling techniques in the school system.

The beginning counselor will usually attempt to counsel all students who come to him, because he does not recognize his own limitations and the bewildering complexities of some problems. As he becomes more adequately trained through actual case experience, he will discover that he naturally "clicks" with some students and not with others. Even the beginning counselor is often able to assist the student directly, and referral is unnecessary; but when he cannot establish confidence with the student, he should refer the case to another counselor-teacher.

No counselor can be adequately informed in all areas, such as occupations, employment opportunities, remedial reading, speech correction, and emotional maladjustments. When the counselor recognizes the need for assistance, he should refer the pupil to other sources for information and advice. A good counselor knows when and to whom to refer his pupils; and he knows when, where, and how to keep the entire school staff active in meeting pupil problems.

Can We Improve College Teaching?

H. L. Sonnenberg

DEAN
WALLA WALLA COLLEGE

CERTAINLY an outstanding characteristic which identifies an institution of learning is the fact that classes have been organized and that the process known as teaching is a normal function within its domain. A college devotes more time, energy, and resources to this process than to any other single endeavor that it may appropriately pursue. This is its big business. An administrator who engages a teacher, provides him with a classroom filled with students, and then busies himself with other "important" obligations, has not fulfilled the responsibilities of his position. Neither has the teacher met his charge when he has "filled" the time until the closing bell rings.

Of all areas, perhaps the poorest teaching is done on the college level. Most college students are able to shift for themselves; they are more or less familiar with library and research techniques and resources. They can supply and fill in the void, and thus no great crisis or tragedy comes to focus.

There is dead wood in college teaching. Many a student has left the classroom mentally cold and indifferent. Inspiration, motivation, challenge, and stimulus are frequently lacking, and in their place there are monotony and drudgery. Too many instructors teach subjects rather than students. It is the prerogative of every student to ask for good instruction. Every college should make a business of improving its instruction. Every instructor has the personal obligation to improve his teaching. Most, if not all instructors would have a revealing and enlightening experience if they would candidly and honestly compare

their present teaching technique and attainment with that of five, ten, or twenty years ago. If it is true that in the act of teaching the instructor is discharging the major portion of his responsibility to his institution, then it is evident that the instructor must ever concern himself with self-evaluation and appraisal, with improvement of methods and approaches, and with the conscious attempt to vitalize and charge his teaching with freshness, energy, and power.

Every instructor can well afford to study his classroom procedure. What method of instruction characterizes his teaching? Is it the perennial, often-abused lecture method? Is it the class discussion, which too frequently degenerates into the "class conversation"? Is it the project or problem method? Or does the instructor have a method?

College teaching has been increasingly indicted as almost completely devoid of methodology—save the lecture method, which is often confused. Reading a textbook in class, scanning the day's assignment for the class, or reaffirming the author's observations are not even recognizable perversions of the lecture method. Make no mistake about it, instructor! For this type of "lecture" your students might just as well read the textbook for themselves at home. They would learn just as much—perhaps more; and there would not be engendered the resistance and disregard toward the subject area which invariably follows such a classroom procedure.

The chief fault of the lecture method is its overuse. It naturally denies the student the privilege of contributing to the class; it diminishes student activity,

and thereby conceivably reduces the demand that the student think and reflect. However, in these days of swollen enrollments, with large classes the order of the day, the instructor must needs resort more and more to the lecture method.

How long has it been, instructor, since you revised your lecture notes? How many times have you "inspired" students with lectures from these same time-worn notes? True, they may be full and complete. Indeed, you doubtless spent many hours in their original preparation five years ago, maybe more. But how can you expect to give fresh and enthusiastic presentations from these dead notes? This, I think, constitutes one of the grave pitfalls of the lecture method. As the bell rings, indicating that the time has come for the class to begin, it is a simple matter to draw the folder from your office file, hasten to the lecture room and, with confidence and poise (but lacking color, inspiration, and challenge), give the lecture on the topic of the day. Does this perhaps explain the lethargy and indifference of your class?

However, in passing may it be emphatically proclaimed that it is vastly better to conduct classes in this style than it is for the instructor to present himself before his class wholly unprepared, relying on the "spirit" to move him, on his ability to *ad lib.* (better known as philosophizing), or to permit the students to carry on a goalless, inconsequential discussion. Students readily appraise us; they are not fooled. They are fearfully and wonderfully accurate in their evaluation of our preparation and methods—or lack of such.

The ability to give class lectures is no just measure of an instructor's strength. It merely means that he has engaged in study, research, and organization, and has sufficient information and understanding to permit him to give credible expositions of facts. The challenge of the class discussion method, however, is

vastly greater. This calls not only for an insight and comprehension of subject matter, but for the exercise of strategy, tact, discernment, and so forth. It is here that the true teacher proves himself and his resources. It is in this role that, if he is to be successful, he must be able to develop cooperative activity, to arouse intellectual imagination, to stimulate new and original ideas, to create an atmosphere favorable to freedom of expression and tolerance for diverse points of view, and to shape and direct the discussion to a worth-while, meaningful conclusion.

The discussion method is not the Socratic method of questions and answers, the instructor interrogating and the students responding. Neither should it assume the characteristics of a parlor conversation. The success of a significant class discussion is contingent upon good organization, proper perspective, and a full understanding of the limitations and potential of the class, both as individual members and as a whole.

What are some of the features to be considered in the development of a purposeful discussion? First, the material to be discussed should be organized into units of some breadth and depth. A piecemeal approach bespeaks failure. The students need to get a general picture of the full unit or problem, with a breakdown of the major elements within the area. They must understand the significance and importance of the problem. A plan of approach must be presented. This may be devised by the instructor, or the general outline and skeleton can, with conceivable advantage, be developed jointly by instructor and class.

The attractive feature of the discussion method is the fact that it so readily lends itself to the employment of the more important methods of instruction generally accepted by educators. To be sure, the lecture is an integral part of this style of teaching, in which the instructor opens

the unit, defines its boundaries, and identifies its importance. He lays the foundation and erects the framework without which the class could not adequately penetrate, explore or conclude the study. This process may require several days.

With the structure of the unit provided, with the defense of its importance presented, the third step is the plan of approach. The development of this plan might well include such items as (a) definition and recognition of the component phases of the whole topic awaiting consideration; (b) determination of a schedule identifying the approximate time to be allotted to the unit and to its various subdivisions; and (c) preparation of an outline of aids and reinforcements for class discussion, such as committee assignments and individual project assignments.

When these three steps have been established, the instructor more or less assumes the role of a guide. His responsibility is to lead and direct. He must create and maintain the right atmosphere for freedom of discussion, help each student to sense his responsibility for the success of the discussion, and keep the emphasis on the problem being considered. He must be intolerant of shallow, superficial thinking, in himself as well as in his students. He must guard against a monopoly by those too-vocal students who are not well informed, yet who feel that their immature ideas should be dignified as opinions.

At opportune and strategic times the instructor must needs evaluate and appraise the progress being made by the class, perhaps by an occasional summarizing and restating of objectives. A skillful, resourceful instructor will lead the students in such a way that they themselves will engage in this process, perhaps without recognizing that they are being delayed for a checkup and appraisal. It is essential that the students always know where they are in relation to the unit.

We have stated above that the discussion plan readily lends itself to a utilization of the more important methods of classroom procedure. The project or problem method can be used to advantage to bring in variation and breadth. Individual students or small committees can be assigned to investigate certain topics and to search out data to be presented to the class for the benefit of further consideration of the various facets of the unit under study.

Too frequently activity of this type does not mesh closely with the material in hand. Isolated reports are presented long after the class has given attention to these phases of the topic presented. Yet if care is exercised in this, these projects can add materially to the value of class discussions. Limitations of this endeavor must be recognized, however, such as the immaturity of student minds, and the inability to discriminate in selecting and organizing information germane to the assignment. If such limitations can be overcome, the program can contribute much to good methodology.

As instructors we have a solemn responsibility. Think of the talent, the total student hours, we face in the classroom each day. Are we challenging that talent? Are we adequately filling these choice hours of youth? Are we inspiring the students to be workmen ordinary or extraordinary? Students run the gamut of spiritual, emotional, and mental reactions to teaching. What are their reactions to your teaching? to my teaching?

Should we not study our teaching techniques? What would we answer to such questions as these: How good is my classroom procedure? Have I recently made a sincere attempt to evaluate and improve it? Am I a more inspiring, effective teacher now than I was five years ago? If I were a student, would I be satisfied with such teaching as I now do? More specifically, do I make quantity the prin-

Please turn to page 28

SCHOOL NEWS

THE OREGON CONFERENCE Department of Education is doing something about the shortage of church school teachers. They awarded a trip to Walla Walla College to the two academy students submitting the best posters, "Choose Church School Teaching as a Career," and book prizes to the three mothers submitting the best papers on "How I, a Mother, Can Best Interest My Daughter in Becoming a Church School Teacher."

FIVE GRADUATES OF LITTLE CREEK SCHOOL (Tennessee) have been accepted as "junior partners" in the work of the school and are carrying responsibilities in an efficient manner which greatly eases the burdens of the senior staff and gives the young people invaluable experience in training for lives of service.

THE SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY is conducting an Extension Division Field School in evangelism in connection with M. K. Eckenroth's Atlanta, Georgia, evangelistic campaign. Twenty-five Southern Union workers are studying and working under Elder Eckenroth's guidance.

LODI ACADEMY (California) has been completely redecorated, with new paint, asphalt tile floors, wallpaper, rugs, and parlor furniture. New equipment and refinished furniture in kitchen and dining room set the stage for pleasant meal hours.

SANTA CRUZ JUNIOR ACADEMY (California) reports that "for the first time in many years, *all* our children are in church school." The students are raising money to finish paying for a moving picture projector for visual education.

LYNWOOD ACADEMY (California) reports new staff members: Lois Fouts, commerce; Lilah Nahorney, accountant and cashier; C. S. Sawyer, maintenance superintendent; D. E. Lust, science; Mrs. Esther Ledington, voice.

THE INDIANA CONFERENCE reports the opening of 21 church schools, with 26 teachers and 422 pupils, which is a 10 per cent increase over last year's enrollment.

THE INDUSTRIAL ARTS DEPARTMENT of Walla Walla College recently purchased a wire recorder for use in its teacher-training program.

EMMANUEL MISSIONARY COLLEGE reports an enrollment of 1,138 college students on September 29, with approximately 100 additional academy students.

MILK FROM LA SIERRA COLLEGE DAIRY won a gold medal at the 1949 Los Angeles County Fair—the second gold medal awarded to L.S.C.'s "collegiate cows."

COLEGIO VOCACIONAL DE AMERICA CENTRAL (Costa Rica) was host during July to an Inter-American Division educational commission, whose project was the formulation of a uniform curriculum for the Spanish-speaking colleges of the division.

H. R. NELSON, educational superintendent of Ohio Conference for nearly seven years, has accepted the same position in Michigan. He replaces D. V. Cowin, who is under appointment to Gold Coast, West Africa.

NEW STAFF MEMBERS at La Sierra College, not previously reported in THE JOURNAL, are Lois McKee, secretary to K. F. Ambs and teaching typing; Mrs. George Thompson and Martha Lorenz, instructors in home economics; Betsy Ross, speech; Mrs. Grace Alvarez, instructor in Spanish.

ESCUELA SECUNDARIA CHIRICANA (Panama) has three teachers and an enrollment of 80, 19 of whom are in the secondary grades preparing to return to their respective territories as teachers of their own tribesmen. Four other elementary schools in the Panama Conference have a total enrollment of 100.

THE COLLEGIATE SCHOOL OF NURSING in the College of Medical Evangelists is cooperating with La Sierra College in its nursing education curricula. Several C.M.E. instructors meet their classes on the La Sierra campus, and La Sierra instructors are continuing extension teaching at the Loma Linda and White Memorial divisions of the school.



PACIFIC UNION COLLEGE reports a total enrollment of 920, representing 16 geographical areas outside the United States, as well as most of the States in the United States. There are also 130 students in the preparatory school, and 135 in the elementary demonstration school. There are 106 students from outside continental United States.

ADDITIONS TO THE STAFF of Washington Missionary College, not previously reported, are Elizabeth Hudak, supervisory teacher in elementary education; Anna Farley Belcher, secretary of admissions; Betty Lou Williams, secretary to the president and publicity secretary.

PHILIPPINE UNION COLLEGE has recently constructed a new clinic, 50' x 22', which provides a doctor's office, examination, treatment, and minor surgery rooms, two recovery rooms, and other facilities for meeting the health needs of the college community.

INGATHERING FIELD DAYS in the Lake Union netted approximately \$14,000: Emmanuel Missionary College, \$7,421; Adelpian Academy, \$1,593; Broadview Academy, \$2,600; Cedar Lake Academy, \$1,580; Indiana Academy, \$1,008.

SOUTHERN MISSIONARY COLLEGE ENROLLMENT has steadily increased from 220 in 1944-45 (first year as a senior college) to 569 in 1948-49. There were six senior graduates in 1946, and 29 in 1949.

A HAMMOND ORGAN of cathedral type was recently installed in the chapel of the Seventh-day Adventist Theological Seminary, at Takoma Park, Washington, D.C.

A BAPTISMAL CLASS OF THIRTEEN was formed at Mount Ellis Academy (Montana) at the close of the fall Week of Prayer conducted by G. W. Chambers.

TWELVE NEW ROYAL TYPEWRITERS and a sound-scriber have been added to the commercial department of Washington Missionary College.

PACIFIC UNION COLLEGE was host to 200 members of the National Association of Seventh-day Adventist Dentists the week end of October 15.

ONE HUNDRED STUDENTS of Platte Valley Academy (Nebraska) in two days raised \$1,200 toward the purchase of an electric organ for the chapel.

NINE OF THE ELEVEN TEACHERS in the church schools of British Guiana Mission are graduates of Caribbean Training College (Trinidad).

ARIZONA ACADEMY has added a new industry. A well-equipped bakery will afford a laboratory for baking classes, and provide employment for a number of students.

A 30,000-GALLON FILTRATION PLANT has recently been installed at Sunnysdale Academy (Missouri), also a 10,000-gallon sewage-disposal system.

SOUTHERN MISSIONARY COLLEGE music department is providing courses leading to the Bachelor of Arts degree with major in music education, which will qualify one to teach music in our secondary schools.

COLOMBIA-VENEZUELA UNION TRAINING SCHOOL has an enrollment of more than 160. Five new classrooms have been provided and three new rooms in the girl's dormitory, and numerous other improvements have been made.

OF THE 744 COLLEGE STUDENTS registered at La Sierra College this year, 477 named California as their home State. Others came from 33 other States and 14 dependencies, territories, and foreign countries. There are an additional 154 students in the preparatory school.

EDGECOMBE JUNIOR ACADEMY (Maryland) has taken a new lease on life, with rehabilitation and redecoration, and provision for library, home economics, and woodworking rooms. The enrollment in all grades is 65. Tate Zytkoskee is the principal.

SOUTHERN MISSIONARY COLLEGE STUDENTS visit 26 churches in four different conferences once every two weeks, taking part in pastoral and evangelistic activities. Seniors and juniors preach the sermons, and sophomores and freshmen take part in Sabbath school services. Approximately 30,000 miles are covered by the students each year in this service.

ELEVEN MEDICAL STUDENTS recently received diplomas for fulfilling requirements in a course in tropical diseases of Mexico, under the sponsorship of the Loma Linda School of Tropical and Preventive Medicine—one of the eight schools composing the College of Medical Evangelists. This is the first time in the history of the denomination that our medical school has sponsored a course in a mission field, but it is to be offered every year to our C.M.E. medical students.

CARIBBEAN TRAINING COLLEGE (Trinidad) has graduated 150 students from the academic course in the 22 years of its existence. These graduates are now serving as evangelists, pastors, teachers, colporteurs, and mission, church, and office workers. Next year the college expects to offer a two-year training course for workers, beyond the secondary level.

THE SOUTHERN AFRICAN DIVISION reports 1,399 schools in operation this year, with 1,952 teachers and an enrollment of 61,200. This is five times as many schools and teachers, and seven and one-half times as many students as were reported three years ago.

THE MISSIONARY VOLUNTEER SOCIETY of Emmanuel Missionary College has started lending libraries in the near-by towns. A definite interest appears to be developing among some who are reading the books.

THE CHURCH SCHOOL AT COLUMBUS, Ohio, has been greatly improved by the construction of a 22' x 30' concrete block addition, through the faithful labor of the pastor and other members.

MOUNT ELLIS ACADEMY (Montana) reports painting and redecoration of the administration building and dormitories, and enlargement of the dean's apartment in the boys' dormitory.

PHILIPPINE UNION COLLEGE physics department has recently received 1,000 pesos' worth of equipment, which will greatly strengthen the work.

AT WASHINGTON MISSIONARY COLLEGE 626 students from 32 States and 22 countries have enrolled for the 1949-50 school year.

L. A. KRANER is the new Bible teacher at Caribbean Training College.

THE MASTER COMRADE CLASS at Walla Walla College has a record enrollment of 250, directed by Richard Litke.

EIGHTY-SIX OF ATLANTIC UNION COLLEGE'S 326 students are GI's, a somewhat smaller number than in recent years.

NAPA JUNIOR ACADEMY (California) has an enrollment of 72. There are three teachers: Mrs. Janie Price, Ruth Terrill, and Mrs. Viola Mathe.

A NEW RECORDAK FILM READER has been added to the facilities of the James White Memorial Library at Emmanuel Missionary College.

SOUTHERN MISSIONARY COLLEGE was host to a Missionary Volunteer rally the week end of October 14 and 15, the theme of which was "Enlisting for Leadership."

SAN FRANCISCO JUNIOR ACADEMY (California) began its 1949-50 session with a new faculty headed by Kenneth Smith, a recently painted building, and an enrollment of 70 students.

PLATTE VALLEY ACADEMY (Nebraska) announces new staff members: Robert Hamilton, dean of boys and teacher of Bible and history; Milo Anderson, mathematics, physics, and woodwork; Violet Archambeau, biology and elementary grades; Myrna Wiltse, music.

THE ITALIAN TRAINING SCHOOL was begun in 1940, with three teachers and 12 students. In 1948-49 the enrollment was over 60, with five full-time teachers and five assistants. During the past nine years more than 20 young workers have gone out from the school to "man the outposts in the vast Italian field."

NAVAJO MISSION SCHOOL (Arizona) is off to a good start under the leadership of Frank Daugherty, principal. Mrs. Daugherty is preceptress. Mr. and Mrs. Wilbur Rathbun and Mr. and Mrs. Ordell Waltman are also teaching classes. The enrollment of 50 might be nearly doubled if there were facilities to accommodate those who desire to attend.

CARIBBEAN TRAINING COLLEGE (Trinidad) is rejoicing over the acquisition of an automatic Miehle Vertical printing press and a large proof press, through the courtesy of the Review and Herald Publishing Association, also a new 10" x 15" Chandler and Price hand-fed job press. The shoe-making industry has also recently received a new power sole-stitcher and other needed equipment.

CANADIAN UNION COLLEGE reports new staff members: Mr. and Mrs. R. W. Scarr, music; Jeanne Dorsette, home economics; Mr. and Mrs. Paul Joice, commercial; G. A. Jorgensen, history and music; Mrs. Jorgensen, English; Mary Spent, school nurse and prenursing.

PLATTE VALLEY ACADEMY (Nebraska) students and faculty are rejoicing over the completion and dedication of a new health center, made possible by the sponsorship of the local Lion's Club and enthusiastic cooperation and support of the community residents.

A STORY-HOUR PROGRAM sponsored by the Missionary Volunteer Society of Emmanuel Missionary College is being conducted in near-by towns and over the Benton Harbor radio station.

PRAYER AND ACTIVE FAITH have made Christian education a reality to 21 boys and girls of the Mount Pleasant and Titus churches in Michigan. Lawrence Wolcott is the teacher.

BARBARA PHIPPS, assistant librarian at Emmanuel Missionary College, completed her work at the University of Michigan last summer for the Master's degree in library science.

PACIFIC UNION COLLEGE LAUNDRY has recently added several items of Army surplus equipment, which double the capacity of the laundry and greatly increase its efficiency.

THE OREGON CONFERENCE reports 56 elementary and intermediate schools, manned by 106 teachers, with more than 1,700 students enrolled.

MYRTLE JOHNSON is the new dean of girls at Campion Academy, in Colorado.

LEONARD J. WOODS is the new accountant at Washington Missionary College.

UNION COLLEGE reports an enrollment of 772 in the college section, with 82 in the academy.

A NEW MODERN SCHOOL BUILDING at Du Quoin, Illinois, has been constructed by the labor of the church members, replacing the building destroyed by fire two years ago.

A NEW TRAINING SCHOOL is opening this year for the youth of Austria. Bogenhofen Castle, some 40 miles from Salzburg, has been purchased and remodeled to accommodate 50 students. F. Pieringer, an experienced and successful educator, is principal and Mrs. Pieringer is preceptress.

ARIZONA ACADEMY reports a number of new staff members: George Smith, principal and manager; Lucile Haskins, American history and English; Arthur Fund, commercial and baking; Pauline Hopkins, domestic science; Mr. and Mrs. Noel Shelton, music; Mary Lou Durning, dean of girls; Kendall Butler, dean of boys.

California College of Medical Technicians

San Gabriel, California

(Suburb of Los Angeles)

Offers the following
courses:

X-ray Technician

(Fifteen Months)

(One year of college minimum requirement)

Medical Office Assistant

(Twelve Months)

(High school graduation minimum requirement)

**NEW CLASSES BEGIN EACH
FEBRUARY and SEPTEMBER**

Approved for Veterans

Write for Bulletin

THE EAST CUBA CONFERENCE has 14 church schools and four affiliated private schools, with a total enrollment of 511 students—122 from Adventist homes and 389 from non-Adventist homes. This situation presents a real challenge to personal evangelism in the church schools.

FACULTY CHANGES AT COLUMBIA ACADEMY (Washington) find Mrs. Buford Ward as matron; Floyd Bresee, dean of boys; Don Wesslen, science teacher and shop superintendent; Doris Shaffer, music instructor; Madge Muchmore, registrar and librarian; Pearl Maguire, dean of girls.

WISCONSIN ACADEMY took on a new and greatly improved look on October 19, when teachers, students, and conference officers joined in setting a truckload of trees, shrubs, and bulbs according to the landscaping plans previously laid.

MR. AND MRS. JAMES RAMSEY have joined the staff of Pine Forest Academy, in Mississippi. Mr. Ramsey is dean of boys and teaches several classes. Mrs. Ramsey, a registered nurse, is assisting in the sanitarium.

ATLANTIC UNION COLLEGE this year offers two new curricula: the publishing workers', leading to the B.A. degree; and the general college two-year, planned especially for those interested in practical arts.

CARIBBEAN TRAINING COLLEGE is changing over from the unit system to the British spiral system of instruction. This will enable the students to sit for the school certificate.

MAPLEWOOD ACADEMY (Minnesota) was host to 100 elementary and secondary teachers of the Northern Union, August 29 to September 2, when they met in institute.

WALLA WALLA COLLEGE reported an enrollment of 1,208 at the close of the first week of school in September.

SOUTHERN ASIA DIVISION reports 64 schools of all grades, with 210 teachers and an enrollment of 2,996 students.

MONTREY BAY ACADEMY (California) enrolled 180 students for its first year of operation.

WILLIAM H. TAYLOR has joined the Union College staff as instructor in English.

UNION COLLEGE was host to a tri-union council of American Temperance Society secretaries, October 12 to 16.

INGATHERING FUNDS to the amount of \$736 were raised by students and teachers of Lodi Academy (California) on the annual field day.

SOUTHWESTERN JUNIOR COLLEGE reports a record enrollment of 481: 150 in college, 208 in the academy, and 123 in the demonstration grade school. Sixteen States are represented by the student body.

THE ALASKA MISSION, with less than 300 members, is happy to report two mission schools and three church schools in operation this year. There are seven teachers, and the total enrollment is 69 in the elementary grades and 11 in grades nine and ten.

SOUTHERN MISSIONARY COLLEGE announces the following promotions in academic rank: Edward C. Banks, from assistant professor to associate professor of religion and evangelism; George B. Dean, from instructor to assistant professor of biology and chemistry.

We Would See Jesus

Continued from page 3

Bible was perfect but whose life denied practically everything he wrote on the paper. This discord between information and life is always tantalizing in education. In Christian education it is the greatest problem we face. Only as the teacher solves this problem and learns how to lead young people to the feet of the Saviour can he contribute appreciably to the survival of the Christian school as a vital institution of the church.

A school known for the spiritual maturity and Christian integrity of its graduates can ask no better justification. It is not a question of whether the church can afford to support such a school; it cannot afford to be without it.

Can We Improve College Teaching?

Continued from page 22

cipal or only differential between upper- and lower-division classes? Are my tests better today than last year? Or do I use the same tests year after year? Do I stress mere memorization of material to be filed away in mental memoirs? or do I emphasize critical analysis, reflective thinking, or the like?

A challenge is ever present. Forbid that our teaching should permit dormant minds to remain unstimulated, unexercised, and unresponding. May our procedures and techniques present not only what to think but how to think. As we do this we shall do more than teach; we shall help students to learn.

True instructors are more than merchants of facts. The Christian teacher enjoys the opportunity to build and strengthen the essentials of stalwart character, to lift men and women to the high road which will lead to life without end. He is not alone in his work. The Master Teacher, who taught and wrought in love while on this earth, supports and upholds the conscientious teacher as he presents to his students a vision of service for humanity. May every teacher fully understand the requirements and obligations, the opportunities and privileges of affiliation with our great denominational program of education.

CARIBBEAN TRAINING COLLEGE began its work 22 years ago with "four teachers and a handful of students." Now there are 15 teachers and 175 students; the school has progressed to junior-college status; great improvement and growth have been made in the physical plant; and the products of the press, broom factory, and woodwork shop are in such constantly increasing demand that it is difficult to fill all orders as fast as they come in; while the farm, dairy, and poultry departments supply the needs of the school and fill some outside orders.



SAN PASQUAL ACADEMY, Southeastern California's new boarding school, opened its first session with 122 students enrolled. Located on a 150-acre farm, it provides food as well as labor for its students in the orchards and truck gardens and the poultry, dairy, and bar-tile industries.

C. W. FUTCHER is the new science and mathematics instructor at the West Australian Missionary College, at Carmel. Mr. Fitcher is a graduate of Emmanuel Missionary College, and has been teaching at Newbold Missionary College, England.

AT LITTLE CREEK SCHOOL (Tennessee) the construction of a new sanitarium wing, a new faculty home, and a three-room addition to another, provides a practical laboratory for the classes in general construction, plumbing, electrical wiring, and masonry.

A BACHELOR OF MUSIC EDUCATION degree is being offered by La Sierra College this year. This degree will be given upon completion of a four-year course which will fit students to teach music in secondary schools.

THE NEW GOLDEN GATE ACADEMY (California) has an opening enrollment of 150 elementary students and more than 80 academy students. The new academy is outstanding in its provision of adequate vocational facilities for both boys and girls.

ATLANTIC UNION COLLEGE welcomes Ruth Blakney Brown to its music department, as teacher of voice and piano.

UNION COLLEGE students and faculty raised \$2,624 Ingathering funds in the 1949 campaign.

GROUND-BREAKING CEREMONIES were held September 25 for the new administration building of Sunnydale Academy (Missouri).

FRIEDENSAU MISSIONARY SEMINARY celebrated its 50th jubilee last July 15-17, with many visitors and delegates in attendance from all parts of Germany.

NEW STAFF MEMBERS at Pacific Union College not previously reported include K. Bartling, auto mechanics and business office; G. Pursley, assistant dean of men; Mrs. J. Fulmore, laundry; F. Heppel, music; R. Ritz, business office; Mrs. N. Wilkinson, art.

The Academy Home Dean

Continued from page 13

The dean's crowded program will not be so much a problem if he has received adequate preparation for his work, since a beginner always requires more time for the same tasks. After a dean understands his work and organizes it properly, he should be no busier and no more confined than any other administrator. I recommend that each dean be allowed a two-week vacation other than the regular student holidays, whether or not he is needed on the campus all year.

Lastly, I recommend that deans be paid a salary between that of the principal and the other teachers.

If we want our young people to be directed to heaven, they must have good parents—good school parents [deans], as well. These deans must be good persons, well qualified; and then, to keep them at their tasks, we must respect them as real denominational leaders.

¹ Alma J. Graf, compiler, *School Home Manual* (Mountain View, California: Pacific Press Publishing Association), p. 39.

² *Ibid.*, p. 36.

³ H. F. Lease, "A Different Viewpoint," *The Dean's Window*, vol. 7, no. 4 (February, 1949).

⁴ Harriet Hayes, *Planning Residence Halls* (New York: Bureau of Publications, Teachers College, Columbia University, 1932), p. 105.

The Teacher and the Bible

Continued from page 4

from the Lord of hosts, which is wonderful in counsel, and excellent in working."⁹

The teacher may even use the Scriptures to encourage pupils to learn a hard lesson. If some are having trouble with sentence structure, for example, a text like "The words of the wise are as . . . nails fastened by the masters of assemblies"¹⁰ may help boys at least to see that it is a wise and masterful thing to put the right words in the right places.

In matters of discipline and character building, many Scripture passages may be used to encourage the students to live cleanly and healthfully so that they, like Daniel and his friends, will have keen and alert minds. Constantly let the Scriptures inspire them, whether in study or in play, to "do all to the glory of God."¹¹

We are admonished to "train up a child in the way he should go," which, after all, is the "way" of the Scriptures.¹² So, in every possible way relate and knit Scriptural facts and Scriptural truths to every subject and every activity in every grade, all the way through. Make it so that when your pupils leave you, the book they will know the best and love the most will be the Word of God—the testimony that is most surely suited to "making wise the simple."¹³

¹ Ps. 71:17.

² 1 Chron. 29:1; 1 Kings 3:7.

³ Heb. 11:24, 25.

⁴ Dan. 1:4, 17.

⁵ 1 Thess. 3:2; 1 Cor. 16:10; 2 Tim. 1:5; 3:15.

⁶ Esther 2:20.

⁷ Prov. 14:34.

⁸ Isa. 40:22; Job 26:7.

⁹ Isa. 28:29.

¹⁰ Eccl. 12:11.

¹¹ 1 Cor. 10:31.

¹² Prov. 22:6; 4:7, 10, 11; Ps. 119:130.

¹³ Ps. 19:7.

AFTER 59 YEARS OF PUBLIC SERVICE for the Seventh-day Adventist denomination, Frederick Griggs is retiring from the chairmanship of the College of Medical Evangelists to enjoy a well-earned rest. Walter P. Elliott is the new chairman.

Setting the Stage

Continued from page 15

The effect of land forms on historical processes is as clearly demonstrated as that of climate. In such mountainous countries as Japan, Norway, and Switzerland, extreme ruggedness reduces the amount of arable land, and hampers communication.

Water is a third natural element which has exerted an important influence upon human affairs. All early known civilizations—Egypt, Mesopotamia, India, and China—began in river valleys.

The great rivers which flowed thru these valleys overflowed their banks and deposited rich alluvial material on adjacent valley floors. Where these rivers flowed through dry regions, their waters were used for irrigation. This made possible abundant harvests, which in turn made possible a large increase in population and the development of civilization.

Finally, it may be said that the history of any group of people rests on the combination of natural resources to which it has access. Today, those countries are most powerful which have control of an abundant supply of resources.

Interrelations of Places

As students learn about the nature of places, they very quickly grasp the obvious fact that physical and cultural differences occur from area to area. The principal objective of all geography is to understand these differences and to note their effects on the economic, social, and political affairs of man.

During the early development of the ancient world, most countries were self-sufficient economically. But, as they expanded, commerce developed and different regions began to specialize in production of many commodities, both manufactured and agricultural.

With the exception of the Dark Ages, world history has been marked by the continued development of economic ties

resulting from the onrush of overseas expansion and the development of rapid transport. Close social and political interrelationships have followed.

History students need to examine the interrelationships of places at selected periods in the past if the events of those times are to be fully understood. No area can be studied apart from all other areas.

Conclusions

The citizens of the future are going to have to know more about the world than their predecessors. This is an inescapable fact. If they master the content and skills proper to geography, they are going to be better prepared to think more intelligently about local happenings and world affairs.

The history teacher can help his students to do this by giving them an opportunity to investigate how the relative location of places, the nature of places, and the interrelationships of places have affected the course of mankind. If students are given such an insight into past events, they will be that much better prepared to meet life situations in the future.—*NEA Journal*, vol. 38, no. 7 (October, 1949), pp. 526, 527. (Used by permission.)

COLUMBIA ACADEMY (Washington) boasts a new industrial building, which provides a large shop area, classroom, and instructor's office.

The JOURNAL of TRUE Education

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Erwin E. Cossentine George M. Mathews
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THE JOURNAL OF TRUE EDUCATION

You Should Read

College Teaching and College Learning, by Ordway Tead. New Haven, Connecticut: Yale University Press, 56 pp., \$2.

The ineffectiveness of much college teaching is assumed; and, accepting the fact as a premise, the author proceeds to develop this theme under four headings: (1) The Teacher as a Person; (2) The Teacher in Action as a Teacher; (3) The Nature of Learning and the Need for Indirect Learning; (4) The Improvement of Teaching and Learning.

In the brief compass of forty-five pages the author elaborates the four aspects of his theme, dealing realistically and practically with many phases of college teaching and college learning, and at all times gripping the interest and winning the approval of this reviewer. The little book is a gem in its field, and its content is so in harmony with the views of this college teacher that he believes it should be widely and intensively read.—W. I. SMITH, PH.D.

Constructing Classroom Examinations, by Ellis Weitzman and W. J. McNamara. Chicago 4: Science Research Associates, 1949, 169 pp., \$3.

It is very important that all teachers acquire a real competence in the construction of classroom tests and that they be kept informed about important advances in the art and technique of objective test construction. Written for all teachers—elementary through university—this how-to-do-it handbook on the construction and use of achievement tests describes techniques for constructing objective-type achievement tests—completion, matching, true-false, arrangement, and multiple choice—and gives examples to show how these techniques are used. It also provides concrete suggestions for administering, scoring, and evaluating all types of tests, including essay. The book gives easy-to-understand and easy-to-use methods of analyzing items and of handling test scores. Finally, the book includes a list of supplemental references for the teacher who wishes to follow up his interest in this subject.—*Bulletin of the National Association of Secondary-School Principals*, October, 1949, pp. 143, 144.

College Publicity Manual, edited by W. Emmerson Reck. New York: Harper & Brothers, 1948, 246 pp., \$3.

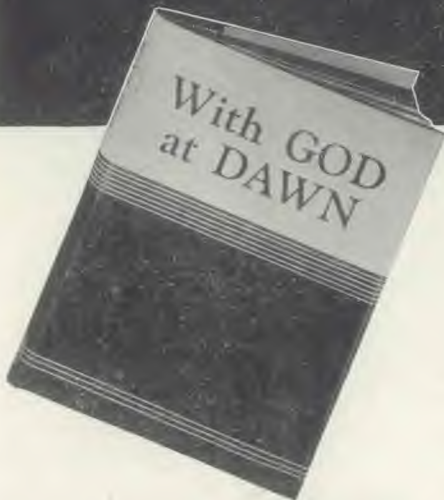
The value of publicity is a discovery of the twentieth century. Business was the first to discover it, and behind it slowly have followed other organizations and institutions and, perhaps last of all, the churches and the schools. Certainly the Seventh-day Adventist Church and its schools have been among the laggards in this respect.

This volume edited by an authority, is a companion volume to *Public Relations*, published in 1946, which is a program for colleges and universities, a book of theory. The *Publicity Manual* is a directive on "how to do it." Each chapter is written by an authority in the field; the twenty-one chapters being written by nineteen leaders in college publicity. Mr. Reck, the editor, is director of public relations at Colgate University, and past president of the American College Public Relations Association.

For our colleges and academies this volume is a must. There are chapters on gathering and evaluating materials for publicity; on writing and editing news, features, and human-interest stories; on publicity through radio, newspapers, and magazines; on the preparation and distribution of copy; and on publicity through pictures—all of which succinctly state the main principles of each operation.

The ethics of the book are unquestionable, and the lessons taught are needed in our colleges and schools as much as in others. When the author stresses the fact that public relations must be respectable, sincere, accurate, and honest, he speaks to every one of us. When he states that cooperation is necessary to secure publicity, he points a finger at our sometime belief that editors should publish whatever we give them.

The value of a reputation within a community is well expressed in the Good Book, which states that a good name is better than great riches. The field of public relations will help to guarantee us that good name and provide us the opportunity of spreading our message without prejudice. This volume admirably serves the needs of our schools.—W. H. BEAVEN, M.A.



DAILY MEDITATIONS FOR 1950

From the Spirit of Prophecy

Here are 365 interesting and helpful interpretations of the Morning Watch texts for 1950.

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