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"COMPOUNDITIS"—An Editorial

A PROBLEM to which teachers and school administrators should address themselves earnestly is that of staff relations. We have rightly become concerned about public relations with the community and the patrons, and good work is being done. Favorable results are also being seen in student personnel work, and we find student counseling in our day raised to the level of a professional specialty. But neither of these can be fully effective, no matter how wisely, conscientiously, or scientifically they are carried on, if there be not rapport and mutual trust among the staff members.

A disease known to overseas missionaries as "compounditis" is a disorder of the judgment and spirit resulting from close confinement within a too homogeneous group engaged in occupations producing considerable nervous strain. In progressive order the symptoms are irritability, suspicion, delusions of persecution, loss of ability to cooperate, loss of judgment for self-appraisal, and spiritual deterioration.

A school or college campus is not a compound, and teachers readily find release of tensions in association with youthful and buoyant spirits; there is, nevertheless, considerable compounditis among school people. There is the teacher who feels that the rewards of rank and salary increase go to others less worthy than himself. There is the administrator who cannot possibly think of working with a teacher on his staff who was once the principal. There is the teacher who feels that the president does not take pains properly to report his achievements to the board. There is the principal so insecure in his feelings about his own position on the staff that he unconsciously seeks credit belonging to others when he reports to the board. Then there is the principal who cannot

work with those who do not agree with him, confusing loyalty to the cause with agreement of opinion; and there is the teacher who goes about among his fellow teachers spreading doubt as to the judgment or integrity of the head of the school or the chairman of the board. Except in those rare instances in which the facts, objectively considered, support the examples given, these exhibit the behavior patterns of compounditis.

Like most ailments, compounditis is not so easy to prescribe for as to diagnose. However, the following therapy is indicated.

In the first place, staff members should apply to their relationships one of the first principles of successful partnership. He who enters any sort of human relationship demanding that it make him happy is likely to be disappointed; whereas the one who enters it expecting to make others happy, by concentrating on what he is giving instead of on what he is getting, is likely to find happiness a by-product of his contribution.

Frankness and openness in staff relationships is good for the members. Grievances begin as questions. The staff member who feels free to go to his superior for a friendly discussion of questions is not likely to develop grievances, so long as his own conduct is loyal and above reproach. To encourage such confidences, the administrator must be accessible. Obviously he cannot cloister himself behind office doors. Neither can he afford to leave his appointments to the decision of a secretary whose desire to protect his time may deny him the contact with his staff that is essential for good and happy administration.

So far as is humanly possible the administration of an educational institution must be of law and not of persons.

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Soulsaving in the School

R. L. Logan

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IT IS a great responsibility to be a leader of young people. Since one can lead others only so far as he himself has gone, in order to lead church school pupils to give their hearts to the Lord it is necessary that the teacher examine his own heart to see whether there is any sin which might hinder the work of God's Spirit. Young people are quick to detect sham or superficiality; and though none of us would claim perfection, we cannot successfully direct boys and girls to a Saviour whom we do not know, over a road which we have not traveled.

I have been impressed recently that unless the spiritual program can be made effective in our church schools, there is little or no excuse for their existence. With this realization has come a new determination to find and follow a procedure which will give the spiritual phase of my work the pre-eminence it should have.

As I entered upon my duties in this junior academy, I found that only one third of the pupils in grades seven, eight, and nine were baptized members of the church. This appealed to me as both an opportunity and a challenge for immediate work. I asked several of the older pupils whether they would be interested in taking a course of Bible studies covering all the major doctrinal subjects, with the ultimate goal of baptism at the conclusion of the series of studies. I met with such a hearty response that it was not difficult to decide what I should do.

I felt that such a course should not be too hurried, nor should it be too lengthy. The program of schoolwork for each day was full, and it appeared that

the only suitable time for this special work was during the morning devotional period. By lengthening this period to thirty minutes, three days each week, we progressed quite satisfactorily. The interest did not lag but rather increased from week to week. The pupils were encouraged to ask questions as we considered each topic, and it was most inspiring to hear their sincere, thoughtful questions. On three or four occasions during the course the interest was so great and involved matters of such importance that we continued on through the next period. Questions were being asked and answered, and decisions were being made that could not be interrupted and left for the next day. The Spirit of the Lord was present and making impressions upon those young hearts.

Special care was taken not to urge too strongly or use any authority as a teacher to bring about decisions. In fact, I rather avoided personal, individual appeals, allowing each pupil freedom in making a decision. Toward the close of the course I passed out blank slips of paper to the pupils, asking each one to indicate his probable attitude toward baptism. The response was encouraging. This opportunity for expression was to give point to their thinking, leading to a definite decision which they would be asked to make within a few weeks.

When the course had finally been completed and the boys and girls were asked whether they were ready to give their hearts to Jesus and to evidence this by following Him in baptism, all with one accord dedicated their lives to the Master. The net result of this effort, under

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The Church School Teacher the Recruiting Officer of Her Profession

George S. Belleau

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IN A former article we found that the church school teacher recruited twice as many school teachers from among her students as were recruited on the high school level, and eight times more than were recruited from among college students.

The greatest need of our denomination is for more and better-trained church school teachers. Because of the teacher shortage we have had to hold back some of our progressive teachers from going on with their college education. Now that we know that the most productive field in which to recruit future teachers is the grade school, our next problem is to discover the best methods for teachers to use in recruiting students for their profession.

Desiring to know what our teachers thought were the best methods for them to use in recruiting future church school teachers from among their students, I wrote to 225 teachers in the British Columbia, Washington, and Oregon conferences. I asked them to write a short paper on "How Can I, a Teacher, Best Recruit My Students for My Profession?" Not all responded, but enough did reply to make it worth while. A committee of five read and classified the papers. The responses were full of good suggestions for recruiting. Believing that these suggestions will prove an inspiration to all church school teachers, I am including the five best papers in this report. I trust they will stimulate all our

teachers to be recruiting officers for their profession.

The first prize was awarded for the letter written by Mrs. Alice Taylor Lagreide, who teaches in Olympia, Washington.

"Being the granddaughter, daughter, niece, sister, sister-in-law, aunt, and mother-in-law of teachers, I am vitally interested in my profession and anxious that my torch be passed on to others who are trained for teaching and ambitious to carry on and uphold the ideals and standards which I have tried to reach.

"To stimulate a desire in others to enter such a profession should certainly be the earnest wish of every true teacher, and *how* to do it, a matter of personal concern. To me one of the greatest factors in arousing such an interest is the teacher's own personality and attitude toward his profession. If he is cheerful, happy, and enthusiastic in his work, it will surely help awaken his students' interest in

such work. If he is kind, helpful, and thoughtful of his students, they will love him and at least some of them will want to be like him and to do the work that he is doing.

"A teacher who studies his pupils, yet who knows his subject matter so that he can organize it to be interesting and stimulating, who can present from his own experience and learning those extras that give variety and relieve the tedium of hard tasks, is the teacher who draws his students to himself and to the great Teacher, who is *his* pattern, and awakens an ambition in at least some of his pupils to follow in the path which he has made desirable.

"Since I felt that what *I* think would draw young people to the teaching profession might not necessarily be what *they* would find attractive, I wrote on the board the question, 'What qualities in a teacher might influence you to want to be one.' The replies I received gave a few hints on how I might help interest them or other young people in my profession.

"Among the qualities mentioned (and we are sometimes surprised at the wisdom proceeding from the 'mouths of babes') are these very important ones: good nature, personal interest in pupils, a Christian spirit, leadership, self-control, helping others, living what he teaches, and neatness in appearance. These are the traits and qualities the children want and have a right to expect in Christian teachers; then, when they grow mature enough to choose a lifework, the Holy Spirit can lead them

Blessed
Is the
Teacher
Who
Recruits
Teachers
While
Teaching

to a desire to be teachers like those who have helped and inspired them.

"May the Lord help me to be the kind of teacher who not only teaches the three R's, but one who can set children an example which they will desire to follow, in life and in work. Surely ours is a noble profession, worthy of the best efforts we can put forth; the 'nicest work ever committed to human beings,' where failure means tragedy. May we give it our 'full measure of devotion,' that someday soon we may 'shine . . . as the stars for ever and ever.'"

Miss Miriam Pease, teacher in the Hood River, Oregon, church school, was awarded second prize for the following letter:

"One of the best ways for me to attract my students to do what I am doing is to show by expression, word, and action that I thoroughly enjoy my work, and that I am happy in the profession which I have chosen. Happiness is contagious, and if I am happy in my work, those around me will also be happy and may be led to choose the same lifework.

"I must be proud of my profession. If I show that I consider it a high and noble calling, others will be led to regard it as such.

"I must stress the rewards of teaching. I must never, in any way, let others think that the monetary reward is insufficient; I must rather emphasize the spiritual and mental rewards of teaching.

"I must be sure that my character and reputation are such that I may take my rightful place in the community and church.

"I must show a personal interest in each pupil, so that he will respond to my guidance as I endeavor to lead him in making wise decisions regarding his lifework.

"And, what is most important, I must follow the Master Teacher, whom my pupils should see through me, as I stand before them each day."

Mrs. Hattie Martin, of Portland Union Academy church school was chosen as having the third best paper. She listed the following as teacher qualities valuable for attracting young people to the profession:

"1. Love all children.

"2. Love to teach.

"3. Be enthusiastic about all the subjects I am teaching.

"4. Make the subjects interesting by motivating the work.

"5. Be fair in all my dealings.

"6. Be ready to ask forgiveness when I am in the wrong.

"7. After all this, when the children have had a chance to know me, I can suggest to some child who has handed in a good paper which shows work well done, 'Mary, you would make a good teacher. If you are willing to consider it, you should plan your courses in school with that idea.' And I would add, 'The Lord's work needs your talents. He needs capable and consecrated teachers.'"

E. L. Barclay, principal of the Hillsboro, Oregon, church school, was chosen as having presented the fourth best paper:

"I believe I can best recruit students for my profession:

"1. By having my room well organized.

"2. By having lessons well prepared and interesting.

"3. By getting out and playing with the children and being interested in the things that interest them.

"4. By securing obedience without nagging or scolding.

"5. By loving the children and showing that I really enjoy teaching.

"6. By inspiring the children to *study*, and thus achieve individual success.

"After I have accomplished this I let the students help teach, making sure that they have success by helping with any situations they cannot handle. I soon find who are the students that can teach, and encourage and help them. I speak to them from time to time about teaching, and find that some are interested and will work toward that profession.

"Yours for more teachers."

Miss Mable Dougherty, first-grade teacher of the Portland Union Academy church school, was writer of the fifth best paper. She counsels:

"1. Be in love with your job.

"2. Make the schoolroom an attractive place. Keep appropriate pictures and mottoes on the walls and boards, some of which direct attention to teaching as a profession.

"3. Be alert—watch for those pupils who show ability to teach. Encourage them by giving them occasional opportunity to help the slower pupils.

"4. Hold before the students that teaching is the 'nicest work' ever given to man.

"5. Make friends of your students, prove to them that teachers are 'human.' Be understanding and interested in their problems. Exercise fairness and impartiality at all times, and let the students see the justice of your decisions.

"6. So live before your students as to influence them toward teaching because they want to be an inspiration to others as you have been to them."

If we will follow these good suggestions, I believe that our teacher shortage will be greatly reduced. Let us have for our aim: Every Church School Teacher a Recruiting Officer for the Profession. Let us think well and speak well of our profession. And let us be good representatives.

A Basic High-School Testing Program

Walter F. Frock

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IN A general statement on the value of tests and testing programs, Jacobson and Reavis, in their new book, *Duties of School Principals*, point out that:

"Testing has passed out of the realm of the mysterious in which it was once placed by conservative educators. It has made lasting contributions to education at all levels and is recognized in many schools as an integral and indispensable part of the educational process."¹

It takes time, work, and study to develop a good testing program. Teachers and administrators must be informed and prepared as to its merits, advantages, uses, and limitations. Many teachers and administrators should take more work or special courses in measurements, or attend workshops, where professional experts come to teach and assist with problems of organization and administration. First of all, tests and a program must be sold.

It takes co-operation to develop a good testing program. Certainly the program cannot suddenly be forced upon the high school "because we ought to do some testing here." Teachers, parents, and students must be made aware of the value of tests and must realize that they are helpful modern instruments for bringing about student adjustments in school and in later life. There should be continual co-operation among teachers in the use of tests and their results and in their interpretation.

To the teacher, test results will be of aid in individualizing her instruction. She will know that one student is not working up to capacity and needs more challenging work, and that another pupil cannot do quite so much and needs special help. She will get a clear indication of the relative quality of her

instruction when achievement tests are given. Whether a teacher attempts to give guidance services or whether there is a special counselor or director of this, a knowledge of student aptitudes, interests, and personality characteristics will help every teacher to know her students better and to understand their strengths and weaknesses, and their aims. We are teaching the whole child; we will need to know the whole child.

To the administrator, the testing program will provide an objective evaluation of his school. Are the classes at a reasonable standard of academic achievement? Is the curriculum doing the thing it is supposed to do, or are there areas which need more attention? Is there a need for more emphasis on social development, or is it scholastic achievement that needs attention? Even the morale of the school can be judged from tests.

The Educational Policies Commission in its recent report *The Purpose of Education in American Democracy* states:

"The center of emphasis in education is being shifted from the program of studies to the individual learner. There is a closer concern with the major strategy of the classroom as opposed to the minor tactics of subject-matter arrangement. We are beginning to study each child as a unitary, unique individual and to offer guidance, in an intelligent and sympathetic way, to each one in accordance with his need."²

It takes a professional attitude to develop a good testing program. Unprofessional handling of the program will prevent the realization of full benefits from one of the most encouraging aids yet devised by which our schools can really educate for successful living. A committee of distinguished educators, headed by President Conant of Harvard University, reports further that testing as an educational aid is in its infancy.

Tests of one's knowledge, however accurate, throw no light on one's sense of values.

What to Look for in Tests

There are several questions about tests which the teacher, principal, or superintendent will want to take into account in selecting the best possible instruments for the school. (1) Was the test well standardized; that is, are the norms based on sufficient number of cases and on cases sufficiently representative? (2) Is the test reliable; that is, can you count on it and its parts to measure accurately and consistently? (3) Does the test have high validity; that is, does it really measure what it is supposed to be measuring? (4) Is the test easy to score, not too long to administer conveniently, and not too expensive in price? Relative to the cost of providing a basic testing program, an authority states:

"A fifteen cent per pupil test budget provides a satisfactory basic program. When the per pupil cost of the educational program (\$80 to \$200 per pupil) is considered, the cost of obtaining these essential basic data for one's appraisal, educational diagnosis, and pupil guidance is really insignificant."³

The Purpose of the Testing Program

Today the emphasis in education is being shifted from the curriculum to the student. This is more and more becoming the trend of good teaching. If teachers are to work more with young people individually, they need to know the strong and weak points of their students. In the past, teachers depended on most unreliable methods for judging certain traits; height of forehead was thought to be indicative of intelligence; long, tapering fingers showed an aptitude for painting, typing, or music; steady gaze proclaimed an honest, well-adjusted personality. Today, however, use of standardized tests helps us make far more accurate judgments of abilities and aptitudes than those guesswork methods of the past.

We are going to make judgments of a student whether we use tests or not; of

his resourcefulness, his stick-to-it-iveness, his proficiency in a subject, and his general mental ability. Observation is still a good method for making judgments in some areas, but, in those aspects or behavior which can now be measured by tests, is the teacher not much more wise to get all the help she can from objective instruments rather than to depend upon personal evaluation?

When we give a test, we simply provide a standardized observational situation for a given sample of behavior. The real purpose of testing is not to classify a student as passing or failing, but rather to point out areas needing special attention or additional emphasis. The standardized test enables the teacher to compare the individual's level of performance with that of others of the same age or grade. It is merely shown that he can do a certain thing better than a large proportion—or a small proportion—of people like himself. Thus, when we say he is in the 90th percentile, we mean that his performance was better than 90 per cent of other students at his level. A testing authority says: "The ultimate objective of the program is the final improvement of instruction and the guidance of individual pupils."⁴ Another use listed by Jacobson and Reavis: "Tests and their results offer a concrete basis for the consideration of curriculum construction, revision, and supervision. Testing is also a part of supervision, though admittedly not the most important part."⁵ It can be summed up by saying, the real purpose of a testing program is to help the schools provide better education.

Kinds of Tests

Three ways in which tests are frequently classified are: (1) type of equipment needed, (2) time-limit or work-limit conditions of administration, and (3) type of behavior being measured. In terms of equipment needed there are two broad kinds of tests: paper-and-pen-

cil tests, useful for group administration; and tests requiring individual administration. Time-limit tests are tests in which the student does as much work as he can in a certain length of time; while in work-limit tests, the student is to work until he has finished or can go no further. Types of behavior being measured include: general scholastic ability (intelligence), subject-matter achievement, special aptitudes, vocational interests, and personality. There are also diagnostic and other specialized types of tests.

Tests of General Scholastic Ability

Tests of intelligence (in practice, really the ability to do school work) in the last decade have found their way into most schools. There are scores of different scholastic ability tests on the market. Results are given in terms of either the I.Q. (100 times the mental age, as shown by the test, divided by the student's actual chronological age), or the percentile rank (the student's position in relation to 100 per cent of the population of his level). Mental ages and grade equivalents are sometimes given.

The best-known mental-ability test is probably the *Revised Stanford-Binet*. Its results are given in terms of the I.Q.; its only drawback for large groups is that it must be administered individually. Among paper-and-pencil tests are the American Council on Education's *Psychological Examination for High-School Students*, the *Otis Self-Administering Tests of Mental Ability*, and Thurstone's *Chicago Tests of Primary Mental Abilities*. The latter is noteworthy in that it gives scores in six different kinds of mental ability—number ability, ability to see verbal meaning, ability to see spatial relations, ability to use words, ability to reason, and memory.

Tests of Subject-Matter Achievement

Like final examinations of the objective type familiar to all of us, achievement tests measure students' strengths in

the various areas of school work. By giving batteries of achievement tests, administrators and teachers can see how well their students are doing in various areas of the curriculum as compared with those in other schools throughout the country. Well-known achievement tests are: *Iowa Every-Pupil Tests of Basic Skills*; *Metropolitan Achievement Tests*; *Stanford Achievement Tests*; and the *Co-operative Achievement Tests*.

Tests for Special Aptitudes

While test builders are beginning to construct instruments to measure aptitude for work in art, music, science, social service, and so on, the average school will probably find it more practicable at first to measure only clerical and mechanical ability or aptitudes. Measures in these areas will help indicate which course of study is best for a student to follow in high school. But what are aptitudes? John R. Yale, in his recent book, states:

"Aptitudes may be narrowly defined as potentialities which can be developed into special skills useful in later job adjustments. While high scores on achievement tests usually can be rightly said to indicate high aptitude in those tests, or areas the tests cover; it is often advisable to get measures of the aptitude directly."⁶

A good general clerical aptitude test is *The Minnesota Vocational Test for Clerical Workers*. The National Office Managers Association's *Stenographic Aptitude Test* gives reliable prediction of a student's aptitude for learning shorthand in a high-school shorthand class. As mechanical aptitude tests, the *Bennet Mechanical Comprehension Test* and the *Stenquist Mechanical Aptitude Test* are probably most widely known.

Tests for Vocational Interests

Interest tests, of which the *Kuder Preference Record* and the *Strong Vocational Interest Blank* are popular examples, try to point out the field or fields of work toward which the student has

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Reading Readiness

Mary W. Groome

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READING readiness has been discovered to be not a unitary condition, but a composite of abilities peculiar to each child. Therefore, it is much more than chronological age and the maturity which happens to accompany that age. It is a matter of inheritance, nutrition, physical equipment, experience, emotional stability, and suitable opportunity. In the degree to which readiness is developed, learning will take place. The development of readiness may be divided into three types of conditions: physical development, personality development, and intellectual development. This article will deal primarily with intellectual development.

Even before the teacher meets her children for the first time, there are certain things she knows will be true about her group. She knows that they will have different backgrounds and that their interests and experiences will vary. She knows also that they will not all possess the same language ability or the same level of mental maturity. This means that there will be as many different reading-readiness needs as there are children.

The very first day of school is not too soon to begin a survey of the reading-readiness needs of the pupils. This can be done by making systematic observations, and by the use of informal tests and a standardized reading-readiness test. After making such a survey, the teacher will probably find she has one group that show signs of being ready for systematic instruction in reading. She will find another group that need help with specific factors, which may be provided simultaneously with the beginning instruction in reading. She will also

find a group that are so immature as to need a preparatory period before they are ready for any systematic instruction in reading.

Providing profitable learning activities which will make this preparatory period really educative is one of the biggest problems that confronts the first-grade teacher. These learning activities must be planned to meet wide variations in mental development, language ability, and background of experience and general information. They must be planned with a definite purpose in view—that of developing and strengthening the abilities requisite to success in learning to read—in order that they may not degenerate into mere “busy work.”

In view of the fact that developmental reading is concept development, and that concepts are the product of language and experience, language development is the foundation upon which the reading-readiness program should be built. Because the child's language development usually gives reliable information concerning his background of experience and information, a reading-readiness program is much concerned with his speech habits, spoken vocabulary, and control over language structure. Therefore many of the developmental activities will provide opportunity for oral responses.

An adequate background of meaningful concepts is necessary for understanding and thought. Such concepts also aid greatly in the interpretation of symbols, in fixing the memory of printed symbols, and in “getting” new words through context, which is one of the best and most intelligent means of work-

ing out new words. Therefore, providing opportunity for the child to develop a broad background of meaningful concepts is preparing him for reading. Some activities for developing these concepts are:

1. Excursions, such as nature trips to observe and learn about growing things, a trip to a dairy to find out how its products are prepared and distributed, or a walk around the neighborhood to observe street signs, traffic signals, and other things important to the immediate vicinity.
2. Sharing experiences of the home and with pets, toys, and trips.
3. Sharing possessions, such as toys or books.
4. Social activities providing opportunity for planning and discussing ways of being polite. Birthday celebrations and entertaining others are examples.
5. Planning natural science exhibits, pet shows, or toy shows.
6. Construction activities, such as making toys, a doll house, store, playhouse, classroom equipment, or illustrations for sandbox.
7. Modeling in clay, easel painting, and painting of friezes provide wonderful opportunities for development of concepts.
8. Making and keeping records, such as lists of materials needed in classroom projects, records of classroom duties, lists of health and safety rules, making stories, making and keeping a calendar and a weather chart.
9. Vicarious experiences gained from songs, poems, pictures, and stories.
10. Creative experiences, such as making songs, rhymes, and experience charts and stories.

Just as important to the child as a broad background of meaningful concepts, is the facility in giving and receiving meanings through words and sentences. A few activities for developing language ability are:

1. Creating stories, poems, and songs.
2. Relating experiences.
3. Planning activities or entertainments.
4. Conversation.
5. Learning poems and songs.
6. Playing stories.
7. Composing letters, both group and individual.
8. Encouraging the child in the use of new words.
9. Providing a daily discussion period to talk over interesting things seen and done.
10. Listening. This is an art which needs careful development; yet it is the one skill most likely to be neglected. Understanding and interpretation should be considered the important part of listening.
11. The teacher's reading and telling stories to the children. Through hearing stories and poems the child will learn to associate meanings with new words and speech forms.
12. Telling of stories by the children. Retelling of Bible stories provides a wonderful opportunity for the child to develop facility in expression. Show a colorful picture of activities interesting to children; then have them tell the story they see in the picture. Or the teacher can start a

story and have the children finish it. Also while telling a story to the children, stop at an especially interesting point and help the children to anticipate what is coming next.

13. Language games.
 - a. Adjectives: Encourage the children to describe objects in their environment, such as one another, objects in the room, or something they saw on way to school.
 - b. Synonyms and antonyms: Teacher gives a word, such as *pretty*. Children think of another word which means the same. Likewise with antonyms; the teacher gives a word, such as *big*, and the children give the opposite, which is *little*.
 - c. Prepositions: A child may take two objects, such as a book and a ball. The teacher may whisper the directions to one child, and as he places the objects the other children may tell whether the one is under, over, beside, or behind the other.
 - d. Descriptions: One child describes an object as to color, size, shape, and use. The others may guess what he is describing. This may be an object in the room or from a picture shown to the group.
 - e. Riddles: Encourage the children to make up riddles about pets, toys, or other objects, and have the others guess.
 - f. Articulation: Help the children to say words slowly, listen carefully to new words, imitate sounds, think and say words that begin with a particular consonant sound. Make a picture dictionary, with pages which illustrate a certain sound, such as *H*—horse, house, hen, and hat.

Children of this age level should be given definite help in the process of learning to "see." They can look at a picture or object and yet perceive only partially and often inaccurately what there is to see. The ability to see can be improved by attention to details. Some activities for improving visual abilities are:

1. Noting likenesses and differences in size and shape of objects found in picture series in reading-readiness books.
2. Noting differences in word forms of two- and three-letter words in a series, such as *oh, oh, he, oh*. (The children need not be able to read the words. The exercise is for noting likenesses and differences only.)
3. Observation games.
 - a. Rearrange a group of objects while children's eyes are closed; then let them tell what was moved. Or remove an object while their eyes are closed, and let them tell what is missing.
 - b. Have children name all the things they can see in the picture; or show a picture, then take it away and see how many things can be remembered.
4. Matching games: For example, matching word cards with labeled objects in the room, labeled pictures on charts, or pictures on bulletin boards.
5. Teach children to recognize their own printed or written names.

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Unfortunately, most teachers have been prone to ignore or even approve of withdrawal behavior, and to punish aggressive behavior with little or no effort to gain insight into causes. Consequently, frustration, tension, and strain have tended to increase in schools where teachers are unaware of the principles of emotional health.

Dorothy W. Baruch (in an article in the *Journal of Genetic Psychology* for December 1945) suggests that emphasis be placed on the acceptance of inner emotions and on "releasing problem-reducing" procedures, rather than on "repressive, problem-augmenting" technics.

If you are yourself emotionally adjusted you are better able to accept rather than resent negative emotional expressions in children. If you can accept objectively and without personal involvements such statements as, "I hate school," "I don't like you," or "Why do you always 'pick' on me?" you can better help a child face his own feelings and gain some insight into the cause of his own behavior.

As you move forward in your own adjustment, you find new insight and understanding of the problems of others. As has been pointed out in *Helping Teachers Understand Children* (American Council on Education), teachers who believe that a child's behavior is shaped by his past experience, his present situation, and his hope for the future cannot seriously reject a child for what he does.

Requirements for Emotional Health

Two of the major requirements for emotional health are the need for security and the need for adequacy. You can help children achieve both in your guidance of classroom activities. For example, you may develop cooperative activities through which each child can make a significant contribution and enjoy group recognition.

You may, with due regard for indi-

vidual differences, assign tasks which provide reasonable opportunity for success, so that each child will have the occasional stimulation of accomplishment. No child should be subjected to repeated failure. You may give children as many opportunities for self-expression as will be consistent with the best interests of the group.

If you have a regard for the emotional health of your pupils, you will not use fear, ridicule, sarcasm, or excessive individual competition as motivating factors. You will choose disciplinary methods, if required, with respect for pupil personality and with regard for pupil growth in self-control and self-discipline. You will understand that marks and examinations are better used as a means of mutual evaluation, rather than as an academic end.

Your personality may be a more potent factor in the total education of children than your skill or technical knowledge. One need only visit a classroom for an afternoon to sense its emotional tone. A group of children may be relaxed and happily engaged in constructive work in an atmosphere of friendliness, sympathy, and genuine affection or may show all the signs of tension that fear, coercion, and authoritarian restraint produce.

In a study by Boynton, Dugger, and Turner (reported in *Journal of Juvenile Research* for October 1934), involving 73 teachers and more than a thousand children, it was observed that the mental health of teachers can have a direct effect on the behavior of children in as short a period as two and one-half months. A cheerful, tolerant, resourceful teacher is helping pupils develop these same qualities.

Since your emotional health is clearly reflected in the children entrusted to your guidance, you have a duty to yourself and your profession to foster it by participating in a variety of recreative activities, maintaining many social con-

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School Lighting

John M. Howell

EDUCATIONAL SECRETARY,
COLUMBIA UNION CONFERENCE

"And God said, Let there be light: and there was light. And God saw the light, that it was good."¹

LIGHT—abundant, constant, and well controlled—is necessary for effective schoolwork. Until recently educators have not been aware of how much light contributes to the success of the school program. Consequently, light requirements have been gradually increased from five to ten foot-candles, from ten to fifteen foot-candles, from fifteen to twenty, from twenty to twenty-five, and now from twenty-five to thirty foot-candles. Pupils not only achieve better results but are less nervous and more contented in their schoolwork.

The accompanying chart gives the recommended light for specific places and types of work.

Light should be admitted into the schoolroom from the left side of the pupils and/or from the rear of the room. No cross-lighting should be permitted at eye level or on any part of the room where the eye is to rest. As is being so commonly demonstrated in the newer school buildings, light may be admitted above the door level on the right side of the pupils if it is in such manner as not

to interfere with the work the pupils are to do. Glass blocks, deflecting the light slightly upward, are definitely recommendable building material for this right-side lighting. In fact, glass blocks used on the left side, too, above a deflector type of clear-glass window some eighteen to twenty inches in width, make the very best type of window for a schoolroom. This type, known as the "Harmon Technique," is being strongly recommended by the better builders of schools.

If fresh air is admitted into the room by mechanical devices, a complete window of the proper kind of glass blocks is advisable for proper light diffusion as well as for economical maintenance. In any case, the left-side window should be a full bank of light-admitting material, extending from a point about four to six feet from the front of the room to within two to four feet from the rear; beginning not more than forty inches from the floor, and extending to a height above the floor equivalent to not less than half the width of the room. In most States the law requires that schoolrooms have ceilings not less than twelve feet from the floor.

LIGHTING LEVELS AT THE WORK (Maintained in Service)²
Current Recommended Practice

Locations	Minimum Foot-candles
Classrooms—on desks and chalkboards*	30
Study halls, lecture rooms, art rooms, offices, libraries, shops and laboratories	30
Classrooms for partially seeing pupils and those requiring lip reading—on desks and chalkboards*	50
Drafting rooms, typing rooms and sewing rooms	50
Reception rooms, gymnasiums and swimming rooms	20
Auditoriums (not for study), cafeterias, locker rooms, washrooms, corridors containing lockers, stairways	10
Open corridors and store rooms	5

² Where schools use chalkboards extensively for demonstration purposes, higher levels than those indicated are desirable.

The walls and ceilings of the classroom should be finished in matte light shades; the floor should be of a light color; and all furniture and woodwork in the room should be of light color. Dark objects tend to decrease the light. Chalkboards no longer bear the name of "blackboards," for they now are of lighter colors, light green being perhaps the most acceptable.

For the control of light, Venetian blinds are best, making it possible to deflect the light in such a manner as to keep the room cheery and at the same time avoid glare. When window shades are used they "should be translucent and of a highly diffusing, light colored material. Opaque shades should be used only when it is desired to darken the room for visual education. Since the light that enters at the top of the window is most effective in lighting the farther side of the classroom, while that admitted at the bottom contributes largely to the near side, consideration should be given to the installation of two rollers at the center, the shades overlapping, one to be rolled up and the other down." " Again, because of its light-diffusing and protective qualities, a window made of glass blocks is the best and cheapest in the long run. However, in any case where prismatic blocks are used, only those types which direct the light upward should be chosen.

Because of varying degrees of intensity of natural light, according to season and time of day, nearly every schoolroom needs artificial lighting, and this requires a great deal of study. Many schools have artificial lighting that should never be used in any classroom situation: the lights are wrongly located, out of focus, of improper intensity, and often insufficient in number. As indicated, schoolroom lighting has become a matter of great importance, and those who know should be consulted before expenditures are made.

Lights should be sufficient in number

to permit their being located with no more space between them than the number of feet their base is from the floor. The lights on the wall sides of the room should be not farther from the wall than half the distance from the base of the light to the floor. Lights should be put on as many switches as there are lines of lights in the room: those next to the window being on one switch; those in the middle, if such, on another switch; and those next to the inner wall on still another. All lights should be high enough above the desks to avoid glare, and also to avoid shining into the pupils' eyes when they look up from their books.

To illustrate: a room 22.5 by 30 feet, with a 12-foot ceiling, would require two lines of lights; one line five and a half feet from the windows, and another five and a half feet from the inner wall. On each line there should be three lights: one five feet from the back of the room, one five feet from the front of the room, and one midway between these two.

Indirect lighting requires six to eight watts of light per square foot of floor space; general diffusing, four to six watts per square foot; and direct, two and a half to four, depending on how many units there are and how large the area each has to cover. In the case of the illustration in the previous paragraph, if the lighting were indirect, each unit on the wall side of the room should have approximately a 750-watt bulb; if the lighting were general diffusing, each unit should have a 500-watt bulb; but if the lighting were direct, a 400-watt bulb in each unit would be sufficient. Because there would always be much more daylight for the pupils on the window side of the room, the line of lights next to the window could have, in each type, approximately half the wattage of the corresponding units on the line next to the wall—unless the room is to have important night use. If exact foot-candles are desired where more or less daylight

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A Seventh-day Adventist College Seventy-five Years Ago

Keld J. Reynolds

ASSOCIATE SECRETARY, DEPARTMENT OF EDUCATION
GENERAL CONFERENCE

THREE quarters of a century ago Battle Creek College was in its first year. A glimpse behind the scenes on the campus of this first Seventh-day Adventist college leaves one with mixed feelings. There is admiration for the courage and achievements of the pioneer educators and the church leaders backing them. And there is sympathy for the problems with which they had to deal without background of experience to direct them.

On twelve acres of land, across the street from the Health Institute, stood a new brick building, three stories and a half-basement, built in cruciform. The school stood in a park of ornamental and fruit trees, and commanded a view over the town of eight thousand inhabitants. The building, land, and equipment had cost about \$48,000. In dollars worth approximately four times their present value this investment represented a tremendous effort for an infant denomination, at that time totaling only eight thousand members. It was a measure of their faith in Christian education.

The student body ranged in age from teen-age boys and girls to mature men wearing luxuriant beards. The youngsters were there to complete courses of study running into years. Some of the men would be there only a short while, when the calls of the rapidly developing work would take them out of school and into the pulpit, or the mission field, or send them from door to door with gospel literature.

There were seven full-time teachers, men and women, and a few part-time instructors. Notable among the latter were

Uriah Smith, who came in to give Bible lectures on the prophecies and doctrines, and the young Dr. J. H. Kellogg. The latter was then an ardent supporter of the principles of Christian education being developed by the Adventists, and was active in experimentation in the fields of diet and hygiene, using the robust boys in his physiology classes as subjects for his experiments. One who was a student in those days describes the teachers as godly men and women, firm believers in the simple, old-time message that had called the Seventh-day Adventist Church into existence.

The courses of study were quite unlike those in Adventist schools today. There were a few subjects offered on the elementary or grammar-school level, presumably a preparatory course for those whose education was too faulty to permit them to enter the upper grades. There was a two-year special course to train workers in a hurry. And there was a three-year English course, which seems to have been aimed at prospective teachers, though the so-called normal course did not appear in the catalog until the second year. The principal course was the five-year classical curriculum.

The classical course included five years of Latin—Caesar, Cicero, Virgil, Horace, and Quintilian; five years of Greek—Xenophon, Thucydides, Homer, and Demosthenes; with science, rhetoric, and logic. The standard load was three subjects.

Bible was extracurricular. The catalog stated that when classes desiring Bible instruction were sufficiently large to render it advisable, daily Bible lec-

tures would be delivered by Elder Uriah Smith upon the most important doctrines of the Bible. There was a demand for these lectures, and they were delivered the first thing in the morning, before the regular classwork began.

Modern languages—French, German, Swedish, and Danish—were offered, but there was an extra charge above the regular tuition, which was ten dollars for the school year. Lectures in health, hygiene, and physiology, by Dr. Kellogg, were a feature of the curriculum, which was very unusual for that time.

The regulations were not radically different from those of today, except those relating to the social life of the students. Twenty lines, or one fourth of the catalog space devoted to regulations, were given over to rules governing boy-girl association. These rules can be summed up in a word: forbidden. To see that boys did not meet girls, the faculty employed student proctors. These proctors were very unpopular with the other students. After a burly German proctor, himself a violator of the rules he was hired to enforce, had been thrown, buffalo coat and all, by his fellow students into a ditch filled with water and snow, the faculty abolished the system.

The social life of the students, as arranged by the faculty, centered around two literary societies. There was a Young Men's Literary Club for that part of the student body, and for the distaff side there was the Hesperian Society. The weekly meetings were devoted to discussions of literary and historical subjects, and the reading of original essays.

The daily school program began at eight in the morning, and continued with classwork to four in the afternoon, with one hour out for lunch. There was no school-sponsored work program. A few of the students worked a few hours of the late afternoon or early evening to assist with expenses, but the majority found the school program too heavy to leave time for work.

The school did not have residence halls for the students. Those who came from a distance found boarding places as best they could. Board and room in approved private homes could be arranged for \$2.50 a week. Many of the students, men as well as women, rented rooms in which they carried on such housekeeping as time permitted and their inclinations indicated.

Usually rooms were rented by two students, at 50 cents a week per student. These rooms were rather bare and crude by modern standards, though not unusual at the time. The furniture consisted of an old-fashioned double bedstead, straight chairs and a table, washstand, bowl and pitcher, a coal oil lamp, and an iron stove for heating and cooking, with the woodbox behind it. The bed had no mattress, but had for its base a straw-filled tick, at ten cents a filling, cash-and-carry from the local livery stable or other suitable source. If there was a rug on the floor, the quarters were considered very sumptuous. In this case a thin layer of straw was put down first to catch the dust, and the rug was laid over it.

Laundry arrangements were simple. The girls did their own, and so did the boys. The boys' shirts presented no great problem. They were plain, with detachable, stiff, celluloid fronts and collars. Sunday was the regular washday, except for the celluloid collar and breastplate. These were wiped with a damp cloth on Friday, in preparation for the Sabbath. Since they dried immediately, the boys did not as a rule own spares.

The boys kept their hair neat by barbering each other. Shingled hair for the women was popular. The sanitarium required its women patients to have their hair cut, to facilitate the giving of hydrotherapy treatments. When the women discovered what a convenience this was, there was quite a fad for shingled hair.

The food of the students was plain.

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Mr. Farm Manager, Can You Use This?

R. H. Eckelberry

EDITOR
"EDUCATIONAL RESEARCH BULLETIN"

IT IS a pleasure to report that at least one public school in Ohio now has its own farm. Last fall, C. C. Fay, a coal operator and large landowner, gave a tract of 121 acres to the Jewett school district in Harrison County. This has been named the C. C. Fay Experimental Farm and is to be used by the school in carrying on its educational program. Elias Lewis, teacher of vocational agriculture in Jewett High School, played a leading part in securing the farm for the school and will be the person chiefly responsible for its management.

The farm consists of hill land that is typical of much of the land in the vicinity. It is situated about two miles from the school. It contains a few acres of spoil banks left by strip mining of coal, and is adjacent to a much larger area of spoil banks. Much of the land in the farm is badly eroded and unproductive. A considerable part is woodland.

Even though the school has had the farm for less than a year, a good start has been made in its rehabilitation and development as an agricultural and educational project. Through the Harrison County Soil Conservation District a farm plan has been prepared. This was done with the assistance of technicians of the United States Soil Conservation Service, whose services were made available to the school on the same terms as they are to other landowners in the district. This farm plan, like others developed with the help of these technicians, provides for the use of each acre in accordance with its capabilities and for the improvement and conservation of the soil. The plan provides for keeping the present wooded portion in forests, the

reforestation of certain areas, cultivation of the relatively small portions that are suitable for this, and devoting much of the acreage to permanent pasture.

Obviously, the farm offers many educational opportunities to the Jewett school and its community. Its primary function will be to serve as a laboratory for students of vocational agriculture, in which about half of the high-school boys are enrolled. Already these students, under Mr. Lewis' direction, have a number of projects under way. But the farm should have a much wider usefulness. It should, in fact, be used by all pupils in the school. The opportunities it offers in nature study, geography, general science, and biology are obvious. Since running the farm is a business enterprise, classes in arithmetic, high-school mathematics, and business practices will have the opportunity to work at real rather than make-believe problems. Students will get practical experience in operating a community institution, which is splendid practice in democratic living. Already the pupils are beginning to refer to "our farm."

Moreover, the usefulness of the farm will not be confined to the school; it will serve adult educational needs also. It will serve as a demonstration to private landowners of what can be done with very limited means in rehabilitating worn-out land. It will tend to integrate the work of the school more closely with the life of the community; more than 130 persons were present at a recent "open house" on the farm. Plans call for the development of a picnic area in one of the most scenic portions of the farm;

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Functional Color in the Schoolroom

Faber Birren

CONSULTANT ON FUNCTIONAL COLOR

IT MAY come as a surprise to some readers that there are forms of art in which personal taste and feeling are looked upon as irrelevant if not objectionable. One of these is functional color: the purposeful use of color in schools, hospitals, factories and offices. The surprise is not that color is useful and desirable but that subjective judgments about it are likely to lead to failure in its use.

Functional color had its beginnings about two decades ago in the hospital field. At that time, technical advances in illumination had made possible high intensities of light which in turn had made the glare of white walls intolerable. It was obvious that a surgeon about to perform an appendectomy was less concerned with the aesthetic aspects of his environment than with its visual ones. The eventual scientific choice of a soft green to complement the tint of human blood and tissues and to overcome distracting brightness was thus a matter of factual study, and it set the basis for an art of color in which rational rather than emotional factors could be reckoned with in measurable terms. Functional color finds many interesting applications, many successes and failures in the school field. One may hardly doubt the favorable influence of a pleasant and cheerful environment. Yet it is one thing to make children happy and quite another to serve the best interests of child vision and child welfare. And schoolrooms that are attractive to adults do not necessarily lead to well-behaved and well-adjusted children.

It requires little imagination to realize that color may be as distracting and

as annoying as it may be delightful. Uses of color based more on exuberance than on wisdom may actually disrupt the child's concentration by scattering his attention and defying his efforts to think, see or act coherently. It is in every way as difficult to read a book against the competition of bright color in the field of view as it is to listen to a teacher against the distraction of noise. Yet schoolrooms in which the use of color is curiously chaotic are being designed constantly. Children may love a circus, but this hardly suggests that school interiors should have the same ecstatic qualities.

Even a cursory study of the principles of functional color will make it clear that beauty is merely incidental to a job well done in the interest of more practical results.

First of all, the element of brightness is more important than the element of hue. Eyestrain is muscular, and abuse of the eyes is fatiguing in the same way that the taxing of any muscle is fatiguing. In an environment that subjects the child to needless glare or to excessive extremes of brightness, a chain of reactions will take place. As the attention wanders about the room, the muscles of the pupil of the eye alternately expand and contract. In an effort to orient himself comfortably, the child may thrust his body about in an unnatural way. Thus eyestrain may lead not only to poor vision, but it may affect posture and have an adverse effect upon the growth of young bones.

In a long series of investigations made by D. B. Harmon in Texas, a definite relation was found between faulty vision and other physical and psychological dis-

turbances in a school child. "59 per cent of the Anglo-American children in the elementary schools have refractive eye defects or various disturbances that are affecting or distorting their visual sensations." Harmon found, for example, that 62 per cent of school children having low physiological development and low educational ages had visual defects.

In any event, a sober study of school children and school environments will stress the need for an objective approach to color rather than a subjective one. If art training is to be beneficial for young bodies and minds, it should be confined to the school curriculum and not carried so far as the walls and furnishings of the classroom. In brief, functional color must deal with the tangibles of eyestrain, posture, fatigue, visibility. These factors are to be served less (if at all) by guesswork or "taste" than by an approach based on research and sound technical practice.

It thus becomes apparent that artists, versed simply in painting, design and interior decoration, may not be capable of writing the specifications for the painting of a schoolroom until they have some knowledge of the psychology of the human eye and of the psychology of the average school-age child.

For example, it might be assumed that, in order to cope with the impetuous nature of children, the school environment should be a restrained one and that cool colors rather than warm will have the most tranquilizing effect. But a study of child psychology will show that nervousness may be aggravated by things passive. Nerves are more easily "set on edge" by monotony than by stimulation. There is no doubt that children in kindergartens and beginning grades should be given surroundings of warm colors, such as pale yellow, pink and peach.

Kurt Goldstein, eminent neurologist, has written: "*A specific color stimulation is accompanied by a specific response*

pattern of the entire organism." In the functional application of color there are certain basic reactions to be noted and advantageously applied. "One could say that *red is inciting to activity and favorable for emotionally-determined actions; green creates the condition of meditation and exact fulfillment of the task.*" The italics here are Goldstein's.

For one thing, the contention of some interior decorators that the color of a room should depend on orientation (warm colors for north exposure, cool colors for south exposure) becomes irrelevant. In fact, because schools are little occupied in summer, the factor of orientation is of no great consequence. It is far more vital that the color effect suit the age level and the task: a warm environment (pink, peach, yellow) for the elementary grades where life is more or less dominated by emotion, and a cool environment (green, blue, gray) for the secondary grades where more mental tasks are undertaken. Practices such as these have been successfully tried and proven scientifically right as well as aesthetically pleasing.

As to a suitable color palette for schools, in general such hues as ivory and pale yellow have been found excellent for corridors, stairwells and those rooms that are deprived of natural light but are not used for critical seeing tasks. These colors suggest sunlight, add apparent luminosity to existing light sources and offer an interesting sequence with other subdued tones recommended for classrooms.

In the classroom itself, a number of colors and color effects have been investigated. In the main, the two best hues have been found to be pale blue-green and peach. Pale yellows and blues are likely to appear rather bleak and monotonous. Tones such as ivory, buff and tan lack character and are associated more or less with conventions of the past, which were based partly on eco-

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SCHOOL NEWS

THE PERSONAL EVANGELISM CRUSADE being conducted from the campus of Pacific Union College is in its third year, with approximately 500 students and teachers participating. More than 25,000 pieces of literature a month are being distributed regularly to 15,000 homes, and personal contacts are made wherever possible. Several branch Sabbath schools are being conducted, and Bible studies are being given in many different places. More than 20 baptisms have already resulted from the activities of the crusade.

THE ELEMENTARY TRAINING SCHOOL at Emmanuel Missionary College has benefited from the aggressive work of its Home and School Association. Nearly \$1,500 worth of equipment has thus been provided, including wall maps, records for music appreciation, books for the library, movie projector, and playground equipment.

TWENTY-TWO STUDENTS AND FIVE TEACHERS from Philippine Union College spent Sabbath, December 2, with interested groups of Filipino and Japanese prisoners at New Bilibid Prison, in Manila. Music, Scripture reading, talks, and prayers made up the programs; and a fruit drink was served to the prisoners.

LYNWOOD ACADEMY (California) students and teachers decorated their Christmas tree with gifts of money, totaling \$80, which were presented to the King's Heralds to be used for the work of the Voice of Prophecy.

THE GWELO MISSION SCHOOL (South Africa) received \$472 as the annual Christmas gift from the Associated Students of Walla Walla College to one of our sister educational institutions overseas.

THE SPANISH II CLASS OF GLENDALE UNION ACADEMY (California) made an excursion to Tijuana, Mexico, shortly before Christmas.

INDIANA ACADEMY was host to a conference-wide Missionary Volunteer Officers' Institute, February 3 to 5.

THE GOLDEN CORDS CHORALE, of Union College, made a concert tour of several Kansas and Missouri cities in early February.

MORE THAN 2,160 PESOS INGATHERING FUNDS were raised by students and faculty of East Visayan Academy (Philippines) in two days of solicitation.

SOUTHERN MISSIONARY COLLEGE welcomes Elder F. D. Wells as the new full-time field representative, who will visit churches and homes of the Southland in the interest of Christian education.

DOREEN KITTO, secretarial science major at Pacific Union College, recently passed the Gregg Expert Medal Test and thereby earned the 160-words-a-minute Gregg Shorthand pin.

AT UPPER COLUMBIA ACADEMY (Washington) a complete and modern kitchen, with dining facilities, has been provided for the dean of girls, along with redecoration of her office and apartment.

PERCY W. MANUEL is the new president of Caribbean Training College (Trinidad), and Mrs. Manuel is heading the department of elementary education. They replace Elder and Mrs. A. R. Tucker, who were forced to return to the States because of ill-health.

A NEW MAGNETIC RECORDING AND RECORD-PLAYING MACHINE recently secured by the language department of Emmanuel Missionary College will make possible the "laboratory" method of teaching French, German, and Spanish next school year. It will also be used by the class in English for foreign students.

THE INTER-AMERICAN DIVISION reports three new schools recently opened: Dominican Junior Academy, near Ciudad Trujillo, with an enrollment of 60; Pacific Agricultural and Industrial School, in Sonora, Mexico, with an enrollment of about 60; and Southeast Mexican Agricultural and Industrial School, in Tabasco, with 40 young men enrolled.

"MOTHERS' CHRISTMAS SURPRISE" for the dormitory women of Walla Walla College this school year included a *Morning Watch Calendar* for each member; three sets of Conflict of the Ages Series; 40 *Gospel Melodies* songbooks for the worship room; two full-length plate-glass mirrors, a metal ironing board, an electric iron, and a cutting table for the sewing room; and several albums of phonograph records. This was the third Christmas that mothers of the dormitory women have mailed in small amounts of money to create a fund for the purchase of gift items for the women of the dormitories.

THE COLLEGIANS, a choral organization of Emmanuel Missionary College, are presenting a series of 16 concerts throughout the Lake Union Conference this spring, including vocal and instrumental solos as well as choral music. The final concert of the season is scheduled for Oshawa Missionary College, Ontario, Canada, on April 23.

THE AMERICAN TEMPERANCE SOCIETY Chapter of Washington Missionary College is sponsoring a number of worth-while activities in promoting the cause of temperance, including poster, jingle, and oratorical contests, and an outstanding chapel program presented by some 60 students.

TWO MASTER'S DEGREES were awarded to Union College instructors in January by the University of Nebraska; to Mrs. Gladys Jeurink, in educational psychology and zoology; to Robert Cleveland, in modern European history.

THE NEW AUSTRIAN SCHOOL opened last November in the historic Schloss Bogenhofen castle near Braunau, which was remodeled during the summer to accommodate 30 to 40 students.

TEN PERSONS WERE BAPTIZED at Sunnydale Academy (Missouri) last December 10, after the Week of Prayer conducted by Elder Meade MacGuire.

M. W. NEWTON, "P.U.C.'s MAN OF THE HALF CENTURY," was honored at the Faculty-Board Fellowship dinner in January.

TWENTY-ONE STUDENTS WERE BAPTIZED at Philippine Union College on Sabbath, December 24, 1949.

THE INTER-AMERICAN DIVISION reports 8,056 pupils enrolled in 208 elementary church schools.

LYNWOOD ACADEMY (California) has recently made a \$3,000 improvement in its cafeteria and home economics training units.

NEWBOLD COLLEGE (England) reports a class of 40 or 50 students and teachers preparing for early investiture as Master Comrades.

ELEVEN STUDENTS OF LODI ACADEMY (California) received certificates of acceptance for the Annual Anthology of High School Poetry.

THIRTEEN SENIOR AND JUNIOR STUDENTS of Union College will be listed in the 1949-50 edition of *Who's Who Among Students in American Colleges and Universities*.

THIRTY-TWO STUDENTS OF UPPER COLUMBIA ACADEMY (Washington) and seven boys and girls from the church school joined baptismal classes after the Week of Prayer conducted by G. S. Belleau last fall.

SEMINARIO ADVENTISTA, at Portalegre, Portugal, reports 31 students. J. Nunes Branco is acting principal in the absence of E. Ferreira, who is attending the Theological Seminary, at Washington, D.C.

A \$3,000 INTER-COMMUNICATION SYSTEM has recently been installed in Andre Hall, new women's home at Pacific Union College. Funds for this project were raised by the women and girls during the preceding eighteen months.

SOUTHWESTERN JUNIOR COLLEGE is justly proud of its active chapter of the American Temperance Society. Several programs have been presented in near-by churches, a temperance float was entered in the near-by city's parade, and members enthusiastically participated in an oratorical contest.

UNION COLLEGE ALUMNI ASSOCIATION recently made a serious effort to contact the more than 500 four-year-course graduates of the ten-year period, 1939-48. Responses were received from 324, revealing that 31 per cent are teaching, 30 per cent are in the ministry, 15 per cent are engaged in health professions, and 9.9 per cent are in business and secretarial work.

PROMOTIONS IN RANK were given to Pacific Union College staff members at the recent meeting of the board, including R. B. Lewis, professor of English, J. J. Hafner and J. Wesley Rhodes, associate professors of music; C. Warren Becker, assistant professor of music; Alice Holst, associate professor of secretarial science; Ivan R. Neilsen, associate professor of physics; and Robert L. Nutter, assistant professor of physics. Wesley Carter was made assistant registrar. E. A. Brooks, associate professor of biology, has been granted leave to continue his study of medicine at the College of Medical Evangelists.

EAST VISAYAN ACADEMY (Philippines) was relieved of its roof by a typhoon on November 1. Quick action in covering pianos and book stacks in the music department and the library minimized the damage from the torrential rains. Classes were resumed in the dining room, reception room of the girls' dormitory, and other temporary quarters.

SEMINAIRE ADVENTISTE (France) has been reorganized into lower and upper divisions, corresponding to the American academy and junior college. Several new teachers have been added to the staff, and the enrollment is about 130.

SIX UNION COLLEGE STAFF MEMBERS are listed in the latest edition of *American Men of Science*: Milton D. Hare, Guy C. Jorgensen, Alice G. Marsh, Frank L. Marsh, Edwin B. Ogden, Robert W. Woods.

TRUMAN HENDRYX, former manager of Southwestern Junior College Press, has recently taken over the work of plant superintendent of Washington Missionary College Press.

MOUNT ELLIS ACADEMY (Montana) has recently installed much-needed new equipment in the laundry, which greatly lightens the work of the supervisor and student workers.

NINE STUDENTS OF ADELPHIAN ACADEMY (Michigan) were baptized on January 21, following careful study in a baptismal class since the Week of Prayer last fall.

STUDENTS AND TEACHERS OF SUNNYDALE ACADEMY (Missouri) raised \$1,064 Ingathering funds by singing bands and a field day.

INDIANA ACADEMY was host to the conference workers' meeting on January 12.

SAN DIEGO UNION ACADEMY (California) this year has enrolled 88 students, with 285 in the elementary grades.

TEN WALLA WALLA COLLEGE STUDENTS have been selected for listing in the 1949-50 edition of *Who's Who Among Students in American Colleges and Universities*.

PHILIPPINE UNION COLLEGE CLINIC was dedicated December 19, with appropriate ceremonies. "A symbol of modern health service in P.U.C.," the clinic was built at a cost of 8,000 pesos.

MRS. CHARMAINE HERMAN is the new dean of girls at Lodi Academy (California) for the second semester, replacing Marjorie Lewis Lloyd, who has returned to Bible work for the Northern California Conference.

NEWBOLD COLLEGE (England) is conducting a Bible correspondence school for young people, laymen, and workers who are not privileged to enroll for residence classes. Completion of these courses earns the same credit as if taken in residence.

WITH A DECIDED DROP IN ENROLLMENT reported this year by many colleges and universities, Emmanuel Missionary College reports the largest enrollment in its history—a total of 1,252 since 68 new students registered for the second semester.

ENROLLMENT IN THE INDIAN OCEAN TRAINING SCHOOL (Madagascar) is 375, ranging in age from six to 25 years. There are ten teachers and three assistants. Nine young men completed the six-year ministerial course this year. Other schools in Madagascar report a total enrollment of more than 1,000, with some 30 teachers.

MORE THAN 250 MOTHERS were guests at the biennial Mother-Daughter Banquet held in Graf Hall dining room, at Pacific Union College, Sunday evening, February 26. Honor guest of the evening was Mrs. H. E. Osborne. Mrs. P. E. Quimby, recently returned from China, was guest speaker. A program of sacred music by the college concert band, the preceding Sabbath afternoon, was dedicated to the visiting mothers.

School Lighting

(Continued from page 15)

is used, it would be necessary to experiment with bulbs of different wattage and measure with a light meter; but the foregoing is valid for practical use.

Because of many factors—such as “shimmer,” blinking of bulbs, and the constant repair necessary, as well as the almost inevitable glare—fluorescent lighting is not finding favor with the better school architects. A great deal of indirect lighting is finding its way into schoolrooms, but at high operation cost. The “ideal schoolroom light” seems to be a direct light, with the red rays of light largely eliminated and no glare on books or furniture.

Care should be taken to keep the bulbs up to par. At the end of 750 hours of use, the ordinary incandescent bulb has lost 38 per cent of its lighting value. The “duro-test” bulb still has 91 per cent of its original value after 2,000 hours’ use. In either case the same amount of used electricity is registered on the meter as when the bulb was doing 100 per cent work, but the light usable by the pupils has greatly decreased.

Give pupils comfortable, adequate, and well-kept school furnishings; an abundance of fresh air at the proper temperature; and sufficient, well-regulated lighting, and the teacher’s work will be greatly facilitated and the pupils will produce far better results. No pains or money should be spared to reach these objectives.

¹ Genesis 1:3, 4.
² Illuminating Engineering Society, *American Standard Practice for School Lighting*, 1948, p. 13.
³ *Ibid.*, p. 24.

PACIFIC UNION COLLEGE CONCERT BAND gave its annual winter concert in Irwin Hall, January 21, and two weeks later started on a tour of California cities, with 16 concerts scheduled. Two busses, a large truck, and several private cars provided transportation for the students and their equipment.

PHILIPPINE UNION COLLEGE students and teachers raised approximately 10,000 pesos Ingathering funds in the recent campaign.

G. E. STEARNS, superintendent of La Sierra College farm, has completed 25 years of service at the school, by which he is recognized as the senior member of the staff.

THE WEEK OF PRAYER at Plainfield Academy (New Jersey) was climaxed by the baptism of five students and the parents and younger brother of two of the students.

LODI ACADEMY (California) has planted 13 acres of strawberries, which will furnish work for purposeful young people during the school year, especially in the summer.

THE MASTER COMRADE CLASS of Union College counts more than 100 members, and over 100 juniors are also working on Progressive Class requirements. Investiture is planned for early May.

SENIOR PRESENTATION DAY at Pacific Union College, January 30, brought forth the largest class in the history of the college—100 men and 76 women: 122 candidates for B.A. degrees, 42 for B.S. degrees, and 12 for M.A. degrees.

Mr. Farm Manager, Can You Use This?

(Continued from page 18)

this will no doubt contribute substantially to the acceptance of the farm as a community institution.

Mr. Fay, the donor, Mr. Lewis, the teacher, and those who worked with them have provided Jewett school with unusual opportunities. All are entitled to the gratitude not only of the local school patrons but of all friends of public education. It is to be hoped that other schools may come to appreciate the educational values that a school farm offers, and that other landowners may make gifts similar to that of Mr. Fay.—*Educational Research Bulletin*, vol. 28, no. 6 (Sept. 14, 1949), pp. 163, 168. (Used by permission.)

A Seventh-day Adventist College Seventy-five Years Ago

(Continued from page 17)

The two-meal system was generally followed by Adventists at that time, and was quite strictly adhered to by the students. Staple foods were oatmeal, prunes, dried apples, navy beans, potatoes, and milk. Potatoes were 25 cents a bushel. Milk was four cents a quart. A quality all these foods had in common was their cheapness. Also, they were easily prepared. The evening study period, when the stove was going, was also the cooking period. The standard breakfast was oatmeal and graham crackers. This was the old-fashioned oatmeal, which took a long time to cook. A contemporary student declared that he could recognize a fellow Battle Creek College student in the dark, by the oatmeal odor that clung to him.

Eventually sixteen enterprising young men, tired of their housekeeping chores, hired the Widow Welch to do their cooking for them. They bought the raw food and paid Mrs. Welch fifty cents per week per member to prepare and serve it in her home. In this way the Welch Boarding Club was managed for some years, at a cost of from ninety cents to one dollar per week per member. Later a number of the young women joined the cooperative. Only when the college built the residence hall for young women and took over the responsibility of boarding the students, did the club cease to serve.

There was a good missionary spirit among the early-day students of Battle Creek College. For campus missionary work, one year when the younger students were greatly in need of big-brother and big-sister guidance, the principal assigned to ten mature and consecrated students, five men and five women, the responsibility of keeping the irresponsible element out of trouble and leading them to the feet of the Master.

The students also did missionary work in the community. It was not unusual for girls to stay out of school for a few days to nurse some sick person. The boys were given a list of ailing folk and widows for whom they were to cut wood during the winter. And in the spring the names of the widows with gardens to plant and tend were also passed around among the boys.

The church gave opportunity for training in church responsibilities. Not only did the students have part in the Sabbath school work, but when the Adventist community was divided into districts for cottage prayer meetings, each district was headed by a student from the college.

Judged by the objectives of the college—the salvation of young people and their training for service—the early years of Battle Creek College were successful. The facilities were limited. The faculty did not understand the blueprint of Christian education as well as we do now. The study of the Word of God was not made an integral part of the curriculum, as it is now. But the college turned out many staunch Christians, and the alumni were the great leaders of the denomination during its developing years.

Material for this description of life in our first Adventist college was drawn principally from three sources: contemporary numbers of the *Review and Herald*; the first (1874-75) catalog of Battle Creek College; and D. W. Reavis' delightful little book *I Remember* (Washington, D.C.: Review and Herald Publishing Association).

FORTY-SEVEN PINTS OF BLOOD were donated to the Red Cross Bloodmobile on December 20 as the new Seventh-day Adventist Blood Club was launched at Lodi Academy (California).

WALLA WALLA COLLEGE will graduate the largest class in its history next June—208 seniors, with majors in more than 20 fields, led by 36 in biology and 31 in theology.

TWENTY-FOUR DELEGATES from Pacific Union College visited La Sierra College the week end of January 12-15, on the annual "good will" exchange.

Soulsaving in the School

(Continued from page 4)

God, was that all fourteen of the pupils in the seventh, eighth, and ninth grades, together with the eligible pupils in the fourth, fifth, and sixth grades, were baptized and joined the church. The father of two children who were baptized has since been baptized, partly as a result of the step taken by his children. Three fifth- and sixth-grade pupils whose ages and family situations prevented their going forward in baptism will, I believe, take their stand later.

During the course of studies earnest prayer was offered several times each day that God would bless the presentation of the subjects and that His Spirit would influence the pupils in their attitude and relationship toward those things that constitute a consistent Christian experience.

After we had pursued this program for a few weeks one of the girls received a letter from her sister, who is doing self-supporting missionary work in connection with one of our church schools in Mexico. She told of the urgent need for money with which to pay the tuition of little Mexican children so that they might attend school. This school might be their only opportunity to learn about God's love for them. In her letter she suggested that the pupils of our school might like to make this need their missionary project for the year. The children were enthusiastic about the matter, and have been sending their Junior Missionary Volunteer offerings to Mexico, thereby making it possible for several children to attend church school there.

In this whole spiritual program the blessing of God has richly rewarded the efforts put forth. Firmness, kindness, and positiveness in adhering to Christian principles have resulted in higher ideals, a keener sense of right and wrong, a turning away from the pleasures and allurements of the world, and an ex-

pressed desire to be workers for God.

Interest in the various activities of the church has also been evident. The children enthusiastically helped in the Ingathering work, and one expects to work as a colporteur during the summer. Formerly none of the boys and girls attended the midweek prayer meeting; now some of them attend regularly. There is every reason to believe that these young people will be true to their stand for Christ, and will later occupy positions of trust in the finishing of God's work in the earth.

WASHINGTON MISSIONARY COLLEGE A Capella Choir sang in Constitution Hall (Washington, D.C.) the evening of January 31 on the occasion of the second National Conference on the Separation of Church and State, sponsored by Protestants and other Americans United for Separation of Church and State. The choir also appeared on a television program broadcast from Baltimore, Maryland, on February 5.

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FEBRUARY and SEPTEMBER**

Approved for Veterans

Write for Bulletin

Functional Color in the Schoolroom

(Continued from page 20)

nomie factors. However, peach (a combination of yellow and orange with white) and blue-green (a combination of blue and green with white) have subtlety and beauty and have been used with good results for rooms occupied for long periods of time.

The treatment of end walls in color has also been proven successful. Since pupils are usually seated to face in one direction, the front end of the room may be treated in a slightly softer and deeper tone. Such areas serve a number of functional purposes. They provide visual and emotional relaxation, which rests the eyes and allows for better visibility. The appearance of the instructor and the exhibition of any charts or materials are improved, simply because it is easier to see lightness against darkness than darkness against lightness. In brief, the whole process of vision reacts quickly to light objects and surfaces and slowly to dark ones. The end-wall treatment assures the best in seeing efficiency and comfort.

Good colors for end walls are medium blue-greens; soft grayish blues; deep peach or rose tones. These may be variously handled. The medium blue-green end wall may have pale blue-green sidewalls, or peach sidewalls where a more vigorous effect is desired. The deep peach or rose end wall may be used with warm tones on the sidewalls, or complementary tints such as pale green or blue. One impressive device has been to color the side and rear walls in a neutral tone such as light pearl gray.

Also blackboards may be surrounded by deep tones rather than light ones, to reduce contrast and minimize visual shock. Current developments will undoubtedly lead to the replacement of blackboards by materials of lighter tone. This will mean greater lighting efficiency and will make possible the gen-

eral use of lighter colors in the classroom.

Although color functionalism is a relatively new science, its progress has been rapid, for the benefits of its application may be definitely proven through research studies and clinical tests. While individual accomplishments in the fine arts are often difficult to evaluate, functional color stands or falls on its measurable results.—*Magazine of Art*, vol. 42, no. 4 (April, 1949), pp. 136-138. (Used by permission.)

BETHEL TRAINING COLLEGE (South Africa) was the scene of the greatest Missionary Volunteer investiture service in the history of the Bantu work when, last November 4, 88 were invested: 13 Master Comrades, 13 Comrades, 16 Companions, 22 Friends, 21 Sunbeams, 3 Helpers. Some 250 Vocational Honors were awarded.

ATLANTIC UNION COLLEGE is initiating a field school, during the month of August, in which more than 150 places of historical, literary, and early denominational interest throughout New England will be visited. Up to four semester hours' credit may be earned, but the matter of credit is optional.

MAPLEWOOD ACADEMY (Minnesota) organized a chapter of the American Temperance Society last February 12, when Elders E. F. Finck and C. E. Guenther, Minnesota Conference and Northern Union Conference departmental secretaries visited the school.

GLENDALE UNION ACADEMY (California) held its annual parent-senior class banquet on February 14, with a program of music and games after the buffet dinner.

A BAPTISMAL CLASS of twenty-eight members was organized at the close of the Week of Prayer at East Visayan Academy (Philippines).

HAWAIIAN MISSION ACADEMY moved during the Christmas vacation into its new quarters at the former Princess Kawanakoa palace.

MOUNT VERNON ACADEMY (Ohio) was host to the annual meeting of the Ohio Conference workers on January 16 and 17.

WAFT, CAMPUS RADIO STATION of Washington Missionary College, began broadcasting on February 6. This is a low-power station, covering only the campus and a small surrounding area, but it gives students in the broadcasting classes opportunity for experience in radio speaking, general announcing, and operating the controls.

THE NEW PHYSICAL EDUCATION BUILDING at Emmanuel Missionary College was initiated on January 28 with a "Pageant of the Nations" program presented by more than 100 students from 36 foreign countries. The Cosmopolitan Group presented \$100 to President Johnson as the beginning of a loan fund for worthy foreign students.

CALEB W. PRALL, associate professor of speech at Walla Walla College, has completed the requirements for the Ph.D. degree in speech at the University of Southern California graduate school. The degree will be conferred at the time of the annual commencement exercises next June.

A NEW THREE-ROOM CHURCH SCHOOL BUILDING has recently been dedicated free of debt at Worthington, Ohio. The Home and School Association provided an excellent music library, record player, chairs for the assembly room, and other equipment.

HANS L. RASMUSSEN, professor of social science at Helderberg College (South Africa), 1946-49, joined the staff of Emmanuel Missionary College in early January of this year as associate professor of social science.

AUBURN ACADEMY (Washington) has been undergoing extensive renovating and redecorating in both dormitories and the chapel, besides a new roof on the chapel.

GOOD HOPE TRAINING SCHOOL (South Africa) graduated a class of six last December, all of whom have been placed in the Cape field as teachers and Bible workers.

PLATTE VALLEY ACADEMY (Nebraska) was host to youth representatives from 20 surrounding churches for an all-day meeting on Sabbath, January 14.

ISTITUTO AVVENTISTA DI CULTURA BIBLICA (Italy) has an enrollment of 50 students this year.

Your Classroom Climate

(Continued from page 13)

tacts, developing out-of-school interests, and by living a full and satisfying life. A wellrounded personality may be mirrored in an attractive, colorful classroom; in neat, well-chosen clothing; in a pleasing voice, a friendly smile, and a calm, poised manner.

Your Responsibility

Just as you can insure a healthful emotional environment in school only when you know about home conditions, so parents need to know what kind of experiences children have in school. Since home and school together may almost completely determine the degree of a child's adjustment to life, it is of vital importance that there be mutual interest and responsibility in attempting to develop all the components which make for good mental hygiene.

Doubtless you must take the initiative in inviting parents to work with you. Joint planning and joint action with parents of your pupils will expand your interests as well as enable you to make a more significant contribution to the welfare of children.

In a classroom where children can find happiness and success in worthwhile and challenging tasks, problems of emotional adjustment decrease. If a child can learn to cope with his environment to satisfy his basic need for security and adequacy, he will have little need for asocial behavior.

You have a responsibility in your task of guiding the development of wholesome personalities—for becoming a well-adjusted person yourself; for examining your methods of discipline and classroom conduct; for learning to know and understand each of your children in his total environment of home, school, and community; and for continually refreshing your knowledge of mental hygiene.—*NEA Journal*, vol. 38, no. 9 (December, 1949), pp. 652, 653. (Used by permission.)

"Compounditis"

(Continued from page 3)

By that we mean simply that there should be published policies, consistently and impartially followed, unless general staff opinion justifies the exception. Institutions of God's planting should not be the victims of whimsical improvisation in policy, nor of unequal "deals" in human relations.

Finally the teacher will recognize the danger of becoming overconfident from long association with the younger and less experienced, the danger of becoming too wise to be instructed. And he will ask himself, Has the wisdom from above, which is "first pure, then peaceable, gentle, and easy to be intreated, full of mercy and good fruits, without partiality, and without hypocrisy," taken possession of my soul?

Reading Readiness

(Continued from page 11)

6. Puzzles (cut on line form and not color form): Jigsaw puzzles may be made by gluing pages from linen-finish picture books on heavy cardboard and cutting into various shapes with a paper cutter, or gluing them to ply board and using a jigsaw to cut into various shapes.

Accurate hearing is very necessary to reading. This problem is closely related to the problem of listening. Some activities to improve hearing ability are:

1. Listening for rhyming words in poems or couplets.
2. Listening for similar beginning sounds in familiar words.
3. Listening for a word in a series that begins with a different sound. Give several familiar words, all but one of which begin with the same sound.
4. Listening for words that rhyme or have the same end sound. Give a series of words which rhyme, then one which does not.
5. Listening to clapping or tapping to determine the number of times someone has tapped or clapped. Have one child clap or tap where the others cannot see him.

It is a well-known fact that the ability to think clearly increases with mental maturity. However, improvement can be made even in young children by means

of definite training. Such activities should include:

1. Activities to develop ability to follow directions. The teacher gives two directions: to bring her a yellow book from the library and to erase a certain portion of the chalkboard. After the directions are given, the teacher chooses a child to follow them. Build up the number of directions as the power of concentration grows. At first the objects may be entirely different, but later similar objects may be used with little difference in the oral direction; for example, bring one blue book, three yellow books, and one red book from the library.
2. Activities to develop ability to think through problems. In the daily school experiences of working and playing together many problems will arise which must be solved. Following are examples:
 - a. How to make the schoolroom a happy and attractive place for all.
 - b. What must be done to care for plants and flowers in the room.
 - c. How to care for various pets in the classroom—turtles, fish, et cetera.
 - d. Provide thought-provoking questions on the children's level of maturity, such as reasons for incidents or reasons for certain developments in nature.
 - e. Encourage children to draw conclusions and make observations.
 - f. Provide period for the evaluation of experiences, plans, work, conduct, et cetera.
3. Activities to develop ability in associations and classifications. Exercises for classifying objects. Cutting objects from color books and pasting flannel on the back to use with a flannel board is an easy and helpful way to make such activities interesting. For example, have a good selection of pictures of animals, and group them as to pets, farm animals, and zoo animals. Classification of toys, objects that can go, furniture for particular rooms in the home, are other interesting types of activities. Examples of games for making associations are as follows: A rainy day makes one think of raincoat, rubbers, et cetera. A teacher shows an object, such as a needle, and the child mentions the obviously related object, thread or thimble.
4. Activities for the development of the memory: retelling stories, following instructions for construction of items, carrying out a series of requests in proper order, and remembering a number of objects in a picture that was shown for a few seconds.
5. Activities for the development of the left-right concept: Play "left" "right" oral-direction games such as touch your right ear, left eye, right knee, et cetera, or pass objects to person at left, or at right. Have pictures of animals, persons, vehicles, and so forth, and have children say whether they are "going" left or right.
6. Activities to increase motor development.
 - a. Use action songs in which the children skip, walk, gallop, and run to music.
 - b. Have children cut out or trace simple pictures, trying to keep on the line.
 - c. Provide construction activities.
 - d. Provide many activities in art work, as easel painting, drawing, modeling in clay, and finger painting.
 - e. Play follow the leader, walk on the line, walk on a ladder drawn in the sand or on the floor, and relay games.

A Basic High-School Testing Program

(Continued from page 9)

the greatest "natural" tendency or inclination. While at early ages interests of students change frequently, it seems that interests tend to be fairly well-established by the age of sixteen. Interest tests do little to help the student to pick a specific occupation; their purpose rather is to help him establish the general field of work toward which he is most inclined, and, thus, the course of study best for him to follow through his high-school program.

Personality Tests

While great confusion exists in the area of personality and its measurement and results of personality tests must be used tentatively at best, personality tests, if answered frankly and truthfully by the student, are still more reliable than personal judgment. Two reasons for giving personality tests are: we must identify the seriously maladjusted pupil as early as possible, and we must make some attempt to determine the appropriateness of the student's personality for the broad job or vocational field into which he may plan to go. Personality tests are Bell's *Adjustment Inventory*; *The Personal Audit* by Adams and Lepley; and *The Personality Inventory* by Bernreuter.

Conclusion and Summary

Although testing has not been used extensively for supervisory purposes, tests are used widely. This article lists some of the uses, some of the purposes and objectives of the basic high-school testing program. Some of the better tests in the different areas have been recorded. These could become the basic or initial step in a testing program. The following statement appearing in Jacobson and Reavis' book and credited to the American Educational Research Association sums it up very well:

"Testing procedures are now a matter of course in the attack on educational problems everywhere. Twenty years ago, tests were novelties—techniques of investigation consisted largely of the compilation of opinions. Today the use of educational tests has become almost as commonplace as that of textbooks. In the more progressive schools, teachers utilize various forms of educational tests regularly and continuously."⁷

No high-school testing program, such as outlined, can spring forth fully developed. Instead, the school will find it most advisable to go ahead with one part of the program at a time. As tests are understood, their value appreciated, and their results put to use, the school can begin still another phase or step in the program of testing.—*The Bulletin of the National Association of Secondary-School Principals*, vol. 33, no. 164 (October, 1949), pp. 75-80. (Used by permission.)

¹ Jacobson, Paul B., and Reavis, William C., *Duties of School Principals*, New York: Prentice-Hall, 1946, p. 595.

² Educational Policies Commission, National Education Association, *The Purpose of Education in American Democracy*, Washington, D.C.: The Commission, 1945.

³ California Test Bureau, *Educational Bulletin No. 6*, Los Angeles: The Bureau, 1944.

⁴ California Test Bureau, *Educational Bulletin No. 3*, Los Angeles: The Bureau, 1944.

⁵ Jacobson, Paul B., and Reavis, William C., *op. cit.* p. 634.

⁶ Yale, John R., *Tests and Their Place in High School*, Chicago: Science Research Association, 1944, p. 181.

⁷ Jacobson, Paul B., and Reavis, William C., *op. cit.* p. 597.

PACIFIC UNION COLLEGE, and particularly George H. Jeys, instructor in printing, is happy over the acquisition of a century-old Washington press, the gift of a San Francisco engraving company. Like the mills of the gods, it grinds slowly, but exceeding fine!

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You Should Read

Your Child's Speech and How to Correct It, by Amy Bishop Chapin and Ruth Lundin. Cleveland, Western Reserve University Press.

In view of the fact that many children, particularly in the preschools, kindergartens, and lower primary grades, have incorrect speech, and that it is impossible for the schools to supply enough speech correctionists to care for the training of these children, the authors brought out this booklet as a means of helping parents and teachers of preschool-age children to conduct successful speech-correction work.

The causes of incorrect speech, Chapin and Lundin state, are physical, emotional, or imitative, or without any specific reason other than indifference. It is the latter class which cause the greatest number of errors and which can be the most easily corrected, particularly at home by the parents. The greater portion of the book is therefore devoted to simple methods that any parent or teacher can easily follow, even though untrained in speech-correction work. This home correction program is summed up under twelve captions or divisions, and adequate instructional and illustrative material is given to assist the parent-teacher.

A Picture Word Test with key is included as a means of determining just what sounds cause the child difficulty. Procedures for correction are given.

A number of pages are devoted to diagrams of the correct pronunciation of troublesome consonant sounds, with explanations and lists of words for drill.

There are three pages of games which may be adapted to the teaching of sounds, with illustrations and directions.

The authors stress the fact that success depends upon patience and understanding of the child's problem, and on short, daily, well-planned lessons. They warn against expectation of overperfect speech, and trying to correct too many defects at one time.

All technical terms are greatly simplified, clearly explained, and well illustrated. The booklet should prove exceptionally helpful.—NATELKA E. BURRELL, M.A.

The Market for College Graduates, by Seymour E. Harris. Cambridge, Harvard University Press, 1949, 207 pages, \$4.00.

College public relations officers and others concerned with increasing the enrollments in our colleges will read this book with a growing feeling of inquietude. They will find other literature more reassuring, but hardly more challenging and authoritative. There might even be a temptation to ignore this book, had it not been written by such a recognized authority as Dr. Seymour E. Harris, professor of economics in the Harvard University Graduate School of Public Administration, and were not the modest volume so heavily documented by the most recent and most unquestioned statistical data.

Fortunately for the busy reader, this book is so arranged that Chapters I and VI, which can be read rather carefully in less than an hour, quite fully present the situation as the author sees it, and most of the implications. And to those who were impressed with the recommendations of the President's Commission on Higher Education, that the numbers who go to college should be greatly increased, this analysis will be unusually challenging.

Separated arbitrarily from the supporting data and interpretations, the following excerpts give but a meager sample of Harris' conclusions: "A large proportion of the potential college students . . . are doomed to disappointment after graduation." "The number of college-trained men and women will be far too large for the markets to absorb them in positions of their choice." "We find much evidence of the deterioration in the relative position of the college graduate. The inexorable laws of supply and demand . . . are beginning to be felt." "Millions of college graduates who are confronted with deciding between, for example, a teaching post at \$1,500 (1947 dollars), . . . or an unskilled laborer's job at \$3,500, will experience a keen sense of disappointment and frustration."

That our economy could well support more physicians, for example, and that four years of college education may become a requirement for openings now requiring somewhat less, does not, as Harris sees it, materially alter the general outlook.—THOMAS W. STEEN, Ph.D.



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