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KELD J. REYNOLDS, EDITOR

Associates

ERWIN E. COSSENTINE
LOWELL R. RASMUSSEN

G. M. MATHEWS
ARABELLA MOORE WILLIAMS

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WHAT IS YOUR TEACHER-STUDENT RATIO? —An Editorial

THE business of the school and therefore of the teacher is education, which has been defined as that exchange between persons by which both grow in mental and moral stature and in the perception of truth. Teaching at its best is the relation between one teacher and one student. To the extent that committees, research, the writing of textbooks or the compiling of syllabi, the preoccupation with things in relation, and the preparation of learned monographs contribute to that end product—a satisfactory and fruitful teacher-student relationship—they may be said to be auxiliary to education and therefore justified. To the extent that they are permitted to get between the teacher and the student, they betray the basic relationship between the two.

There are professors who conduct their classes in such a manner as to be completely occupied with subject matter, with the relationships of things, and who ignore the students as personalities. If, during the hour no heart catches fire with a new enthusiasm, no mind sees a vision of truth, no young person finds new meaning in life; that, says the professor, is because the kind of people they admit to college these days haven't the capacity for the deeper learning or for the disciplines of the academic mind.

The teacher must be competent in subject matter. He must train his students to use facts and formulas as the tools of judgment. But if he is an educator, he will organize his class more on a psychological than on a logical basis; that is, with primary reference to the persons in his class, rather than around formal blocks of factual relationships. He will be aware that his students learn against a background of personality, interests, experiences, capacities, and private drives, rather than through chan-

nels of pure logic. In planning his classroom strategy for the maximum in education, he will seek to take full advantage of what his students are in order that he may help them to become what they should be.

Education is intended to produce changes in people. If it does not at one time or another change the behavior in the student, then no functional learning has taken place. Therefore teaching which merely imparts information is not education. Education must challenge people to behave as they have not behaved before. This kind of education requires not only broad general objectives for the course but definite aims for the class period. The objectives for the hour should include throwing out bait that will lure the student, his interest awakened, into the net of the teacher for that person-to-person relationship which is at once the test of the true teacher and his reward.

It is told of David Starr Jordan that, as president of Leland Stanford University, he found it necessary to leave his office to whittle for an hour or so every day in a sunny corner of the quadrangle, in order that teachers and students might come to him there for those personal contacts to which in faculty meeting and laboratory he had by one means or another enticed them. The success of this practice in the hands of many great educators suggests that success in teaching is to be measured by the extent to which the teacher is able to draw from the student a personal and voluntary response from which both will experience growth, each in proportion to what he has and what he needs. Whether this exchange takes place in class discussion or outside of class makes little difference. Whenever it happens to people, education takes place.

Evangelism With Academy Students

Robert L. Osmunson

BIBLE INSTRUCTOR,
UNION COLLEGE DEMONSTRATION ACADEMY

"I'll drive my car."
"Let me work the spotlight!"
"Say, I want to run the projector; may I?"
"Couldn't I jig-saw the letters for the sign?"

Requests piled up quickly in a classroom buzzing with excitement and enthusiasm. The Bible teacher had just finished outlining a laboratory assignment for the members of the Bible doctrines class at Union College Demonstration Academy. It was to be an evangelistic effort in which every class member could participate.

Attempting to find some outlet that would put into practice the principles taught in Seventh-day Adventist classes, the principal and Bible teacher at the academy felt that a student effort would be most practical. The idea was presented to the Nebraska Conference officials, who promised to help support the project financially. A suitable hall was located in Crete, a town about twenty-five miles from the academy, and arrangements were made to lease the hall for twelve consecutive Sunday evenings.

This effort is very much in harmony with the action taken at the Autumn Council at St. Louis, Missouri, November 7-15, 1949: "That all our workers—office workers and *teachers* included—be urged to engage in personal soul-winning endeavor." (*Italics mine.*)

When the plan was presented to the students they were told that they would receive credit points for participation, which would apply on their grades.

The students selected a nominating committee from among the class mem-

bers. This committee met with the instructor, out of class hours, to select leaders for various working groups or bands: advertising, music, ushering, staging (including carpentry and miscellaneous), transportation, and secretarial. The class made a large chart listing these group headings, the leader for each activity, and the students of the class, thus:

Bible Doctrines Field Project

Names	Advertis- ing	Music	Ush- ering	Staging and Misc.	Transpor- tation	Secre- tarial	Total
Ann							
Joe							
Paul							
Ruth							
Etc.							

The name of every student in the class was placed in the left-hand column. The name of the leader of each band was placed under the band heading. The working committee (not necessarily the same as the nominating committee), consisting of the teacher and the group leaders, evaluated each anticipated activity. For example, a solo was rated as good for three points; for an hour or more of work well done, three points were given. Thus various activities were given points, according to time spent or difficulty involved in the task. At the end of the campaign each student's points were added and applied toward his grade, at the discretion of the instructor.

Planning for student participation was of prime importance. The instructor sometimes used part of a class period to distribute envelopes, handbills, and stamps to the students, who then stuffed, stamped, and addressed the envelopes in class. (For ten dollars the instructor pur-

chased from the Crete Chamber of Commerce the name and address of every family in Crete.)

The hall that was secured had a good stage. One student operated the props and curtains. Another ran the projector. For a half hour preceding the program chime records were played and broadcast from a trumpet speaker on top of the building. One student operated the amplifier, and received his credit points for this work. Because of the chimes program the name selected for the meeting place was Chapel of Chimes. One of the students jig-sawed appropriate letters for this sign.

Special musical numbers were supplied as far as possible by the class, but the entire student body was also included, along with the regular music groups. Usually the music teacher led the song service. Occasionally song slides or song films were used.

The Bible teacher presented the sermon each evening, limiting his twelve studies to topics on prophecy, the second coming of Christ, the inspiration of the Bible, and the gospel. At the end of each sermon cards with attached pencils were handed to the audience by academy ushers. By writing his name and address and checking his choice on this request card, any individual could receive additional material on the evening's topic or be enrolled in the Bible correspondence course (called a free twenty-dollar home Bible guide). These names were turned over to the conference Bible school. Those who requested literature were visited by the students the next Sabbath afternoon. As interest was revealed Bible studies were arranged, to be conducted by a teacher.

For the sermon the instructor often prepared a script so that, where indicated during the lecture, students could read out the required texts over the public-address system. Or during the telling of a story students off stage with script in hand would fill in appropriate dialog

where indicated. At times the students would bring in charts or models from off stage, according to a previously arranged cue. These were all avenues of participation, and tended to increase interest of both students and audience. An ingenious instructor can think of many other ways to encourage student participation.

Various evangelistic ideas may be secured from recent issues of *The Ministry*, or J. L. Shuler's *Public Evangelism*, or R. A. Anderson's *The Shepherd-Evangelist*, which is a Ministerial Reading Course selection for this year.

There are no Seventh-day Adventists in the town of Crete, about 3,000 population, and opposition by local churches was definitely directed. But as a result of this combined student-teacher effort, cottage meetings are being held with five families at the time this report is written, in February. One person remarked, "If I join any church, it will be the Seventh-day Adventist." Another, "I used to think Sunday was the day to keep, but now I am beginning to think Saturday is." One person gave \$18.50 for an Ingathering Minute Man goal. Two youth have attended their first Sabbath school.

In this effort approximately 15,000 pieces of advertising and literature were either mailed or personally distributed. Thirty non-Adventists enrolled in the Bible course, and nine persons seem definitely interested. Whatever the ultimate results, we have the promise that the Lord's Word will accomplish that which He intends. The effect of such an effort on the spiritual tone of the academy can never be fully measured.

Why cannot every academy in North America hold a spearhead effort of this type at least once a year? Let us as teachers not be satisfied with simply teaching and grading papers. Let us be up and doing in the strength of the Lord, and organize our students for greater soul-winning activities. One need not be an evangelist to promote such a program—just have a will to do for the Master.

The Idea of a College*

D. Elton Trueblood

PROFESSOR OF PHILOSOPHY,
EARLHAM COLLEGE, RICHMOND, INDIANA

THE most sobering thought that comes to the attention of modern students is the thought that civilizations can pass away. It is a shocking thing for a young person to realize that in parts of North Africa and in parts of western Asia there are now only shifting sands where once there were prosperous and educated populations. The really thoughtful student immediately makes the deduction that our own boasted civilization can likewise perish, and that it *will* perish unless a great deal of concerned intelligence is devoted to its preservation. Great as our present wealth and security may be, they are not necessarily permanent.

Now, a college, whatever else it may be, is a conscious effort to avoid the decay of civilization and to make that civilization worthy of permanence. Knowing that we are in danger, we have contrived means by which the improvement of civilization may be undertaken. The institution of higher education may be compared to a pumping station on a pipe line. In the great lines from Texas to the Northern States we cannot rely on gravity, even when the pipes go downhill, for that is too slow. We must have some means of boosting the process. Places of learning are similarly spaced in our culture and devoted to a similar function.

We are tempted, sometimes, to lump all education together and call it good, saying vaguely that education is what we need. Most of us now are more critical than this, because we realize that education, like religion, can be both good and bad. Religion is not necessarily

good, and neither is education, if we are to judge by the general effect on human lives. We have to admit that much of our present education, including what is rather hopefully called higher education, is actually shoddy. Not all degrees are equally valuable, whatever the public may think, and not all colleges are equally concerned with the central task before them. That is one reason why meetings like this are valuable; we must help each other continually to know what the main task is and how to perform it effectively.

All will likewise agree that there is frequently a great difference between our theory and our practice. All education sounds wonderful in college catalogues. There is very little wrong with the catalogues; what we require is some factual resemblance to what they say. Last year I visited more than thirty colleges and universities in this nation, and I was frankly dismayed at much that I saw. One result was an address at Denison which, to my surprise, was quoted on the editorial page of *Life*. I was surprised, because what I said seemed to me commonplace among those concerned with the actual practice of academic institutions. What I said was that we are graduating people who can barely read and that thousands of those who *can* read, appear to have no standards of excellence about *what* to read. It was and is my conviction that the majority of those who emerge from American institutions of higher learning today have no real sense of life's meaning, and many of them are not vitally concerned with finding any. The great majority, whatever their technological skills, have no grasp of the Judeo-Christian roots of

* An address delivered before the 1950 annual meeting of the Association of American Colleges.

democracy. Much of the same report was made by Sir Richard Livingstone when he said, "The influence of universities on the world is disappointingly limited."

In the face of such confusion and relative failure it is necessary, from time to time, that we know what and where we are. We must reset our compasses. We must know what we are, before we can know our duty. Almost a century ago John Henry Newman wrote the remarkable lecture-essays to which he gave the title "The Idea of a University." Now, in the middle of this century, we must go on to explore "The Idea of a College." We need this because we are often so vague in our references and almost meaningless in our classifications.

One almost meaningless distinction is between public and private institutions. The usual suggestion here is that the tax-supported institution is public, whereas the others are private. But a little thought should make us realize that public responsibility and public service do not depend on the way funds are raised or on the way boards are appointed. The institutions which I have served in my teaching career, Guilford, Haverford, Stanford and Earlham, have never, so far as I know, received directly one cent of tax money, but they are definitely public in the way they perform their functions. There could be a private institution, run for profit or for the welfare of a specialized group, but this is not the direction in which we have sought to go. If we are to make a distinction, let it be between governmental institutions and independent foundations.

Even greater confusion is shown in our use of the terms *college* and *university*. Often it has been the ambition of colleges to cease to be colleges and become universities. This is on the assumption that a university is bigger and that bigger things are *eo ipso* better. I am afraid that a good many of our citizens think that a university is a *large* or *pros-*

perous or *ambitious* college. This, of course, we must challenge. It is undoubtedly true that we can, if we choose, emulate Humpty Dumpty in his famous conversation with Alice over the meaning of the word *glory*. "When I use a word," Humpty Dumpty said in rather a scornful tone, "it means just what I choose it to mean—neither more nor less." But in our less arbitrary world of normal experience it is right to have some decent regard to what words have meant before. Historically, it has been agreed that a university is a place of universal knowledge or a collection of colleges. A college, on the other hand, has no necessity of being a place of universal knowledge, for it is primarily a place of *teaching*. A *college is a society*. It is made up of learners and teachers living together for the purpose of human growth. The purpose of a college determines its size and a really large college is a contradiction in terms, since the community experience which is basic to the idea is then impossible. A college is a contrived means of bringing to bear maximum beneficent influence to produce maximum progress in the individuals concerned. Ideally, the members of college, both teachers and taught, *work* together, *think* together, *play* together, and *pray* together. We must not let our praying remain separate from our thinking, or our playing be wholly dissociated from our working. It is the wholeness of life that we consciously and deliberately seek.

It is essential to the idea of a college that the contacts between members outside the lecture room or laboratory may be the most effective of all instruments of growth and are in no sense peripheral. The late Professor Whitehead, one of the best educated men of our time, has told us that, while an undergraduate at Cambridge, he never heard lectures on any subject except mathematics. Where, then, did he get his extraordinary interest in philosophy, in history, and in let-

ters? He got all this, he tells us, by the conversations in the dining hall where he often sat from six to ten, learning rapidly, not only from his equals, but also from his elders and betters. When we think of the eat-and-run procedure of so much of our modern dining, we understand one of our chief sources of failure. It is possible that the invention of the college cafeteria has done more to destroy culture than any other device of the adversary. I wish it were part of every instructor's responsibility to dine in the hall at least once a week.

Partly because of unfavorable publicity about crimes in educational institutions and partly by analysis of our total contemporary predicament, we realize that, in our colleges, we cannot sidestep the question of moral influence. The sad and unpleasant truth is that some students are made *worse* by going to college, and sometimes it seems that *many* are. There are institutions where self-sacrificing parents are being cheated, for they send their young people with high hopes, little knowing that in some instances their children are being thrown into situations where the pressure in the direction of downright immorality is terrible.

We need to give intelligent thought to the whole question of moral progress, and fortunately the main lines here are rather clear. We know that growth in decency and integrity comes chiefly, not by direct moral teaching, but rather by general atmosphere, by fellowship in creative work and by first-hand acquaintance with great minds, great books, and great art. Perhaps the wisest of all the wisest sayings of Professor Whitehead was this: "Moral progress is impossible apart from the habitual vision of greatness." Here, if anywhere, is a golden text! Our students need to be saved from triviality, but they don't even know what *is* trivial until they have a vision of greatness to make the contrast clear. Think what it means to put before

young people a great towering figure like John R. Mott, holder of the Nobel Prize for Peace, or a man like Albert Einstein. If we can provide our students with a steady stream of such experiences, we have done for them the best that we shall ever do. Remember that the isolated experience will not ordinarily suffice. Men are lifted when the vision of greatness is *habitual*.

From moral education we move naturally to the place of religion in a college. Of this we may be sure: We must have religion in college, for otherwise we are not concerned with the creation of wholeness. What both students and professors need is the reverence and the commitment to the Living God that can give power to their moral aspirations. Ideally the religion should not be a *part* of the college but rather an atmosphere of reverence which pervades the entire enterprise. As my colleague, William Clark, has so well said, "The Christian college does not *have* a religious program; it *is* a religious program."

If the religious program is to be a healthy one, there must be a continual outflow of energy from the campus. A campus religious organization which exists only for the profit of its own members is already dead, but it may be living if it has an outlet in deputations, in service projects and in a variety of community contacts.

Historically, the college chapel has been the chief college symbol and the focal point of all meaning. Now, unfortunately, this is often greatly changed and many college presidents admit frankly that they do not know what to do with chapel. In many places we are beating a more or less steady retreat, because the life seems to have gone out of what was once noble. I think the way of wisdom here is to take a firm stand, reverse the process of erosion, and make the chapel central again. Otherwise, we become fragmented and cease to be organic communities. I think it is wise to

make a clear-cut distinction between assemblies and college chapels, to make the former frankly secular and to make the latter unapologetically devout. Above all, we must make them *good*, and we must be willing to spend the time, effort, and money to achieve this end. In my own college we probably put more concentrated effort into this program than into any other single aspect of college life, and we feel justified in the results. Attendance is required, but seats are not checked, and so far this appeal to mature responsibility is succeeding. It is not succeeding one hundred per cent, but it is better than we dared hope when we began this system a year and a half ago. The result in the lives of the students is sufficient to make us believe the enormous effort is justified.

Naturally, a college will have instruction in religion. It will not be impressed by the curious argument of those who say you cannot have religious instruction because of divisions into denominations and faiths. It is to be noted that those who present this argument are not sufficiently consistent to rule out politics or philosophy on the same grounds. If you have men of moral integrity and real objectivity, they can teach religion in such a way that students gain instruction rather than indoctrination. Certainly such instruction is needed, for today few have any clear idea of what they believe and why.

One of the glories of a college is the possibility of deep friendships between scholars devoted to different disciplines, who can gain enormously from what they learn from one another, but often in our modern institutions we have failed to take advantage of this. We then cease to be real colleges and become a set of little departments, each going its own way. In the summer of 1939, shortly before he died, I visited Prof. Rendell Harris in England. He was the last survivor of that group of scholars who, near

the end of the nineteenth century, made Johns Hopkins one of the most exciting places on the face of the earth. I took the opportunity to ask the ancient man what was the secret of that amazing burst of intellectual life. "It was very simple," he said; "we all attended one another's lectures." And then he went on to say how it raised a man's sight to have a scholar like Professor Gildersleeve in the room. I am convinced that we could change much of our college atmosphere if the advice of Rendell Harris were generally followed today.

One reason why we cannot do this, or at least think we cannot do this, is that we teach too much. *In the modern college there is too much teaching and not enough learning.* Often the instructor does the work for the students when they ought to do it themselves. We ruin the whole idea when we make it the chief task of a teacher to be a purveyor of information. The information is in *books*, for printing has been invented. The teacher is the enkindler; the best he can do is to light a fire. And the greatness of any college is directly proportional to the number of teachers who are truly effective in this sacred function. *The greatest college is the college with the best teachers.*

One of the major tragedies in modern college experience is the lack of friendship between students and teachers. It is our open scandal. I have visited many colleges where there is the frank recognition that the community is broken at this vital point. It is our shame that even in our smaller colleges so few real friendships between students and faculty members exist. A good part of the trouble comes from the student who is self-conscious in the presence of the teacher because he fears the accusation of his fellow students that he is apple-polishing. Apple-polishing is not very bad, but the failure to make friendships is bad indeed, if what we have said about influ-

—Please turn to page 26

Guidance Through the Whole School

Ruth Strang

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

AT LAST we have extricated ourselves from the "either-or" attitude toward guidance—the attitude that guidance is the sole responsibility of either specialists or teachers.

In the early days of the guidance movement the emphasis was on the specialist. The argument was that since he is trained for his work, guidance should be his responsibility. We should all agree that we need more and better psychologists, psychological counselors, school social workers, psychiatrists, reading specialists, and experts in vocational guidance and placement.

We need more exact information on the relation of test results to the behavior that tests purport to measure and predict. We need up-to-date, concrete information on vocational trends. We need pamphlets on skilled and unskilled occupations that junior high school pupils with fourth-grade reading ability can read and comprehend.

On the other hand, if we are going to help every pupil discover his verbal, scientific, artistic, and social potentialities, everyone in the school must contribute. Some of the most significant insights can be obtained only through observation of the pupil in different situations—a formal mathematics class; an informal English class; physical education, shop, home economics, art, and music periods; in homeroom and club activities; and casual, spontaneous interviews.

Recognizing this fact, some persons have swung the pendulum too far in the other direction and have emphasized the guidance responsibility of the teacher to the exclusion of the guidance specialist.

Specialists, administrators, and teachers all make essential contributions to the individual development and guidance of every pupil. Each aspect of school life is a possible instrument of guidance.

The modern curriculum is designed to help every pupil solve personal, vocational, and academic problems. It consists of experiences that are useful to him in his personal life and later in his vocation. Methods of instruction make provision for initiative, self-direction, and ability to understand widely different individuals and the complex modern world. In informal classes and clubs pupils learn the ways of working together that are most effective.

If the whole school is not made an instrument of guidance, the work of guidance specialists will be blocked at every turn. Ineffectual teachers who do not have the personnel point of view create more personal and academic problems than a staff of guidance specialists can solve. If the curriculum does not provide the experiences pupils need, the efforts of the specialist to study the individual pupil are wasted.

If policies of marking and promotion tear down a pupil's self-esteem, the counselor is defeated in his attempt to apply mental hygiene principles. If adequate health facilities are lacking, the best-laid vocational plans may come to nought. Unless the guidance program is an expression of sound educational philosophy and is an intrinsic part of the curriculum and instruction, it will fail.

The most important function of the guidance specialist is to help every member of the school staff to make his best

contribution to the guidance of every pupil and to coordinate their services.

Surveys of personnel work have found these problems to be common among high school pupils: discrepancy between scholastic aptitude and school achievement, reading ability below the level required for doing the work of the grade, inappropriate plans for further education, failure to learn about financial aid that would make suitable higher education possible, choice of vocation based on inadequate knowledge of oneself and of vocations and vocational trends, personal maladjustments of many kinds, problems of family relationships, problems of boy-girl relationships, feelings of social inadequacy, health below par, and uncorrected physical defects.

One typical case will make concrete the necessity of guidance by the whole school.

Sam had always been on his own. There was "Mom," of course, but she had long ago given up trying to find out what Sam was doing. His father was too busy playing pool or "soberin' up" to spend much time with his two boys.

Sam hadn't done well in elementary school. But he was going to try to do better when he went to junior high school. He'd study hard and make good grades, and his brother, Ernie, would be proud of him.

With these good intentions Sam came to junior high. His elementary school record had preceded him. It supplied the information that he had been left back in two grades, that his IQ was 68 [according to an Otis Quick-Scoring Test given him when he was in the fourth grade], and that he had been sent on to junior high school because of his size and age.

The Teacher-Estimate Card filled out by his sixth-grade teacher contained the following items:

Interest: None to speak of
Conduct: Fair
Attendance: Good
Ability: None

Family Background: Poor
Health: Good
Hobbies: None
Peculiarities: Indifferent

This record gives a better picture of the sixth-grade teacher than of Sam. She had lived with Sam for a school year, with ample opportunity to find out what kind of boy he was. She should have sent on to high school positive facts and recommendations on which to build.

For the first month Sam was excited and pleased with his new school. He liked the cafeteria, assembly programs, and especially gym.

But he had trouble keeping up with his schedule of seven forty-five-minute periods a day. He was late to class several times because he could not get his locker open. He received no help in getting orientated.

He learned that all you had to do in most classes was to sit still and listen. If you came to school on time and weren't noisy in the hall, no one bothered you.

At the first marking period he failed four of the ten subjects. Try as hard as he could, he couldn't pull those marks up to passing. If only there had been shop courses, he felt he could have been successful in them.

Sam was friendly, well behaved, and well liked. On the last day of the school year he was truly let down to learn he would have to repeat the grade. His home-room teacher asked the principal for a special promotion for the boy, but that was not the policy of the school.

Sam's failure could have been prevented only by guidance through the whole school:

1. By shop courses or part-time work to provide the experiences he needed.
2. By subject teachers who were alert to the learning difficulties of every pupil in their classes, who took class time to give instruction in how to read and study the subject, and who divided the class into groups having different learning problems.
3. By a teacher-counselor who knew his group of thirty or forty pupils as a whole. In this school the home-room teacher, whom Sam liked very much, could have played the role of teacher-counselor if she had had more time, more understanding of her guidance responsibilities, and assistance from guidance specialists.

4. By an administrator who was willing to make any adjustments that were for the good of the individual pupil and the group.

5. By the specialist who could have obtained a more accurate estimate of Sam's home conditions, learning ability, and special interests and abilities with reference to his educational and vocational plans.

When September came Sam did not start back to school. "What's the use?" he thought. On the third day the attendance officer called at his house and told him he would have to return. The following day he re-entered the seventh grade.

The pupils in his grade looked very small to him. And the work was the "same old stuff." Sam's behavior changed. He frequently showed off, sometimes lost his temper, and once talked back to the history teacher. Other things happened that made him more and more "sour" on school.

There was one bright spot. The music teacher had observed that Sam had a fair voice, and someone had told her he could play the guitar. She arranged to have him join a trio and play a hill-billy number for an assembly program. The audience enjoyed it, and Sam became a person of importance—for one day. Later the trio was asked to play at the annual tea dance, but Sam had a falling out with one of the trio and did not take part. The other two boys performed and won a prize. Sam felt more left out than ever.

Then one day he got into a fight and was expelled from school.

Here was a boy, coming hopefully to junior high school, who found no one there concerned enough about his best development to learn his abilities and interests, and to make available the instruction, recreation, and work experiences he needed.

His home-room and music teachers were friendly and understanding. But they were hampered by lack of time, by rigid school policies, by Sam's unsuitable program, by lack of understanding and cooperation on the part of Sam's other

teachers, and by lack of help from psychologist, school social worker, vocational guidance expert, and reading specialist.

This case is only one of thousands that might have been used to illustrate the necessity of guidance through the whole school. In order most effectively to help these boys and girls realize their potentialities, the following features are essential:

1. An administrator who has vision, enthusiasm, and knowledge of conditions that make effective guidance possible. He will select his staff with reference to their qualifications for guidance; establish a fine relationship with them; provide the help they need to carry guidance responsibilities as subject teacher, home-room teacher, club sponsor, and teacher-counselor. He will develop policies of marking, reports to parents, promotion, discipline, and attendance that facilitate guidance. He will continuously revise the curriculum and make administrative adjustments in programming to meet pupils' needs.

2. A broadly trained guidance worker in every school or school unit who has three important functions: (a) to advise with administrators and to help teachers do their guidance work better—both counseling and group work; (b) to counsel individual pupils and parents who present complex problems for which teachers do not have the time or special knowledge and skills; (c) to become acquainted with and use guidance resources in the school, the school system, and the community.

3. Teacher-counselors who have the major responsibility for the developmental guidance of thirty to forty pupils. These teachers may be home-room teachers, core-curriculum or extended-period teachers, or teacher-counselors freed from one or two periods of teaching. These key teachers, with special guidance responsibility, serve as counselors for their group of pupils and work closely with subject teachers, with club sponsors, and with the full-time guidance worker.

4. Subject teachers skillful in observation and sensitive to the individual pupils in their classes. They consider guidance as an intrinsic part of effective teaching, not as an extra. They exchange information with the teacher-counselor.

If a guidance program is to be effective, it cannot stand aloof from the rest of education. It must be concerned with the curriculum, with instruction, with home and community conditions, with national and world problems. Sound general and specialized education is the soil in which effective pupil personnel work flourishes.—*NEA Journal*, vol. 36, no. 3 (March, 1947), pp. 200, 201. (Used by permission.)

Qualifications of the Principal

E. G. Salisbury

[This hitherto unpublished paper was written a number of years ago. The principles stated are as valid today as when they were written.—EDITOR.]

IMPORTANCE OF THE TASK.

—The importance of the task of the Seventh-day Adventist academy principal is measured by the opportunities for influence upon the development of the youth entrusted to his care—opportunities not surpassed by any other profession. This places a heavy responsibility upon the principal, and only by divine guidance can he attack his task with any assurance of success. To him and his co-workers come healthy, happy, intelligent, ambitious, and wholesome young people to be trained to assume positions of usefulness in society and in the cause of God. No other profession has a purpose so noble and so far-reaching. Only those teachers who are eminently qualified both educationally and spiritually should be entrusted with such sacred responsibility.

The purposes of Seventh-day Adventist schools include those of ordinary schools, but in addition there are other and transcending purposes such as general culture, moral and spiritual development, denominational conviction, zeal, devotion, self-growth throughout life, and the dedication of life and talents to the service of God and humanity. Other schools profess similar purposes, but they are not realized to the degree that they are realized in our denominational schools.

The principal has the high privilege of cooperation in the shaping of these qualities; therefore, the importance of his task is great, and the privilege of developing the talents of young people is boundless.

AS AN EDUCATOR.—The principal serves his chief purpose as an educator. Schools are established for the education of the pupils. All other duties of the administrator are supplementary to the one great end of educating the youth entrusted to him. He should exercise care that his intentions are not diverted from this goal. He should be granted reasonable liberty in planning courses and methods, and should be given the initial voice in the selection of his co-workers. In matters of scholarship and professional leadership he should be himself, but should be governed by the general requirements of the cause he is serving. His work then becomes that of the school administrator in educational policies, and of school supervisor in matters of methods, yet all in harmony with the purposes for which the school is conducted. His attitude toward his faculty should be that of an enthusiastic educational leader. He should be their helpful adviser and friend, their defender and advocate. He should live among his teachers and pupils, leading, helping, inspiring, and directing on every hand.

SPIRITUAL QUALIFICATIONS.—The first prerequisite to success in the principalship of a Christian school is religious belief and consecration. Our schools are established for the purpose of surrounding youth with an environment conducive to spiritual development, to instruct them in religion, to work for their conversion, and to train them to become promoters of the faith. It is fundamentally important, therefore, that the principal, who is the delegated and rightful leader, shall be a person of profound religious conviction. The work of the Christian teacher requires a personal

Christian experience that is positive, progressive, real, and constructive. A mere lending of assent or conformity in outward living will only tend to defeat the purposes of the school, and is often more dangerous than open hostility. The critical and ready judgment of youth revolts against empty form, which may cause some to separate themselves entirely from the denomination.

SOCIAL QUALIFICATIONS.—The social qualifications of the principal are made up largely of a system of beliefs. First, one must believe in young people; he who does not has no right to associate with them in any capacity of leadership. The principal must love young people, believe in their purposes, and hope for their success. Second, the principal must believe in himself. He must have the sense of self-respect and surety in his personal consciousness. To this end, he must always live worthy of himself and of the great cause and people he is serving. Third, he must be optimistic with respect to humanity in general. He is serving humanity, and teaching others to do so; but if he himself does not believe in humanity, how can he work for its betterment? Fourth, he must believe in the results of his own endeavors. He must have the courage born of confidence that he will, under God, produce the results desired in the school.

PERSONAL QUALIFICATIONS.—*Health.*—This is an absolute essential to success in any undertaking, yet in no work is good health more important than in teaching. Youth are vigorous, active, keen of intellect, and the school worker needs to be able to meet them on their own ground. Lacking in health, the principal cannot endure the problems and vicissitudes of his office, which are among the most trying to be met in any line of work. Neither can he maintain that youthful attitude and that hopeful, buoyant spirit so necessary in leaders of youth. One who cannot eat and sleep well and forget his cares will not last

long as a school administrator. The absence of a few million red corpuscles and rapid metabolism often makes the difference between success and failure.

Personal Appearance.—One's appearance is, in reality, of secondary importance, but humanity is quite generally guided in its estimate of personal values by secondary attractions. To be well-mannered and well-groomed is necessary if one is to enjoy the good will of others.

Dignity and Presence.—Education has been defined as that preparation which enables one to react intelligently to new and difficult circumstances. The educated person is at all times calm, self-possessed, and dignified. The academy principal must possess these qualities, which mark him as a leader and indicate preparation to meet new or difficult circumstances. One who can sit and wait composedly, who is not overemotional, who does not speak too soon or too much, and who always has time to be kind and gentlemanly, inspires confidence; and this goes far toward ensuring the success of the principal.

Frankness.—Frankness is necessary in dealing with pupils and teachers, the board, the parents, and others. To speak the truth in kindness and sincerity and with a constructive purpose is appreciated in all and by all. People are not often offended by frankness on the part of those in whom they have confidence; in fact, frankness usually has a wholesome, reviving influence that is enjoyable. One's opinions, if expressed, should leave no place for partial and erroneous understanding or false report. The principal must be discreet in sorting out matters that really pertain to him from those brought to his attention for the purpose of gaining his support but which really are not his concern. To commit oneself unnecessarily on disputed or factional questions is most unwise.

Single-mindedness.—The principal must remember that the school is his

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Getting Acquainted With Your General Conference Department of Education

THE Department of Education of the General Conference is a service organization for the world field. The customary channel of communication between the department and the worldwide educational enterprise of the church in matters involving policy is through the educational secretary of the overseas division and the union educational secretary in the North American Division. Business below the policy level may be done directly with local educational workers or principals of schools.

The department assists the General Conference Appointees Committee and school administrations to select suitable educational workers, administrators, field representatives, and teachers for overseas and North American schools and colleges. For that purpose the department is developing a worker file in which teachers are classified according to education, training, and experience.

The department assists Seventh-day Adventist teachers in good standing in finding suitable employment. For that purpose a list of available teachers, with their qualifications, is compiled and distributed near the beginning of each calendar year, with a supplement later.

The department conducts educational councils, or assists the field executives with meetings and councils, in the various divisions of the world field. At the request of denominational executives the department inspects schools and colleges, to assist in maintaining proper educational standards. Requests for the establishment of advanced schools or for the raising of secondary schools to advanced standing are referred by the General Conference Committee to the

department for recommendation. The department seeks to keep abreast of educational trends, developments, and standards, and serves as a clearinghouse of educational information for the world field. It prepares manuals of standards and techniques, and collects classified bibliographies in subject areas needed for the educational work.

The department prepares analytical reports of the educational systems of the nations, the public or State systems, as well as the Adventist, to assist educational workers throughout the world field in the self-analysis of their work and to assist the officials of North American colleges in evaluating the credits and certificates presented by students who come to them for advanced study.

The department is committed to the principle that Christian education is a method and a set of standards that can be applied through the educational system of any country, being truly international, and that regardless of the form of the curriculum the Christian school must produce a certain type of individual, an Adventist thoroughly grounded in the truth, with the qualities of courage, integrity, and flexible intelligence well developed, acknowledging the Lord Jesus Christ as a personal Saviour, faithful to all the commandments of God, loyal to the church, and sufficiently cultured and educated to win respect for the denomination.

The department prepares and has published promotional leaflets, educational sections in the denominational periodicals such as the *Youth's Instructor*, the *Review and Herald*, and the

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Dynamic Classroom Control

Frank D. Webber and Byron H. Atkinson *

GEOFFREY CHAUCER caused Lamaunt to exclaim, more than five hundred years ago, "I dull under your discipline." The young classroom teacher today, facing with some trepidation his first class of high school students, may find just as surely that the discipline of the whip and spur will cause his group to "dull under his discipline."

Proper school environment and morale are basic to desirable social control. The learning process, above all others, matures most rapidly in a medium of high morale and good environment. These surrounding forces which influence or modify are logically fairly easy to dictate. Given adequate funds and professional planning, such things as plant, playgrounds, teaching aids, lighting, textbooks, etc., are mechanical and routine. Morale, however, is evanescent; and while it is to a degree a function of environment, it is to a far greater degree a function of teacher personality. Optimum social control is absent when student morale is low, and morale depends almost entirely upon the action of the teacher. If he has a rational set of ethical principles and an understanding approach to human problems, low morale need seldom be a matter of concern.

There are five principles for discipline which might well be the objectives of the young teacher striving for classroom control:

1. Sincerity of attitude.
2. Tolerance.
3. Consistency.
4. Definiteness of purpose.
5. Self-control.

* Frank Webber teaches United States history and senior problems in the San Fernando high school [California]. Byron Atkinson is director of Special Student Services at U.C.L.A. and has been for the past four years a member of the State Board of Education [California].

John Dewey has said, "The solution to the problem of discipline will at least provide education for some, that will allow some to be educated," and it is true that there are very real differences between the theoretical background of the young teacher and the "in the trenches" realities which will confront him in his control problem.

It is quite obvious that the junior high school or senior high school student who is vitally interested in his work will cause little or no trouble disciplinarily, either to his peers or to his instructors. It is also apparent that intellectually reserved or especially well-trained (in the home) pupils will observe the social amenities which should be a part of any good classroom procedure. There is, however, as every teacher recognizes, a large heterogeneous mass of students who are in school because of compulsory education laws, parental compulsion, or some other reason not vital to the pupil's own interests. What may even the wise and understanding teacher do for these? This teacher knows no discipline problem exists which cannot be solved by motivating children in such a fashion that they become so interested in their work as to create no problem in the first place. Therefore, this teacher will usually work harder to improve his *teaching* methods and techniques. Eventually he will usually lose whatever resiliency he might otherwise have reserved in order to deal directly with the problem with which he is confronted.

How, then, will he try to achieve the goal of functional classroom control? The teacher recognizes that classroom control is corollary and fundamental to the whole learning process, but at the

same time he will devise *distinct and separate* techniques for establishing such control, and he will find it necessary to take definite, concrete steps to secure this control. Some of these are: First, the teacher must sell himself and his subject to the class. Second, he may find in the very beginning of the semester that it is advisable for him to indicate that practices in the past or in other classrooms establish no precedent in this particular case. He has opened his first class with calm deliberateness, standing before them quietly, waiting to gain attention.

The supportive newness of the situation at the beginning of any given semester will aid him materially, of course. He might then begin by describing himself and his background, being chary of bragging, but establishing himself as competent. He will then state clearly his conception of discipline as a cooperative matter, with himself as teacher always available for final decisions. He must not avoid the issue, but identify these rules from the first. Some educators may object that the student is being accosted before he has committed any offense. One may reply that simply formulating these rules is accosting no one, and that adults as well as high school students must learn to live within a framework of regulation; albeit the framework is one of their own construction.

Third, some sort of entrance and exit code from the room is absolutely essential. The first few minutes of the class hour are all-important in getting the period off to a good start. In order to facilitate this rigid "entrance code," it is useful to instill certain habits in the class. Cooperative assignments may be developed and given at the beginning of the period, which are continued for a few minutes at the beginning of each day. These need not be complicated assignments, but should be something that will cover the first few minutes of the class period. Have this carry-over assignment on the board to greet the entering class.

These may be varied with daily short tests in order to fix in the minds of the class the necessity for application in these first few minutes. It is usually not wise to allow a free question period, or anything which will interrupt this initial procedure. If required, the teacher may take the roll silently during this time and attend to the other routine work of the class. Then with the group working quietly and motivated in advance toward his subject, he may launch his regular, planned lesson with much more chance of success.

Early in the semester the teacher must guide his class toward a mutual agreement on the kinds of control standards which will be exacted and the kinds of penalties which the class itself may determine shall be imposed for lack of observance. These standards may be re-examined and re-evaluated from time to time, depending upon the make-up of the class and its progress. Whatever is decided upon, however, should be rigidly followed in an effort to be as consistent as possible. Students appreciate consistency of this type more than many teachers realize. Any general changes in policy should be made cooperatively and as gradually as possible.

Not the least of the faculties necessary in the teacher if he would successfully carry out such a program is a well-developed sense of humor. Many a classroom situation that might have developed into something rude and ugly has been turned into gaiety and pleasure by an adroit teacher with a sense of humor. The student must early be assured that his teacher is a human being, working with him toward the development of standards which will be of benefit to all.

It goes without saying that the teacher's technique in this control situation will be nondirective. This latter tenet cannot, however, be interpreted too narrowly. One must maintain that the principle of self-development in the student

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“Practice Teaching”

John M. Howell

EDUCATIONAL SECRETARY,
COLUMBIA UNION CONFERENCE

SUCH statements as “Teachers are born, not made,” and “Teaching is far more ‘caught’ than ‘taught,’” have a great deal of truth in them; but even those “born” teachers, and those who have “caught” the art of teaching, need professional training to make them capable of producing all that should be expected of them in their most important work. And while it is true that most teachers recognize themselves as composites of certain elements of their own teachers, still there is room for the proper kind of teacher training: the study of the child, his heritage and environment, and his physical, mental, and spiritual make-up; techniques of teaching; methods of presenting subject matter; how to develop proper attitudes, appreciations, and sense of values, should be carefully studied before the new teacher goes out to occupy himself in “the nicest work ever assumed by men and women.”¹

The most significant part of the teacher-training program is what used to be called “practice teaching,” now better known as “student observation and participation in teaching.” It is here that the principles of education, child study, subject matter, and the theory of teaching are brought together and tested to see just how they combine with the personality of the teacher-to-be, and his desire to impart knowledge to those who need to learn.

The old “apprentice” method, or the “trial and error” method, as it might be called, may have served its purpose in bygone days, and was more or less successful in direct proportion to the ability of the teacher to guide the teacher-to-be

into the art of teaching, and the ability of the student teacher to understand the plans of the teacher to whom he was apprenticed. But in this more progressive day, when so many things have been added to the curriculum and so many more demands are made upon the school, this apprentice method falls far short of producing the desired results. The entire teacher-training program must be planned democratically between the training teacher and the teacher-to-be, adjustments being made from time to time as the work progresses and unforeseen circumstances develop; but all must be guided by the training teacher who alone has had the experience necessary to foresee what outcomes to expect, and this experienced guidance must prevail from the very first contact with the school situation until the last assignment has been completed. Instead of there being “practice-teaching” only in the last semester of the finishing year of the prospective teacher’s course, present demands make it necessary that observation and participation in teaching be an integral part of each semester’s work of the student’s entire college career. And the whole community-home-school situation, as well as the total picture of the teacher’s activities and duties, must be taken into account in the observation and participation in teaching.

During the first year’s work, of course, no actual participation in class exercises is anticipated. However, the following activities are indicative of what the student teacher may be asked to do, and a cumulative and critical record is kept:

1. Observe child in classroom.
2. Eat lunch with child in school cafeteria.
3. Play with child’s class group.

4. Walk home with child.
5. Use school records to learn about child.
6. Go to child's home in company of teacher.
7. Use standardized tests.
8. Help child with reading or other school subject.
9. Have conference with child in company of teacher.
10. Have conference with supervisor together with classmates.
11. Teach class a song or read a story.
12. Work in Sabbath school.
13. Care for young children.
14. Observe little sister or brother when home for vacation.
15. Confer with instructor in grade groups.
16. Confer with instructor individually.²

During the second year of college work the following activities may be a part of the teacher-to-be's school program:

1. Assist in play periods.
2. Tell stories.
3. Serve lunch to children.
4. Give instruction in arts and crafts.
5. Help children put on programs.
6. Teach songs to children.
7. Group children into ability groups in the library.
8. Help children with vocabulary building.
9. Help children with problems, individually or in small groups.
10. Take children on excursions.
11. Administer and score tests.
12. Direct social hour for children.
13. Help plan weekly meetings with the J.M.V. officers.
14. Go on overnight hikes with children.
15. Carry on "progressive classwork" with children.
16. Teach Sabbath school classes.
17. Take charge of junior and young people's meetings.³

Also during this period the prospective teacher may begin study of and work with the system of records and reports required of teachers.

During the third year this same kind of work continues with the student-teacher spending more and more time in the actual classroom and, after carefully planning the lesson with the teacher in charge of the grade or school, and in consultation with the training teacher, presenting a few lessons to different grade levels—just to get the "feel" of real classroom situations. The teacher-in-training would do well to follow some definite guide in this get-acquainted period with the schoolroom and its problems, such as *A Guidebook in Observation and Student Teaching* (elementary

level, if preparing for elementary school work; secondary level, if the student desires to teach on the secondary level), by T. K. Goltry and J. C. Dewey. As a sample of the guidance presented, unit three of this guidebook is presented here:

"Planning for Teaching"⁴

"1. The necessary steps in long-range planning are (1) determination of goals; (2) selection of subject matter or pupil activities by which these goals are to be accomplished; (3) division of this experimental material into units; and (4) the setting up of a tentative time allotment for each unit. With the assistance of the teacher, make a long-range plan for one subject for the entire period of your student teaching. If you are observing only, secure from the teacher a copy of her long-range plan and reproduce it below:

"2. What use is made of the *Course of Study* in long-range planning?

"3. Write below your plan for teaching one unit, showing how the work is divided up for day-by-day use.

"4. After a discussion with the teacher, check below the items agreed upon as essential features of a daily lesson plan:

- a. Aims.
- b. Questions assigned.
- c. Textbook pages assigned.
- d. Outside references assigned.
- e. Instructional aids.
- f. Motivation.
- g. Key questions.
- h. Expected answers to questions.
- i. Outline of subject matter.
- j. Problems to be solved.
- k. Tests.
- l. Procedures in the order of use.
- m. Pupil activities and teacher activities separated.
- n. Time allotment for activities.
- o. Content and method in parallel columns.
- p. Provision for individual differences.

"5. Defend your selections.

"6. With the material for one day, work out a lesson plan using a form approved by the teacher.

"7. What kind of written daily lesson plan does the teacher use?

"8. Has the teacher any system of keeping questions, notes, and references to supplementary materials in the margin of textbooks? If so, describe the system and point out its advantages and disadvantages.

"9. How much and just what use does the teacher make of her plans when working with the class?"

During the fourth year the teacher-to-be is ready to get specific help in direct classroom experience. He will need to keep in close contact with the training teacher and the teacher of the grade or school in which he is working. If he is to take charge of a class for a period of six weeks, he should make specific long-range plans for the activities of that class, break his plans down into units, and then divide the units into day-by-day

lessons for the children. These plans should be specifically discussed with the training teacher, as well as with the classroom teacher. Either one or the other, and at least part of the time both of these teachers should observe the work being done, and regular conferences should be had with the teacher-in-training. These conferences should consider such problems as the following:

"1. The student teacher may be given an opportunity to evaluate his own teaching, to point out his own errors, and indicate what he should do to improve in ability to teach.

"2. The training teacher may discuss the pupil's reaction to the student teacher's personality and teaching, and point out ways in which the student may improve his teaching personality, dress, voice, attitudes, and personal habits.

"3. Lesson plans which have been corrected and returned may be discussed.

"4. There may be a discussion of the objectives and aims for subjects the student is teaching, and daily aims for specific lessons when necessary.

"5. There should be criticisms and suggestions regarding the student teacher's selection, organization, and presentation of subject matter.

"6. There may be a discussion of the children from the point of view of school management, individual differences, special needs and how to meet them.

"7. Constant emphasis should be placed on the necessity of a knowledge of subject matter before attempting to teach it.

"8. The importance of clear and definite assignments will need to be stressed frequently.

"9. There should be frequent discussions of problems of discipline, with illustration from particular situations.

"10. Constant emphasis should be placed on the necessity of self-criticism.

"11. The training teacher and the student teacher should decide on certain points which need to be improved, and a check-up on these should be made in later conferences."⁵

Parenthetically it should be stated that if less than a four-year teacher-training program is contemplated, the materials discussed would have to be integrated in more rapid succession in the course of study.

The teacher-in-training should not only teach on the exact level for which he is preparing, but also on the levels just preceding and succeeding that of his choice. In this manner he will get an understanding of pupils as they reach the level in which he is interested, and also

what becomes of them once they have left his level of interest. And, once he has done a successful job of teaching under direct guidance of his training teacher and the classroom teacher, he should be permitted to "try his wings" in a school situation like the one in which he will probably teach when his training is over. And, since the readjustment to the situation may be difficult, this experience should be most carefully planned with the training teacher and the teacher in whose school he is to teach. Frequent conferences with each of these teachers may be necessary, especially during the first days of this new experience.

As in every school situation, the training teacher should see to it that the student teacher does not take on more than he can handle. Many a good teacher-in-training has been discouraged and lost to the profession because he was thrown into situations he was not ready to handle. At the close of each school contact, unless it is necessary to lower his opinion of himself, the student teacher should emerge with a feeling of success and growth.

By careful training the Seventh-day Adventist schools could soon have the best teachers in the world. Ours is a divine plan, a blessed opportunity of serving the coming church of God; and the privilege of cooperating with the angels of heaven in preparing these boys and girls for heaven would develop young men and young women into teachers "come from God."⁶

¹ Ellen G. White, *Fundamentals of Christian Education*, p. 15.

² John G. Flowers, Allen D. Patterson, Florence B. Stratemeyer, and Margaret Lindsey, *School and Community Laboratory Experiences in Teacher Education*, American Association of Teachers Colleges (1948), p. 133.

³ *Ibid.*, p. 108.
⁴ T. Keith Goltry and Joseph C. Dewey, *A Guidebook in Observation and Student Teaching* (elementary level), Burgess Publishing Company, 426 S. 6th Street, Minneapolis 15, Minnesota (1950), pp. 10-14.

⁵ Flowers, Patterson, Stratemeyer, and Lindsey, *op. cit.*, p. 218.

⁶ John 3:2.

SCHOOL NEWS

EIGHTY-ONE WORKERS OF THE SOUTH AMERICAN DIVISION attended the eight-week extension course of the Theological Seminary, conducted at the Instituto Adventista, near Progreso, Uruguay, last December and January. Among those attending were one union conference president, nine local conference and mission presidents, thirty-three pastor-evangelists, nine teachers, one editor, and twenty-eight licensed pastors. Three intensive courses were offered by L. E. Froom, F. H. Yost, and R. A. Anderson. All who were privileged to attend this extension course returned to their fields with a new vision of their responsibility and a high resolve to carry out their motto: "To Evangelize South America With Power."

SOUTHERN MISSIONARY COLLEGE campus, farms, and woodlands comprise 972 acres, and the net worth is now nearly \$1,050,000. Without incurring any indebtedness the net worth of the institution has been more than doubled during the past six years.

ARIZONA ACADEMY is "sadly happy" to give up two members of its faculty to overseas schools. Neva Sanborn, accountant and Spanish teacher is now dean of girls at the Chile College, in South America. Arthur Fund, commercial teacher, and Mrs. Fund have gone to Beirut, Lebanon, to teach in the Middle East College.

THE SOUTH AMERICAN DIVISION reports 299 students baptized in our schools of all grades during 1949, and 258 scholarships earned by student colporteurs during the same period. The total enrollment for 1949 in all the schools was 18,347, of whom 1,628 were in the advanced schools.

THE SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY was accepted into associate membership in the American Association of Theological Schools at the biennial meeting of the association held in Columbus, Ohio, last June 13 and 14.

TWELVE STUDENTS OF CAMPION ACADEMY (Colorado) were baptized last May 13, culminating the work of the spring Week of Prayer conducted by J. L. Dittberner.

MORE THAN 100 MASTER GUIDES were invested at Walla Walla College May 19.

CHURCH SCHOOLS OF THE WASHINGTON CONFERENCE raised more than \$5,000 in the 1950 Ingathering campaign.

CAMPION ACADEMY (Colorado) was host to the union conference educational secretaries and academy principals who met there for counsel and study June 27-29.

THE HIGHLAND-AIRES, male quartet of Highland Academy (Tennessee), furnished much of the special music for the Alabama-Mississippi Youth's Congress at Mobile last April 7 and 8.

A NEW HOME ECONOMICS BUILDING has been constructed at Columbia Academy (Washington) during the summer vacation. Most of the work has been done by students, under the supervision of Don Wesslen.

THE MISSIONARY VOLUNTEER SOCIETY OF SOUTHERN MISSIONARY COLLEGE presented a group of 53 last May 13 for investiture in the various classes from Busy Bees to Master Guides. Members of the group were also awarded 1,400 Vocational Honors.

WALLA WALLA COLLEGE this year adopted a policy of interviewing junior and senior theology students for the purpose of evaluating their qualifications for placement in the ministry. The plan brings each theology student before an informal assembly of the Bible teachers for a study of his problems. Very straightforward and practical counsel is given when needed, and the young men have greatly appreciated this type of guidance.

AT SAN PASQUAL ACADEMY (California) emphasis on the most valuable line of manual training—agriculture—is the backbone of the school program. All teachers and students work together in gardens and orchards and in processing the products of their labor in cans and deep freeze for later consumption by the school family. And it is a published fact that "these young people would actually rather work in the garden than play ball." An adjoining farm of 110 acres has recently been purchased, which gives additional work to students and increased income to the school.

A "HYMN OF LOVE" is still voiced by the students and teachers of Friedensau Missionary Seminary (Germany) for the willing sacrifice of their own churches and young people's groups who, out of their own dire poverty, sent gifts of pots and pans, kitchen utensils and crockery, carpenter's tools, towels, paper and pencils, and some money to assist in reopening the school three years ago. Shipments of clothing and shoes from America replaced the tattered soldier's uniforms in which a number of students arrived at the school. Last year the first six were sent out into the ministry, and now at the close of the third year twelve more graduates have entered ministerial service.

WALLA WALLA COLLEGE granted M.A. degrees in biology to five candidates during the graduation exercises on June 11. At the same time 30 Bachelor of Theology degrees were given, 132 Bachelor of Arts, one Bachelor of Music, 51 Bachelor of Science, and one Bible instructor's diploma—the largest class in the history of Walla Walla College. At the close of the summer session 23 Bachelor degrees were conferred.

NEWBOLD MISSIONARY COLLEGE (England) was host to an educational convention, April 6-10, with E. E. Cossentine, General Conference educational secretary, as principal guest counselor. Teachers from all schools in the British Union were in attendance.

THE ACADEMY MUSIC FESTIVAL of the Central and Northern California conferences was held in the gymnasium of the new Golden Gate Academy, at Oakland, on May 7. Nearly 300 representatives of seven academies participated in the program.

\$2,350 INGATHERING FUNDS were raised by 350 students and teachers of Pacific Union College on the annual field day, last May. Some traveled as far as 150 miles to solicit funds, and 76 cars were used in transporting the solicitors.

THE SYMPHONETTES OF BROADVIEW ACADEMY (Illinois) sang on Elder Osgood's Sunday morning radio program May 7.

EMMANUEL MISSIONARY COLLEGE graduated a class of 225 last May, representing 16 different major fields.

SIX ALUMNI OF WEST INDIAN TRAINING COLLEGE (Jamaica) have recently been called to mission service outside the home field, one going as far as West Africa.

WISCONSIN ACADEMY graduated a class of 22 on June 4, at the close of its first year in the new location. The dormitories are practically "bursting at the seams" this fall.

NEWBOLD MISSIONARY COLLEGE (England) students and teachers raised £801 during the three-day Ingathering campaign last April—the largest amount in the school's history.

CENTRAL AMERICAN VOCATIONAL COLLEGE (Costa Rica) graduated a class of eleven at the close of the 1949-50 school year. Of these, six are already connected with denominational work and the other five are continuing their education.

ALOHA WEEK AT PACIFIC UNION COLLEGE was climaxed by the May Day program in which the 65 Hawaiian students presented "The Saga of Pele." Every lady in the audience received a colorful lei, "Hawaiian style," from one of the islanders.

GOOD HOPE TRAINING SCHOOL (Cape, South Africa) reports the largest enrollment in its history, 160 at the opening date in February, and more expected. This is the training school for colored and Indian young people of the Cape Conference. Of the ten 1949 graduates who sat for the public examinations, all passed.

UPPER COLUMBIA ACADEMY (Washington) reports baptism of seven students near the close of school last May. About the same time an investiture service was conducted at which time 22 received insignia as Master Guides. These had prepared one Guide, seven Companions, one Friend, six Sunbeams, and three Helping Hands, who were also invested at the same service.

JOE D. MARSHALL, Bible teacher at Hawaiian Mission Academy (Honolulu), conducted twice-a-week Bible studies for several months with a group of boys and girls from the community. On June 7 he had the joy of baptizing eight of these children, with the full consent of their parents, some of whom had at first bitterly persecuted their children because of their interest in these Bible studies, but were now present to witness their baptism.

THROUGH STUDY OF OUR LITERATURE AND THE BIBLE a number of political prisoners in France have accepted the Advent message, and in turn have organized a real mission school to prepare the members for entrance to the Collonges Seminary when they are freed from prison. Three lessons in theology are taught each week, using A. Vaucher's text. Studies are also given in anatomy and theoretical pathology; chemistry, biology, and pharmacy; natural sciences and mathematics; English, Spanish, and German; pedagogy and psychology; and in the history, geography, and ethnology of Central Africa and Equatorial America. May God sustain and bless these prisoners in their present experiences and in later service for the advancement of His cause.

SIX CLASSES IN NUTRITION AND FOOD DEMONSTRATION were given at Pacific Union College, by Mrs. H. W. Vollmer last April 16-26, with the aim of inspiring and preparing those in attendance to conduct like schools in their own communities when they leave school and go out into their respective fields of service. An average of 50 crowded into the home economics laboratory each evening.

THE SOUTHERN AFRICAN DIVISION statistical report for 1949 gives these encouraging figures: schools of all levels, for Europeans, colored, and natives, 1,382; manned by 1,883 European, colored, and native teachers; and with total enrollments of 67,428. What possibilities for evangelism and preparation for Christian life and service are wrapped up in these cold figures!

UNION COLLEGE graduated its largest class last May 28, when Bachelor's degrees were granted to 137 candidates in eight major fields. On August 23 additional degrees in nine major fields were conferred on 21 summer graduates.

ON SABBATH, MAY 20, nineteen young people were baptized and received into the Southern Missionary College church, together with six others who had been baptized at the close of the spring Week of Prayer.

LA SIERRA COLLEGE MUSIC ORGANIZATIONS made 94 on- and off-campus appearances during the 1949-50 school year.

A TEN-PIANO ENSEMBLE was the high light of the spring recital presented by the music department of Lodi Academy (California) last March 25.

STUDENTS OF NEWBURY PARK ACADEMY (California) earned approximately \$28,000 by work in the school industries and services last school year—an average of about \$200 per student.

GROUND WAS BROKEN last May 18 for a new girls' dormitory at Adelpian Academy (Michigan), with G. E. Hutches, conference president, wielding the golden shovel that turned the first soil.

LAST JUNE 138 TEACHING CERTIFICATES were issued to graduates of Emmanuel Missionary College: 77 by the denomination, 61 by the State. Of these, 79 were for secondary teaching and 59 for elementary.

THE A CAPPELLA CHOIR OF MADISON COLLEGE (Tennessee) visited some of the larger units of the circle of "self-supporting" schools in the Southland last May, giving concerts at Little Creek, Pisgah, and Asheville Agricultural schools.

THE CENTRAL AMERICAN VOCATIONAL COLLEGE opened its doors May 28 at the new location at Alajuela, near San José, Costa Rica. The new buildings were not yet finished, but the 85 students joined enthusiastically in the completion project as well as in studies.

KELD J. REYNOLDS, associate secretary of the General Conference Department of Education, was a visiting professor at Pacific Union College this summer, where he taught a three-hour course in comparative education. Dr. Reynolds also presented the commencement address to the 150 graduates of P.U.C. on June 4.

INCA UNION COLLEGE (Peru, South America) has been removed to a lovely farm at Nana, approximately 16 miles from Lima, the former location. A completely new plant—administration building, two dormitories, dining room and kitchen, laundry, store and bakery, dairy barn, two double apartments, and four homes—has been constructed. All buildings are of reinforced brick, and the new school plant is a credit to the denomination.

COLUMBIA UNIVERSITY'S SCHOOL OF GENERAL STUDIES is putting into effect a plan through which a mature student may gain a Bachelor's degree without having been awarded a high school diploma. The student must be at least 20 years of age. Under the plan an applicant who did not complete his high school education may take the general studies aptitude examination. If he makes a satisfactory score, he may be permitted to take a specified program of basic courses as a nonmatriculated student. After one semester demonstrated competence in these courses will validate his entrance requirements and enable him to be matriculated for degree candidacy. He will be given credit for work done in the basic courses, and he will have no "deficiencies" because he has no high school diploma.

THE INTER-AMERICAN DIVISION reports for the year 1949, 15 higher schools and training schools, manned by 133 teachers, and with a total enrollment of 1,749. There were 178 graduates on all levels, and 86 have entered denominational work. Besides these schools the division reports 208 elementary schools with 289 teachers and 8,056 enrollment, which is an increase over 1945 of 77 schools, 102 teachers, and 2,064 pupils.

MORE THAN 100 PUPILS of the elementary school at Emmanuel Missionary College were invested in the various J.M.V. Progressive classes last April 2. In a second service on May 19, eleven Master Guides were invested and 368 Vocational Honors were awarded.

ASHEVILLE AGRICULTURAL SCHOOL—"Where is it?" Thanks to the gift and the labor of the 1950 graduating class, motorists traveling south from Asheville, North Carolina, will henceforth be directed thereto by a very attractive sign.

GLENDALE UNION ACADEMY (California) is justly proud of the junior singing chorus and violin choir which Mrs. Eunice Boyd is directing in the elementary department. These two groups performed several times during camp meeting.

NEWBURY PARK ACADEMY (California) was host to nearly 100 members of the educational board of Pacific Union Conference on April 30 to May 2.

SEVENTEEN PACIFIC UNION COLLEGE TEACHERS spent the summer months in graduate study.

PLAINFIELD ACADEMY (New Jersey) raised more than \$1,530 in gathering in the 1950 campaign, which was over \$20 per capita.

LYNWOOD ACADEMY (California) has secured three new 1950 Ford busses, each with a seating capacity of 42 to 48, to bring in the students from Long Beach, El Monte, and Fullerton.

A TOTAL OF 49 PERSONS were baptized by Elder Paul Campbell at Pacific Union College on May 13 and 20—college students, juniors from the community, and several former church members who desired re-baptism.

MORE THAN 200 STUDENTS representing the seven academies in the Lake Union participated in the seventh annual music festival, held in the new physical education building at Emmanuel Missionary College last April 28 and 29.

MORE THAN 460 UNION COLLEGE students and teachers participated in "Operation Doorbell" last April 15. They gave out 3,127 pieces of literature, entered 1,234 homes, enrolled 125 in the Bible correspondence course, offered 553 prayers, learned that 398 persons listen to the Voice of Prophecy broadcasts, and found 263 persons willing to have Bible classes started.

FOREST LAKE ACADEMY (Florida) has fully equipped its home economics laboratory with electric stoves, hot plates, refrigerator, and sewing machines, to give the girls proper instruction and practice in cooking and sewing. A new brooder house has also been secured for the poultry department and a new tractor for the farm. Approximately \$40,000 a year is paid for student labor.

PACIFIC UNION COLLEGE STUDENTS last spring conducted Sabbath afternoon story hours for non-Adventist children in a dozen near-by cities and towns. Attendance ranged all the way from 6 to 75 children each week in the various groups. Included in the overall program in each of the 12 groups were character-building stories, mission stories, health stories, nature stories with slides and moving pictures, special music, and spirited group singing.

HELDERBERG COLLEGE (South Africa) reports an enthusiastically active Missionary Volunteer Society. During the five weeks from April 1 to May 3 the young people held four campaigns, in which they personally distributed 14,700 pieces of literature; established a correspondence band and raised £13 15s. to finance its mailing of 100 *Signs* and *Tekens* per month; secured more than 400 names of persons willing to receive the Voice of Prophecy Bible Correspondence lessons; and in three days raised £879 Ingathering funds. They are surely living up to their aim: "The Helderberg M.V. Society, a Soul-winning Society."

THE NEW LA SIERRA COLLEGE CHURCH was dedicated last May 13. Ground was broken for this church in January of 1946, and the building has been occupied since the spring of 1947, while pews, flooring, and fluorescent lights were being installed and the Sabbath school rooms were being finished. The \$277,000 edifice has a seating capacity of 2,200 to 2,400 and is the largest Seventh-day Adventist church on the West Coast.

WEEK OF PRAYER AT PHILIPPINE UNION COLLEGE last March closed with baptism of twelve academy students, three collegiates, two elementary girls, and one convert from Bilibid prison. Twenty-three others at the prison were to be baptized later.

FOUR CARLOADS OF CHEMISTRY STUDENTS from Indiana Academy visited the Chicago Museum of Science and Industry, the Aquarium, the Planetarium, and the Field Museum one long-to-be-remembered day last spring.

FIFTEEN LA SIERRA COLLEGE TEACHERS spent the summer vacation in study toward advanced degrees in their respective fields. Two have been granted a year's leave of absence for study.

VERLA HAGEL, a senior student of Wisconsin Academy, received first award in the *Youth's Instructor* Pen League project for the 1949-50 school year.

NEWBOLD MISSIONARY COLLEGE (England) graduated its largest class last June 4: fifteen ministers, eight Bible instructors, two teachers.

SUNNYDALE ACADEMY (Missouri) graduated a class of 28 last May 21.

TWENTY-EIGHT ACADEMY AND CHURCH SCHOOL STUDENTS were baptized at Laurelwood Academy (Oregon) last May 13.

FIFTY-SEVEN WALLA WALLA COLLEGE STUDENTS engaged in colporteur evangelism during the summer vacation months.

PACIFIC UNION COLLEGE A CAPPELLA CHOIR presented 25 concerts in 22 cities or schools during its twenty-third tour last March and April.

AT INGA UNION COLLEGE (Peru, South America) the entire school family take part in Friday evening prayer bands, in preparation for the consecration service and other spiritual activities of the Sabbath.

Getting Acquainted With Your General Conference Department of Education

(Continued from page 15)

Church Officers' Gazette. The department prepares textbooks for the elementary and secondary schools in those subject fields where the denominational viewpoint or philosophy is distinctive and must be positively presented. While these books are originally written in English and first thoroughly tested in American schools, they are eventually translated and made available for all.

The department publishes this *JOURNAL OF TRUE EDUCATION*, a bimonthly devoted to the interpretation of Christian education to the Adventist teacher and school administrator. It contains articles explaining basic principles and describing classroom procedures and school organization designed to surround the growing child and youth with a positive Christian influence, while thoroughly indoctrinating him in the principles of our faith.

Finally, first and last, the one outstanding endeavor of the department is to assist the schools and teachers, wherever Adventists are found, to bring the children and youth to a knowledge of Jesus Christ, complete surrender and consecration, and faithful devotion to the church and its enterprises.

The Idea of a College

(Continued from page 9)

ences is true. It is bad because education, at its best, is not mere information but rather the communication of truth through the medium of personality. If some demon wanted to do his worst to hinder our process, this rift is what he would create and perpetuate.

If we are wise, we shall attack this problem at its roots. Much of the trouble arises from the fact that, in our conventional American system of instruction the same man is both teacher and judge. There is no good reason why this should be so, and much reason why it should not be. One of the best forward steps we could take in our colleges would be in the general introduction of a system of outside examiners. The case for outside examiners lies in the threefold fact that it (a) raises the sights of the student, (b) raises the sights of the instructor, and (c) improves the relationship between the two, since they become obvious partners in the effort to help the student to do well.

We could provide a system of outside examiners by pooling our resources in certain areas, and thus make a great advance with very little expense. Thus colleges in special areas may move in the direction of the creation of regional universities which perform their first function in the provision of examining boards. Here is a chance for real pioneering in our day. Formerly distance made it impracticable, but now modern transportation has altered the picture radically. In some such way we may finally have the advantages of real colleges and real universities at the same time. One result would be that colleges could begin to have effective and beneficent competition in something besides athletics and debating.

Ours is an exciting job. We know full well that we are in a race with catastrophe and that civilization is in jeopardy,

but we are fortunate in that there is something that we can do about it. We can deliberately create little islands of hope in the midst of a century of despair. We are doing what we love most.—*Association of American Colleges Bulletin*, vol. 36, no. 1 (March, 1950), pp. 29-36. (Used by permission.)

MAJOR IMPROVEMENTS AT SOUTHERN MISSIONARY COLLEGE during the 1949-50 fiscal year include a new natural-science building, a central heating plant, a new \$21,000 apartment house, major painting projects in three buildings, rebuilding and remodeling of the dairy and creamery, extensive new sidewalks, production in the college shop of the necessary cabinets for the new natural-science building, and connecting the entire campus with city water supply.

AT MONTEREY BAY ACADEMY (California) the students have restored and redecorated the old camp theater for use as the academy auditorium, with a seating capacity of 1,150. Here, on last April 1, was held the Missionary Volunteer regional meeting, conducted by a group of Hawaiian students from Pacific Union College.

THE DIVISION OF INDUSTRIAL EDUCATION of Madison College offers four-year courses leading to the Bachelor of Science degree in any one of three fields: industrial arts education, mechanical trades training, and building trades training.

ABBIE S. CULBERT, for ten years a teacher of English at Emmanuel Missionary College, died at Hinsdale Sanitarium last June 21. She was held in high esteem by all who knew her, and she will be greatly missed.

THE PHYSICS CLUB OF LA SIERRA COLLEGE, under sponsorship of Julian Thompson, presented several popular demonstration programs in southern California academies during the spring months.

THE BAND AND CHOIR OF LODI ACADEMY (California) gave concerts in a number of northern California churches last May.

EIGHT STUDENTS OF WISCONSIN ACADEMY and elementary school were baptized in the Madison church last April 8.

Qualifications of the Principal

(Continued from page 14)

peculiar problem, and that he is placed in charge of it to make it a success. He must, therefore, give his full attention to the school, and must not be distracted by conflicting business or pleasure. He must make school administration his life, and find his pleasures and life developments in line with his calling.

EDUCATIONAL QUALIFICATIONS.—In general it may be said that the best education is none too good for the person who attempts to direct the education of others. A good general education is presupposed; it is the qualification of utmost importance that the school principal must possess, in common with all who would be successful in any profession. The necessity of being technically informed in the field in which one is going to work needs no defense. The young school worker must be thoroughly educated and trained. The older school men who entered the work years ago without thorough educational preparation have always suffered a great handicap, but they have managed to grow with the developing work. They are competent now, but younger men cannot expect to enter the educational work now with as little preparation as did many of a generation ago.

BUSINESS QUALIFICATIONS.—In schools handling funds it is usually best that the principalship and business management be combined in the same person. This minimizes the development of friction and promotes efficiency. It is quite possible, however, that a man may be a good principal but a poor financier. In such case the good principal should be retained and a subordinate appointed as manager. Care should be exercised not to give too much time to management and too little to the students. A young person is of more value than buildings or other material equipment. To the end that the principal may be a more

successful business manager, he should be acquainted with purchasing, billing and collecting, banking, and budget making. Much of his ability in these lines must necessarily be gained in practice. The principal-manager should understand the principles of accounting—but not spend his time at accounting!

PUBLIC SPEAKING.—The principal should develop the art of public address. Classwork in this line in college is of inestimable value. Ease and grace come by practice, and to this end the principal should embrace every opportunity to speak before the public. It is equally important that he should never speak unless he is prepared to do so. The capable speaker can mold the sentiment of his faculty and students in the chapel exercises, plead the cause of education before his constituents, defend his course against opposing public sentiment, raise funds for the school, preach as occasion demands, and in many other ways make his work and the cause of Christian education more successful and far reaching.

California College of Medical Technicians

San Gabriel, California

(Suburb of Los Angeles)

Offers the following
courses:

X-ray Technician

(Fifteen Months)

(One year of college minimum requirement)

Medical Office Assistant

(Twelve Months)

(High school graduation minimum requirement)

**NEW CLASSES BEGIN EACH
FEBRUARY and SEPTEMBER**

Approved for Veterans

Write for Bulletin

Dynamic Classroom Control

(Continued from page 17)

may be considered by the teacher only in the frame of unsleeping supervision and indoctrination. Strang says, "The majority of adolescents are not idealistic. . . . They frankly state that they are in pursuit of material things. . . . They give little recognition to the character development which comes through struggle. . . . Adolescents are all at sea, blown about by every wind of influence." The teacher striving for meaningful classroom control must attempt to instill the ideal of the "good of the group" rather than that of the individual. We Americans, proud of our democratic heritage, have always had a lurking suspicion of voluntary subordination. We have as a cultural ideal the figure of Davy Crockett—self-reliant, individualistic woods fighter, hating discipline, and following only those whom he may call friend. It is almost a stereotype that "Americans need a war before they ever work together." The classroom teacher must guide his class into the automatic thought reflex, "Is this in the best interests of the majority? Is this truly democratic?"

Any positive program of classroom control on the part of the institution must, of course, be developed cooperatively, constantly re-evaluated, and revised. It is a modern educational axiom that discipline is not unilateral, but involves the full cooperation of students, faculty, parents, and administration.

Democracy cannot be taught in a fascist organizational pattern, and certainly cooperative development of classroom control is the democratic method.—*California Journal of Secondary Education*, vol. 24, no. 6 (October, 1949), pp. 350-352. (Used by permission.)

FORTY SENIOR AND PRENURSING STUDENTS from Southwestern Junior College visited Union College last March 24-26, to get a preview of life at a senior college.

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You Should Read

Principles of Education in the Writings of Mrs. E. G. White, by E. Miles Cadwallader. A mimeographed edition of a doctoral dissertation, privately distributed by the author, who is chairman of the Department of Education at Union College, Lincoln 6, Nebraska.

Seventh-day Adventist teachers and educational leaders have long felt the need of a comprehensive classified compilation of the educational writings of Ellen G. White. This Dr. Cadwallader has prepared, with commentary and interpretation. In the words of the author, the investigation "is an attempt to define in an integrated manner the educational philosophy and principles enunciated by Ellen G. White."

Drawn from seventy-two published works, out-of-print as well as current, the book deals with such subjects as Ellen G. White's philosophy of religion and philosophy of education, the goals of education, the content and procedures of Christian education, the curriculum, extracurricular education, the student in the Christian school, the Christian teacher, and principles of teaching, administration, and discipline in the Christian school.

This is not a book for the general reader. It is a book of reference for educators, for comprehensive study of the foundation principles of Christian education, and for verification of specific items. As a fresh approach to the educational principles most commonly believed among us, it merits examination and study by all who wish to be informed on the actual teaching of Mrs. White on education.—KELD J. REYNOLDS, Ph.D.

Toward Better Teaching: A Report of Current Practices. 1949 Yearbook, Association for Supervision and Curriculum Development of the National Education Association, Washington, D.C. 282 pp. \$3.00.

Are we training our children to think for themselves? The children we are teaching live in a democratic country. In the future they will have a part in its government, and will need good judgment when they vote.

Is your schoolroom democratic? If you left the room for fifteen minutes without a word of explanation to your children, what would you find them doing when you returned?

If you were ill and another took your place for a day, how would your children react?

Surely all want to be efficient teachers. That is the theme of the NEA Yearbook for 1949, in which are studied seven features that characterize better teaching methods: Fostering Security and Satisfaction, Promoting Cooperative Learning, Helping Pupils Develop Self-direction, Fostering Creativity, Helping Pupils Develop Values, Providing Opportunities for Social Action, and Helping Pupils Evaluate Learning.

Seventh-day Adventists have always taught that rivalry and competition have no place in the schoolroom. Compare this with the following statement from *Toward Better Teaching*: "In a cooperative situation, there is no room for competition and rivalry."

In this time of insecurity we teachers need to foster in our children a sense of security and satisfaction so they will grow up to be stable, well-adjusted persons. We have long believed in the education of the heart, mind, and hand. Leading educators today are placing emphasis on creative work in our schoolrooms, saying that some form of crafts should be included in the child's everyday program.

You will enjoy reading this book, with its numerous examples of how teachers have improved their methods of teaching by following current trends in education. You will find suggestions on how to plan a day with your children and not for them, how to maintain their interest, and how to help them learn to evaluate their work.—MRS. MILDRED WELKER, B.A.

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Keld J. Reynolds, Editor

Associates

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

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