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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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MORALE—An Editorial

MORALE has been defined as "the quality of giving freely of one's best efforts to carry out a purpose." It is most important to the success and growth of teachers. Moreover, morale flourishes only in a certain "climate"—the elements of which are more or less controlled by the board and school administrators. It might be profitable to review some of these elements and inquire whether they are always present in the atmosphere in which our teachers work.

One element essential to morale-building relationships is sympathetic friendliness. Every successful leader must know how to walk the thin line between friendliness and familiarity. Departure to any degree in either direction subtracts materially from his success. The leader leads—in moods also! He does not reflect the friendliness or lack of it present in any situation in which he finds himself; he sets the mood! He keeps his own manner and attitude friendly and sympathetic, and soon others will reflect the same. He keeps his relationship to his teachers personally friendly; but every problem is discussed with impersonal friendliness.

A feeling of security is essential to morale. The teacher must feel certain that his chief will always discuss all problems in this sympathetic, understanding, but impersonal atmosphere. He is sure that he will never be prejudged; that all the facts will be secured, and that every problem will be decided upon its own merits without regard to personalities.

Another of these essentials is an attitude of "goodfinding" instead of fault-finding. The most priceless gift any leader can give anyone is encouragement. To belittle, humiliate, or embarrass causes the victim to lose face and prestige, and stirs up resentment, bitterness, and even hatred. To depreciate the value of services rendered, to talk down one's con-

tribution, destroys his self-esteem, courage, and the desire to do his best.

"Thousands have ceased to try to do their best because they have been told only of their worst." Most people are at times unsure of themselves. They therefore treasure reassurance and commendation when they do well. Of course, teachers make mistakes, and it is frequently necessary to mention their faults or mistakes. But leaders should always remember that criticism is an extremely potent medicine—it either kills or cures—and should be given only on the doctor's orders! Someone has said, "Constructive criticism is like a layer cake; remember the frosting on top, the tasty filling between layers, and the sugar mixed throughout the batter."

A fourth essential to high morale concerns the conditions of employment: professional freedom, load, physical plant and equipment, and the teacher's "home life." Teachers work best in an atmosphere of trust, confidence, good will, and cooperation of at least the majority of those for whom and with whom they serve. They should be left perfectly free to work within the policies and standards set up by the organization. They should be protected from meddlers, troublemakers, and unthinking critics, who quickly and effectively destroy morale by replacing a calm, trustful, happy spirit with fear and worry as to whether every silly rumor about the teachers will be believed. Give the teacher a chance for his life, an opportunity to demonstrate his ability and skill in an atmosphere of warmth and good will.

Give the teacher a reasonable load, as good facilities as can be afforded, an adequate salary, a suitable place to live, and friendly, sympathetic associates. If these elements are present, the resulting service will usually be astonishing! G. M. M.

The Teacher—An Artisan or an Artist? *

Daniel Walther

PROFESSOR OF CHURCH HISTORY,
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

SOME years ago a stimulating history professor in the University of Geneva, Switzerland, told his students one of the secrets of his success: "The teacher who passes on information," he said, "is an artisan, but the teacher who forms character is an artist." I have always remembered this remark, and shall use it as a basis for our meditation.

The teacher who passes on information is an artisan, but the teacher who forms character—who thinks of the heart and the soul—is an artist. The one who passes on information uses a push-button method. He uses ready-made questions, ready-made answers. He is in the category of teachers of whom it has been said, "Anyone who can read, can teach history." He is possibly among those of whom Bernard Shaw was thinking when he wrote, "He who can, does. He who cannot, teaches."¹

In thinking of success, a teacher may think in terms of large classes; and a college seeks to have a large enrollment and better equipment. Indeed, during the past year or two the average college has had a larger enrollment than ever. The classes are large, often too large; there is a prescribed curriculum; there is just so much time to do the work. The time of individual teaching is gone, when a teacher could take time to walk with a student, converse with him, and listen to him. We live in the time of rapid mass production; our civilization is quantitative rather than qualitative.

Thus the one who passes on information may be called an artisan. But the one

who trains character may be considered an artist. He has a vision and an ideal. He has within him that wholesome dissatisfaction which makes him always strive for better teaching methods. Someone once asked Michelangelo what he considered to be his best work; to which the great Florentine master replied, "The next one." So it is the artist-teacher who looks ahead for the masterpiece.

One of the arts is to make the student see. "The greatest thing a human soul ever does in this world is to see something. Hundreds of people can talk for one who thinks, but thousands can think for one who can see. To see clearly is poetry, prophecy and religion all in one."²

The artist-teacher is not satisfied with worn-out methods. His inspiration comes not from stagnant pools but from limpid, living waters. And he is enamored with his work; he does not apologize for being in love with teaching. "And gladly would he learn, and gladly teach."³ The man who stands before the class does it gladly. He looks forward to the moment he meets his students, talking to them and listening to them; he feels at ease with them. A teacher once confided to me that he was filled with apprehension every time he had to enter the classroom. I told him he should go before his students gladly and with expectancy—or not at all. "It is the supreme art of the teacher," in Einstein's opinion, "to awaken joy in creative expression and knowledge."⁴

Yes, the teacher who merely passes on information is a mercenary, an artisan; whereas the one who tries to form character and to build up lasting values in the heart of the student is an artist.

* This article is based on an address at the Bible and History Teachers' Convention, July, 1950, at Pacific Union College, Angwin, California.

I am not interested in being a mere informer, but I wish to arouse an interest, a thirst for more knowledge and to suggest and to try to arouse in those around me a yearning for the greatest and most worthwhile things. William Lyon Phelps wrote in his *Autobiography*: "The business of a teacher is not to supply information, it is to arouse a thirst. Education means drawing forth from the mind latent powers and developing them, so that in mature years one may apply these powers . . . to success in the greatest of all arts—the art of living."⁵

The supreme artist-teacher was the Master. Christ was no mass producer. True, He addressed crowds; but He had a special message for each one who approached Him, whether a doctor of the law or a Sadducee, a young man or a lonely woman. He saw in everyone a soul to be enlightened, a personality to be helped; and seeing them, He was moved with compassion. You remember how the Master dealt with the rich young man who came to Him. Mark says that "Jesus beholding him loved him."⁶ I hope that in our teaching we have the same compassion. Not only do we teach gladly, but with true and genuine love.

If the artist-teacher is not himself, his soul shrivels up and dies of inanition. The question, Are you afraid to be in reality the man you are in your dreams? would apply to the artist-teacher.

There may be one who thinks he has failed because he has not written a book. To which it might be replied that a useful life is better than a book, and the efficient training of young people is more precious than the writing or publishing of a book. The Bible teacher is looked upon as a leader because he deals with certainties rather than with imponderables. He guides the young people into straight thinking (the Greek word *orthodox* means "straight thinking"). He has sometimes been called a light bearer. We do not want a different light in our midst. As a people we have a light that has

burned for over a century. We want to take hold of that light and carry it on and make it shine ever brighter.

Many questions will come up, and sometimes we are embarrassed. We wonder whether we have even the right to examine and probe. But the Spirit of prophecy encourages us: "Brethren, we must sink the shaft deep in the mine of truth. You may question matters with yourselves and with one another, if you only do it in the right spirit."⁷ In the right spirit—all is there. Let us have the moral courage to look the truth in its virile face, and let us assume the responsibility that is ours to take firm hold of the truth. Truth will stand any test, especially as we grow in understanding.

May I point to one of the dangers that faces the Bible and history teacher? or any teacher for that matter. Too often the teacher falls into inertia, intellectual inertia. The artisan-teacher is satisfied with the notes made last year, with books written by someone else, with the thoughts thought by someone else. Shakespeare's recommendation, "To thine own self be true,"⁸ applies and is taken to heart not by the mercenary but by the artist-teacher. Let him guard against spiritual indolence and slothfulness. The one thing needful for us is spiritual vitality, alertness, and growth.

The General Conference session in San Francisco was indeed a fruitful one. The keynote of the meeting was that as we long for the power of the Holy Spirit we must seek earnestly the power from above. We think of the hundreds and thousands in the mission fields who are hungering and thirsting for righteousness—and for kindness too. But sometimes we detect an identical hunger and thirst in our own midst. The artisan-teacher thinks of feeding himself; the artist-teacher thinks of feeding those for whom he has a spiritual responsibility. In order to foster a more vigorous spiritual life, I would take the liberty of asking a few questions for our own meditation.

1. *Do we read the Bible?* "That is rather an impertinent question," someone will say; "I teach the Bible in my classes." But that is not the question. Of course we read and teach the Bible. We teach in the Sabbath school, we have to answer some of the questions that are put to us, and therefore we read. But the question is: *Do I read the Bible? How do I read it?* Is it for me personally the bread of life? Does it feed my soul before I feed it to others? Do I find *pleasure* in the reading of the Bible, or can I easily do without? We would do well to read the exhortations that urge us to read the Scriptures: "Take the Bible, and on your knees plead with God to enlighten your mind. If we would study the Bible diligently and prayerfully every day, we should every day see some beautiful truth in a new, clear, and forcible light."¹

2. *Do we pray?* Why, of course we pray every time we start a class, besides our prayer bands, family worship, and usual personal devotion. But again, that is not the question. My question is, *Do we pray for that vision and power from above?* And as we have been urged to pray for power from above, I am sure that much will be expected from us as Bible and history teachers. But how can we lead without being led from above? We would be amazed if we could know how little even our leaders and teachers really pray.

3. *Are we converted?* Converted not alone to the particular teachings of our message but to Christ? followers of the Master, frankly wishing to undertake the beautiful task that lies before us of giving new light and strength and vigor to our people. As a teacher, I said at the beginning, I am not interested merely in passing on information, in being a mercenary or an artisan; I aspire to be an artist. My function is not to fill the minds with more-or-less moldy facts but to urge toward self-expression. My aim is to bring forth that spark of divine truth and of innate goodness that slumbers in every being.

Many years ago I did some colporteur work in eastern France. It was hard work; my endurance was tried to capacity. One evening as I sought shelter, I found a farmer's inn, a large house where travelers and workers came to rest. The main room of that home was a big kitchen, in one corner of which stood an old piano. One could *see* it was out of tune! Many keys were missing, and some of the strings stood out. Some traveling salesmen entered noisily and started to bang on the old piano. Then they left the instrument with disgust, saying, "It is nothing but an old frying pan." A few days later an artist came to the inn for a quiet retreat. As he looked over the green landscape and the forest-covered hills, the artist said to me, "That old piano over there looks as if it has had rough treatment. I will try to play a melody on it." He sat down, and somehow a sweet tune came out of that instrument. It was still out of tune, to be sure, and the strings were not repaired; but there was the master's touch. He did not say, "It is only an old frying pan," but he touched it with the hands of an artist.

Sometimes we say of a young man, "He does not belong here; he is out of tune; let us throw him out; there is nothing more we can do with him." And I often ask myself whether, as a teacher, I am doing my duty. Have I touched my neighbor's soul with the hand of an artist? He may be out of tune, yet there may be slumbering in him a melody that awaits the artist's graceful touch. I think the greatest task of a teacher is not simply to ask questions, to pass on facts, to give grades; but to form character, to restore in the student the image of the living God.

¹ Bernard Shaw, *Maxims for Revolutionists*.

² John Ruskin, *Modern Painters*, vol. 3, pt. 4, chap. 16, sec. 28.

³ Chaucer, *Canterbury Tales*, Prologue, line 310.

⁴ Albert Einstein, *Motto* for the astronomy building of Junior College at Pasadena, California.

⁵ William Lyon Phelps, *Autobiography*, pp. 962, 963.

⁶ Mark 10:21.

⁷ Ellen G. White in *Review and Herald*, March 25, 1890.

⁸ Shakespeare, *Hamlet*, Act 1, sec. 3, line 78.

⁹ Ellen G. White in *Review and Herald*, March 4, 1884.

School Boards in Action

Walter I. Smith

PROFESSOR OF SECONDARY EDUCATION,
WALLA WALLA COLLEGE

DO YOU know that 40 per cent of our academy principals in the United States were replaced in office in 1950? and that 32 per cent were changed the previous year?¹ Have you understood that the average tenure of office for academy principals is under three years? Do you think that a chain-store enterprise could succeed on a plan that demoted or transferred one in three of its managers every three years? Do not the 1950 Autumn Council resolutions concerning tenure of office for college teachers constitute a timely precedent?² These questions have no critical implications; they are designed only to call attention to the significant work of the school board and to the very responsible task of being a good school board member.

As a help toward becoming a good school board member this counsel came, in the early days of our educational experience, to one of our school boards: "You should take the Lord with you into every one of your councils. If you realize his presence in your assemblies, every transaction will be conscientiously and prayerfully considered. Every unprincipled motive will be repressed, and uprightness will characterize all your transactions, in small as well as in great matters. . . . It is the worst kind of folly to leave the Lord out of your councils, and to put confidence in the wisdom of men."³

In harmony with this counsel, all board members should be:

- (1) Loyal, broad-minded Seventh-day Adventists.
- (2) Thoroughly acquainted with the Spirit of prophecy pattern of Christian education and believers in it.

(3) Familiar with denominational educational practice as revealed in the published minutes of general educational meetings and of the Board of Regents, and specifically acquainted with the board actions of their own school.

(4) Good managers of their personal affairs.

(5) Deeply interested in young people, with a sympathetic understanding of their needs.

The school board member as an individual has no official authority.⁴ Only actions of the board as a whole or a properly constituted group thereof are recognized in practice. However, this does not preclude the desirability or advisability of a board member's offering counsel to an employee or to a student, if the ultimate decision is left to the counselee.

The selection of a principal and faculty constitute the most important business of the board.⁵ Here political maneuvering or favoritism has no place. The selection of a principal transcends in importance all other matters with which the board has to deal. Also the principal's tenure of office confirms, generally speaking, the wisdom or folly of the board's collective judgment. The large annual turnover of school principals constitutes a challenge to individual board members to (1) exercise greater discernment in the selection of chief administrators, and (2) to be actively aggressive in ameliorating the conditions that ultimately make a removal necessary. Principals need to be by *nature, training, and experience* prepared for their tasks. The board should by careful deliberation satisfy itself on the essential aspects of these three categories of qualification before a decision is reached. Then, having selected a principal, every member of the board should earnestly endeavor to make his administration a success.

On the job side of the chief administrator, boards and school constituencies are gradually learning to appreciate the fact that there are no strictly ideal principals, that knowledge about local conditions and people increases in value as the tenure extends, that the head of a school is in a very difficult position, that he cannot please *all* even part of the time, and that the impossible must not be expected. Smart boards are making allowance for this, and are even helping to shield their principal from unfair and excessive criticism.

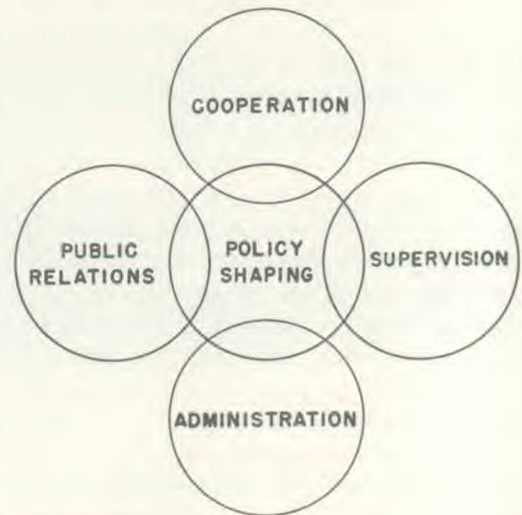
Having selected a principal, the board should look to him to make recommendations concerning the budget, the faculty personnel, the expansion program, curriculum offerings, admission of students, tuition charges, and miscellaneous items. On these recommendations, with suggestions that may be offered, the board will legislate and will then expect the principal to execute accordingly.

In the selection of the faculty due consideration should be given to a candidate's personal and spiritual qualifications, to his scholastic preparation, and to his success as a teacher in the classroom. The Board of Regents requirements for certification have been denominational goals for nearly twenty years, yet there are academies whose faculty certification does not extend to 75 per cent of the total subjects offered. With an ample supply of properly certificated secondary teachers, the boards should assure themselves that this weakness is remedied.

The complete financial budget should be in readiness for the annual meeting, and before it is presented its essential items should be understood and approved by the officers of the board. It should include provision for the next year's faculty and employee staff at the likely wage scale, estimated upkeep and expansion costs, conservative estimates of income from tuitions and subsidiary enterprises, appropriations, and all other

miscellaneous items that affect the operating statement. Under no consideration should the board proceed with the various aspects of its regular business until it is reasonably assured that to carry out its actions will entail no operating loss.

Perhaps now, the over-all picture of board responsibility and areas of activity may be clarified and better kept in mind by means of overlapping circles of influence and interaction:



Central, of course, is *policy shaping*. This may take the form of legislating, authorizing, regulating, and similar activities motivated by needs and problems as they arise. A second area is that of *cooperation*. Boards should yield promptly to all denominational and some State standards, and should work cooperatively with their general programs. Many pitfalls would be avoided if the good counsel from "higher up" were always recognized and heeded.

A third area is that of *supervision*. This has to do with all activities relating to observation, inspection, keeping informed concerning the school and its plant, facilities, and program. In all these activities the attitude is friendly and the purpose is the betterment of the school.

A fourth area of board activity is that of *administration*. The board elects a

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Are You Using This Key?

Mrs. Roland Foster

ELEMENTARY SCHOOL TEACHER,
ONTARIO-QUEBEC CONFERENCE

IN YOUR classroom day by day you are guiding in the building of beautiful soul temples. Your most valuable material is obtained from the treasure-house of the Bible. Did you know that though we speak of the Bible as an open book, there is a key which will help you to go deeper into this marvelous storehouse and bring to light precious truths?

"Many illustrations from nature are used by the Bible writers, and as we observe the things of the natural world, we shall be enabled, under the guiding of the Holy Spirit, more fully to understand the lessons of God's word. It is thus that nature becomes a key to the treasure-house of the word."¹

Couple with that this call: "There is need of teachers who will come close to their students, and who will give clear, definite instruction, illustrating spiritual things by the things of nature, and by the familiar events of everyday experience."² Surely these statements put nature study in a very important place in our school program.

To follow this method of teaching as Jesus did,³ the subject matter must be what is near at hand. We must encourage the children to be wide awake, and we must be enthusiastic with them over every "find." Even though we may not be able to name the flower, beetle, or whatever it may be, we can at least draw attention to some attractive feature about it; and we can study to increase our knowledge of the great out-of-doors. After attending two sessions of the Summer Nature School conducted by the Federation of Ontario Naturalists, I would heartily recommend it to other teachers. This school was founded for the main purpose of teaching elementary teachers,

that they in turn might teach their pupils to understand and appreciate our wealth in forest, field, and stream. The instructors—a botanist, an ornithologist, and a general science teacher—are members of the faculty of Toronto University. The students are divided into three groups, and during the two weeks each group spends three days with each teacher. Can you imagine anything more refreshing to body and mind than two weeks spent in the heart of a lake-dotted forest with competent teachers to guide in exploring the never-failing marvels of God's world? Both summers I attended there were students present from Eastern and Western Canada and the United States, as well as from the home province of Ontario. Perhaps you are near one of our own colleges or an Audubon camp where you could take a summer course. Pray; God will direct.

Meantime, here is a nature activity you might like to try. We purchased two five-cent notebooks—one with ruled sheets and one with plain sheets. The staples were taken out and the books reassembled, alternating plain and ruled sheets until all were used. The covers were replaced and the books tied with colored cord. One was used for social studies, the other for nature study. In our nature book we drew pictures on the plain sheets of some of the objects the children brought in, and wrote a short story about each on the ruled page opposite.

One of the children brought in a Monarch butterfly larva, which very obligingly went into its chrysalis during an afternoon session. A number of days later, out came a handsome butterfly.

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The Spelling Process

Helga Nelson Esteb

ELEMENTARY SUPERVISOR,
SOUTHERN NEW ENGLAND CONFERENCE

SPELLING is a tool used for the purpose of effectively meeting actual writing situations. In accomplishing this there are three important factors:

1. That children realize the importance of accurate spelling, and develop the desire to spell correctly.
2. That they develop a technique for learning to spell words.
3. That they learn to spell selected essential words.

To establish effective procedure in spelling, we must recognize the fact that our English language is unphonetic. Being aware of the many peculiarities in our word construction broadens our vision of the task at hand. One letter has many sounds; as "a" in at, calm, ate, and what. On the other hand, the same sound may be given by different combinations of letters; as owe, dough, and sew. Few spelling rules apply to many words, and the value of most of the rules is lost because of the many exceptions. However, some rules are important and should be taught as the need arises—one rule at a time.

Let us consider some of the reasons for spelling failure or difficulties in our elementary schools:

1. There is evidence that the greatest percentage of failure is due to the lack of certain techniques that might have been acquired had the right guidance been given at the proper time. In other words, spelling failures are largely due to faulty procedures in our classrooms.
2. General immaturity of a child is usually due to hereditary and environmental factors, such as low mental age and lack of stimulation in the use of words at home.
3. Frequent absences and the lack of a rich reading program, especially in the primary grades, will do much to hinder the spelling process.
4. No phonetic background.
5. Lack of motivation or desire to spell correctly.
6. Writing spelling words in limited time when pupil's attention is given to forming the letters rather than to the spelling phase.
7. Physical factors include particularly general health, vision, hearing.

8. Personality factors—nervousness or emotional stress; the ability to learn only by kinesthetic approach.

The concept of "reading readiness" is influencing the primary reading program; it seems that the teacher should be conscious also of a "spelling readiness": ability to distinguish between words—likeness and difference in appearance; ability to use motor mechanism involved in saying and writing a word or letters; memory for sounds, knowing the names of the letters. A rich reading program in the first grade does much to prepare for spelling in the second grade.

Teachers should try to develop an attitude toward correct spelling which will impel children individually and of their own accord to work in their spare time on their spelling deficiencies.

Difficulties in speech, reading, and handwriting are disabilities often associated with poor spelling. Good spellers make fewer mistakes in enunciation and pronunciation than do poor spellers, and are more rhythmic. Children who read for detail seem to be better spellers than those who read for comprehension. Our best spellers are those who can recall clearly from memory an accurate impression of the configuration of a word and its parts.

The most important part of any educational diagnosis is the study of the child himself. What is the cause of his failure? What can be done to increase his ability? We must at all times take into consideration the individual differences in children. To help determine the pupil's general status in age or grade score and the seriousness of his retardation, standardized spelling tests (a battery of several

achievement tests) are valuable. The following are suggestive and suitable:

Stanford Achievement Test, the Morrison-McCall Spelling Scale, and Metropolitan Achievement Test, all obtainable from the World Book Company, Yonkers-on-Hudson, New York; Progressive Achievement Test, California Test Bureau, Los Angeles, California. A good single standardized test is the Ayers Scale, published by Russell Sage Foundation, New York. The most complete scale I know of is the Rinsland List published by the Macmillan Company, New York. For the baffling child the Gates-Russell Spelling Diagnosis test is excellent, published by the Bureau of Publications, Teachers College, Columbia University, New York.

To some extent a teacher may make her own diagnosis, as it is often possible to discover in a poor speller a tendency to make one or more types of error. Make a list from different sources—his spelling, and written work in other subjects—and note just what type of error he is making. The following are suggestive. A more complete list may be found in *An Analysis of Spelling Errors*, by J. E. Mendenhall, Bureau of Publications, Teachers College, Columbia University (1930).

1. Phonetic errors	(wait)	wate
2. Omissions	(except)	exept
3. Additions	(stick)	sticke
4. Reversals	(was)	saw
5. Insertions	(neck)	neack
6. Transpositions	(field)	feild
7. Substitutions	(because)	becose

In remedial work it is important to emphasize specific words which a child requires and cannot spell. Close attention must be given to word construction analysis, such as underlining the hard spots, syllabizing, and pointing out familiar word forms in longer words. The "hard spots" usually occur at the middle or slightly to the right of the middle of the word. The vowels, *a, e, i, o, u* are usually the letters that cause difficulty.

Group drills are usually less effective than individualized drill, because spelling difficulties are specific. To be fully learned, spelling words must be used in many situations. Repetition is needed in spelling perhaps more often than in any other subject. Spelling should not be a concern for just fifteen minutes a day and ignored in other subjects. I like to call attention to words misspelled in other written work, and have them corrected by making personal "dictionaries" or word lists.

It is important to learn how a child studies his words. To pronounce and then spell letter by letter is a poor method. For some children it may be necessary to use many techniques: seeing the word, visualizing with eyes closed, pronouncing it, hearing it pronounced, writing it or spelling it orally, or even tracing the word with the finger to get the "feel" of the word.

Suggestions:

1. Have the child look at the word, clarify its meaning, pronounce it, and write it as it is pronounced.
2. Try to have him develop an image of the word—shut eyes and "get a picture."
3. Spell the word by syllables.
4. Write the word, *saying* each syllable.
5. Spell orally. If doubtful, get the correct spelling. Write the word again and check. Later in the day try again. At first the material used should be relatively easy, then made gradually more difficult.
6. Keep a list of spelling words and provide regular and independent reviews.
7. The use of the typewriter is another help in spelling.

Less testing and more teaching will ensure better mastery of words. Too many times the spelling period is used only as a testing period, whereas it should be an opportunity for teaching and study. Something should be taught before the child is tested.

Success should be emphasized when it occurs, and the teacher's attitude should always be optimistic and encouraging. Above all, pupils must experience success.

High Lights From the Elementary Teachers' Institutes

[A few of the unusual activities and innovations which occurred, as reported by the union educational secretaries.—
EDITOR.]

Atlantic Union.—Union institute, held in fine hotel in Springfield, Massachusetts. Featured an excellent display of teaching materials. Most of the time groups were formed according to interests, with special lectures and features each evening for the entire group. An impressive investiture service and lovely banquet climaxed the meeting. As each teacher came into the spotlight, R. A. Nesmith announced his years of service and he received a service pin. Several five-star and gold pins were awarded—top honors going to Florence Kidder, with a service record of forty-seven years! Professional helpers included G. M. Mathews, General Conference; J. M. Howell, Columbia Union; G. E. Shankel and Mrs. Grace Nelson, Atlantic Union College; and Mrs. Helga Esteb, elementary supervisor, Southern New England Conference.

Canadian Union.—Four institutes thus far. The Ontario-Quebec meeting was held at Camp Frienda in northern Ontario, and featured nature studies by Mrs. Roland Foster. The British Columbia teachers gathered at Vancouver took a never-to-be-forgotten trip through Stanley Park and enjoyed a lovely banquet in a downtown hotel. The teachers from Alberta and Manitoba-Saskatchewan were entertained at Canadian Union College. Lloyd M. Cowin, head of the Industrial Arts Department at the college, conducted a most valuable workshop in crafts. At the Maritime institute Dr. M. R. Hoehn gave valuable suggestions on school health.

Columbia Union.—Four institutes. The Chesapeake-Potomac meeting was held at Chesapeake's Junior camp, the theme centering around nature study,

crafts, and vocational work. Nature study field trips, swimming, and recreation were appreciated features. The leaders at the East Pennsylvania-New Jersey institute stressed the evangelistic opportunities of the teacher and emphasized the spiritual interests of the school. The Ohio-West Pennsylvania-West Virginia teachers held their joint meeting in Ohio's Tar Hollow Junior camp, and enjoyed guided nature hikes, informal fellowship hours, and discussions of spiritual interests. The Allegheny meeting in Baltimore featured a thorough review of the school program, and specialists from Morgan University.

Lake Union.—Four institutes. Superintendent Knipschild, of Wisconsin, took his teachers on a two-week "Institute on Wheels," which was reported in the December issue of *THE JOURNAL*. H. R. Nelson, of Michigan, featured panel discussions dealing with opening exercises and the teaching of Bible, physiology, and geography. Superintendents Hoffman, of Indiana, and Iverson, of Illinois, conducted a joint institute in beautiful Turkey Run State Park. Long, interesting nature hikes and a daily "Information, Please" hour were features of this meeting. Superintendent Davis, of the Lake Region, built his program around the theme "Spiritualizing the Elementary School Program." Dean Edwards, of Oakwood College, assisted. G. M. Mathews, W. A. Nelson, Louise Ambs, and Merton Peterson assisted with all these institutes.

Northern Union.—Two institutes. At the Iowa-South Dakota meeting O. C. Durham, naturalist of Waukegon, Illinois, led out in a program of nature study including field trips, demonstrations, lectures, and motion pictures. Eric B. Hare, of the General Conference Sabbath

School Department, presented a series of four lectures on teaching techniques. Complete newspaper coverage, including pictures and stories, was a feature of this meeting. The Minnesota-North Dakota teachers combined relaxation with their institute, which was held on the shore of scenic Detroit Lake in northern Minnesota when the leaves in the north woods were at the height of their fall brilliance. The sessions were held in a rustic lodge among the trees overlooking the lake.

North Pacific Union.—Two institutes. The Washington-Oregon teachers held their meeting on the Oregon campground at Gladstone Park. Stimulating and profitable were the lectures and demonstrations given by H. E. Tennant, of the Department of Geography, at the University of Washington. Professor Tennant, with his display, also appeared before the teachers from Upper Columbia, Idaho, and Montana, who met on the campus of Walla Walla College. A second feature of both meetings was a workshop in crafts and nature study. Speakers and leaders from outside the local conferences involved included T. E. Lucas, of the General Conference; J. T. Porter, of the North Pacific Union; Ethel Johnson, elementary supervisor of Oregon Conference; Gladys Searle and her staff, of Walla Walla College.

Pacific Union.—Five institutes. The teachers of Southern California met at Newbury Park Academy, where a most profitable workshop in crafts and vocations was conducted. Specialists were employed; large, complete exhibits were set up; materials were furnished free to the teachers. This institute, as well as the one in Southeastern California, featured Dr. Kathryn Bishop, a superintendent of schools of Los Angeles, and Mrs. Blanche McDonald, instructor in education at the Los Angeles State Teachers College. A period of real fellowship, inspiration, activity, and enthusiasm was experienced at the Nevada-Utah meeting. Northern California had a great one-day meeting

on the theme "The Pupil-centered School." Central California featured a workshop in arithmetic conducted by Alice Neilsen, of Pacific Union College, and lectures by Alice Bell, of Fresno State College.

Southern Union.—Five institutes. The Carolina and Georgia-Cumberland teachers met in a joint institute, which featured several panel discussions and instruction in shell and plaster-of-Paris crafts. Kentucky-Tennessee featured a large and excellent display and demonstration of teaching and music appreciation equipment. Alabama-Mississippi teachers enjoyed a field trip to Alabama's historic capitol building, where they met the governor. The South Atlantic and South Central teachers enjoyed a joint institute at Orlando, Florida. Part of the time was spent in sight-seeing. The Florida teachers enjoyed a workshop of hobby crafts and a trip to the world-famous Cypress Gardens and Bok Tower.

Southwestern Union.—Three institutes. The forty teachers of Texico and Oklahoma conferences met at Oklahoma City. Featured speakers included Dr. Wallace Brewer, an Adventist member of the State Department of Education, and Dr. Harold Garrison, of the University of Oklahoma, who presented unusually interesting and helpful material on elementary reading. The Southwest Region teachers met at Dallas and centered their discussions around the theme "Your Problems and Mine." Special institute instructors included Natelkka E. Burrell, of Oakwood College; F. H. Jenkins, of the South Atlantic Conference; and Anna Knight, veteran educational leader of the South. The Arkansas-Louisiana and Texas teachers enjoyed a joint institute at Southwestern Junior College, centering their discussions around the theme "Growing in My Profession." An outstanding feature was the demonstration program conducted by the critic teachers of the college, under the supervision of Miss Lorena Wilcox.

TEN COMMANDMENTS FOR SCHOOL CHILDREN

1. Love your schoolmates; they will be your companions for life and work.
2. Love instruction, the food of the spirit. Be thankful to your teachers as to your own parents.
3. Consecrate every day by one good useful deed and kindness.
4. Honor all honest people; esteem men, but humble yourself before no man.
5. Suppress all hatred, and beware of insulting your neighbor. Be not revengeful, but protect your own rights and those of others. Love justice, and bear pain and misfortune courageously.
6. Observe carefully and reflect well in order to get at truth. Deceive not yourself or others, and beware of lying, for lies destroy the heart, the soul, and the character. Suppress passions and radiate love and peace.
7. Consider that animals also have a right to your sympathy, and do not harm or tease them.
8. Think that all good is the result of work; he who enjoys without working is stealing bread from the mouth of the worker.
9. Call no man a patriot who hates or has contempt for other nations, or who wishes and approves wars. War is the remains of barbarism.
10. Love your country and your nation, but be co-workers in the high task that shall make all men live together like brothers in peace and happiness.

—These ideals for children originated in Czechoslovakia. They have been taken up in other countries and are on the bulletin boards of countless schools.

To a Mischievous Schoolboy

(By his teacher)

You were not bad at all;
You merely worried me.
Beyond your cloak of restlessness
I did not, could not, see
A spirit which, if utilized,
A force for good might be.

I scolded you; you hung
Your boyish head in shame.
The swift tears gathered in your eyes;
You meekly took the blame
Which from my lips impulsively
In angry torrents came.

Harsh, cruel speech—I would
I had it back again;
For, oh, the stinging words I sought
Upon your soul to rain
To punish you—they punished me;
They gave me greater pain.

—MARY K. GAFFORD,
Madison College, Tennessee.

Incommunicado

He is a cheerful and diligent lad, like so many of the other boys in the school. And like so many of the others, his heart is heavy, for he carries a problem. He is cut off from loved ones by the breakdown of communications and the general disruption of civilian services. He must depend on himself for moral and financial support. He has learned that the teachers are kind and that God loves him, but he is so young to carry his burdens.

A few weeks ago he received a letter from home, the first in three years and, for all he knows, the last he will receive from his parents. In this letter, which was brought by a traveling church worker, his father wrote: "Father and mother love you, dear son, but we think you understand. It will be best for us not to correspond with each other. We are so happy that you are able with freedom to study in our Christian school. Prepare daily for heaven. God has been watchful over you and us. We must trust Him; and we shall meet you, dear son, by and by."—China, T. S. Geraty reporting.

Teachers Are Recruited in the Classroom

George S. Belleau

EDUCATIONAL SUPERINTENDENT,
OREGON CONFERENCE

TEACHER recruiting has been my job for thirteen years. During the depression we were short of church school teachers; we are still short. With higher salaries and better times we still are not able to recruit enough young people to fill the needs in our church schools.

Why the shortage? Leading educators tell us that teachers themselves are to blame for so few of their students' taking up the teaching profession. Calvin S. Siffered, supervisor of counseling at the University of Illinois, says, "The teaching profession is the most potent single force in the nation for the recruitment of new members for its own rank."¹ Are the teachers aware of that?

Teachers are the salesmen of their profession. We sell teaching—or do we? Emery Stoops, member of the Los Angeles Department of Education, has this to say about teachers' recruiting for their profession: "When all teachers appreciate their profession in its unique greatness, they will quit being sour; they will quit guiding their best students into other professions; they will quit saying or thinking, 'I am just another teacher.'

"We must take some time to tell our co-workers about great teachers—Socrates, Plato, Jesus, Pestalozzi, Horace Mann, Wilson, and perhaps a teacher in our own school. We should contrast these immortals of the ages with the Caesars, the Alexanders, and the Napoleons—the wreckers, butchers, and brigands of history. When we see education in its true perspective, we shall not blush when we recommend teaching to our most outstanding students, when we recommend it as the greatest profession that they or anyone could ever aspire to."²

Leo M. Hauptman, registrar of Teachers College, Muncie, Indiana, says: "Many teachers need to change their attitude toward teaching. Some of the most potent enemies of the profession are some of the teachers themselves. Too many teachers fail to 'sell' their own profession."³

B. A. Stevens, as reported in *The Education Digest*, claims that "in far too many cases teaching is not a profession; it is merely a means of making a living. Young people sense this. . . . Because of the poor teaching they experienced as children, young people have all too frequently developed unfavorable attitudes toward teachers and teaching."⁴

Wilma Morrison, education editor for the Portland, Oregon, *Morning Oregonian*, has given some good advice:

"At the risk of getting the quick-freeze treatment at the next faculty event, I am raising the question: Are teachers selling their profession so short that all gains in pay won't avail to stop the tide of students away from teaching?"

"It's the wailing that does it. A minority wailing—but how it carries! I mean the dismal, I-have-given-the-best-years-of-my-life-and-look-what-I-got-out-of-it, moaning.

"It is a pervasive miasma, killing the enthusiasm of young persons for education before they ever find out what teaching is. . . .

"Probably the most insidiously damaging teacher complaint (and there is nothing exclusively female about it) is the one that the public ignores her—is ungrateful, regards her as without status in the community. There is nothing

—Please turn to page 27

The Adventist Way in Student Activities

Leif Kr. Tobiassen

COORDINATOR OF STUDENT ACTIVITIES,
SOUTHERN MISSIONARY COLLEGE

THIRTY-ONE officers and seven sponsors of student organizations and periodicals in seven of the Seventh-day Adventist colleges in the United States gathered at Collegedale, Tennessee, December 8-11, 1950, for the first inter-collegiate workshop in student activities. G. M. Mathews, of the General Conference Department of Education, three college presidents, three college deans, and five other college officers attended the workshop and took part in the discussions, along with the student leaders. Joe Lambeth, president of the Student Association of Southern Missionary College, was general chairman, and all the

principal speakers were students. Karlyne Brown, of Atlantic Union College, served as chairman of the publishers' committee, consisting of student editors and business managers; and Bobby Roberts, of Union College, acted as chairman of the administrators' committee, including the student association executive officers. Tom Campbell, of Washington Missionary College, and Harold Cleveland, of Oakwood College, officiated as deputy chairmen of the general sessions. Betty Jo Boynton, of Southern Missionary College; Waltrene Wagner, of Oakwood College; and Donna Rae Smith, of Southwestern Junior College, served

First Row, Left to Right: Robert Rider, President, Student Association;⁵ Ralph Libby, Editor, *Golden Memories*;⁷ Shirley Nixon, Vice-president, Student Association;⁶ Donna Rae Smith, Editor, *Mizpah*;⁶ Karlyne Brown, Associate Vice-president, Student Association and Editor, *Minuteman*;¹ Betty Jo Boynton, Secretary, Student Association;⁴ Velma Johnson, Editor, *Clock Tower*;⁶ Beverly Canine, Editor, *Golden Cords*;⁶ Beverly Dillon, a Workshop Secretary;⁴ Violet Stewart, Associate Editor, *Madison Survey*;² Sue Devan, Assistant Secretary, Student Council;² Waltrene Wagner, Secretary, Student Movement;² Ruth Mosby, Sponsor, Student Movement.²

Second Row: Harold Cleveland, President, Student Movement;² Robert Montgomery, Editor, *Sligonian*;⁷ Tom Campbell, President, Student Association;⁷ William H. Shephard, President;⁷ B. H. Van Horne, Sponsor, Student Association;¹ Vernon Siver, Treasurer, Student Association;¹ Jerome Lastine, Associate Vice-president, Student Association and Editor, *Lancastrian*;¹ Joe Lambeth, President, Student Association;⁴ David Henriksen, Editor, *Southern Memories*;⁴ Richard Simons, Treasurer, Student Movement;² Bendel Register, President, Student Association;² Argyle Weemes, Editor, *Madison Survey*;² Aaron Brogden, Editor, *Spreading Oak*.²



as secretaries for the various sessions.

"The Adventist Way in Student Activities" was the theme of the workshop. The agenda included such topics as "Why Student Activities in an Adventist College?" "Which Types of Student Endeavor Should Be Promoted?" "Nomination and Election Procedures Suitable for Adventist Student Organizations," "Financing Student Organizations," "Should Academic Credit Be Given for Participation in Student Activities?" and "Continuing Intercollegiate Student Cooperation." In the committees more specialized topics were discussed; such as "Minimum Requirements for Club Organization," "Budgets of Student Periodicals," and "How Can Adventist Student Organizations Avoid Unsuitable Types of Programs and Entertainments?"

The one topic that was given most time and attention was "How Should Student Missionary Activity Be Organized?" Considerable study was given to means of

making this type of student activity the most prominent on our Seventh-day Adventist college campuses.

A limited number of recommendations were voted, since the workshop was primarily exploratory in character, providing opportunity for exchange of ideas and suggestions. It was voted to attempt another workshop in October, 1951, at a central location, with the hope of securing wide student and faculty attendance from all our North American colleges.

The discussions were free and were conducted on a high level of understanding and skill. Students and teachers seemed to be in agreement on cardinal points, and a unanimous desire was manifest to see this first step in intercollegiate cooperation on the student level followed by further steps in the near future. All participants in the workshop seemed to appreciate the need for placing more emphasis on the programs for leadership education in our Adventist colleges.



Third Row: Charles Brooks, Editor, *Acorn*;³ George Summers, Vice-president, Student Association;⁷ Gayle Rhoads, Religious Vice-president, Student Association;⁵ Leif Kr. Tobiassen, Coordinator of Student Activities;⁴ G. E. Shankel, Dean;¹ Bill Dysinger, Vice-president, Student Association;⁴ A. L. Suhrie, Resident Educational Consultant;⁴ G. M. Mathews, Associate Secretary, General Conference Department of Education; Bobby Roberts, President, Student Association;⁹ E. B. Ogden, Dean, Sponsor of Student Association;⁶ Larry Hawkins, Parliamentarian, Student Association and Circulation Manager, *Madison Survey*;² Lewis Dickman, Vice-president, Student Association and Editor, *Cumberland Echoes*.²

[Key: 1. Atlantic Union College. 2. Madison College. 3. Oakwood College. 4. Southern Missionary College. 5. Southwestern Junior College. 6. Union College. 7. Washington Missionary College.]

Emerging Trends in Guidance

Arthur E. Traxler

EDUCATIONAL RECORDS BUREAU,
NEW YORK CITY

(Concluded from December, 1950)

7. *The seventh trend is toward increased interest in the use of improved techniques in the appraisal of personal qualities of pupils and the treatment of maladjustment.* This interest is not confined to guidance personnel but extends to the administrative and instructional staffs as well. Recently, when the Committee on Personality Study of the Educational Records Bureau sent to Bureau member schools a questionnaire on practices in the appraisal and development of pupil personality, there was a surprisingly favorable response. Even schools that regard their primary function rather narrowly as the provision of instruction and learning skills and the content of academic subjects are coming to realize that instructional problems do not stand in isolation but interact with the personal problems of the students. The administrative and teaching personnel of many schools, as they learn to view their students as individuals, are becoming increasingly aware of the fact that there are problems in the development of individuals which cannot be met with the procedures to which they have been accustomed, and they are looking for help from persons with special training. It is in this area that the possibilities of integrating the work of the guidance department with that of the school as a whole seem especially favorable.

As noted earlier, a clearly defined characteristic of newer cumulative-record cards, as compared with those prepared some years ago, is the provision of more space for a record of personal development. The techniques for collect-

ing data on which to base this record are not at present clearly defined. Many schools are taking a questioning and experimental attitude toward the various types of appraisals that may be employed. In the past, perhaps the largest number of schools has employed some comparatively simple, locally devised plan for rating personal qualities, but there is a good deal of dissatisfaction with this procedure because it has often turned out to be low in validity. Some schools are successfully employing anecdotal records and behavior descriptions, while other schools feel that these procedures are too elaborate and time-consuming for their situation. Considerable experimentation is being carried on with the use of autobiographies and sociometric devices in personality appraisal, but much more research is needed in this area. A comparatively few schools that have well-trained clinical psychologists are basing their studies of individual pupils to a large extent upon projective techniques, such as the Rorschach⁸ and the Thematic Apperception Test.⁹ Although these instruments are often useful when employed by experts in their administration and interpretation, they are usable by the guidance departments of only a small proportion of schools as presently staffed.

As previously stated, numerous paper-and-pencil inventories of personality, or personal-activity preference blanks, are available for school use. Schools have advisedly been slow to adopt these instruments, for the validity of all of them may be questioned. Even if their validity were established, the results should be used only by persons who have had con-

siderable training in psychology. It is believed that, at present, probably none of these inventories should be a part of the regular systematic testing program for all pupils. However, a few of these blanks may perhaps be used occasionally to advantage with individuals to supplement the information available from other sources. Among the more promising blanks of this kind that have been available for some years are the Bernreuter Personality Inventory,¹⁰ the Bell Adjustment Inventory,¹¹ and the California Test of Personality.¹² The newer blanks for the appraisal of personal qualities include the Minnesota Multiphasic Personality Inventory,¹³ the Kuder Preference Record—Personal,¹⁴ the Runner-Seaver Personality Analysis,¹⁵ and the Heston Personality Adjustment Inventory.¹⁶ Schools should be encouraged to experiment with these devices under conditions in which the best possible rapport has been established and to report their findings.

8. *The eighth trend is toward a middle position between directive and non-directive guidance.* The earlier tendency in counseling was highly directive. The usual counseling situation is one in which the counselor can easily play a dominant role. In fact, the attitude of the counselee frequently tends to force this kind of role upon the counselor. When a guidance program is introduced into a school, the pupils in the beginning are likely to be under the impression that their counselor is the person who should be able to straighten out their problems and give them direct, specific advice. The counselor, in turn, is likely to obtain satisfaction from the sense of power which the dependent attitude of the counselee brings to him, and he may, on occasion, try to maintain his integrity with the counselee by giving advice when he is out of his depth.

It would be incorrect, however, to imply that directive procedures in guidance have simply developed in a hap-

azard manner as a result of the pressures of counseling situations and of the natural tendency of adults to assume a dominant role when dealing with young people. As conceived on a scientific basis, the techniques of directive guidance have been stated by various leaders in the field, including especially Paterson, Williamson, Darley, Hahn, and others of the University of Minnesota school of thought. The procedures are essentially research techniques applied to the study of individuals, although one may short-cut these procedures in actual practice. They involve identification of symptoms, formulation of the tentative hypothesis, collection of data including history and measurement, diagnosis, plan of treatment, application of treatment, evaluation of progress of treatment, and follow-up.

When using directive procedures, the well-trained, experienced counselor provides for the co-operation of the counselee in working out the solution of the problem, but there can be little doubt that many inexperienced counselors are prone to try to give ready-made solutions to counselees.

The rise of nondirective therapy, as conceived and practiced by Carl R. Rogers and his associates, has had a liberalizing influence on counseling. The essence of nondirective technique is to create a positive, permissive atmosphere in which the counselee will be stimulated to resolve his own difficulties and reach his own decisions with a minimum of influence from the counselor. In its most pronounced form, this technique not only relegates the counselor to a secondary role but also virtually prohibits the use of the familiar paraphernalia of directive counseling, such as tests and individual inventories, unless these are requested by the counselee.

While recognizing the merits of nondirective procedures for some individuals in some situations, most of the guidance workers in the schools have refused to

adopt nondirective counseling as a basic technique to be used with all, or even the majority, of students. They have reasoned that few junior and senior high school pupils, boys and girls in their teens, have the backgrounds necessary for the successful application of non-directive therapy. So the present tendency of school counselors is to encourage counselees to take the lead to the limit of their ability but to recognize that the counselor, because of his greater maturity and superior training, is responsible to make suggestions, provide guidance, and even to assume direction when the counselee is beyond his depth.

9. *The ninth trend is toward recognition of relationship between remedial work and guidance.* These two kinds of educational activities had different origins and lines of development. Guidance grew out of the recognition of the needs of young people for better educational and vocational adjustment. It developed on a broad front enlisting in one way or another the co-operation of the many kinds of specialized and nonspecialized personnel. Remedial work originated in general observation and measurement showing that some pupils were greatly retarded in fundamental skills and that these pupils had much difficulty in mastering the content fields until the handicaps of the tool subjects were removed. In its earlier stages, remedial work was far narrower in scope than guidance and much more directly oriented to the classroom. To a considerable extent, this difference in scope and orientation still exists and will continue. As our knowledge of the psychology of learning and of adjustment has grown, however, it has become increasingly evident that there is frequently close interaction between learning difficulty and personal maladjustment. The basic cause of a difficulty may be found in either area and may, in a few years, build up into a complex pattern which is difficult to unravel. There is now a considerable amount of

research literature indicating the relationships between learning difficulty and personality adjustment (1, 5, 6, 10, 13).

As the interrelationships between learning disability and emotional maladjustment have become more clearly recognized, the desirability of close co-operation between remedial specialists and guidance specialists has been underlined. The remedial worker can, through special help for retarded pupils, either prevent them from developing emotional maladjustments or alleviate emotional conditions that have already developed. The guidance worker can help to identify pupils who need remedial attention and can take steps to relieve the emotional maladjustments of other pupils that might soon lead to serious learning difficulties. Not only is close co-operation between these staff members needed, but it is also advisable for remedial specialists to have guidance training and for counselors to have at least one course in remedial techniques as part of their training for personnel work.

10. *The tenth trend is toward the use of improved case-study techniques, both for purposes of better understanding of individual pupils and for in-service training of teachers.* This is not at present a pronounced trend. Many so-called "case studies" reported in educational journals are simply sentimental stories or informal reports intended as propaganda for a particular educational method. In recent years, however, various articles have been published which either describe or illustrate an objective, scientific approach to the study of individuals.

There is need for greater development of this slight trend, particularly in the training of counselors on the job. Although case-study procedures grew out of directive counseling, they can be planned and carried out to take advantage of the best theory and practice in both directive and nondirective therapy.

11. *The eleventh trend in guidance is toward the availability and use of better*

sources of occupational information. The *Dictionary of Occupational Titles* (3) is now a standard tool for all counselors. The *Encyclopedia of Vocational Guidance* (8), published in 1948, is also an important reference work for vocational counselors. Books, such as Forrester's *Methods of Vocational Guidance* (4), present general information concerning the occupational world, factual material relative to specific occupations, and lists of source material on occupations and make helpful suggestions for the organization and use of the materials in this field. Publications which supply annotations of current articles on vocations and industrial training, such as the *Occupational Index* (9) and the *Industrial Training Abstracts* (7), and brochures containing brief accounts of important occupations, such as the *Occupational Monographs*,¹⁷ help to keep busy counselors up to date in this ever changing field. The Office of Education has recently published a helpful summary of procedures and references in this area (2).

12. *The twelfth trend in guidance programs is toward the use of follow-up studies.* This trend, like the one toward improved case-study techniques, has developed little momentum as yet, but it is discernible in some places. For example, in a recent survey of follow-up procedures and forms used by certain public schools in the state of New Jersey, eighteen of thirty-one schools replying stated that they had some type of plan for following up school leavers (11). Several of these schools indicated that they were not satisfied with existing procedures and expressed definite interest in improving their follow-up programs. It appears that schools are realizing that this area has lagged behind other aspects of the guidance program, and many of them apparently feel that appraisal, not only of the guidance program but of the entire contribution of the school to their students, call for co-operation of graduates and

other school leaders.—*The School Review*, vol. 58, no. 1 (January, 1950), pp. 14-23. (Used by permission.)

⁸ Published by Psychological Corporation, New York, New York.

⁹ Published by Psychological Corporation, New York, New York.

¹⁰ Published by Stanford University Press, Stanford University, California.

¹¹ Published by Stanford University Press, Stanford University, California.

¹² Published by California Test Bureau, Los Angeles, California.

¹³ Published by Psychological Corporation, New York, New York.

¹⁴ Published by Science Research Associates, Chicago, Illinois.

¹⁵ Distributed by Center for Psychological Services, New York, New York.

¹⁶ Published by World Book Company, Yonkers-on-Hudson, New York.

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MAPLEWOOD ACADEMY (Minnesota) was host to a music workshop on secondary level, August 27 to September 2. Forty young people of academy age were enrolled and worked enthusiastically under the direction of O. S. Beltz, professor of voice and sacred music at Washington Missionary College, and Maplewood's music teachers, Mrs. Charlotte Link, Mrs. Robert Edwall, and Martha Jane Brech. The week's program was climaxed in the musical services of Friday evening and Sabbath, making a lasting impression on all.

SCHOOL NEWS

EMMANUEL MISSIONARY COLLEGE has again demonstrated the strength of "the tie that binds our hearts in Christian love" to sister schools overseas. An old tape recorder was sold for \$50, and the students and faculty contributed sufficient additional money to purchase a new tape recorder, which has been sent as a gift to our Istituto Avventista di Cultura Biblica, near Florence, Italy. President Christian says of this transaction: "It is a real pleasure for us to send our greetings to Seventh-day Adventist youth in Italy in this tangible way."

THE SOUTHERN AFRICAN DIVISION COMMITTEE has recently taken action to raise the standard of Solusi Training School to provide adequate training of Africans to man the steadily increasing number of secondary schools for Africans. Each mission field is to select and send to Solusi men of proven ability and Christian experience to receive this advanced training.

NEW STAFF MEMBERS AT SUNNYDALE ACADEMY (Missouri) include Janis Bascom, shorthand and typing teacher; Eldon Christie, dean of boys and teacher of American history and biology; Garfield Jorgenson, farm manager and teacher of agriculture; Eloise Tyrer, teacher of English, home economics, and world history.

STUDENTS OF PLATTE VALLEY ACADEMY (Nebraska) turned out en masse on the closing Sabbath of the Week of Prayer to distribute 3,500 pieces of literature to every home in Shelton, almost every home in Gibbon, and a section of country eleven miles long by nine miles wide.

THE GIRLS' DORMITORY AT ENTERPRISE ACADEMY (Kansas) was completely repaired and the 28 rooms were redecorated during the extended Thanksgiving vacation, November 17-26.

A WEEK OF SACRIFICE OFFERING amounting to \$1,143.32 was given by students and teachers of Union College last November.

CLINTON WALL, former mess sergeant for Uncle Sam's Army, is the new chef at Walla Walla College.

LA SIERRA COLLEGE MEDICAL CADET CORPS has an enrollment of 125, including eight World War II veterans.

HELDERBERG COLLEGE (South Africa) is assured an adequate water supply from two new wells drilled on the grounds last October, yielding 3,200 gallons an hour.

RAYMOND A. UNDERHILL, assistant professor of biology at Walla Walla College, recently completed requirements for the Ph.D. degree in entomology at Oregon State College.

ENROLLMENTS IN THE SCHOOLS OF THE LAKE UNION show an over-all increase of 93 as compared to last year, even though the college and sanitarium enrollments have decreased by 65.

PACIFIC UNION COLLEGE has a new 37-passenger highway-type bus to be used by the choir, the band, and other campus groups making trips off the hill. The purchase is financed jointly by the college and the choir and band organizations.

FOURTEEN MINISTERIAL STUDENTS OF WASHINGTON MISSIONARY COLLEGE are working with R. L. Boothby and E. J. McMurphy in the television program going out from Washington, D.C., each Sunday. Various musical groups from the college are also assisting.

STUDENTS OF LA SIERRA COLLEGE are conducting weekly branch Sabbath schools at Colton, Perris, and Corona, with stories and music for children from five to fourteen years of age, and Bible studies for their parents. Similar branch Sabbath schools will later be started in other communities.

NEW STAFF MEMBERS at Laurelwood Academy (Oregon) include Mr. and Mrs. Richard McCoy and Mrs. Dallas Kime, music instructors; Cecil Ashley, engineer; Victor Fullerton, teacher of history and English, and Mrs. Fullerton, assistant in the business office; Lee Roy Holmes, assistant dean of boys, and English teacher; H. A. Peckham, Bible teacher; and Mrs. Beckner, school nurse.

PACIFIC UNION COLLEGE is this year making available to churches and academies of northern and central California eight different programs, including lectures and demonstrations in science, nature, and international relations; musical programs by band, choir, and singing groups; and a college-life variety program. A flat fee to cover expense is charged for each program, and some 200 persons will gain valuable experience in public appearance during the year.

OTTO JULIUS GRAF, "the man who brought Emmanuel Missionary College up to college status," died at Loma Linda, California, October 11, 1950. Respected, honored, and loved by students and fellow workers alike, "his works do follow him" in the lives and labors of scores and hundreds of workers who were his students and associates.

W. F. TARR, head of the department of speech at Washington Missionary College, has been re-elected regional director of the Intercollegiate Broadcasting System, which includes all colleges and universities in the capital area that have broadcasting stations.

THE A CAPPELLA CHOIR OF HELDERBERG COLLEGE (South Africa) made a 3,800-mile concert tour during last September, giving 14 concerts in 12 of the larger cities of southern Africa. More than 13,000 persons attended these concerts.

TEN BUILDING AND RENOVATION PROJECTS have been completed at Caribbean Training College (Trinidad) during the current school year, and still others are in process in an effort to care for the enlarged enrollment.

INGATHERING OUTDOOR ATHLETICS for school spirit at Broadview Academy (Illinois). Three evenings of house-to-house solicitation by nearly every student and teacher brought in a total of \$2,850.

THIRTY-FIVE STUDENTS OF PHILIPPINE UNION COLLEGE worked as colporteurs in the various local mission fields during last summer vacation.

PORTLAND UNION ACADEMY (Oregon) has added a fourth bus to the fleet that transports the boys and girls to and from school each day.

MADISON COLLEGE was host to the forty-first annual gathering of Southern self-supporting workers, October 19-22. More than 175 off-the-campus visitors were in attendance.

CEDAR LAKE ACADEMY (Michigan) reports an opening enrollment of 214—an all-time high. The new mill is providing work for a number of students, and the new auditorium is nearing completion.

STUDENT COLPORTEURS OF THE LAKE UNION CONFERENCE delivered approximately \$65,000 worth of gospel literature during the summer of 1950. Emmanuel Missionary College claims 69 of the 82 as students this year.

SAN PASQUAL ACADEMY (California) has a new classroom building, primarily for the home arts and science laboratories, and two new teachers' cottages. There is an overflow enrollment of 133, necessitating three in a room in several instances.

SOUTHERN MISSIONARY COLLEGE was, on December 7, 1950, granted full accreditation with the Southern Association of Colleges and Secondary Schools, as a senior college. The folks there are especially happy over receiving this recognition upon first formal application.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

The annual meeting of this association will be held at the Stevens Hotel in Chicago, March 26-29.

NEW STAFF MEMBERS AT PACIFIC UNION COLLEGE include John E. Weaver, president; Eleanor Lawson, assistant in nursing education; Cyril Dean, physical education; Evelyn Rittenhouse, secretarial science; Albert Foster, college store manager; Clarence Cole, baker; F. A. Landis, campus building custodian; Dean Friedrich, music in the preparatory school; and Mary Margaret Putnam, home economics and secretarial science in the preparatory school. By "remote control" A. R. Tucker, new principal of Hawaiian Mission Academy, is also a member of the Pacific Union College staff, as director of its Hawaiian branch.

THE COLLEGE OF MEDICAL EVANGELISTS has received from the United States Public Health Service a research grant of \$7,220 to the School of Tropical and Preventive Medicine. The grant will support investigation of poisonous and venomous fishes of the Central and South Pacific Ocean, with special reference to human health and economy. Norman Bunker and Kenneth Groves, research fellows in medical ichthyology, will assist in this survey.

THE MAURITIUS SEMINARY (Indian Ocean), under the direction of H. Evard, has an enrollment of nearly 200 boys and girls, many of whom are Mohammedans or heathen. Dr. Evard is assisted by nine native Adventist teachers, and the great aim of the school is to win the youth and their parents to the truth.

WALLA WALLA COLLEGE reports 67 persons responding to a call for baptism or rebaptism during the fall Week of Prayer conducted by Elder A. C. Fearing, of Glendale, California. Several of these young folks have since been baptized, and others are studying further in a baptismal class.

NEW TEACHERS AT MOUNTAIN VIEW ACADEMY (California) include Geneva Ackerman, Spanish, home economics, and English II; C. R. Harrison, principal, Bible; Edwin Karman, English III, public speaking, American history, woodwork, and physical education.

CARIBBEAN TRAINING COLLEGE (Trinidad) graduated its second junior college class—eight members—on December 3, 1950. At the same time 37 academy seniors received their diplomas.

TWELVE STUDENTS OF LYNWOOD ACADEMY (California) have requested baptism since the Week of Prayer conducted by Arthur J. Escobar, and 90 responded to the consecration call.

TWENTY-FIVE STUDENTS WERE BAPTIZED at Helderberg College (South Africa) on October 7, and were received into church membership a week later.

WALLA WALLA COLLEGE is a "miniature united nations" this year with its 90 students from 16 foreign countries and Hawaii.

NEARLY 500 UNION COLLEGE FOLKS visited 2,000 homes in the field adventure day "Operation Doorbell" in mid-November.

ENROLLMENT AT PHILIPPINE UNION COLLEGE is approximately 1,100 in the various courses on all levels: some 450 collegiates, 250 academics, and the rest elementary and special.

NEW RESIDENT DOCTORS at Madison College and Sanitarium (Tennessee) are Robert M. Andrews and Lester F. Littel, Jr., both graduates of the College of Medical Evangelists.

RAY W. FOWLER, head of the department of business administration at Union College, completed the requirements for a Ph.D. degree at University of Nebraska in October.

AN ALL-TIME HIGH ENROLLMENT of 428 is reported by Laurelwood Academy (Oregon), taxing to the limit the housing facilities of the school in spite of the new girls' dormitory, which provides for 138.

MISS PEARL L. REES, long-time dean of women at Union College, Atlantic Union College, and Glendale Sanitarium and Hospital, was honored as Dean of Women Emeritus at the time of the 1950 Autumn Council.

MORE THAN 12,000 PESOS FOR INGATHERING were raised in the six-week campaign carried on by Philippine Union College during September and October. Students, teachers, and church members worked together with perseverance and enthusiasm to raise more than three times the basic goal of 3,900 pesos.

NEW STAFF MEMBERS AT MADISON COLLEGE include Wesley Amundsen, president; Mr. and Mrs. Harold E. Mitzelfelt, instructors in music; Felix Lorenz, Bible teacher; Mrs. Lorenz, cafeteria supervisor; Warren Oakes, dean of men and personnel director; Dallas Colvin and Mrs. Lila Marshall, teachers in the junior academy; Mrs. Mary L. Van Slyke instructor in elementary teacher training; Mrs. J. L. Prunty, teacher in grades one to three in the normal training school; Katherine Poulous, dean of girls and instructor in the school of nursing.

STANBOROUGH'S SECONDARY AND PREPARATORY SCHOOL (England) trains its pupils from infancy to adolescence, having a two-year infant department, a four-year junior department, and a five-year secondary department leading to the General Certificate of Education and equipping its graduates to enter Newbold Missionary College.

DELEGATES TO THE MID-CENTURY WHITE HOUSE CONFERENCE on children and youth, December 3-7, 1950, included E. W. Dunbar, L. A. Skinner, D. Lois Burnett, and G. M. Mathews from the General Conference. Significant aspects of this great meeting will be reported from time to time.

THE SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY has awarded tuition scholarships for the current school year leading to the degree of Master of Arts, to one 1950 theological graduate from each of seven of our senior colleges in the North American Division.

AMONG NEW STAFF MEMBERS AT UNION COLLEGE this fall are H. C. Hartman, president; Donald M. Brown, head of biology department; J. J. Williamson, instructor in religion and evangelism; Ralph T. Carter, academy Bible instructor.

THE EXTENSION DIVISION of Philippine Union College at the Mindanao Academy has enrolled 118 students this year—86 preparing for the elementary teacher's certificate and 32 for work as Bible instructors.

WASHINGTON CONFERENCE reports the opening of two new church schools this year, making a total of 24, employing 50 teachers, with total enrollments of 800—an 8 per cent increase over last school year.

THE BATON ROUGE INTERMEDIATE SCHOOL (Louisiana) had raised \$813 in Ingathering funds at last report (in December), and were still hoping and working for \$1,000.

INGATHERING FUNDS in the amount of \$1,345.50 were raised in less than 24 hours by students and teachers of Enterprise Academy (Kansas) last October 18.

SIXTY-ONE SCHOLARSHIPS WERE EARNED by student colporteurs from River Plate College (Argentina, South America) during the 1949-50 vacation period.

WEST INDIAN TRAINING COLLEGE (Jamaica) reports an enrollment of more than 300 for the 1950-51 school year. Laurel Mart is the new dean of women.

HELDERBERG COLLEGE (South Africa) graduated 22 young people on October 24, of whom 17 have been appointed to work in the various union and local missions of the division.

WISCONSIN ACADEMY announces new staff members this year: E. L. Gammon, principal; Howard Marsh, maintenance; Sybil Partain, dean of girls, commercial; and Herbert Polk, farm manager and teacher of agriculture.

THE NEW BINDERY BUILDING at Walla Walla College, under the management of Willis E. Cushman, provides work for 14 students and two full-time assistants. Both new binding and rebinding are done in large quantities, as well as commercial work for various printing companies.

INTER-AMERICA REPORTS 204 elementary schools, with 282 teachers and 8,023 enrollment; and 15 academies and junior colleges, with 137 teachers and 1,821 enrollment. Each of the six union fields now has its own training school, where men and women are prepared for service to God and their fellow men.

Are You Using This Key?

(Continued from page 9)

This one humble creature provided material for colorful drawings, an interesting story, and the spiritual lesson that if God is able to take a worm and make it into a beautiful butterfly, He can take sinful boys and girls, men and women, and make them like Jesus.

"Tell your children about the miracle-working power of God. As they study the great lesson book of nature, God will impress their minds." "Yes, as we do our part in following the Master teacher's instructions, we can be confident that He will do His part—and only eternity will reveal the good accomplished.

¹ *Education*, p. 120.

² *Counsels to Parents, Teachers, and Students*, p. 261.

³ *Fundamentals of Christian Education*, p. 243.

⁴ *Counsels to Parents, Teachers, and Students*, pp. 124, 125.

— Important High School Textbooks

● BOOKS OF ESTABLISHED USAGE

Bradley: *World Geography*
Smith-Muzzev-Lloyd: *World History*
Collette-Cross-Stauffer-Hook: *The World in Literature* (grades 9-12)
Tanner-Cheever: *English for Every Use, I, II, III, IV* (grades 9-12)
McPherson-Henderson-Fowler: *Chemistry at Work*, Rev. Ed.
Curtis-Urban: *Biology in Daily Life*
Welchons-Krickenberger: *Algebra, Book One*, Elementary Course;
Book Two, Second Course, Complete

● NEW BOOKS

Muzzev: *A History of Our Country*, New Ed.
Blackwood-Herron-Kelly: *High School Physics*
Potter-Dunn-Allen-Goldthwaite: *Mathematics to Use*
Belz-Miller-Miller-Mitchell-Taylor: *Everyday General Mathematics*, Book One

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School Boards in Action

(Continued from page 8)

principal and adopts a budget. Promptness on the part of the board in recognizing and dealing with matters of administration that properly belong to it makes for the improvement of efficiency all along the line.

A fifth area of board activity is that of *public relations*. The board stands between the community and the school. It has the obligation and the privilege of representing and interpreting community needs and wishes to the school. It also is responsible for helping the community to understand and appreciate the objectives, activities, and programs of the school. Standards of conduct, school publications, parent-teacher organizations, teacher-community relations, service clubs, and press reports are all important aspects of public relations and may involve board activity.

Also boards might profitably foster friendly relations with members of the

faculty and employees. Persons serve on institutional staffs for years whom a majority of the board members could not greet by name, and to whom the members of the board may be equally unknown. Might not a get-acquainted social occasion be worth while? A pot-luck supper, a picnic, or any informal gathering helps people to be more united in spirit and to understand one another better.

Many are the satisfactions of school board service for a Christian school. No personal advantage or financial remuneration result, but the compensation is in loyalty to the great work which we all love. By attending schools with good facilities and efficient staffs, our youth are encouraged to do their best work. And boards, by consistent, intelligent action, make better schools possible.

¹ *Seventh-day Adventist Yearbook*, 1948, 1949, 1950.

² *Review and Herald*, Nov. 30, 1950 (Autumn Council number).

³ White, Ellen G., *Testimonies*, vol. 5, pp. 560, 561.

⁴ American Association of School Administrators, *The School Board Member in Action*, 1949, p. 8.

⁵ American Association of School Administrators, *School Boards in Action*, 24th Yearbook, p. 70.

Teachers Are Recruited in the Classroom

(Continued from page 15)

downtrodden or ignored about today's teachers. But the child, like the rest of the world, takes you at your own estimate, and it isn't surprising if he shies away from any profession that is apparently so sick it has to call constantly for help—either for its purse or its position.

"Are those teachers who complain they have no social place in the community blind to the fact that they hold a magic key into the hearts and homes of their town? They have the children, and nowhere is the intelligent parent so vulnerable as through his children.

"Be interested in my child and you can have me and my house. You don't have to love the lad. (Though, if you do, you can have my purse too.) Just recognize him, be willing to tell me how you see him developing—for good or ill—and your name will lead my roster as the most charming, intelligent, and wonderful being it has been my privilege to know.' . . .

"There isn't much on which to start a friendship in the limited equation of Junior=algebra. But for the teacher who sees Junior as a human equation, and feels responsible to help him grow up all over, there is not only the profit of a real friendship with the boy but with all his family."¹

We teach because we love children and enjoy working with them. We direct in their character development and influence their future lifework. Why should we not recommend them to "the most important missionary field in the world"?²

¹ Calvin S. Siffered, "Talk Up Teaching," *Phi Delta Kappan*, vol. 30, no. 8 (April, 1949), p. 346.

² Emery Stoops, "Working at Teacher Recruitment," *Phi Delta Kappan*, vol. 28, no. 8 (April, 1947), p. 352.

³ Leo M. Hauptman, "You can Help Recruit Teachers," *Phi Delta Kappan*, vol. 28, no. 9 (May, 1947), p. 402.

⁴ B. A. Stevens, "The Barriers to Teacher Recruiting," *The Education Digest*, vol. 10, no. 8 (April, 1945), pp. 36, 37.

⁵ Wilma Morrison, "Think This Over," *The Education Digest*, vol. 15, no. 1 (September, 1949), pp. 51, 52.

⁶ Ellen G. White, *Testimonies*, vol. 4, p. 426.

ALICE BABCOCK, assistant professor of English at Pacific Union College, taught English and speech in the Hawaiian Branch during the autumn quarter.

RHOBECON PREPARATORY SCHOOL (South Africa), product of prayer, sacrifice, and cooperation of workers and lay members of the Rhodesia-Bechuana Conference, has a beginning enrollment of more than 30 in Standards I-VI.

NEWBOLD MISSIONARY COLLEGE (England) reports its largest summer school enrollment last July and August—50 students from continental Europe, Morocco, Greece, and Iceland, as well as from England itself. Four were mission appointees who have now gone out to Ethiopia and Eritrea.

THE NEW ADMINISTRATION BUILDING at Sunnydale Academy (Missouri) is now being used, though not completely finished. The rooms in the girls' dormitory formerly used as classrooms have been converted into rooms for girls, who no longer must live three in a room. An addition to the food factory is another welcome improvement.

California College of Medical Technicians

San Gabriel, California

(Suburb of Los Angeles)

Offers the following
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(One year of college minimum requirement)

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**NEW CLASSES BEGIN EACH
FEBRUARY and SEPTEMBER**

Approved for Veterans

Write for Bulletin

From Current Educational Journals

[Editor's Note.—We asked the heads of secondary and elementary education departments in our colleges to share with our readers the results of their recent professional reading. Responses were received from H. E. Edwards and Louise Amb, of Emmanuel Missionary College; Maybel Jensen, of La Sierra College; R. S. Moore and Alice Neilsen, of Pacific Union College; and W. I. Smith, of Walla Walla College. Following are a few of the articles which they especially recommend. Would you like this service continued?—G.M.M.]

ELEMENTARY EDUCATION

"Six-Year-Olds Can Write"—Bice, *Elementary English*, October, 1950.

Good suggestions for creative writing with younger children. Sample stories and poems for younger children. (L.A.)

"When Motivation Is Real"—De Lenoy, *Childhood Education*, September, 1950.

An excellent idea for encouraging wider knowledge of books. Also a good idea for encouraging parents to visit school. (L.A.)

"The Air Around Us"—Morse, *Grade Teacher*, December, 1950.

A number of workable experiments to do with the children to show the power, consistency, and function of air. (L.A.)

"Speech Techniques for the Classroom"—Peins, *Elementary English*, November, 1950.

These ideas are practical for use in a large or small class. The suggestions for choral speaking and speech games can be used by teachers with little or no experience in these areas. (L.A.)

"How We Improved Reading in Our Toronto Schools"—Pepper, *Grade Teacher*, December, 1950.

Some answers to the questions: What shall I do?—my children are in the fifth grade and can't read. How work with children at different levels of reading? How meet the needs of a rapid reader? (L.A.)

"A Dynamic Approach to Behavior Through Creative Writing"—Putnam, *Elementary English*, October, 1950.

Not only an approach to better understanding of the child, his feelings and problems, but an interesting approach to creative writing in the elementary school. (L.A.)

"Writing Is Fun for Seventh Graders"—Rideout, *Elementary English*, October, 1950.

If you've a desire to help your students write for the joy of writing, read this article. If you are interested in selling the school to the patrons, church, and community, follow the ideas this article gives. (L.A.)

"Preparation for Map Reading in Primary Grades"—Wilson, *Grade Teacher*, December, 1950.

A treatment of practical ideas which lead up to the ability to read maps when the need arises. (L.A.)

"Sociometric Study of Best-liked and Least-liked Children"—Smith, *Elementary School Journal*, October, 1950.

A guide for a teacher who wishes to better understand the cause and effect of the social relationships of the children. (A.N.)

"Exceptional Children in the Classroom"—Duggins, *The Journal of Education*, October, 1950.

Practical reminders to the teacher for the other-than-average children in the classroom. (A.N.)

SECONDARY EDUCATION

"Provisions for Slow Learners in High School"—Strang, *High School Journal*, January-February, 1950.

Presents three minor types of provision which may be made for slow learners. (H.E.E.)

"The Effect of Work Experience on High School Students' Scholastic Achievement"—Bateman, *Occupations*, March, 1950.

There appears to be a difference between the effect of supervised and unsupervised work experience in the case of students in secondary schools. (H.E.E.)

"Selected References on the Organization and Administration of Secondary Education"—Jacobson and Wiegman, *The School Review*, October, 1950.

A bibliography dealing with secondary education, with comment on seventy articles and books which appeared between July, 1949, and June, 1950. A most valuable source of additional material. (H.E.E.)

"Can the High School Help Youth Meet Its Basic Needs?"—Bond, *The School Review*, October, 1950.

Presents the current need of the high schools to teach the youth how to assume responsibility. (R.S.M.)

"The 'Spark' of Good Teaching"—Bordsky, *Clearing House*, September, 1949.

Shows the basic principles underlying all good teaching. Gives twenty-five points or questions on how one can know that he is a successful teacher. (R.S.M.)

"Heart, Mind, and Indignation"—Davis, *Clearing House*, February, 1949.

A case study of thirty-one retarded pupils who were 14-18 years old with I.Q.'s of 62-90, yet could not read or write. The author tells how she tried to help each student. (R.S.M.)

"Writing Original Ballads in Junior High School"—Sister Ann Marie, F.S.P.A., *Elementary English*, October, 1950.

Shows how creative writing may be encouraged through the story poem. The suggestions would work well in correlating social studies and writing. (L.A.)

"Diagnosis of Disabilities in Arithmetic Essentials"—Lee, *Mathematics Teacher*, May, 1950.

Discusses the construction of a test of arithmetic essentials, and the results obtained by administering it to beginning high school students. (M.J.)

"Basic Goals for a Small High School: Theory and Practice"—Oliver, *The School Review*, November, 1950.

A report of a study made to determine the areas that should receive the greatest emphasis in a small high school. What kind of education is worthy of the name, and what is the true measure of such an education? are the questions the study attempts to help answer. (M.J.)

GUIDANCE AND COUNSELING

"Testing and Using Test Results in Counseling"—Super, *Occupations*, November, 1950.

A common-sense approach to the use of test results in working with the student and not on him. (H.E.E.)

"Alternatives for Premedical Students"—Shaffer and Evans, *Occupations*, November, 1950.

We are aware of the problem presented because of the high rate of rejection of applicants to medical schools. In this article the authors point out some forty logical alternatives. (H.E.E.)

"Recent Literature on Careers in Psychology and Personnel Work"—Dudycha, *Occupations*, April, 1950.

In addition to the presentation of a general summary, the writer gives a list of 115 references to the latest titles in the field. This is a MUST list for deans, and guidance and personnel workers. (H.E.E.)

"Methodist Church Interested in Vocational Guidance"—Editor, *Occupations*, April, 1950.

A long-range program of the Methodist Church is presented and discussed. (H.E.E.)

"Is Counseling Becoming a Profession?"—Froehlich, *School Life*, February, 1950.

The writer presents evidence along four lines to answer his question. (H.E.E.)

"Awakening Youth's Responsibility"—Duggins, *The Journal of Education*, February, 1950.

Presents the most precise and direct counsel for the ideal aims of teachers. The individual pupil is held foremost. (R.S.M.)

"Guidance in Business Education"—Smith, *The Journal of Business Education*, November, 1949.

"Every teacher who is 'worth his salt' should be concerned about the lives of all the pupils, particularly those whom he has in class or in homeroom. It is not enough for him to concentrate only on the imparting of knowledge." (R.S.M.)

"Some Steps in Moving Toward Effective Teacher Guidance"—Simpson, *Educational Administration and Supervision*, October, 1950.

Good teaching is essentially good guidance. An informative and suggestive coverage in keeping with the title. (M.J.)

GENERAL

"A Check List of Educational Publications in the United States"—*The Phi Delta Kappan*, October, 1950.

A most comprehensive list of educational publications under forty-four classifications is presented in the twenty-two pages with three columns to the page. (H.E.E.)

"Arousing Curiosity"—Chrisman, *The Journal of Education*, March, 1950.

Strikes at the root of the problem of teaching. What is taught isn't so important as the attitude of the pupil toward the course. (R.S.M.)

"Successful Unit Teaching" I, II, III—Green, *The Normal Instructor*, April, May, and June, 1947.

Gives concrete and well-organized suggestions to help teachers improve their technique in launching a unit and carrying it through enjoyably and profitably to both teacher and pupils. (R.S.M.)

"Simple Skills in Visual Aids"—Joseph, *The Grade Teacher*, November, 1950.

Gives suggestions as to how to make simple visual aids for classroom use. Tells how to make classroom slides of ground glass, cellophane, and carbon paper. (R.S.M.)

"Industrial Arts and Juvenile Delinquency"—Minor, *Industrial Arts and Vocational Education*, January, 1950.

Industrial arts make use of a child's three instinctive attributes—creation, imi-

tation, and acute curiosity. It provides social adjustment, cash, and ability to solve minor problems. (R.S.M.)

"Bulletin Boardom"—Williams, *Practical Home Economics*, September, 1947.

Pointers for good bulletin boards. (R.S.M.)

"The New Teacher Shouldn't Forget"—Barrell, *NEA Journal*, September, 1950.

Twenty-two points that a teacher should remember. They assure success. (R.S.M.)

"Using Instructional Films Effectively"—Carpenter and Greenbell, *Educational Screen*, October, 1950.

Gives the reasons why films are good and the best method of using them. How to preview, lead discussions; how to learn from films discussed. (R.S.M.)

"Bringing Grade School Projects Into the College Classroom"—Dix, *The Journal of Geography*, November, 1950.

Not only good practical suggestions for college geography teachers, but has excellent ideas for elementary social studies teachers. Brief discussion of a number of projects for intrinsic motivation. (L.A.)

"Children's, Parents', and Teachers' Reactions to Television"—Witty, *Elementary English*, October, 1950.

A fair survey of the reaction of the three classes of persons primarily affected by television, could be helpful to teachers who are meeting the problem daily. A fine suggestion for using some reading to tie in with certain programs shown. (L.A.)

"To Keep Horizons Widening"—Harbage, *Childhood Education*, May, 1950.

Some good reminders on teacher personality and teacher-pupil sharing with results in understanding. (A.N.)

"Notes for the Novice"—Ahlering, *The Journal of Education*, October, 1950.

As the title implies, a personal check-up list for a beginning teacher. (A.N.)

"The Religion of College Teachers"—Espy, *Christian Education*, September, 1950.

This study of the spiritual and professional problems and views of teachers in church-related colleges poses some issues which deserve review by teachers in Seventh-day Adventist colleges. (A.N.)

"Diagnose Before You Treat"—Henderson, *Educational Leadership*, November, 1950.

Suggestions as to how a school can gather and use data from graduates as an aid to curriculum improvement. (M.J.)

"Psychology of Group Behavior: The Class as a Group"—Clark, Zander, and Morse, *Journal of Educational Psychology*, October, 1950.

Group phenomena affect progress and kind of learning. Three potential sources of group motivation are aptly considered. Knowledge about groups is a necessary prerequisite to teaching effectiveness. (M.J.)

"Child Growth and Development Through Music"—Schroeder, *Music Educators Journal*, February-March, 1950.

Presents the psychological principles of a "growing up with music" program from preschool to maturity. An illustrative chart representative of the work in San Diego County Schools (Calif.) is included. (M.J.)

"Harvard General Education in Social Science"—Owen, *The Journal of General Education*, October, 1950.

The years 1946-49 were periods of experimentation at Harvard, and in 1949 a new program was adopted with distinctive features as to content and methodology. Special emphasis is given to the rearrangement of the social science area. (M.J.)

TEACHER EDUCATION AND GROWTH

"Education of Teachers"—Brickman, *School and Society*, September 30, 1950. (W.I.S.)

"The Bowling Green Plan for Student Teaching"—Litherland, *School and Society*, September 9, 1950. (W.I.S.)

"Teacher, How's Your Mental Health?"—Williams, *The Journal of Education*, March, 1949.

A mass of maladjusted, neurotic students are being turned out by a lesser mass of maladjusted, neurotic teachers. It behooves those in school administration to choose carefully their teacher personnel, those in teacher-training plants to weed carefully, and those who plan for a teaching career to make sure that they are balanced emotionally and in good mental health. (R.S.M.)

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You Should Read

A Handbook for College Teachers: An Informal Guide, edited by Bernice Brown Cronkhite (Dean, Radcliffe Graduate School). Cambridge, Massachusetts: 1950, 261 pp., \$3.

Professional educators have long been troubled over the poor quality of classroom instruction at the college level. These, as well as all other sincere friends of higher education, note with satisfaction the growing emphasis on the practical improvement of classroom methods and procedures. This wholesome tendency to examine techniques and processes is apparent to anyone with the time and inclination to peruse the current periodical literature and other publications in the field.

As a significant contribution to this self-evaluative professional literature, this practical volume deserves careful reading. The subject matter was originally presented in a series of evening lectures, as an extracurricular course for Radcliffe and Harvard graduate students planning for college teaching. The course was designed to help prepare graduate students for situations soon to be faced by them as teachers. The eighteen chapters, each by an outstanding teacher or administrative officer of Harvard, Radcliffe, or other institution of higher learning, are grouped under the following headings: The Relation Between Teacher and Student, Varieties of Teaching Method, Some Instruments of Teaching, Speech Mechanics for the Teacher, The Instructor's Many-sided Relationships, The Search for a Teaching Position, Significant Aspects of Higher Education in the United States.

As is usually true of composite works, the chapters are of unequal value. One is impressed, however, with the acute insight, the timeliness, and the workable down-to-earth suggestions presented. The younger, less-experienced teacher will find here a practical guide for many troublesome phases of his dawning professional career. The experienced teacher, recurrently bemused by references to experiences very like his own, will catch up a variety of stimulating ideas for immediate application to his work. Teachers concerned about their

classroom efficiency, as well as that larger group who ought to be concerned about it, will be well rewarded for the effort and investment necessary to secure this handbook for their personal libraries.—F. O. RITTENHOUSE, Ph.D.

Improving Human Relations in School Administration, by Wilbur D. Yauch. New York: Harper & Brothers, 1949. 263 pp.

Basic in the author's mind is the need to implement American democracy if it is to succeed. The school can be an ideal democratic center if the proper leadership principles are applied. Throughout his book Dr. Yauch promotes this idea with apt illustrations to clinch his points. His viewpoint tends to make the content material applicable to all educational levels. When democracy is primarily concerned with human relations the most important phase of a principal's work is his dealings with his staff; first as individuals, next as a unit. His leadership must necessarily be injected into the faculty activities and plant and office managership. As he deals with parents, faculties from other schools, organized groups such as the P.T.A. and professional organizations, his proficiency in human relations should be high.

Dr. Yauch recognized that current practice does not always agree with the plan advocated by our author. Methods for the transition and for discovering the success of the democratic processes are discussed. The author shows in the final analysis that the principal acts as mediator and referee for the many problems in human relationships that present themselves in a school.

Dr. Yauch is a firm believer in the idea that group work needs leadership, not domination, and that goals should be cooperatively determined. He brings out the fact that group leadership may be slower than acting by dictation, but end results are more lasting and the participants have the feeling that real progress in democracy has been attained. His basic thesis is that persons who will be affected by a policy, or who must help to implement it, should have a part in determining its character and form. Every teacher and principal would profit by reading this book.—N. L. PARKER, B.A.

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