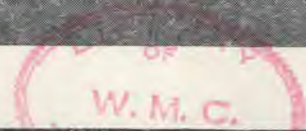


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THE SHAPE OF THINGS TO COME—An Editorial



THE White House Conferences on Children and Youth are milestones in our progress toward achieving a better life for the nation's young people. Participating in the conferences are the country's best minds in the fields of religion, education, child health, and child welfare. Out of the conferences come concrete suggestions for improving each of the services through which the nation seeks to help its children. These suggestions and programs stem from a central pattern developed in the conferences.

The 1950 (December 3-7) White House Conference on Children and Youth laid emphasis on the healthy personality, which is the sum, it stated, of seven newly identified "senses." These are sense of *trust*, a person's striving to place justifiable faith and confidence in persons other than himself; sense of *autonomy*, the need to feel and to live as a free moral agent; sense of *initiative*, the drive to start something and to work creatively; sense of *accomplishment*, the need for bringing constructive effort to a successful conclusion; sense of *identity*, the effort of a person to "take hold of life" without fear of fumbling—that is, to find personal significance through allying himself with worth-while people and causes to the mutual satisfaction of them and him; sense of *intimacy*, the urge to achieve close communion with loved ones on the one hand and with business or professional associates on the other hand; sense of *integrity*, a readiness to preserve and defend those things in one's life which are precious because they have been proved to be good.

The voluminous reports that will be published, built around this seven-part concept of the healthy personality and based on the preliminary studies and the conference discussions, will to a large extent give direction and emphasis to

American education for years to come.

The work of the 1950 White House Conference provides an opportunity and a challenge to the Adventist teacher, school administrator, and trainer of teachers. Under the direction of the Spirit of prophecy our traditional emphasis has always been more on the development of persons than on the imparting of information; more on spirit-filled lives than on skills; more on service for others than on material gain; less on personal aggrandizement through education and more on personal fulfillment by identifying oneself with a great cause, on the principle that "he that loseth his life . . . shall find it." Always we have emphasized the necessity of the teacher's being what he wishes the pupil to become.

Had we been faithfully and intelligently studying our blueprint, and courageously following the instruction given us, we should have been in a position to point the way to others, with aims clearly defined and procedures tested and proved. As it is, school principals and directors of teacher education will do well to study these reports. We should find the meaning for Adventists in the appeal of the nation to its educators. We should see to it that every teacher learns to capitalize on such of the work of the conference as can be used to build him up as a leader and molder of the youth of the denomination. Insofar as the forthcoming reports lend themselves, let us make use of them in our promotion to add emphasis to the sound position we have taken traditionally, and in our teacher-training programs for professional enrichment. And let us restudy the instruction we have from the Lord, in the assurance that it is educational present truth for our time, for God's remnant church, and for our children.

A Challenge to Inspirational Teaching

John M. Howell

EDUCATIONAL SECRETARY,
COLUMBIA UNION CONFERENCE

TO TEACH, or not to teach—that is the question. The Chinese say there are five points to the compass: north, south, east, west, and where you are. Of course, where you are makes all the other directions possible and important. And that is the vital thing in teaching: to find out just where the pupil is, and from there to point out to the places we want to take him. In Belgium, some years ago, a reward was offered for the best answer to the question as to what a teacher should know in order to teach Latin to Johnny. Some thought, of course, that the most important thing would be to know Latin, and certainly one could not teach Latin without knowing it; others thought that to know how to teach would be the most important thing, and surely that would be a prerequisite; but the one who got the prize thought the teacher should know Johnny. Without a knowledge of Johnny any amount of Latin or an understanding of the best procedures to be followed in putting Latin before him would be of little consequence.

And so the first thing of importance is to find out who and what our pupils are; what they know; what is their background, their purpose in life; and from that point plan our lessons so that progress can be made toward the goal we desire to reach. It has been well said that where there has been no learning there has been no teaching. A great deal of knowledge has been spilled on many a classroom air without its ever having done any good to the members of the classes therein assembled.

It is fatal to assume that instruction may be adapted to an *average* or mythi-

cal pupil. There is no average pupil. If there were, how tall is he? What is the color of his eyes? What color is his hair? What does he eat each day? No, the average pupil does not exist. If anything is accepted by modern theory, it is that education must be adapted to *individual* pupils, each with his unique combination of characteristics, some of which vary from year to year and even from day to day. To the really alert teacher there can be no *class* of pupils; each pupil is a problem in and of himself, and the instruction for each class period must be adapted to his needs. Of course, pupils are near enough alike so that some things can be held and taught in common; but many times the approach must be carefully studied and planned.

"The motivation of learning activities has long been regarded as fundamental in teaching. By motivation is meant the development within pupils of genuine interests in and favorable attitudes toward activities which will result in effective learning. . . . Study that does not proceed in response to definite interests, felt needs, or purposes is, for the most part, meaningless and ineffectual even though some effort is made to direct it. On the other hand, it is quite possible to stimulate enthusiasm in learning activities which will fail to achieve worthy educational ends because of a lack of satisfactory direction. . . .

"Activity, although indispensable to learning, is but a means toward an end. To the teacher belongs the task of stimulating activities that are of an educative nature and of directing pupils in such a way that the desired outcomes will be assured.

"It is implicitly recognized that the real sources of motives are within pupils themselves. Worthy motives for study cannot be created merely by means of artificial or extrinsic devices. The teacher's immediate problem may be stated thus: What stimuli have been found to be effective in releasing the power of inner urges and drives that will make for continuous and concentrated effort toward the realization of perceived goals? Four major factors will be considered in an attempt to offer assistance in the solution of this problem: (1) utilizing pupil interests in stimulating study activities; (2) creating felt needs as a means of motivating study; (3) motivating study activities by means of teaching methods and devices; and (4) stimulating study activities by means of supplementary incentives."

In consideration of subdivision (1), "utilizing pupil interests in stimulating study activities," the following are suggested: (a) vocational interests—as varied and diverse as the pupils and their environments perhaps, but most valuable in guiding the pupils in their work at school; (b) educational interests, again as varied as individual tastes and the liking created for the several subjects studied in the grades preceding the present one; (c) reading interests—individual tastes largely determine the type of material pupils read during their leisure hours, and their spontaneous interests should be utilized as a point of departure in the progressive development and improvement of reading tastes; and (d) play interests. Studies have revealed

If a man is to succeed as a teacher, he must have first, in the very make-up of his mind and soul, the divine call to teach; secondly, he should have a large general culture and a thorough training in his own department. Unless he has the first of these qualifications, no degree of excellence in the second will crown him with success.

He may be as learned as Scaliger or Erasmus; but if he has not in him the power of kindling another mind with the fire that burns in his own, if he cannot bring his soul into such close and loving contact with that of a receptive pupil that the latter shall be stirred by his impulses and fired with his enthusiasm, and imbued with his passionate love of the truth he teaches, he has not in the highest sense the teaching power.

He must also possess the ability and the desire ever to be learning. When a man stops acquiring knowledge it is time for him to stop teaching. He cannot produce attractive and nutritious food for his pupils by incessantly threshing in the same monotonous way the very same straw he has been turning over and pounding with his pedagogic flail for an indefinite period.

With this rare combination of talent, scholarship, and temperament, he must also unite a pure and manly character, and a certain heroic disregard of the high pecuniary remuneration which other callings in life offer to men like him.—James B. Angell.

that the play activities of pupils find wider application in the selection of learning experiences in the elementary school than in the secondary school, but there is no reason why results cannot be obtained in the latter.

Subdivision (2) of our four major factors, "creating felt needs as a means of motivating study," is no less important than the first. The pupil must be led to *feel* his need of what is being taught. Nothing ever really "clicks" in a pupil's mind unless and until he sees some need for it. Once that is felt, the teacher may have very little to do; the pupil may be able to ferret out and put in order the several parts, all by himself. And again, he may need considerable help in choosing just what are the component parts and just how to put them in their proper relationship one to another.

Usually the thing for which a need is felt must be related to what the pupil already knows or to that for which he aspires. His past, his present, or his future must be involved in some way in the thing to be learned. In other words, it must have some personal interest to him as a living human being. He is the all-important center in this matter of feeling his needs.

Analyzing subdivision (3), "motivating study activities by means of teaching methods and devices," the following are worthy of suggestion: (a) the use of projects and activities, (b) socializing classroom activities, (c) using concrete materials, and (d) directing the pupil's study as a means of motivation.

And in relation to subdivision (4), "stimulating study activities by means of supplementary incentives," we find these may be classified according to three general types: the informative, the social, and the affective.

"Informative incentives are those which seek to acquaint the pupil with his success or failure. This is usually accomplished by presenting objective evidence concerning his scores on examinations, thus helping him to clarify his own understanding of his progress. Such an incentive may serve two purposes. It may help to stimulate the pupil to greater effort,

and it may serve to indicate a new direction for the application of his efforts."²

Social incentives are those having to do with the individual pupil's standing as compared with his fellow pupils.

"Affective incentives are those which relate to the influence of such factors as praise, reproof, encouragement and discouragement upon pupil performance."³

Any step required to reach what we want to teach must not be too long or involve hazards that cannot be overcome with a degree of ease. Many teachers go by kangaroo leaps and the pupils are not able to follow. It is often difficult for people who have gone through school with an A record of scholarship to get "down" to the C and D pupil. They do not have to analyze the problem closely for themselves, and therefore do not take time to analyze it for others. Many pupils "fall off the bus" long before it reaches its destination; and perhaps some of those who fell off would have made better use of the information than those who did not fall off, if they had been able to go all the way.

Many so-called teachers start out at the beginning of the year without knowing where they plan to go except that they want to "cover the book" and so make assignments on the "next ten pages" basis. There has been far too little sitting down to a real study of the subject matter to know just how it can be adjusted to the pupils as individuals or even to what might be termed an average pupil. We have the book to cover; there are so many pages in the book, so many days of school; therefore so many pages for each day—and away we go!

After a thorough knowledge of the pupil we must have a thorough knowledge of the subject to be taught and be able to devise ways and means of getting the pupil and the subject matter into sympathetic relationships. This is done in the assignment period.

"The assignment is the heart of the problem of pupil direction. It affords the teacher his greatest opportunity for initiating activities which will promote the growth and development of pupils. The

assignment, therefore, should not be considered merely as a device used in preparation for teaching; essentially it *is* teaching. The days of the formal recitation are over; the teacher's function as a hearer of lessons has lost its importance. His first opportunity for real teaching comes during the period given over to the assignment. The skill he shows in this activity will in large measure determine his success in teaching. Investigations of the differences between good and poor teachers show that one of the distinguishing features is ability in making assignments. Changes in educational theory have not diminished but rather have increased the importance of proficiency in this teaching activity. . . .

"Today we think of the assignment as a period of cooperation between teachers and pupils in which they discuss the next step in the learning process. Pupil purposes are respected; students are encouraged to express preferences, to suggest lines of action, and to contribute to the enterprise by volunteering information concerning sources of material and the like. The assignment becomes a cooperative enterprise which is to be carried on by the pupils under the expert direction of the teacher.

"The assignment of a decade or two ago consisted primarily of requests to learn a body of subject matter, stated in terms of number of pages or some other arbitrary physical division; the single textbook was the primary source of knowledge; fact-finding, rule-memorizing, drill activities were the learning procedures emphasized. The present practice is to make the assignment in terms of activities and experiences, participation in which will bring about the desired outcomes. The sources of materials are widely varied and include not only books, magazines, and newspapers, but also tools, concrete and visual materials, contacts outside of schools made through observations and actual participation in real life enterprises, and materials from other subjects which help to interest or enrich the specific unit. A single assignment may make provision for a surprising number and variety of learning activities, such as reading, problem-solving, constructing, drawing, giving of reports, taking a field trip, debating, dramatizing, participating in group discussions or projects, or engaging in research.

"The old assignment was uniform for all; every pupil was supposed to cover the same material and to go about his learning in the same way. The new assignment is adapted to differences in ability, needs, and interests. Sometimes it is definitely stated on three or more levels of difficulty; sometimes differentiation is accomplished by means of suggesting additional work for the more able pupils. Generally the activities proposed are sufficiently varied in difficulty and type to permit every pupil to proceed according to his own capabilities and desires. . . .

"The up-to-date progressive assignment is presented in such a way that it leaves pupils eager to start on the new work. They see clearly the connection between the proposed activities and those which they have completed or which they wish to undertake in the future. Their curiosity has been aroused, or they have been led to perceive a problem which they feel needs solution, or their normal desires for activity, manipulation, competition, social contact, or personal enjoyment have been awakened. Moreover, they have been given definite things to accomplish and have been prepared to engage in the activities and experiences involved; they have some skill in the various study tech-

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Principals and Teacher Morale

John U. Michaelis*

UNIVERSITY OF CALIFORNIA

How We Teachers Would Help Morale If We Were Principals

OUR principals are key persons in developing and maintaining morale. We teachers are always thinking of what we'd do if we were principal. Here are the things we would do to develop high teacher morale if we were given the responsibility of administering a school:

Back teachers in discipline effectively—especially those teachers who are weak in discipline.

Have teacher meetings which are to the point, called as needed, not cluttered up with routine matters, or dominated by the principal or a clique of teachers.

Show a willingness to "go to bat" for greater recognition for services performed, better working conditions, more adequate instructional materials.

Show genuine friendliness, sincerity, appreciation, and recognition of work done by the staff.

Provide some place where the teachers can feel a freedom from intrusion and relax—if even for a very short time.

Be slow to criticize until all factors are known.

Be broadminded enough to listen to frank suggestions or criticisms of sincere teachers and to encourage such criticism.

Help the teacher when asked to do so, at the time, not a week or so later.

Be well organized so that each teacher has some idea of what is going on instead of always being one jump behind [even if it took one complete summer of planning].

Assign classes and subjects according to the teacher's training and interests.

Show a willingness to meet teacher problems as principal's problems and assist in solving teacher problems pertaining to the needs of children in the school.

Be interested and aware of the actual work going on in a given classroom—visit at frequent intervals and help individual children and groups.

See that recognition and promotion come to those of real merit and worth and not to the "self-seeker."

Give frank appraisal and evaluation of the teachers' work and help on problems that are too difficult for them to handle.

Make teachers aware of our pride and confidence in them and their ability.

Be frank and sincere in approval or disapproval of the work or actions of teachers and students.

Practice consistency in acting in democratic ways toward teachers if classrooms are expected to be organized and conducted democratically.

Give teachers equal voice in common problems and recognize the fact that every teacher has some worthwhile contributions to make, that talents differ.

Develop a smooth school administration—regular time for meetings, regularity in schedules, regular time for making announcements.

Be happy and smile; it's contagious.

Have a check and review of school policies each year so that they can be improved or changed—thus new teachers could participate and outmoded policies could be changed.

Be specific and definite about rules and regulations.

Pray for a sense of humor that would always be on tap.

Back up our teachers even though they were at fault, but also try to correct that fault with the teacher privately.

Be exceedingly fair in the distribution of extra-curricular duties, such as committee work and sponsoring.

Encourage independence of action and the desire to embark upon new and stimulating educational ventures.

Keep teachers free from fear of losing their jobs.

Recognize that prestige from teachers is earned, not secured by bluffing.

Give more time to helpful supervision.

Keep down all barriers which might inhibit a free discussion of educational or personal problems.

Study teachers' personalities in order to understand them better.

Do some actual classroom teaching each year in order to understand and not forget the teachers' problems.

Take an active part in student activities such as traffic squad, dramatic club, athletics, and remedial work.

Take our turn on assigned duties if at all possible—even though we are principals.

Instill in our teachers the fact that subject matter is not all important, that children are human and should be shown deference—pupils come first.

Have school parties so that the faculty can really get acquainted.

And there are some things *we would never do* if we were principals. They have happened to us during our experience as teachers, and we can report that they definitely weaken teacher morale. We would:

Never take a child's part against a teacher in front of the child or a parent.

Never take a teacher to task in front of another person.

* Associate professor of education, University of California, Berkeley, interviewed 75 teachers to secure a list of things parents, pupils, and teachers did which affected teacher morale. These were rated as to importance by 242 teachers throughout the United States. The most important factors are reported here in the words of the teachers themselves.

Never show partiality to teachers, parents, or children.

Never fail to give a teacher, new or old, help when children are sent to the office or when other indications of need for help are evident.

Never discuss one teacher's faults with another.

Never give a criticism in the presence of a child.

Never make a teacher asking for help feel that in so doing he had admitted weakness and had injured his standing.

Never give a negative criticism without a reason or fail to substitute a way to correct it.

Never gossip or do anything that encourages gossip among teachers.

Never let a too-aggressive teacher run the school.

Never be too busy to listen to a teacher's problem or rush around as if we didn't have time to listen.

Never be wishy-washy and side with whoever happens to be talking to us.

Never show favoritism at any time, regardless of our personal feelings.

Never come into a classroom just to "snoop."

Never lose sight of the fact that it is difficult for a teacher to maintain daily routine in the classroom if there are a number of unexpected interruptions and requests that could be done all at one time.

Never be dictatorial or officious in school policy.

Never permit one teacher to speak disparagingly of another.

Never climb high in the profession [degrees and positions] at the expense of the teachers.

Never select the same teachers to serve over and over on committees. This makes the others feel as if they are lacking or are left out deliberately. Some teachers make better chairmen than others because of experience, but those who are never asked to serve of course will never develop along this line.

Never overwork teachers with PTA programs, decorating, and so on.

Never try to build morale one year and forget it in the next. It comes from too many little things.

Never ask teachers to do work that we would not do ourselves.

Never forget that high principles and ideals are more important than professional self-advancement.

How Teachers May Help the Principal's Morale

We teachers recognize that we have responsibility to our principals in helping them maintain high morale. After all, if our principals have low morale, it will be reflected among the teachers. Based on our experience with different principals we think that *their* morale will be helped if we:

Show loyalty, cooperation, sincerity—all the things that help a teacher's morale will help the principal's.

Back him 100% and show that his efforts are appreciated.

Stand shoulder to shoulder with the principal

when we are convinced he is right in his policies and in the administration of his school. If we think he is wrong we should "lay the cards on the table."

Comprise a faculty that likes its job of school teaching and does a good job of it.

Go to the principal with "beefs" and constructive suggestions instead of talking to other teachers.

Consult with the principal first on school problems and go to the superintendent only when not given a fair hearing.

Praise the principal on a well-executed program or bit of work at school and give assistance with a grin instead of a frown.

Urge that the principal be given a voice in the selection of teachers with whom he must work.

Do an outstanding piece of work which is a credit to the school and which brings favorable comment from other educators and parents.

Settle our own discipline problems and not send every naughty boy "down to the office."

Understand that even the principal will make a mistake now and then—forgive and forget.

Put the morale of teachers first and thus improve our own morale.

Work for tenure for the principal so that he may be sure politics will not cost him his job.

Encourage the principal to start something new in the school, perhaps in line with his interests, such as gardening, woodworking, or photography.

Have the superintendent find some excuse not to send a substitute and let the principal take classes for a day now and then.

There you have some of the specific morale factors which we teachers believe to be important in principal-teacher relationships. It is a two-sided problem. We have as large a responsibility as do our principals. Teamwork, mutual understanding, skill in working together, common purposes, recognition of merit and accomplishment, reciprocal helpfulness, group loyalty, and confidence in each individual's integrity are paramount. Professional leadership and professional fellowship are both imperative. The "human touch" must not be overlooked. And above all else, we teachers stress the importance of recognizing that morale is determined by a lot of little things and that glowing generalizations about *esprit de corps* do not constitute an adequate approach to teacher morale. It's composed of too many specific things. Let's study them and work together in this job of building teacher morale.—*NEA Journal*, vol. 36, no. 1 (January, 1947), pp. 20, 21. (Used by permission.)

Staff Participation and Counseling

Henry L. Sonnenberg

DEAN, WALLA WALLA COLLEGE

EDUCATION and counseling are synonymous. They are inextricable; they are inseparable. As an educator makes an impact upon youth he is verily counseling. He is by precept and example, in addition to his utterances, molding and guiding youth in ways productive of a full, meaningful life. Thus in a very real sense every staff member is a counselor. It therefore becomes the inescapable responsibility of each member of the faculty to make certain that his position or contribution on the campus is positive, effective, inspirational.

However, the commonly accepted concept of the counseling process constitutes a more limited approach. We think of counseling as that scene which finds faculty member and student together in a conference or interview, during which time the more mature and seasoned member of the duo is drawing from his resources to help the fledgling untangle himself from the maze in which he is found. It is undeniably important that a school emphasize the need of its teachers' sharing their experience, wisdom, and understanding with the younger, unseasoned members in order to help them grow into respectable and responsible men and women.

I think, however, that in this desire to establish an official program, whereby faculty members assist students in a counseling endeavor, care and caution must be exercised to prevent a breakdown and a crumbling of the program because of the vast amount of mechanics which burden the undertaking. To require arbitrarily that counselor and counselee be found together a certain stipulated number of times a quarter or semester, irrespective of individual need

or desire, bespeaks failure. To insist that for each student endless, complex, cumulative records be maintained, which are kept on file and infrequently used to any real extent, also constitutes a threat to a live, functional program. To believe that only a few members of a staff—those who are highly trained and are specialists in guidance—can make a contribution to a counseling project also greatly limits the scope of the program.

In respect to this last observation I sense that I am somewhat unorthodox in my point of view. In no wise do I overlook the importance and significance of an academically trained professional in a counseling program. I do, however, recognize the lack that most of our schools face in this regard. One or two professionally trained counselors are not sufficient for most of our student groups today, particularly on the college level. To limit the counseling process primarily to these few individuals is to limit the great potential of the process.

I feel that the essentials, in terms of personality development, academic training, mature judgment and balance, interest in and concern for youth, and spiritual insight characteristic of a successful instructor, are also characteristic of a good counselor. With these inherent qualities of the instructor, along with in-service training in counseling, a number of staff members should be able to contribute to a counseling endeavor.

It was with this recognition that Walla Walla College developed its current counseling program four years ago, and its attendant success warrants its continuation. Perhaps the outstanding characteristic of the process is its spontaneity, a condition that I think should charac-

terize much of counseling, if one accepts the basic assumption that counseling is to be primarily permissive rather than curative in nature. Although participation is wholly voluntary on the part of students and faculty, 85 to 90 per cent of the student body and teaching staff are regular members of the program. Of course there are staff members who, because of insufficient interest in such an undertaking or because their personalities do not fit them naturally for this procedure, should not be participants in the program. Of the participants, obviously some make a greater contribution and lend more support to the endeavor than do others. However, this seems to prevail in any common undertaking.

The present program, directed by a faculty committee, is simple in operation and void of complex and crippling mechanics. Each student each year is given the opportunity to choose his counselor. From a prepared list he selects three faculty members, one of whom will serve as his counselor. This approach allows the student to select a member whom he knows or in whom he has confidence—conditions which are essential to a favorable counseling program. It is furthermore suggested that the student not select his major professor as his counselor, since the services of his major professor are available to him, irrespective of a counseling program. The counselor, then, is in addition to his academic adviser. This process has the further advantage that it allows for breadth of experience in terms of faculty contact. If the adviser serves also as the counselor, the student will have the same faculty member as counselor for three or four years—which in itself is no particular calamity, but it prevents breadth of contact. It is broadening for the student to have close exchange with faculty members outside his own academic interests.

With few exceptions a counselor is regularly assigned not more than twenty-five counselees. These are his charges;

they are his little flock for the school year. He is their shepherd, and they are his sheep; he is to take a very special interest in them. The true counselor accepts this responsibility, and the student responds to this personal, warm, and genuine interest. And it is this manifest interest on the part of a faculty member toward the individual student that constitutes a portion of the real value of the program. The student's heart is made glad by discerning that a staff member, in spite of a busy program and in spite of academic training and accomplishments, has a personal interest in him.

After the assignments have been made, the counselor assumes the initiative in cultivating the counselee. He is to take the initiative thereafter, whenever he thinks the student might profit from a little counsel or suggestion; and the student is urged to call on the counselor whenever he chooses. Thus the office interviews can be meaningful because they have a purpose. The requirement of merely calling on the counselor or counselee so many stated times per quarter, irrespective of felt need or desire, soon causes the program to lose freshness, purpose, and power. Instead, casual meetings on the campus, on the street, and elsewhere, are developed by the counselor as he sees a need.

The cumulative records call for a minimum of essential data which can be obtained in a few minutes at the time of the interview. Perhaps one of the most important features of the student's cumulative record is the informal summary that each counselor writes at the close of the year, containing the observations he has made of the counselee, customarily including evaluations, appraisals, and predictions. At the end of the academic year each counselor sends to a central office all the cumulative folders, which are redistributed at the opening of a new fall term after counselor assignments have again been made.

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7 Ways to Help Prevent Drop-outs

Elmer S. Holbeck

DEPUTY SUPERINTENDENT OF SCHOOLS,
PASSAIC, NEW JERSEY

WHEN Sam was graduated from junior high school, his parents looked on with justifiable pride. He was getting an education. They had little education themselves, but they believed Sam must go on to high school and to college. It would be a good investment.

Sam's parents knew little about his real aptitudes and ability. They thought he was smart. On different occasions he had indicated his interest in science, shop and mathematics. So they decided Sam must go to high school, get a better job, and make more money. But in a few years their dreams vanished; Sam dropped out of high school.

Most parents feel as Sam's did. Most people believe in the miracle of education. Since so many young people try high school beyond the age of compulsory attendance, it is clear that youth want to be educated. Today, nearly all boys and girls begin a high school education, but nearly half of them, like Sam, do not complete it.

How well do youngsters fare in school? How successful are they? Does the school satisfy their specific and common needs? The fact is that many students, failing to get what they want, drop out of high school before graduation. An eight-year study of drop-outs in Passaic High School, from 1937 to 1946, showed that 45.4 per cent of the students left school before being graduated. This percentage is in line with the figures for other New Jersey cities, though it is higher than the New Jersey average, which was 40.8 per cent for 1945-6. In New York, in 1938, 42 per cent of the students dropped out of school before completing their high school course. Most of these youngsters

left shortly before they were eligible for 11th-grade work.

For the country at large, as in the city of Passaic, the drop-out rate for senior high school students is excessive. If from 40 to 50 per cent of our high school people drop out or are "kicked out" of school, we can hardly go to them for support for our schools when they become voters. Students attend high school for training and for education. If so many of them leave high school before being graduated, it is because we fail to give them what they want.

Interviews With 150

One hundred fifty young men and women, selected at random, who failed to complete Passaic High School were interviewed. These former students now are employed in Passaic, which is a highly industrialized area. They gave the following reasons for dropping out of school:

- Wanted to go to work—32.
- Not interested in school work—21.
- Had to help support my family—17.
- Went to vocational school—15.
- Failed in my subjects—14.
- High school subjects were not helpful to me—11.
- School didn't give me what I wanted—10.
- Not encouraged to remain in school—10.
- School work was too hard—6.
- Entered the service—5.
- Disliked my teachers—4.
- Illness—2.
- Moved out of city—1.
- Not certain—1.

The heart of the trouble is in the curriculum. Passaic High School, like many of the high schools of the country, is designed primarily for college preparation. While it has done an excellent job, it has not done enough to prepare students to meet the problems of modern life or to earn a livelihood here in

this city. The lack of equipment for new and practical courses has been a severe handicap to the high school, but a change in curriculums, based on student interest and ability, will persuade many more young people to remain at their studies in school.

We need to guide students into courses prescribed by their interests, needs, and capacity. Such courses will include vocational, cultural, civic, character forming, social, and avocational experiences. In Allentown, Pa., where the drop-out rate of high school students has been reduced from 50 to 20 per cent, the following additions were made in the program of studies: machine shop, cabinet-making, auto mechanics, printing, electricity, mechanical drafting, architectural drafting, retail selling, patternmaking, wood-working, metal crafts, general crafts, general art, and home economics (general and vocational).

Also important is the understanding of the essential needs of the youngster—in the community in which he lives. We must attempt to understand how he learns and under what conditions his learning most effectively takes place.

Specific Suggestions

1. The purposes and functions of secondary education must be redefined and re-examined, and a plan based on the needs of youth and the community must be put into operation.

2. The problem must be studied and attacked cooperatively by everyone dealing with secondary education. Experiences, suggestions and ideas must be pooled in an effort to devise ways to improve our holding power. Whatever the high school fails to do in developing general competence in young people will, for the most part, remain undone.

3. Individual and group guidance must be extended to include counselors, teachers, principals, and directors in order to assemble and to distribute to the pupil the best possible advice so that

he not only will be guided into courses suited to his abilities but also will see the necessity for continuing in school until he is ready to begin working and to take his place in society.

4. An attempt should be made to improve the physical plant, to include modern equipment, materials and training aids. New buildings should be planned to provide comprehensive educational opportunities, including broad diversified curriculums to provide for the needs and interests of all.

Could Organize Clubs

5. Careful records, cumulative in character, intelligent student accounting, and a thorough testing program also will help teachers to understand the student better and will aid them in holding him in school.

6. It might be well to single out those students who are thinking about leaving school and to organize them into a league or club. Such an organization, under proper leadership and guidance, could help these boys and girls identify their problem and plan for the future.

7. Finally, these general recommendations:

Provide many activities in the high school in which students may participate.

Give students an opportunity to practice citizenship.

Afford opportunities for students to earn money while in school.

Develop a friendly attitude on the part of the teacher.

Develop in the student a friendly spirit and an intense school loyalty.

Take the parents into the problem; get their interest and cooperation.

The high percentage of drop-outs indicates the school's failure to do a complete job for all of its students. As we look to the future, we hope that a revision of our program and curriculums will induce young people to remain in school until they are competent to take their places in the ever-changing life of the community.—*The Nation's Schools*, vol. 45, no. 5 (May, 1950), pp. 35, 36. (Used by permission.)

Too Smart to Be a Good Teacher

Irene Wakeham

HEAD OF DEPARTMENT OF ENGLISH,
PHILIPPINE UNION COLLEGE

HE'S awful smart. I'd sure hate to take one of his classes."

Maybe you've heard an academy student say that; or a college student.

"The student with a percentile rank of ninety or over might well consider research or some other field rather than teaching. The dull routine of the classroom will have little appeal to his brilliant mind. He will have no patience with anyone whose mind works more slowly than his."

Maybe that came from a vocational adviser, helping youth choose a lifework.

"As I look back over the years, it seems to me that most of the time it was just the ordinary student, the one nobody ever thought would amount to anything, who turned out best in the end, while the brilliant ones petered out."

A veteran worker said that to me.

It seems to be one of those convictions that no one tries to prove because everyone takes them for granted, that the mediocre student makes a better teacher than the brilliant one; that since he had a painful struggle himself, naturally he is more sympathetic with the slow of mind who sit in his classes.

I don't believe a word of it. On the basis of my own student experience plus my observation during some fifteen years of academy and college teaching, I am firmly convinced that mental quickness is far more likely to be an asset than a liability to a teacher. The higher his IQ, the greater the probability that he will be able to succeed.

Not that a high IQ is the only thing the teacher needs. Everyone knows the genius who is totally lacking in certain human sympathies and attitudes without which no teacher can make good. We

also know the plodder who has enough other assets to compensate for his low IQ, and still does a good job. But I have yet to find any evidence that these assets are any more likely to accompany mediocre intellect than outstanding intellect; or that they are any more likely to be missing in the make-up of the mental giant than in that of the pygmy. The man or woman with a keen mind has an all-round better chance in the classroom than would the same person if he had only an average mind.

In the first place, a teacher has to be smart to carry the load. During the depression we carried teaching loads that no one defended, because the schools couldn't afford to hire a larger staff. During the war boom and since, we are carrying overloads because there aren't enough qualified teachers available. The teacher's alertness in finding new and faster ways to grade papers, record and add grades, and do the many other routine jobs that fall into his lap is a real asset. Without speed in handling these details he does one of two things: either he neglects too many of them and gets behind, and is therefore less efficient; or he spends needless hours slaving away, to the neglect of such weightier matters as personal contact with students, keeping up to date in his field, or maintaining vigorous health.

The teacher finds it easier to gain and hold the respect of his students if he can think one jump ahead of them. Young people like a teacher who not only "knows his stuff" but also knows everything that is going on in the classroom, and who can foresee and interpret the idea haltingly expressed by a fuzzy-

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Grades, Fact or Fraud?

John T. Walter

UNIVERSITY OF PITTSBURGH

PERCENTILE grading still has a large influence in higher education. This influence is more widespread than it seems to be at first glance, because even the letter grades that appear on many final reports are often either arrived at through the percentile route or interpreted in terms of percentiles. Thus, by indirection, a device which was discredited long ago in educational circles continues in effect, backed by the force of tradition. With this thought in mind let us examine the percentile method of grading.

Suppose an institution has a passing grade of 60%. What does it mean? 60% of what? Of a 100% perfect achievement? Only the naïve think so. Grades just do not have absolute values, nor can they honestly be made to appear as if they do by representing them as so many fractional parts short of perfection.

The not-so-easy matter of converting estimations of human beings into mathematical equivalents involves the preliminary setting of more or less stable standards of judgment. Within the limits of the doubtful rigidity of these standards, there is reasonable certainty of only one thing; the higher of two grades represents greater achievement than the lower one. A percentile system or any other numerical or alphabetical scale shows little more than this.

In practice percentile grades are relatives based upon their own average, rather than upon 100% perfect accomplishment. One cannot fail everybody without soon being forced to change his occupation. An array of grades distributed within the acceptable range must be produced. This is so whether the teacher realizes what he is doing or not.

Unfortunately, too often he does not know what is taking place, or if he does, is not frank about it. However, tacit admission of the state of affairs is seen when references are made to certain members of the faculty as "hard markers" or "easy markers."

Whatever it is that grades are supposed to measure, the aura of authority that surrounds a professor seems to endow him with some mysterious quality of judgment that knows whether an answer merits 70% or 95%. Under these circumstances only the utmost modesty can keep him from assuming the air of a charlatan. Such an atmosphere encourages ideas of favoritism and injustice, despite the usual inaccuracy of such opinions. And, it is a situation that seems to be made to order for the disciplinarian. There is an ever-present threat of using low grades for punishment.

It is also possible for clever teachers to confound pupils by attributing percentage values to any grades used. For example, an answer to an examination question would have been marked 100% correct if apparently faultless, or 60% if almost worthless. A complaining student who received 80% on this question thinks he should have more credit. The teacher replies, "This question calls for a discussion of four issues. You dealt with only two of them satisfactorily. That is only 50% of the question." The mistaken implication is that 80% is quite generous. A pupil schooled in percentile grading is helpless when faced with this kind of argument.

Aside from the element of trickery, what is the harm of percentile grading or percentile interpretation of grades? It is simply this: the false representation that

absolute standards prevail in grading is an educational fraud. When faculty, students, and outsiders share in this kind of deceit, education is not conducive to a wholesome way of thinking.

A science teacher, for instance, may easily overlook the demands of the scientific method of thought in grading members of his classes. He can portray science as something abstruse, touching on mechanics, electricity, anatomy, and chemical elements. But if no more is attempted, then science courses are almost futile. Under such circumstances there is little more reason to expect normal American college students to develop a scientific outlook on life than there is to think they will become expert pearl divers. They can read about such things, but do not experience them. The most effective teaching requires thoroughness and consistency. Education is by example as well as by words.

General education, as well as the teaching of science, aims at the worthy goal of encouraging clear thinking. Therefore, teachers face the responsibility of all men who want to know the truth. To be sincere about some things and not about others is not acceptable. In another profession a practitioner might be called a quack for no greater offense.

Since grades are almost universally established with reference to their own average, the proper thing to do is to arrange them in the form of a statistical distribution for study and analysis. Percentile or any other kind of grades can be assigned according to this array of scores. When the problem is thus dealt with openly, it is always possible to show interested persons what goes on behind the scenes. And, when the workings of the system are clearly seen, percentile grading dies an easy death.

Sooner or later the critic of percentile grades will elicit this response, "There is a difference between any two students.

Percentile grades are useful to show that difference." What is meant is that a system with many gradations is desired. However, this does not require the use of percentages at all. Numbers from 1 to 100 may be used, or 1 to 97. If the argument has validity, scores from 1 to 150 would excel the percentile system in range of numbers. Incidentally, the wide range of scores does have a psychological value in reducing pupil complaints. A low grade appears to be so very low as to suggest that an appeal is hopeless.

When forced to adopt letter grades, those who are impressed with the importance of fine gradations have a saving feature in the use of minuses and pluses, tripling the number of grades possible. Has anyone ever thought of making even finer distinctions by using double minuses and double pluses?

Presence at a heated dispute over fractional differences in the averages of two students may lead one to doubt the importance of such distinctions, as uncertain as school grades are. But Professor X would be lost without percentile grades. He poses this ponderous question, "How can you average letter grades?" Well, how CAN you average A, B, and C? How do you average 1, 2, and 3? The average is 2. In the same way the average of A, B, and C is B. Complicated, isn't it?

Creative teaching is only one of many challenging occupations, but among scholars and administrators, among scientists and laborers, in all walks of life, there is an all too common contempt for teaching as a daily activity. This attitude may be related to the conflict between good teaching and percentile grading. Petty measurements have a part in making our profession into a stronghold of taskmasters, bereft of inspiration.—*American Association of University Professors Bulletin*, vol. 36, no. 2 (Summer, 1950), pp. 300-303. (Used by permission.)

Walla Walla College Biological Station

Ernest S. Booth

PROFESSOR OF ZOOLOGY,
WALLA WALLA COLLEGE

THE idea of a permanent biological station for Walla Walla College students was conceived in the summer of 1946, when thirty-six students and teachers spent six weeks in the Canadian Rockies, studying plants and insects. This was one of several traveling field schools of biology, first begun among our schools by H. W. Clark at Pacific Union College and later undertaken at Walla Walla College. Though such a traveling school was of great value to the students, it was evident that there would be many advantages in having a permanent base for such field studies—a place where more equipment and facilities could be readily available. Such a station should be located where field work could be adequately fostered without extended trips from home base.

During the fall of 1946 we discovered such an area in northern Puget Sound, western Washington. On an island seventeen miles from Highway 99 is the town of Anacortes (population 9,000); and three miles west of Anacortes lies Ship Harbor, a deserted cove formerly housing a large salmon cannery. The old buildings were still standing when we first visited Ship Harbor—two dormitories in excellent condition, each having twenty-five rooms large enough to accommodate two students; three huge warehouses built over the water, a caretaker's home, and several miscellaneous smaller buildings. After some negotiations Walla Walla College became the lessors of the entire property of eighty acres, with rights to the beach line for over a mile. Virtually we now "owned" all of Ship Harbor, a natural cove with nothing in sight but timbered hills behind and island-dotted open water stretching ahead.

Early in June of 1947 we moved in. Old furniture was discarded and a boxcarful of almost-new "war surplus" furniture was deposited at our back door. Students and teachers unloaded the car by hand, carrying every bed, chair, chest of drawers, and so forth across a wooden ramp from the railroad to the two dormitories. The old wood-and-coal stoves were converted to oil burners. The plumbing was repaired and wiring checked, new roofs were put on the dormitories, plaster was repaired, and floors were sanded where needed. The dining room and the kitchen occupy the main floor of one dormitory, with accommodations for as many as sixty-five persons. Finally the place was opened officially as Walla Walla College Biological Station.

For the first summer, classes and laboratories were held in the large downstairs rooms of the two dormitories, since we had as yet no laboratory building. During the second session we constructed a new laboratory building 25 by 80 feet, which provides four rooms for classes and laboratories. One room contains tanks of running sea or fresh water, where living animals and plants may be kept inside the laboratory for study. The building now houses hundreds of specimens of animals and plants of the ocean, beautifully mounted skeletons of fish, and many other objects of interest. Routine laboratory equipment (microscopes, glassware, slides, etc.) is taken from the biology department of the college to the

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station each summer. A regular museum building, which will be open to the public, is planned for some future time.

The old warehouses have been torn down and the lumber used for construction of the laboratory building and for repairing the pier. The premises have been cleared of much old wood, timbers, piles, and other debris which made the place unsightly. As soon as possible the buildings will be painted. Five cabins were constructed by students during the past two summers, and these add greatly to the comfort of families with children. Married students without children room on the main floor of one dormitory, and single men room upstairs in the same building. Single women room upstairs in the other dormitory, over the dining room and kitchen.

The San Juan Islands are a group of more than two hundred islands in northern Puget Sound, bounded by such cities as Victoria and Vancouver, British Columbia, and Bellingham, Everett, and Port Angeles, Washington. It is possible to go by boat from our station to many of the San Juan Islands in an hour's running time. Most of the smaller islands are uninhabited and make excellent places to study marine animals and plants, as well as island life. Some of the islands are delightful rock gardens, literally covered with wild

flowers in June and July. One of these, only 250 feet long, was carefully surveyed by a botany class, and forty-three kinds of flowers were found blooming at one time.

The area surrounding Ship Harbor is a veritable sanctuary for nesting birds. Nests of forty different kinds of birds have been found. Many of these have provided ornithology students with material for complete or nearly complete

bird nesting studies. During a particular survey of one such island, only 1,400 feet long and 300 feet wide, the ornithology class counted 2,349 birds' nests containing eggs, so it was difficult for the students to avoid stepping into some of the nests. One group of bird rocks lies only five miles from the station, and bird students make numerous trips there to observe the growth and development of gulls, cormorants, and puffins. Systematic bird banding has been one student project, combined with life history studies.

The Cascade Mountains, sixty miles to the east, may be reached over paved highways. Mount Baker and Mount Shuksan, lifting glacier-covered peaks some ten thousand feet skyward, attract us most often. Excellent campgrounds are provided in this area. The Olympic Mountains, eighty miles west, likewise capture our attention with their numerous snow-capped summits. Luxuriant flower fields in high mountain meadows are ours for the climbing. Remote wilderness areas, accessible only by "packing back," hold possibilities for future explorations.

Work at the station includes a variety of courses. Regular classes are offered in the study of birds (ornithology), mammals (mammalogy), fishes (ichthyology and fisheries biology), insects (entomology), animals of the beach and open water (marine invertebrates), animals and plants of lakes and streams (fresh-water biology), wild flowers and trees of the area (systematic botany and plant ecology), seaweeds (marine botany), as well as beginners' courses such as survey of botany, survey of zoology, elementary botany, and elementary zoology. During some years courses are offered in human physiology, bacteriology, and paleontology (fossils). There are usually at least six instructors in charge of classwork. We are, as a rule, privileged to have one or more teachers from other colleges to help with the summer schedule.

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What, When, and How to Tell School and College Youth About Occupations

Robert Hoppock
NEW YORK UNIVERSITY

THERE are probably at least seventy-five different things that an individual should know about an occupation before he decides whether or not to follow it as a lifework, seventy-five things that a counselor, or a teacher, or a vocational psychologist should know about an occupation before he tries to help a student to decide whether or not it is the occupation for him. These seventy-five or more things can be roughly grouped into about eleven categories.

What to Tell

Not all of the following questions apply to all jobs, but the counselor will find here most of the important topics to consider when discussing any occupation with a student. These questions have been adapted from the basic outline for occupational studies prepared by the National Vocational Guidance Association, and used in the preparation of the *Occupational Abstracts* published by Occupational Index, Inc., New York University.

1. *Employment prospects.* Are workers in demand today? Is employment in this occupation expected to increase or decrease? Do not believe anything that anybody tells you about this, except the people in your own bureau of appointments, or the people in employment agencies who you know have no particular desire to recruit more candidates. Employers generally are too conscious of the fact that they cannot find enough top-grade people; to them the occupation is always likely to appear understaffed. Employees frequently do not advance as rapidly as they would like; to them this may be evidence that the oc-

cupation is overcrowded. With every intention to be honest, both employers and employees are likely to have a biased point of view. The employment agency is the one organization that is in a position constantly to observe the interplay of supply and demand for workers in not only one but several occupations. Consequently, the agency not only knows whether one occupation is overcrowded or not, but also knows whether it is more or less overcrowded than other occupations.

The best information on the probable future in various fields can be obtained on request from the Occupational Outlook Service, United States Bureau of Labor Statistics, Washington, D.C.

2. *Nature of the work.* What is the work of a typical day, week, month, year? What are all the things a worker may have to do in his occupation—the pleasant things, the unpleasant things, the big and little tasks, the important responsibilities and less glamorous details?

How many of you in this room are now employed? How many of you have found in your present job that you have to do at least one important thing that you did not know you would have to do when you took the job? If that can happen to you, how much more likely is it to happen to these young people you are counseling? And how much more do we need to help them to find out what the job is like before they go into it?

3. *Qualifications.* What are the upper and lower age limits for entrance and retirement? Is this predominantly a male or female occupation? Are there reasonable opportunities for both? Is there

more active demand for one than for the other? Are there any minimum or maximum requirements on height and weight? What are they? For example, if you have a girl who wants to be a telephone operator, one of the first things the telephone company wants to know is her height—not her height from her heels to her head, but her height from the seat of the chair to the end of her fingertips. If her reach is too short, she cannot plug in your connection at the far corners of the switchboard.

Are there any other measurable physical requirements, for example, 20/20 vision, freedom from color blindness, average or superior hearing, physical strength, and so forth? How many of you have ever counseled a boy who wanted to become a chemist? How many of you gave him a test for color blindness? One or two of you did. Congratulations! The rest of you did what most counselors do. But do you remember your course in qualitative analysis, and the important part that color perception played in it? Did you ever stop to think how important color is in many of the industries that employ chemists—in the manufacture of dyes, inks, textiles, plastics, and so forth? More than 5 percent of all men are color-blind. You can give a test for color blindness in five minutes. Even a moron can do it! Counselors ought to.

Has there been any research on aptitudes required, for example, minimum or maximum intelligence quotient, percentile rank on the Minnesota Vocational Test for Clerical Workers, and the like? In using aptitude tests, the criterion, the validity, and the group on which the norms were based must be checked. There are few, if any, aptitude tests that even pretend to measure more than one-half of whatever determines success in a particular occupation. This is not to say that you should not use aptitude tests. You should use them, probably more often than you do now. But

when you do use them, the most important thing is for you to know what the tests measure, what they do not measure, and how to interpret the results.

Must tools and equipment be supplied by the worker at his own expense? What is the average cost? Is a license or certificate required? What are the requirements for it?

4. *Unions.* Is the closed shop common or predominant? If so, what are the requirements for entrance to the union? Initiation fees? Dues? Does the union limit the number admitted?

5. *Discrimination.* Do employers, unions, or trading institutions discriminate against Negroes, Jews, others? Information on discrimination against Negroes in any occupation can usually be obtained from the National Urban League, on Jews from the Jewish Occupation Council, both of which have offices in New York City.

6. *Preparation.* Distinguish clearly between what is desirable and what is indispensable. How much and what kind of preparation is necessary to meet legal requirements and employers' standards? How long does it take? What does it cost? What does it include?

Where can one get a list of approved schools? What kind of high school or college program should precede entrance into the professional school? What subjects must or should be chosen?

What provisions, if any, are made for apprenticeship or other training on the job? Is experience of some kind prerequisite to entrance?

7. *Entrance.* How does one get his first job? By taking an examination? By applying to employers? By joining a union? By registering with employment agencies? By saving to acquire capital and opening his own business? How much capital is required?

8. *Advancement.* What proportion of workers advance? To what? After how long, and after what additional preparation or experience? What are the re-

lated occupations to which this may lead, if any? This is where we school people make one of our worst mistakes. We place far too much emphasis on the opportunities for advancement. The great bulk of our students, even college students, are not going to be "bankers and merchants." They are going to be clerks in banks and clerks in stores. Most of them will never rise more than one or two levels above the beginning job. Only the rare individual gets to the top.

Instead of making this fact clear to students, we give them the impression that any boy can be president, that any student who will be a good boy and work hard can make a million dollars and marry the boss's daughter. You know, and I know, that most of them cannot and will not. When we "inspire" them with such unrealizable ambitions, we are laying the foundation for frustration, disillusionments, and emotional maladjustments in the future. Instead of talking to students about the top jobs to which various occupations may lead, we should be talking to them about the beginning jobs in which they start. Unless they have aptitude and interest in these beginning jobs, they are very unlikely to move up the ladder.

9. *Earnings.* What are the most dependable average figures on earnings by week, month, or year? What is the range of the middle 50 percent?

Pay most attention to beginning wages and average wages of all workers. Avoid misleading emphasis on the exceptional worker who is highly paid.

Are earnings higher or lower in certain parts of the United States, or in certain branches of the occupation? Physical therapists are paid more on the west coast than anywhere else in the country. Why this should be, I do not know, unless there is some similarity between the population of southern California and that of St. Petersburg, Florida, with its three r's of romance, religion, and rheumatism.

10. *Number and distribution of workers.* Are the workers evenly distributed over the United States in proportion to population, or concentrated in certain areas? Where? Why?

Do conditions in small towns and rural areas differ materially from those in urban centers? How?

Can a person practice this occupation anywhere that he may wish to live?

For example, over the country at large it takes a population of about 300,000 to support one landscape architect. If you have a boy who wants to be a landscape architect, he will almost certainly have to live in one of three places: A very large city; a suburb where there is a heavy concentration of wealth; or a state or national capital where the taxpayers will pay his salary. There are individual exceptions, as to all generalizations, but the probability remains.

11. *Advantages and disadvantages.* What do workers say they like best and dislike most about their jobs? Some of the most revealing information about occupations that you will ever get, you can pick up very easily and casually by asking all the people you meet what they like and dislike about their jobs. You will often be surprised.

Are hours regular or irregular, long or short? Is there frequent overtime or night work? Is there Sunday and holiday work?

What about vacations?

Is employment steady, seasonal, or irregular? Does one earn more or less with advancing age, for example, professional athletes? Is the working lifetime shorter than average, for example, movie stars? A few years ago a famous Broadway actress wrote an article about her occupation in which she said that she had earned as high as five hundred dollars a week on Broadway, but that the periods of unemployment "between engagements" were so extended that her average earnings during the time she was a professional actress were not five hun-

dred dollars a week but thirty-five dollars a week.

Are the skills acquired transferable to other occupations?

Is the work hazardous? What about accidents and occupational diseases?

In comparison with other occupations requiring about the same level of ability and training, in what ways is this one more or less attractive?

When to Tell

There are two strategic points at which large numbers of students are likely to need occupational information at about the same time.

The first point is when the students are about to make important choices among educational programs which lead to different occupational outlets, for example, in the eighth or ninth grade when students must choose a high school curriculum—academic, commercial, technical, and so forth; in the twelfth grade when some students are still reconsidering their choice of a college—engineering, business administration, liberal arts, and so forth; in the freshman or sophomore year of college, if the students must select a major field at this point; and in the senior year of college for those who expect to enter graduate school. At all of these points the major emphasis should be on the educational plan. Facts about jobs should be introduced only when they have a direct influence upon the choice of education.

The second point is when students are about to quit school and go to work, for example, in the senior year of high school; in the senior year of college; in the last year of graduate school; and at whatever other points students drop out of school. These are the most important points for the presentation of occupational information. At all of these points the emphasis should be on beginning jobs immediately available. The information should be accurate, realistic, specific, up to date, and down to earth.

How to Tell

There are dozens of different ways of presenting occupational information. I shall mention only seven.

1. *Through the library.* Out-of-date publications should be removed at least once a year. I dare each of you to go home, ask your school librarian to show the bookshelf on occupations, and then look at the copyright dates of the books on that shelf. Yours will be an unusual library if you do not find at least one book that is twenty-five years old, on the same shelf with the books published this year or last year, and with nothing to warn the naïve student that the older book is regrettably out of date. Pull off those old books and ask the librarian to burn them, or to sell them and buy new ones, or at least to transfer them to the historical section. Then add new publications at regular intervals.

Select your new publications for purchase from those recommended in the *Occupational Index*, New York University, New York 3, N.Y.

2. *Through interviews.* No counselor can be a walking encyclopedia of occupational information; but every good counselor spends part of his time dispensing such appropriate information as he has, looking up additional information, and suggesting sources of information to his students. Beware! Too many counselors "know" too many things that are no longer true. Do not give out misinformation. I suppose no one will ever know how many well-meaning, amateur counselors are still telling students who want to enter medicine that they should take two or three or four years of Latin. But the New York Academy of Medicine tells us that there is hardly a medical school in the country which still requires Latin.

3. *Through visits to places of employment.* These enable students to see, smell, hear, and feel the working environment and to ask questions about jobs. They are among the best and

easiest ways to present information about a variety of jobs to the student whose ambitions exceed his abilities. Such a student frequently resists all attempts to change his plans until he has found an acceptable substitute occupation. He even resists the acquisition of information about other occupations. But nearly all students like to go on trips; nearly all people like to watch other people work, whether or not they think there is any likelihood of ultimately following the same occupations themselves.

4. *Through group conferences.* Guest artists at conferences should be potential employers and other representatives of occupations which former students have entered. Hold each conference on a different day so that each student may attend as many as he likes and the counselor may attend all. This helps to keep the counselor's information up to date. Do not let the guest make a speech. Handle all conferences on a question-and-answer basis. Give the students ample opportunity to ask questions.

5. *Through follow-up studies.* Have a class in occupations or a home-room group or a career club make a follow-up study of drop-outs and graduates to learn where they have found jobs, what they like and dislike about their jobs.

6. *Through student research.* Give the student an outline of questions to be answered, a list of bibliographies and other sources of information, and have him prepare his own study of each occupation in which he is seriously interested. The average student cannot be expected to carry this very far without some follow-up on your part.

7. *Through a course in occupations.* Any or all of the procedures listed above may be used in teaching a course in occupations. More than two hundred thousand secondary school students were enrolled in such courses at the last count. The course should be elective. The teacher should learn with the students. (Most of us need to.) Do not use a text-

book. Get up-to-date information from original sources. Take the students with you.

I think the course in occupational opportunities is the ultimate answer to the problem of telling school and college youth about occupations. We use group instruction to tell them about algebra, chemistry, history, and literature. Why should we not use group instruction to tell them about occupations? We have had a little research on the results of occupational orientation courses. Stone, at the University of Minnesota, found that a course in vocational orientation plus counseling produced better results than counseling alone, when the results were measured against a criterion of probable aptitude for the chosen occupation. Nick reported an informal group program in which occupational information was presented to high school juniors and seniors in Erie, Pennsylvania, with a resultant modification in student plans which brought them more in line with employment opportunity. Studies by Kefauver, Hand, Sachs, and others have indicated that these desirable results do not always follow when the teachers are untrained. It is regrettable, but apparently true, that most of the persons teaching classes in occupations today have had no training for the work in either subject matter or methods, that they know little more about occupations than the students do, and that they know almost nothing about how to teach the subject. If we are going to get any effective work done in this field, we must insist that the people who teach courses in occupational opportunities should have as an absolute minimum a basic course in the principles and techniques of vocational guidance, a second course on occupational information and the sources from which it may be obtained, and a third course on methods of teaching the subject. As rapidly as possible we should require the certification of such teachers

—Please turn to page 31

SCHOOL NEWS

A FIELD SCHOOL IN "NEW ENGLAND BACK-GROUNDS" will again be conducted by Atlantic Union College this coming summer, 1951. This month of travel, accompanied by college personnel to all parts of New England, July 22 to August 18, gives to the English, history, or Bible teacher and to upper-division college students majoring in these fields an invaluable first-hand insight into the literary and historical heritage of New England as well as a new appreciation of our own denominational beginnings.

INDONESIA UNION SEMINARY (Java) has an overflow enrollment, with a dozen boys living in a temporary shelter. After the Week of Prayer a baptismal class of 32 members was formed, including every unbaptized student, wives of some married students, and two girls from the elementary school. Ten of these are from non-Adventist homes; one is a Mohammedan.

WALLA WALLA COLLEGE has organized a new fire-protection system. All buildings have been checked for fire hazards and adequacy of exits, faculty and students have been instructed on procedure to be followed in evacuating buildings, and fire wardens have been appointed for individual floors and buildings.

PACIFIC UNION COLLEGE PRESS has recently installed a new 25-by-38-inch Baum folder, capable of trimming, pasting, perforating, and folding as many as 64 pages in one operation. This cuts in half the time required for this work.

J. H. SMUTS, new head of the history department at Helderberg College (South Africa), received his Master's degree in church history at the Seventh-day Adventist Theological Seminary last September.

FIVE LA SIERRA COLLEGE MINISTERIAL STUDENTS are assisting Elder Glenn Goffar in conducting a three-month evangelistic series in San Bernardino.

EMMANUEL MISSIONARY COLLEGE was host to a union-wide Missionary Volunteer rally over the week end of January 12 and 13.

PACIFIC UNION COLLEGE AND ANGWIN CHURCH gave a total of \$2,968.50 for the Week of Sacrifice Offering last November.

STUDENTS OF MOUNT ELLIS ACADEMY (Montana) are presenting a half-hour program each Sunday over radio station KBMN, Bozeman.

A NEW CHURCH MODEL HAMMOND ELECTRIC ORGAN has recently been installed in Philippine Union College gymnasium, crowning the efforts of students and teachers in the organ campaign started a year ago.

UNION COLLEGE SCHOOL OF NURSING has registered 121 students this year in the four-year program leading to a Bachelor's degree in nursing. "Nurses of the Future" clubs are being organized in academies in the area served by Union College and in Southwestern Junior College.

THE BROOKSIDE ACADEMY A CAPPELLA CHOIR (Massachusetts) shared their faith during the Christmas season by singing over loudspeakers placed throughout the center of the city of Taunton. Much favorable publicity for Seventh-day Adventists has been gained by the choir's presentations.

A \$1,600 GRANT IN AID has been made to M. E. Mathison, assistant professor of chemistry at Pacific Union College. This will enable Mr. Mathison to carry on work for his doctorate at Pacific Union College, in which he is specializing in spectrophotometric studies. Mr. Mathison is one of 46 scientists to receive support from Research Corporation for basic research in academic institutions.

ERWIN E. COSSENTINE, secretary of the General Conference Department of Education, is on an extended tour of several overseas divisions, giving study and counsel on the educational problems of each field. He spent three months in Australasia, attended the Far Eastern Division council in Singapore, in February, then went on to Southern Asia. He will return to the office in June, via the Middle East and Europe.

CENTRAL AMERICAN VOCATIONAL COLLEGE (Costa Rica) closed its first year of work in the new location with commencement exercises for twelve graduates, on December 23. Total enrollment for the year was 115. Buildings completed before or during this first school year include the girls' dormitory, dining room, kitchen, and laundry; the normal building; the principal's cottage; a four-family and a three-family apartment house; carpenter shop, and truck and machine shelter. Other buildings planned to be ready for use when the new school year opens in April include an administration building, a boys' dormitory, and a barn.

FOUR NEW 16-INCH WELLS recently drilled at Newbury Park Academy (California) double the water supply—to 1,000 gallons per minute—and enable the school to maintain a permanent pasture for the dairy, improve the landscape, enlarge their contract with Burpee Seed Company, and double the contract with Hunt's Cannery for tomatoes. Over 200 tons of No. 1 cannerly tomatoes were produced in 1950.

A NEW WOODSHOP at Malayan Union Seminary (Singapore) makes possible a much more successful industry. More than \$6,000 worth of labor was performed by students last year. The old woodshop is being remodeled for use as a laboratory for science, woodworking, and home economics classes.

SEVENTY-FOUR NAVAJO CHILDREN are enrolled this year in the Navajo Mission School at Holbrook, Arizona. These are the potential missionaries to spread the gospel among their own people.

LA SIERRA COLLEGE students of French, German, and Spanish are perfecting their pronunciation and rhythm with the aid of a newly acquired Wilcox-Gay Recordio.

BAPTISM OF 13 STUDENTS of Adelpian Academy (Michigan) crowned the efforts of Elder Judson Habenicht during and following the autumn Week of Prayer.

NINE UNION COLLEGE SENIORS are listed in the 1950-51 edition of *Who's Who Among Students in American Universities and Colleges*.

You can't do today's job
with yesterday's tools
and be in business tomorrow!

MOUNTAIN MEDITATIONS, a half-hour radio program produced by La Sierra College students, is carried each Saturday evening by Riverside Station KPRO.

LEON L. CAVINESS, faculty member at Pacific Union College since 1932, was guest of honor at the tenth biennial Father-Son Banquet. More than 450 fathers and their sons filled the cafeteria to capacity.

STUDENTS IN GRADES 7 TO 10 at Covington Junior Academy (Kentucky) have raised the combined equivalent of *four* Minute Man goals per student in the current campaign.

WALLA WALLA COLLEGE was host to the first Upper Columbia Youth's Congress, the week end of January 26-28. The Sabbath afternoon live broadcast covered 20 stations, blanketing the entire area of the conference.

OVER 200 VOLUNTEERS from among students and faculty of Washington Missionary College, organized in seven groups, are participating in the Personal Evangelism Crusade of home visitation in territory assigned them by the Potomac Conference. Jewell Peeke, superintendent of the College Press, is directing the crusade.

FORTY-SIX PERSONS HAVE BEEN BAPTIZED, and many others are definitely interested as a direct result of the Personal Evangelism Crusade carried on by students and teachers of Pacific Union College the past two years. Fifteen branch Sabbath schools have grown out of this crusade, and a "company" has been organized at Rodeo, which is expected soon to attain full church status.

CARIBBEAN TRAINING COLLEGE (Trinidad) is this year beginning the transition from the American "block" system to the British "spiral" system of education. For two or three years it will be necessary to operate under both systems before the transition will be completed for all students. The school has a record enrollment this year of approximately 300, representing twenty countries and islands.

KELD J. REYNOLDS, associate secretary of the General Conference Department of Education, spent the month of November surveying the educational work and needs of West Africa, and counseling on the best means of meeting those needs. During December and early January he attended the Southern and Northern European Division sessions at Rome, Italy, and Copenhagen, Denmark, respectively; and visited schools in Germany, Finland, Sweden, Norway, Netherlands, and England. He returned to the office in mid-January, and has since made a tour of North American colleges.

A \$6,000 ALUMINUM-SIDED SCHOOL BUILDING was recently completed by donated labor at Ocean Park, Washington, free of indebtedness. With a membership of only 23, the Ocean Park church is to be commended for its determination to provide a Christian education for its children. Present enrollment is nine, but there is room for growth since the new building has a seating capacity of 21.

ENROLLMENT AT PLATTE VALLEY ACADEMY (Nebraska) has increased 100 per cent in the past five years to the present capacity enrollment of 122. Improvements to the amount of \$103,511 have been made during this time, including such major items as a girls' dormitory, gymnasium, faculty homes, barns, dairy house, and shop.

PINE FORGE ACADEMY (Pennsylvania) has received from "Mr. X" a gift of \$1,200 to equip a laundry. Donations from churches of the Allegheny Conference increased this amount to \$1,800. The new industry will provide employment for students and added income to the school.

SEVENTEEN STUDENTS OF PACIFIC UNION COLLEGE have been nominated for inclusion in this year's edition of *Who's Who Among Students in American Universities and Colleges*.

FUTURE NURSES FROM SOUTHERN MISSIONARY COLLEGE visited Florida Sanitarium in mid-December to get a first-hand taste of the training program for their lifework.

A NEW DORMITORY was dedicated last November 5 at Good Hope Training School for colored and Indian youth of the Cape Conference, South Africa.

THE CAROLINA CONFERENCE has 24 regular church schools and two home schools, employing 32 teachers, and with a total enrollment of 391.

FOREST LAKE ACADEMY PRESS (Florida) provides opportunity for 11 students to learn the various phases of printing and earn their expenses while going to school.

SOUTHWESTERN JUNIOR COLLEGE has built a dam on the school farm which helps to conserve water for irrigation and also provides a lake for recreational purposes.

SEVENTEEN STUDENTS OF BROADVIEW ACADEMY (Illinois) joined a baptismal class after the fall Week of Prayer conducted by Elder Robert Whitsett and Bradford Braley. Some of these young folks have already been baptized, and others will soon follow.

ATLANTIC UNION COLLEGE is happy over being retained on the approved list of higher educational institutions by the New York State Board of Regents. This recognition was first received in 1945, for five years; now it is given indefinitely.

NORVAL F. PEASE, professor of Christian ethics and doctrines at the College of Medical Evangelists and pastor of the college church, received the Bachelor of Divinity degree from the Seventh-day Adventist Theological Seminary last December—one of the first three to receive this degree from a Seventh-day Adventist institution.

THE NEW SEDAVEN HIGH SCHOOL (near Heidelberg, Transvaal, South Africa) opened its first year of work on January 16. Eighty students are enrolled in Standards V-VIII. C. C. Marais is the principal of this school, which aims to prepare the European youth of the Natal-Transvaal Conference to enter Helderberg College for training as workers in that great division.

JAPAN JUNIOR COLLEGE has an enrollment of 130 this year, in buildings originally intended to accommodate 50. The boys' dormitory has as many as eight boys in one room. An old shop building has been remodeled to make three classrooms for the junior high school. Other classes are taught in the chapel, the dining room, and even out of doors when weather permits.

THE TEMPERANCE SOCIETY OF BROOKSIDE ACADEMY (Massachusetts) has presented in a number of churches a special program on the subject "The Criminals Who Go Unpunished"—liquor and tobacco. Frank Araujo, a member of this group, and winner of the Atlantic Union Conference temperance oratorical contest, was asked to give his oration also to the Rhode Island State Convention of Temperance Workers, in Providence.

SIXTEEN STUDENTS OF PUBLIC AND FIELD EVANGELISM at La Sierra College are conducting a 12-week series of meetings at Colton, under the direction of their instructor, Thomas Blincoe. Similar evangelistic programs have been carried on in other cities the past two years, with encouraging results.

THE PACIFIC UNION COLLEGE BIOLOGY DEPARTMENT has recently received the gift of a very fine collection of butterflies, moths, and other insects. Gathering this collection has been a lifetime hobby of the donor, Mr. Arthur Maloon, of Oakland.

EIGHT STUDENTS OF ATLANTA UNION ACADEMY (Georgia) have been baptized during the present school year and nine others are preparing for the rite. The students and teachers have already passed their \$1,000 Ingathering goal.

OTTO H. CHRISTENSEN, assistant professor of Biblical languages at Emmanuel Missionary College, received his Ph.D. degree last month from the University of Chicago, majoring in the literature and culture of the Middle East.

COLUMBIA ACADEMY (Washington) reports completion of new home economics and shop buildings, which make possible enrichment of the curriculum for the 200 students enrolled this year.

EVERY BOY AND GIRL in the Navajo Indian Mission School (Arizona) went forward in consecration to Jesus in response to an invitation given by Elder O. R. Rees on Sabbath, December 16.

FIVE OF THE NINE MIDYEAR GRADUATES of Philippine Union College are already employed in various parts of the Philippine Union Mission field.

A SCHOLARSHIP LOAN FUND OF \$1,837 has been provided for Pacific Union College junior and senior students, by the will of the late Mrs. Frances I. Salisbury, of southern California.

THIRTY ELEMENTARY PUPILS and two academy students of San Diego Union Academy (California) have been baptized during the present school year, and others are preparing in a baptismal class.

THE SOUTHERN AFRICAN DIVISION reports a total enrollment of 2,906 in the secondary and professional classes of its ten training schools, including the 281 Europeans enrolled at Helderberg.

WALLA WALLA COLLEGE LIBRARY now has the 200-volume *Library of Congress Catalog of Printed Cards*, an invaluable aid to researchers. Valued at \$1,176, the set is the gift of Clyde Harris, of Pendleton, Oregon.

STUDENTS AND TEACHERS OF MOUNTAIN VIEW ACADEMY (California) in three weeks of hard work raised \$2,700 to provide a hardwood floor for the gymnasium; then on January 7 had an old-fashioned "bee" to lay the floor.

BROADVIEW ACADEMY (Illinois) makes the rather startling statement that "the school charges in relationship to wages and salaries are 25 per cent lower today than they were in 1939-40." Christian education is a good investment at any cost, but this sounds like a real bargain!

THE BAND OF LYNWOOD ACADEMY (California) won a special award at the annual All-Western Band Review last November. In competition with 99 other bands Lynwood band rolled up 86.1 points out of a possible 100, to earn the award. Later the band marched in the Lynwood Christmas parade.

A SPRING WORKSHOP FOR LAY HEALTH EVANGELISM was held at Madison College, Tennessee, March 17-24. Study classes included evangelism, rural living, hydrotherapy, home nursing, nutrition, mental health, methods of self-support, and related subjects. Instructors and lecturers from the General, union, and local conferences and from Madison College and Sanitarium made the work most worth while.

Staff Participation in Counseling

(Continued from page 10)

Let it not be assumed that the program is ideal. No counseling program can be better than the individual counselor. Instructors need to be reminded frequently of the potential in an efficient, dynamic, and living guidance program. Faculty apathy and a nonchalant attitude toward counseling must be continually resisted, if a general counseling program is to flourish to any extent.

Education and counseling are synonymous. School administrators must ever be cognizant of this in the selection of a faculty. A staff member of today has not discharged his full responsibility if his only emphasis, in terms of institutional activity, is found in a formal classroom experience. To help students to learn to live must be the primary concern of every Christian teacher. May we take advantage of each opportunity, and employ every instrument at our command to realize this responsibility.

THE A CAPPELLA CHOIR of Brookside Academy (Massachusetts) presented a program of Christmas music for the patients at the Massachusetts State Farm in Brockton. Aside from the Salvation Army this is the only religious group that has been permitted to give a program at that institution.

THE WOOD PRODUCTS INDUSTRY of Auburn Academy (Washington) provided \$12,337.58 worth of work to 65 students during September to December, 1950. Sales of the products manufactured during that period totaled \$95,577.62.

WEST INDIAN TRAINING COLLEGE (Jamaica) reports the largest enrollment in the history of the school, at the beginning of the 1951 school year, January 10: college, 83; academy, 125; elementary school, 52.

CAROLINA CHURCH SCHOOL CHILDREN have raised more than \$5,000 in the current In-gathering campaign, representing \$15 for each child enrolled.

COSMOPOLITAN PACIFIC UNION COLLEGE is home to 125 students of three territories and 20 foreign lands.

SAN DIEGO UNION ACADEMY (California) has recently purchased a new 35-passenger Ford bus for transporting the students.

IN "OPERATION CHRISTMAS CHEER" students of La Sierra College distributed food baskets and toys valued at more than \$250 to needy families in the community and to patients in Riverside General Hospital.

MEMBERS OF THE GOSPEL SEMINAR of Lodi Academy (California) are giving inspiration and gaining invaluable experience by presenting programs in nearby churches under the direction of Bible instructor L. W. Roth.

LOWELL R. RASMUSSEN, associate secretary of the General Conference Department of Education, has spent the past three months in the Far Eastern Division, studying and counseling with the leaders over educational problems. He will return to the office in April.

California College of Medical Technicians

San Gabriel, California

(Suburb of Los Angeles)

Offers the following
courses:

X-ray Technician

(Fifteen Months)

(One year of college minimum requirement)

Medical Office Assistant

(Twelve Months)

(High school graduation minimum requirement)

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FEBRUARY and SEPTEMBER**

Approved for Veterans

Write for Bulletin

College Texts of Special Interest

¶ Books of established usage:

KITTREDGE-FARLEY: *An Advanced English Grammar*
The famous *KITTREDGE Shakespeare*, either complete or by plays
GARVER-HANSEN: *Principles of Economics*, Third Edition
GRANVILLE-SMITH-LONGLEY: *Elements of Calculus*

¶ Some outstanding new books:

CLARK-DAVIS-SHELLEY: *Handbook of English*
NELSON-REICHART: *The Foundations of Good English*, Revised Edition
RICHARDSON-ORIAN-BROWN: *The Heritage of American Literature*
STEWART-GINGRICH: *Physics*, Fifth Edition

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A CHRISTMAS GIFT OF \$742.41 from the Associated Students of Walla Walla College to the Bristol Bay School in Alaska will help to provide students' desks for the school when it is rebuilt. The main building was destroyed by fire earlier in the year. This is the fifth annual Christmas gift from Walla Walla College students to sister educational institutions overseas, totaling \$4,437.

THE MUSIC ORGANIZATIONS of Gem State Academy (Idaho) are assisting with evangelistic efforts and giving programs in other schools and churches. W. R. Wheeler, who was for 10 years music director in the Brazil College (South America), is now discovering and developing talent in Idaho.

STUDENT NURSES OF LOMA LINDA (California) have been made happy by the baptism of seven persons during 1950 as fruitage of Bible studies they have given under supervision of their Bible instructor, Elder Frank Moran.

AUSTRIAN MISSION SEMINARY (Bogenhofen) reports 40 students enrolled in this its second year of operation, which is double last year's enrollment.

135 STUDENTS OF WALLA WALLA COLLEGE participated in the Red Cross blood-donation program on January 10.

BOULDER JUNIOR ACADEMY (Colorado) teachers and students raised \$419 in gathering funds in one week last December.

PACIFIC UNION COLLEGE CONCERT BAND, made up of 55 pieces, presented 11 full programs during its six-day tour of central and southern California the last of January.

MISSION FUNDS TOTALING \$225 were raised by students of La Sierra College at their fall festival in December. At the same time a treadle sewing machine was presented to Mr. and Mrs. John Elick, who have since gone to Peru, South America, to work among the Campa Indians.

ORIGINAL REGULAR ACCREDITATION for the issuance of teaching credentials was granted to Pacific Union College in January by the California State Department of Education. This accreditation, effective July 1, 1951, is in effect full recognition of all the graduate and undergraduate programs of Pacific Union College, since it is the maximum available to any California institution.

A Challenge to Inspirational Teaching

(Continued from page 6)

niques; they know where to find the materials or tools which they will require; they have been led to understand the steps by which they are to proceed.

"Finally there has come about a change in the forms of assignments. They were once very brief, almost always given verbally and too frequently made after the dismissal bell. The model assignment of today is made carefully and thoughtfully. It may be of varying lengths, but it can rarely be expressed in a single sentence. It is varied as to type, sometimes given orally, but more frequently by means of guide sheets. These may be typewritten, mimeographed, or copied by pupils from a blackboard. The present-day assignment is much more detailed than was the old-type assignment, and a time for making it is carefully provided in the teacher's plan."⁴

Some years ago it was my privilege to visit all the schools of an entire union conference. Upon my return to the college the director of teacher training asked, "Whom do you consider to be the best teacher in this union in the elementary field?" I thought a moment and gave her my answer.

She exclaimed, "That is an insult to this teacher-training department! That young man has never taken a day of teacher training; he was a theological student."

"Nevertheless," I replied, "I think he is the best teacher we have in this field."

She replied, "The next time you go around visiting the schools I want you to find out why you think he is the best teacher, and then tell me."

Within the next year and a half I had the privilege of again making a complete tour, and when I arrived at this particular teacher's school I took special pains to find out why I thought him to be the best teacher. I found that he spent about two or three minutes of each recitation period to review yesterday's lesson, then about seven or eight minutes on today's lesson, followed by seven or eight minutes on the assignment for tomorrow. He was most explicit in making his assignments, asking the pupils to do certain parts of it on the blackboard until he was thoroughly satisfied that they knew

exactly what was to be done, and why. Then he would say, "Now go back to your seats and prepare tomorrow's lesson immediately." And while it was fresh in their minds they had little trouble in their assigned task. And they were learning well and quickly.

I asked him, "How did you fall into this way of teaching?"

"Oh," he answered, "when I was a boy about eleven or twelve years of age, I had a teacher who taught this way, and I determined that if I ever taught, I would follow his method, because I had learned more in his classes than in those of any other teacher I had ever had."

With needed variations as cases would demand, I think this young man's procedure could be followed by many teachers with a great deal of improvement in the pupils' work.

¹ William G. Brink, *Directing Study Activities in Secondary Schools*, pp. 67-70.

² *Ibid.*, p. 98.

³ *Ibid.*, p. 102.

⁴ *Ibid.*, pp. 110-112.

Walla Walla College Biological Station

(Continued from page 17)

Numerous field trips are made to the islands by boat, and to the mountains by car and bus. Charges for all field trips are included in the regular fees. Two 16-foot boats with 12-horsepower outboard motors, one 25-foot boat with a 25-horsepower motor, and a 26-foot cabin cruiser with a 92-horsepower motor take care of the needs for field work by boat. Field equipment includes gas cooking facilities for all field-trip meals, and a special trailer holding cooking equipment for twenty-five to fifty persons.

While the majority of courses offered at the biological station are designed for the college student majoring in biology, several special courses are offered for church school teachers. There are also courses open to Missionary Volunteer leaders and others interested in nature teaching but not in college credit.

You Should Read

Great Teachers, by Houston Peterson. New Brunswick, N.J.: Rutgers University Press, 1946. 347 pp. \$3.50.

"Here is a wonderful drama of teaching as it unfolds in the home, the classroom, the seminar, the clinic, and the lecture hall." In this anthology compiled by Houston Peterson, well-known teachers are portrayed by their former pupils. The language is often beautiful, and the facts are inspiring and sometimes humorous as well as revealing. Peterson's "Epilogue" is a real classic, ending with these words: "He made his students think, and he opened windows, and he pointed to the horizon beyond."—NATELKKA E. BURRELL, M.S.

The Fall of the German Gods, by Harry E. Westermeyer. Mountain View, Calif.: Pacific Press Publishing Association, 1950. 328 pp. \$1.00.

In this book Dr. Westermeyer, of Walla Walla College, graphically portrays the rise and fall of the men who drenched the world with the blood bath of World War II. With bold and masterly strokes he paints the background of the stage on which the German people were led to play their part in the deadly drama. The hero, the villain, the pawns in the great gamble for world power, and the multiplied millions of victims stand out in bold relief.

Himself of German descent, Dr. Westermeyer strives to shield the German people who were the unwilling actors in the rapidly shifting scenes. At the same time he draws on his ample store of descriptive words to condemn unsparingly those misguided rulers who led their people on the road to national ruin and brought the whole world to the brink of disaster.

Why should we concern ourselves with this book and its problems?

Dr. Westermeyer warns: "Benevolent as centralized authority promises to be, whether in Germany, Russia, or any other nation, the sure end thereof is loss of freedom and persecution. For that reason it is important that the recent religious struggle in totalitarian Germany be studied. Those who do not learn from history are doomed to repeat it." He appeals to us: "The battle of human liberty must be

fought over again in every generation. It must be fought for most earnestly today."

This book has a message for all thinking people today. . . . Especially should our teachers and ministers read it. Those who do so will find that this well-written and fully documented work will leave them informed, sobered, and strengthened for the tests that lie ahead.—G. W. CHAMBERS, War Service Secretary, North Pacific Union Conference.

Unseen Harvests—a Treasury of Teaching, by Claude M. Fuess and Emory S. Basford. New York: The Macmillan Company, 1947, 678 pp. \$5.00.

The title is chosen from a quotation by H. G. Wells: "But now Oswald was realizing for the first time the eternal tragedy of the teacher, that sower of unseen harvests."

The editors voice their objection to the concept of teaching as a "tragedy" by a quotation from Erasmus:

"I admit that your vocation is laborious, but I utterly deny that it is tragic or deplorable. . . . To be a school-master is next to being a king."

Then follows a most delightful assemblage of excerpts from Somerset Maugham, William Lyon Phelps, Bliss Perry, Quintilian, Woodrow Wilson, Confucius, and scores of others. From William James comes this advice to teachers:

"Prepare yourself in the subject so well that it shall be always on tap; then in the classroom trust your spontaneity and fling away all further care."

There is delightful humor in many of the selections. The book offers diversion as well as inspiration.—NATELKKA E. BURRELL, M.S.

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THE JOURNAL OF TRUE EDUCATION

Too Smart to Be a Good Teacher

(Continued from page 13)

mind student. Even students who are confused in their own thinking recognize and enjoy clear thought—the teacher's ability to put across his own ideas clearly and to state theirs with equal clearness. The bright student in the academy class is quick to recognize whether or not he can outwit the teacher in a discussion. If he can, the teacher is going to have to be a very special kind of good friend to keep him from doing it.

But it is not only in dealing with superior students that the bright teacher has the advantage. The keener his mind, the better able he is to determine whether the students at the bottom of the class are there by necessity or by choice. He can tell more easily whether a student is honestly doing his best and still not succeeding, or whether he is lazy and trying to bluff. And that is something that takes all the brains of the best teacher! The sooner a teacher realizes that the poor student is doing his best, the sooner he will treat him with the sympathetic encouragement he deserves. And whenever he recognizes that a student is bluffing, he is better equipped to deal with him also.

The keener the mind of the teacher, the easier it is for him to discover what it is that is troubling his students. For instance, I had taught English grammar for years before it dawned on me that some students always confuse "past" and "passive," and are therefore sure that a verb in the future tense can't possibly be passive. I just wish I had been smart enough to wake up a bit sooner! The poor student can't tell you what his trouble is—he's all mixed up and doesn't have any idea why he gives the wrong answers. The teacher who can apply his brain power to ferreting out the problems of his students has a real advantage.

An IQ of 140 is bad for the teacher

only if it leads him to reject the worth of human personality in favor of intellectual achievement. If he remains capable of warm, appreciative relationships with all his students, his greater mental power will be the asset God intended it to be when He bestowed it.

What, When, and How to Tell School and College Youth About Occupations

(Continued from page 22)

with a subject-matter background comparable to that required of teachers in other subjects.

There is more to vocational guidance than the presentation of facts about jobs. Good vocational guidance requires also the skillful appraisal of individual abilities and limitations, counseling, placement, and follow-up.

I think we may be approaching the time when all of these aspects of vocational guidance will be proportionately emphasized. In the early days much of our emphasis was on placement and occupational information. Currently, especially in the testing centers set up on contract with the Veterans Administration, the emphasis has been largely on aptitude testing. And the recent excitement over nondirective counseling has led a few persons to think that a counselor need know nothing except how to keep his mouth shut!

But the top people in vocational guidance, as far back as Frank Parsons, have always recognized that effective vocational guidance demands approximately equal emphasis on the study of the individual and the study of occupations, followed by unhurried counseling, leading to placement and follow-up. Without any one of these, we are in grave danger of producing a program that will not produce results.—*The Educational Record*, vol. 29, supplement no. 17 (January, 1948), pages 55-64. (Used by permission.)



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