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PRESTIGE—An Editorial

BY PRESTIGE we mean public recognition of a significant undertaking exceptionally well done. The "public" may be a neighborhood or a community. It may be an entire denomination. For a school or a system of schools it should embrace the orbit of usefulness—the students, parents, and supporting patrons.

Prestige is an exacting master. It must be based upon integrity. The excellence of the institution must be real, and it must be significant in the eyes of the patrons. No clever tricks of publicity can produce it if the essential ingredients are lacking, nor continue it after it is no longer deserved.

Prestige can be developed and maintained only when the area of distinction is clearly defined and the distinction continuously justified. The prestige of a Seventh-day Adventist college grows as it produces good Seventh-day Adventists, and not because it is a liberal arts college with a good selection of courses in the humanities. It should give such courses, well-planned and taught by outstandingly competent teachers, and the school should if possible be recognized for its excellence by an accrediting agency—in order to produce better Seventh-day Adventist Christians and workers. The same principle applies to the secondary school and the church school in their respective spheres. Prestige does not exist as a free-floating concept. Without definition it is meaningless.

It is not enough that the distinctive role of the church-related Christian school be clear to the teacher and administrator. It must be demonstrated to the church. When a mother and father visit the church school classroom it is not sufficient for the teacher to point to the three great books on Christian education on her desk, flanked on one side by the *Testimonies for the Church* and on the other by the *Conflict of the Ages* series.

The parents want to see the philosophy of Christian education translated into classroom programs and procedures. They want to see that the daily instruction generates respect for and appreciation of the Spirit of prophecy, and that Junior is not only learning to recognize and understand God's great plan, but, what is more important for him, is apprehending his personal relationship to it. They may be mildly interested in the theory of Christian education—they are thrilled when they see it in action.

As educators we are prone to take for granted the general acceptance by the church of the values of Christian education. We therefore suffer from a sense of frustration, of being let down, when funds are not forthcoming for school supplies, when the schoolrooms are relegated to the basement of the church, or when the church school is built in a decadent neighborhood because someone donated the lot. We tend to grow impatient over the apathy of some in the church who send their children to high school instead of the academy "because there is not much difference anyway." We may be to blame for this, because we have not assiduously cultivated the prestige of Christian education.

It is in the nature of mankind that even great truths suffer from the law of diminishing returns, unless they are constantly repeated and demonstrated. Business recognizes this principle, and advertises. Sales reflect the excellence of the product and the extent to which the excellence is defined, demonstrated, and explained. As Christian educators we wrong our public when we assume that Christian education will be accepted *per se*. We must define the area of distinction, demonstrate it in every curriculum and daily program, then tell the church what we are doing and why we do it, every step of the way.

Jesus as a Teacher

John M. Howell

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RABBI, we know that thou art a teacher"¹ were the words of one who was himself a teacher of note to the One whom we call the Master Teacher. Nicodemus had perhaps not had the opportunity of following Jesus to hear Him teach. He was undoubtedly expressing his opinion based on what he had heard and what he had seen of Jesus' miracles. How does Jesus stand as a teacher in the opinion of present-day teachers who are really such? Let us weigh Him in the scale of current teaching standards.

1. HE KNEW THE PEOPLE TO WHOM HE SPOKE. He could speak to any and all of them—the farmer, the shepherd, the housewife, the merchant, the artisan, the day laborer, the poor, the rich, the abandoned, the self-righteous, those who hungered and thirsted after righteousness, the repentant sinner. To each He said something that revealed His knowledge of the condition of that one's life and heart, and that He knew just how he could come or return to God with the assurance of being accepted. Read the stories of the lost coin, the lost sheep, and the lost son. Listen as He assures Mary Magdalene that she too can have eternal life. Hear Him covertly tell Simon the leper that He knows the sin of his heart, but that though that sin is great, it has been forgiven.

Yes, He gave evidence that He read their very thoughts. No wonder Mark says, "The common people heard him gladly."² Interest is aroused, attention is held as the speaker talks to the hearts of those who listen. Jesus could talk as He did because He had become one of the human race, being "in all points tempted like as we are, yet without sin."³ And He

will remain a member of the human family through time and eternity.

2. HE KNEW HIS SUBJECT. God, His works and His ways; heaven and the way thereto; yes, even sin and how to meet Satan's temptations—all were familiar to Him. He could repeat from memory almost any part of the Holy Scriptures of that day, and He often interpreted them as no one had ever thought of doing, but which no one could gainsay. The sermon on the mount alone is convincing evidence that Jesus knew His subject. As a matter of fact, He was that subject. No wonder Matthew records that "he taught them as one having authority."⁴

3. HE KNEW HOW TO SAY WHAT HE WANTED TO SAY. There was in His teaching and in His conversation no hesitation, no lost words, no superabundance of words—just enough, just right, just the proper words. Even today the stories of the good Samaritan and of the prodigal son are considered models of the perfect short story. He knew just when to say what He wished to say—the opportune time, the right moment. John declares, "Never man spake like this man."⁵ Right, because never man *knew* like this Man, never man *did* like this Man, never man *studied* like this Man, never man *prayed* like this Man, never man *worked* like this Man, never man *lived* like this Man.

4. HIS LIFE WAS AN INSPIRATION TO ALL WHOM HE TAUGHT. All who came in contact with Him were blessed thereby. Even Judas didn't really plan to deliver Jesus up to death. He thought too much of the Master; he only wanted to force Him to take His proper place in the

world—as he saw it. When, at the last, he knew that he really had betrayed Jesus to death, his grief and remorse overwhelmed him, and he took his own life.

5. HE INSPIRED THOSE WHOM HE TAUGHT TO GO AND DO AS HE HAD DONE. He said, "Follow me, and I will make you fishers of men."¹ He took some from their boats and nets, using as an appeal what He knew they would understand.

world's best seller, and has been translated into more languages than any other book ever written. When twenty-five outstanding literary men in Catholic Chile were asked to list the twenty-five books they thought everyone should read, twenty-three placed the Bible first and one other gave the New Testament that place. Thus all but one of those twenty-five literary men testified to the Bible as the best of books.

THE GOOD TEACHER

The Lord is my teacher,
I shall not lose the way.

He leadeth me in the lowly path of learning,
He prepareth a lesson for me every day;
He bringeth me to the clear fountains of instruction,
Little by little he showeth me the beauty of truth.

The world is a great book that he hath written,
He turneth the leaves for me slowly;
They are all inscribed with images and letters,
He poureth light on the pictures and the words.

He taketh me by the hand to the hill-top of vision,
And my soul is glad when I perceive his meaning;
In the valley also he walketh beside me,
In the dark places he whispereth to my heart.

Even though my lesson be hard it is not hopeless,
For the Lord is patient with his slow scholar;
He will wait awhile for my weakness,
And help me to read the truth through tears.

—Henry van Dyke *

The truly successful teacher inspires others to do as he has done. Twelve men who otherwise would never have been known outside their particular locality and time are known today the world around, and have been through the centuries, because of the influence on their lives of the Man of men.

6. HIS WORDS HAVE BEEN REMEMBERED, AND HAVE GROWN IN POWER THROUGH THE AGES. The Bible, largely His story, is the

7. HIS TEACHING HAS SET THE MOLD ON THE VERY ART OF TEACHING ITSELF. To teach as Jesus taught is and has been the aspiration of great teachers of all ages, even though many of them have lacked faith in Him as the world's Redeemer.

Yes, we could go even further than Nicodemus went. We could say, "Rabbi, we know that Thou art the Master Teacher."

* Reprinted from *The Poems of Henry van Dyke*; copyright 1911 by Charles Scribner's Sons, 1939 by Tertius van Dyke; used by permission of the publishers.

¹ John 3:2.

² Mark 12:37.

³ Hebrews 4:15.

⁴ Matthew 7:29.

⁵ John 7:46.

⁶ Matthew 4:19.

Bread, and Not Stones

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WE ARE living today in a world intensely conscious of shortening distances, of faster transportation and more efficient communications, of economic interdependence, and political conflicts among nations. We have heard of the importance of introducing international relations courses into our schools, yet very seldom do we hear of the importance of the instruction of the languages of other nations. In our high schools and colleges the languages are barely holding their own, if the registrations are not receding. What seems to be the trouble? The answer is complex, but an examination of conscience may give us part of an answer.

We language teachers must strike our own breasts. We have not even been clear in our minds *why* we are teaching languages. What have been the objectives?

Before World War I the fourfold objective: reading, writing, understanding, and speaking held sway. During the 20's and 30's concentration came to be placed on the reading objectives. We taught our high-school students to read in order to fill college requirements and in college we taught them to read in order to fill graduate requirements. That was far removed from any real interest value and merely begging the question. Frankly, how much foreign professional literature must our professional men read in order to keep up with the newest developments? Very little, if any.

The writing objective? How many letters do *you*, the linguist, write in French or German or Spanish? There remains speaking and understanding. Do we really think that a large number of our students will travel, listen to short-wave broadcasts from other nations, speak

with visitors and immigrants in their own language? We are great optimists if we do.

There is finally the utilitarian objective. We tell our students that they can find an excellent position if they know another language. To be sure, at least one foreign language is a *sine qua non* for foreign secretaries, trans-ocean flight pilots and stewardesses, foreign diplomats and consular officers, news commentators, commercial representatives of export and import firms and departments, and others. But how many such positions are available?

There must be a more solid and permanent basis on which to build our goals, besides utilitarianism. We must look at the ends of education in general; the person we are teaching is a child or an adolescent who is to become, through our guidance, a man or a woman. That man or woman will be responsible for his own development as a thinking and feeling individual and as an incorporate member of society. He is to achieve happiness in his own life in overcoming the difficulties that life presents; he is also to become a contributing citizen of the world, of the nation, of the community in which he lives, so that the difficulties of life may be diminished.

We speak of liberal education, but we should mean *liberating education*: liberation from ignorance into knowledge, from impulsiveness into self-control, from clumsiness and weakness into skillfulness and strength; liberation from provincialism and selfishness into breadth of understanding and sympathy and magnanimity, in short from immaturity into manhood and womanhood. Thus the task and the responsibility of the teacher are tremendous.



If now we contemplate the discipline of foreign languages in the light of that program we find that it has a most natural place, indeed a most necessary place in a liberal education. Let us keep in mind that through and by means of a foreign language a whole gamut of things can be taught. There are inherent values in learning a language: accuracy of thought, precision in expression, carefulness of enunciation, skill in analysis, discovery of niceties of meanings—these are some of them.

Let us explore further. The person who *knows* a second language understands the way of life, the traditions, the hopes and fears and the humor and the joys of another people, or, to speak with Voltaire, "A man that knows two languages possesses two souls." He views events and facts and persons in truer perspective, he realizes that *he* can be a foreigner as well as the stranger, he becomes more tolerant. Inversely, realizing that not everyone thinks the way he does, he may come to the conclusion that he has something to contribute to others, his self-assurance is strengthened. Through the language and literature of another nation we can also learn geography, history, psychology, and the deeper appreciation of art and music.

The Place of Language

The place of language in education, then, is that of an adjunct, a support, to all the rest of learning. *Its real end is accuracy of thought and precision in expression, widening of horizons and the deepening of understanding*, by comparison of our own culture.

What are the means toward that end? First of all, how do grammar and translation contribute toward the goals we have just now set up? You will concede, I hope, that they do so only in a very indirect way. Grammar for grammar's sake is worthless, but we are still all too prone to make it an end in itself. The only possible excuse for the existence of

grammar at all is its function as an explanation of the phenomena of language. Grammar, then, should be relegated to the functional place of explaining how language works, and 5 to 10 per cent of the instruction time devoted to it should be ample.

Secondly, what should be the place of translation? In a large number of classes, I dare say, we may still hear word-for-word transliterations painfully elaborated by the student, prompted by the more or less patient teacher and interrupted by the shaming, "Help him, somebody!" Literal translations are never exact translations, and exact translation is an art that can be mastered only by the expert linguist. How much more inspiring and stimulating it is to discuss the contents of a passage, in English, if it must be, but in the foreign language as soon as possible!

Content, then, comes to be the central object of our search in a word, a sentence, or a paragraph of the foreign language. Understand me well. By content I do not mean the mere superficial rendition in English equivalents, nor even the summary of the contents. By content I mean the deeper significance, the why and wherefore of the expression, the thought behind the word, the subconscious images that would be called up in the mind of a Frenchman, a German, a Spaniard, a Mexican if *he* were reading or hearing that passage, phrase or word. Only in this way is the student's experience broadened, his thought deepened, his horizons rolled back.

There are certain tricks of the trade to help us. First of all, attention to details, and willingness to answer questions. Too often we are haunted by the fetish of covering material. Let us make sure that our students know the location of Buenos Aires, how long a kilometer is, what kind of an experience a train ride in Europe is. Believe me, the side-shows, the *hors d'oeuvres*, are the things that

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The Problem of Teen-Age School Discipline

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IN THIS day of lax parental control or discipline of children in the home, teachers face a serious problem with many students as they attempt to gain even a minimum of obedience and respect in their classrooms. The writer, with a background of pastoral and teaching experience, has strong sympathy for the problem of present-day teachers.

Before listing some clear-cut rules to keep in mind while working with teenagers, two observations may be made regarding the teacher's own personality. Every teacher should realize that teenagers are very observant and often thoughtlessly critical; and if the teacher has peculiar and obvious personality traits, this alone will cause a discipline situation. I have in mind one beginning teacher who had an unfortunate twitch of his eyes and a twirk of his head which, along with other peculiar ways, soon became the cause of his failure as a teacher in spite of his earnest efforts. This young man was one of the most sincere and earnest Christians I have known, but this did not save him from the results of his own peculiarities. My experience has been that a teacher with many obvious peculiarities will often have trouble.

The second observation is that a teacher who greatly lacks judgment in handling situations which arise in school and classroom work will make his own discipline troubles, whereas another teacher with more balanced judgment will never let the trouble develop.

Assuming that the teacher is well balanced in personality and judgment, the following rules will usually work.

1. Always remember that primarily you are teaching children; secondarily, subject matter. Your

first concern should be to understand the student, not to make the student understand the subject. We are told, "This work is the nicest, the most difficult, ever committed to human beings. It requires the most delicate tact, the finest susceptibility, a knowledge of human nature, and a heaven-born faith and patience, willing to work and watch and wait."¹ No wonder we all wonder whether we are fitted to teach!

2. "Those who desire to control others must first control themselves. To deal passionately with a child or youth will only arouse his resentment."²
3. "Rules should be few and well considered; and when once made, they should be enforced."³
4. "One of the first lessons a child needs to learn is the lesson of obedience."⁴ In other words, you must have obedience or no teaching can be done.
5. Be reasonable in that which you require of the youth. "The discipline of a human being who has reached the years of intelligence should differ from the training of a dumb animal. . . . Since the surrender of the will is so much more difficult for some pupils than for others, the teacher should make obedience to his requirements as easy as possible."⁵ "Let all dealing with him be such as to show obedience to be just and reasonable."⁶

Some Things All Teachers Forget—But If Forgotten Often, Will Wreck Your Teaching

1. "In our efforts to correct evil, we should guard against a tendency to faultfinding or censure. . . . Flowers do not unfold under the breath of a blighting wind."⁷
2. "It is better to request than to command; the one thus addressed has opportunity to prove himself loyal to right principles. His obedience is the result of choice rather than compulsion."⁸
3. Overlook trifling misdemeanors; remember you were once a student, and that your students are children in mind. "Childish mirth and waywardness, the restless activity of the young life," should not be treated as grave sins.⁹
4. "Too much management is as bad as too little."¹⁰
5. "Seek to avoid giving reproof or punishment in the presence of others."¹¹ This suggests that it may sometimes be necessary to deal openly with certain situations, but only when absolutely unavoidable. Public reproof should be the rare exception and not the rule.

Some Practical Classroom Suggestions

1. There are times when silence is more impressive than sound. "When a . . . teacher becomes impatient, and is in danger of speaking unwisely, let him remain silent. There is wonderful power

in silence."¹² In other words, continuous calling out by the teacher produces only more noise!

An incident in the life of Wendell Phillips is to the point. A polished and graceful orator, Wendell Phillips habitually spoke as quietly as if in his own home, and mostly without gestures; yet he exerted a powerful influence over all kinds of audiences. At one time he was scheduled to speak in Boston, to an audience who at first were mostly hostile, and who yelled, sang, and in other ways completely drowned out the speaker's voice. Instead of trying to address the noisy crowd, Phillips bent over and spoke in low tones to the reporters seated near the platform. This aroused the curiosity of the audience, who became suddenly quiet in an effort to hear what he was saying to the reporters. Phillips merely looked at them and said quietly: "Go on, gentlemen, go on. I do not need your ears. Through these pencils I speak to thirty millions." There was no further disturbance.

2. In beginning a class, establish rapport or cooperative attention to matter at hand. Never begin the discussion until the class is centering its attention on the subject of the day. This is important. Remember, it takes time for water to become smooth—wait until the students are settled.
3. Avoid the use of the "big stick." Warn of consequences of disobedience, but do not threaten punishment to enforce discipline. There is a difference. Act rather than talk. Quietly deal with the offender.
4. Never shout, use sarcasm, or tell the children to "shut up" or "keep quiet." Don't lose your temper. The inner force of your personality should be felt not heard.
5. Don't let the numerous little noises or annoyances disconcert you. Stop talking when necessary, and quietly get control of offenders. Persistent "chair squeakers" may be asked to stand, or be sent from the room if necessary.
6. Don't be overly conscious of your own dignity as a person or as a teacher. You are not the first good and earnest teacher whom students have caricatured on the chalkboard.
7. Don't use radical or undignified penalties, such as having a pupil draw circles on the board with his nose or write "I won't do it again" so many times, or taping the mouths of children.
8. Don't think that you can handle all students the same way; differences in personalities are too numerous for that. Study the student—at least as much as he studies you.
9. Don't announce punishment and then fail to administer it—unless, of course, in the meantime you realize you were unwise in announcing it! In that case, make a frank and reasonable explanation of your about-face.
10. Don't make a rule which is difficult to enforce—in other words, don't punish yourself.
11. Don't permit any serious impertinence to yourself, or by a student to other students, without quietly halting the offender in his remarks or conduct.
12. Don't question a student's veracity without good reason. "Suspicion demoralizes, producing the very evils it seeks to prevent."¹³
13. Don't expect sober respect if you are silly in your talk or actions.
14. Remember Ephesians 6:4 (teacher's version): "Teachers, provoke not your students to wrath."
15. Don't cut or threaten to cut grades to enforce discipline.

Some Things Good to Remember— and Better to Do

1. Remember that there is no such thing as 100 per cent quietness in a classroom all the time. Every good schoolroom has some noise if the children in it are alive, awake, and busy.
2. Remember to maintain a sympathetic appreciation of the student's point of view.
3. When you are wrong it is a good thing to admit it—publicly if it was a public offense, or personally to the student whom you wronged. You will gain rather than lose respect thereby. Someone has said, "When you do wrong, you make a mistake. When you won't admit it, you make another mistake."
4. Take time when necessary to make quiet explanation of your disciplinary action to the student, or the class as a whole if need be.
5. Reason with the student,¹⁴ by first getting his viewpoint, then stating yours. Let the student explain his conduct—and listen to him with an open mind.
6. Keep your students busy, either in listening or in problem solving.
7. Make sure that your students know well the standard you are aiming to reach in classroom control.
8. "Commend your children whenever you can. . . . Remember that children need not only reproof and correction, but encouragement and commendation, the pleasant sunshine of kind words."¹⁵
9. Remember that a lot of the pranks, remarks, and actions of teen-agers are not seriously or maliciously meant. These are just the "rattle" of a partially filled head, and it is your job to fill the head with something profitable so it won't rattle so much. Older people often "rattle," too.
10. Reseat students occasionally if you think it will help them to behave better or to see or hear better.
11. Use "applied humor" occasionally, but be careful not to antagonize your students by barbs at their expense. Incidentally, they will appreciate a joke on yourself more than any other kind.
12. "Let it never be forgotten that the teacher must be what he desires his pupils to become."¹⁶
13. Remember that "every child with whom the teacher is brought in contact has been purchased by the blood of God's only-begotten Son, and He who has died for these children would have them treated as His property."¹⁷

What to Do With the Occasional Real Troublemaker

1. Deal frankly, firmly, and quickly with him.
2. Remember that "no parent or teacher who has at heart the well-being of those under his care will compromise with the stubborn self-will that defies authority or resorts to subterfuge or evasion in order to escape obedience."¹⁸
3. Remember also that "the will should be guided and moulded, but not ignored or crushed. Save the strength of the will; in the battle of life it will be needed."¹⁹
4. Remember to keep a balance in the handling of these willful young people. "Unwise actions, the manifestation of undue severity on the part of the teacher, may thrust a student upon Satan's battleground."²⁰
5. Remember, however, that "even kindness must

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Group Work in High School Classes*

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THE professional literature today includes more and more articles about "group process," "group dynamics," and "group work." These articles stem in large part from the ideas and techniques developed by the Research Center for Group Dynamics over the last several years.¹ In addition, a number of publications of the Association for Supervision and Curriculum Development of the National Education Association on the administrative and classroom level have provoked wide interest.² A recent series of articles in the *NEA Journal* have also been stimulating and helpful to many in education.³ However, for the average high school teacher these publications leave unanswered the perennial question, "But how can I do these things in my classroom?"

Group work in the high school is actually not a new idea at all. The teacher who has had committees working on various projects has, all unknowingly, been doing group work with his students. The real difference between this familiar committee work and what we call "group work" is that in the latter instance the procedures used are deliberately selected for increasing student learning, for bettering individual adjustment, and for filling up some of the gaps in the social skills of our young people.

Briefly, one might summarize the reasons for utilizing group procedures in the high school class as follows:

1. Group learning of some kinds of material is more efficient than individual learning.
2. The quality of group work is often higher than the quality of individual effort, with resultant benefits for the individuals engaged in the group production.

* This is the first of a series of two articles on the subject, dealing with the short-run and long-run possibilities respectively.

3. Small groups provide more opportunities for a wide sharing of leadership roles among all class members, and thus the learning of leadership skills.
4. Participation and involvement of all members of a class in the learning situation are assured through focusing of individual effort in a small group situation.
5. Group procedures help the individual learn the skills of adjusting to others that have not and cannot be learned at home, due, in part, to today's small and mobile families.
6. Group learning provides a serious focus for boy-girl cooperative activities, and is thus an important supplement to the glamorous party situations in which most boys and girls meet.
7. Peer recognition, accorded in the small group situation, is more apt to motivate students to increased efforts than a grade or recognition by the teacher.
8. The group situation provides the teacher with an opportunity to watch students in action and gain important insights as to individual needs and potentialities.

The classroom teacher has available two types of group activities: short-run and long-run groups. These two types differ in many respects. In this article we will discuss the classroom procedures for utilizing short-run groups, and in a later article long-run group techniques will be presented.

Short-Run Group Activities

The short-run group is one in which the group activity lasts for only a portion of the class time and where the purpose is to maximize the involvement of the whole class. Such group discussions have been called "buzz sessions" when used, as they have been, in adult meetings and conference groups.⁴ An example of how the short-run or buzz group works in a high school class shows this technique in operation:

A teacher was called on to substitute in a Senior Problem class. The students were engaged in a vocational exploration unit. The substitute teacher, being new to them, decided to try a "buzz session." He counted them off by fives, and asked each group to list their answers to the question, "What major problems do you think you will face when you enter the world of work after graduation?" The

groups were given ten minutes to make their lists, then a report was asked for from each group. A master list was put on the blackboard, and the class proceeded to a lively discussion of "Are all of these problems of equal importance?" "Which problems can I solve myself?" "Which problems can I solve now in school?"

Every student in the example given above was drawn into the thinking of the class. For such a purpose the small, short-run group is unexcelled as a teaching technique. After all, when a class really gets interested in a discussion the teacher fully knows that, in the typical class discussion, barely one-fourth to one-third of the students will get a chance to have their say. And often only a few stars really carry the major portion of the fireworks. However, when a class luckily chances on such intellectually stimulating areas, the use of the buzz technique will enable *all* students to become participants.

The following are the specific factors to be considered in utilizing short-run groups in the classroom:

1. *Focusing the Problem.* The teacher probably will want to select a provocative topic for class discussion, particularly the first time the buzz group is going to be used. Such immediate and catchy topics as "Can you learn more from school than a job?" "Should married women work?" "Has science made life easier or more complicated for us?" are good starters. Each subject field will have its own "natural" topics that can always be counted on to get the class debaters going. After a few teacher-selected topics the class itself should be encouraged to define questions for buzz group consideration.

Whatever the source, the statement of the problem should be simple. The best pattern is a one-sentence statement that suggests a listing of possible items under it. For example, the teacher may put on the blackboard, or duplicate on paper, the following:

1. What are the main things teen-agers do for recreation in our town?
 - a.
 - b.
 - c. etc.

2. What recommendations would you make for a better recreation program for teen-agers here?
 - a.
 - b.
 - c. etc.

This outline directs the attention of the group to the immediate problem and puts them under a kind of "discipline" to organize their thinking productively.

2. *Time.* A clear time limit should be set for the buzz groups. This should be shorter rather than longer; it is better to put the groups under time pressure than run the risk of having some groups finish early and have nothing to do except interfere with others. Only through trial and error will the teacher learn how long a given topic will take the students, but typically a ten-minute buzz session is adequate for high school students. If, however, it seems that several groups are finishing way ahead of time the teacher should announce, "I guess you could do this faster than I thought; some groups are nearly done; I'll give you all just one more minute!" Or, as the time limit approaches an end and the teacher, by walking around the class, sees that no group is anywhere near done, he can say, "This is a tougher task than we thought; I'll have to give you an extra five minutes."

Time, well used, is a prime discipline factor in the buzz group technique. Even the most listless of young people will find it difficult to resist the admonition "There isn't an awful lot of time, you know; I wonder which group is going to have the best list of answers to our problem!"

3. *Reporting.* When buzz groups are first used, the teacher can aid the groups by arbitrarily assigning a "reporter" who thus also acts as secretary. If the assignment is mimeographed, the teacher can easily designate the reporter by merely handing him the one sheet of paper with the question on it, and indicating that he will be asked to give the report on the group's findings. The same result can be achieved, if the question has been

placed on the board, through passing out a single white card or sheet of paper again to a single student in the group, who then uses this "special form" for reporting group consensus.

In selecting these reporters, the teacher should choose at first the more efficient, competent students who can be counted on to get to work on a task; later the designation of reporter can act as an effective silencer for those who are apt to talk too much—they will have to concentrate on writing down the group's thinking and won't have a chance to chatter! The task of being reporter should be given every student eventually since it is an important opportunity to learn to speak before others.

Some teachers do not assign any one person as reporter:

For an oral English exercise, one teacher assigned a different story from an anthology to each small group. They were to read it together, then summarize the main plot. Anyone in the group would be called on to give the group summary. This put everyone on his toes, but was a particular help to those who were most allergic to oral English; their speech was prepared with the help of four others, and they had the moral support of their classmates when going through the ordeal of a public presentation.

When the time for the group discussion is up, the teacher—and later perhaps a student chairman—can ask for a report from each group. Depending on the problem, the results of each group's thinking can be listed on the blackboard, or tallied under appropriate headings.

4. *Follow-up.* After all the groups have reported, a class analysis of the results will be appropriate, or the teacher may summarize the significant outcomes to be noted in the thinking of the whole class. It is also important to consider with the class how the group discussions themselves went, and to encourage suggestions for the next time a buzz group is used. A brief analysis of what helped the group thinking and what hindered it, some inquiry into which group roles are useful and which are detrimental, and a look at the function of the reporter or leader will lay the groundwork for increased group thinking skill.

Some Special Problems in Using Buzz Groups

Should any special grouping of pupils be used? The buzz group lasts such a short time that it is usually most feasible to utilize the seating arrangements already established. The more quickly groups can be formed, the better; more deliberate selection of group membership will occur with groups that last for a longer period of time, as will be considered in a later article. If the chairs are in rows, each row may be designated as a group, or, if the rows are too long, the first and last seats across the room may be made into a group. To vary the groupings the rows from corridor wall to window can be organized into groups. Another method would be to use the squares made up of four facing seats in two adjoining rows; this would introduce new work companions to each other. The class may be divided according to point of view on the subject; or a class may be arbitrarily divided into pro and con sides, and sub-groups organized in each section.

At no time should buzz groups contain more than five members, and experience indicates that even three or four are large enough for some problems. The larger the number in the group the more time for gathering all opinions; but if there are too many small groups, then the time needed for reporting from all groups must be increased.

Can buzz groups be used in rooms with immovable seats? and when every seat in the room is filled? This makes the problem more difficult; admittedly it is easier in rooms with movable furniture. However, any teacher will have noticed the facility with which students hover over each other at the beginning of the period, and how easily they squirm around for a *sub-rosa* chat. It is possible to have all of the first row meet toward the front of the room as a group; all in the second row meet toward the back, etc., and thus overcome some of the difficulty inherent

in a rigid setup. The teacher's desk or any table in the room can also be used as a center for a group, thus relieving the congestion.

Won't such groups get too noisy? When the students are intent on a problem and are under time pressure, the buzz of conversation will not be such as to bring an irate neighboring teacher down on one's neck. The teacher will want to remind the class to keep their voices down, of course. When a group gets too excited and voices rise, the teacher may casually remind them that others may be disturbed.

What is the function of the teacher while the groups are in session? The teacher will find it essential to walk around the room observing the groups. But even more, he will find that some groups will have questions or problems that he can, with a word, help resolve. Or, if a group becomes bogged down, he can rescue it; some groups find it hard to get started, and the teacher can suggest a way to get going. It is rare that the role of the teacher will be disciplinary; the groups are usually too busy to notice him! It is also important for the teacher to keep an ear open to the trend of group discussion in order to be prepared for some of the problems or questions which may emerge. As is true of most group discussions, if enough people talk long enough the whole problem area will be covered; the teacher can be assured that via the buzz groups the alert adolescent mind will usually touch on every important phase. A check on the groups in action may reveal what gaps, if any, are likely to occur.

Can group consensus always be reached? The teacher will want to discourage vote-taking in groups that last only ten minutes and have only five members. The concept of consensus can be discussed with the class, with a reminder that a minority position should be respected if such opinion resists the analysis of the rest of the group.

What discipline problems are liable to arise? Surprisingly enough, this kind of group activity is almost irresistible. Even the most sullen, obdurate, antisocial adolescent finds it hard to sabotage this kind of small group in which he is inextricably plunged. Under the pressure of time "to produce," the other members of a group can usually be counted on to discipline anyone who tries to disrupt what is going on. When the time comes for the group reports, the students will almost invariably come to very acute attention not only in order to see that "their" group report is heard, but to see how the efforts of others compare to their own.

Other Ways of Using Short-Run Groups

The discussion so far has emphasized the use of the short-run group technique for controversial topics primarily. However, teachers have found it highly useful for other purposes also. These are:

1. *Group reading of material.* When there is a limited supply of some item, the teacher can give each group one or two copies of the material, ask them to read it together, summarize the main points, and report to the class. Group reading of text material can also be a great aid to slower students when others in the group aid in summarizing important points; this also insures reading of the assignment by everyone!

2. *Group evaluation.* Written material prepared by students, such as compositions, essay examinations, and the like, can be graded by such subgroups. Major errors in punctuation, spelling, etc., may be discovered and reported to the class as the basis for further work. Or each group can select the best item for posting on the bulletin board or presentation to the class.

3. *Group problem solving.* Where new material has been presented in class the teacher may assign a few practice problems to groups to see if the principles have been understood; end-of-chapter questions may be answered by small groups working together; test items for review may be made up by groups, etc.

4. *Participation in course planning.* Teachers will find it helpful to call on small short-run groups to provide suggestions and evaluate plans for the next unit of work.

The short lived group activity has many potentialities in the high school classroom. It is unusually valuable where maximum participation by all students is desired; after one or two tries, the teacher will find buzz groups are easy to use and highly rewarding in terms of

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Character in School-closing Exercises*

Harry E. Westermeyer

PROFESSOR OF HISTORY,
WALLA WALLA COLLEGE

THERE is something so captivating in the traditional valedictorian's "feelings of mingled joy and sadness" clustering around school-closing exercises that we must needs respond when the last bell rings. It is a time of reminiscence and summing up, also a time of probing and forecasting the future.

Into the achievements represented by the closing exercises are crowded the trials and disappointments, the hopes and victories, that have accumulated since training was first begun at home. Parents look on with kindling hope, living youth once again with son or daughter, wishing that their own uncompleted plans may yet be carried out in the person of their dear child. Teachers view their protégés good-naturedly though sometimes with dwindling hope, realizing that a certain percentage of each annual quota of graduates walk across the platform on the doubtful strength of compromises with scholastic standards, rules of deportment, and unpaid bills.

Furthermore, despite warnings to the contrary, teachers know that graduation conveys to the unsuspecting and unfinished product the subtle and futile suggestion that the diploma carries with it a long-cherished emancipation from the exactions of learning, with the glorious prospect of entering, unfettered, into the sweetly solved mysteries of life.

Turning to the realistic, let us come to grips with our topic by the somewhat negative observation that our closing exercises have a tendency to depart from the natural, dignified, and inexpensive procedures befitting the simplicity and

import of the third angel's message, to an artificial, ostentatious, and costly display simulating the third new deal. Each year's class tries to outdo the preceding class to a bewildering degree that emphasizes an outward show of material things rather than the deeper and more satisfying experiences and presentations.

In dealing with this problem we must be reasonable and tactful, mindful that we live in a glittering and fascinating environment which helps to condition our lives and influence our ideals—even of closing exercises in Christian schools. Here is a real challenge to the faculty to exert tactful, timely, and effective leadership, to utilize the opportunities provided by the closing days of school in such a manner as to promote and not thwart the objectives of our schools.

Why should parents be made to suffer financial jitters by adding to their already heavy tuition expense the unnecessary costs of picnic and party extravagances? to say nothing of class pins, and costly announcements and pictures?

Why should the poorer students be made to feel that they are social outcasts because they cannot afford to dress as do their "more fortunate" classmates?

Again, why ever arrange for public presentation or exhibition of graduation gifts, which fall in showers on some few students while others are left barren of presents and embarrassed in spirit?

Clearly, it would be futile to deny the costly and the artificial unless something better were offered in place thereof. And further, it would be rather difficult for one school to carry through a truly representative series of closing exercises unless other schools were in accord.

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* This hitherto unpublished article, written when Dr. Westermeyer was principal of Mountain View Academy (California), is perhaps even more timely now than then.

The Single Curriculum in Teacher Training

Kenneth C. Spaulding

DEAN OF THE FACULTY, WEST LIBERTY,
WEST VIRGINIA, STATE COLLEGE

THE writer is one of those who was originally opposed to the idea of a single curriculum for the preparation of both elementary and secondary teachers but who now favors it. Probably there are educators who would be interested in knowing what arguments changed the mind of one teacher.

The most persuasive of these arguments is that most teachers, like the average doctor, need to be general practitioners. The great majority of doctors are trained to minister to all sorts of human ailments and bodily needs. Even in the case of specialists, general training is the main basis of the doctor's education. The writer is impressed with the reasoning that the educator's situation and professional needs are closely analogous to those of the physician. Other professions evidently take a similar view of things. The well-prepared minister is able to respond to the spiritual needs of both young and old and of both men and women. Lawyers are trained in the broad field of law even though decision should be made to specialize in criminal cases and title work.

A second argument that has influenced the writer's mind strongly is the need for secondary teachers to know what educational experiences have taken place at the elementary level, and, correspondingly, for elementary teachers to know what experiences will take place in high school. It does not seem to involve a straining of logic or facts to conclude that teachers at both levels will be able to do their work better if they are provided with such reciprocal knowledge.

A third point is to be found in the lack of homogeneity of the people who are

taught in the schools. In general, classification is on an age basis, yet almost everyone knows that such groupings are of the roughest sort. Girls, at least through the first twelve years of schooling, average about two years ahead of the boys in physical and intellectual development. Many pupils, intellectually, emotionally, and otherwise, are one or more years ahead or behind others of the same ages. No doubt there are young people in high school whose learning level is that of elementary years. The writer is confident that he has students in college classes who could profit most if taught as secondary or even as elementary pupils are. How can the complexities of this situation in any degree be resolved if the teacher is not familiar with techniques of stimulating and guiding the learning process for persons at various stages of intellectual and personality growth?

When all teachers are provided with broad skills as educators the efficiency of teaching should improve in marked degree at all levels. The good teacher is constantly called on to teach something normally taught somewhere else and at some other time. Social studies teachers may discover that the chief reason for lack of progress of their students may be deficiency in reading skills or vocabulary lack. Teachers of the physical sciences need desperately to call the attention of their students to the social implications of scientific advances. All areas of knowledge and each level of educational endeavor are but parts of wholes.

While it no doubt would be helpful to shift trained teachers to whatever level might be confronted with a teacher short-

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A Fine Arts Requirement in College

Harold B. Hannum

PROFESSOR OF ORGAN AND THEORY,
LA SIERRA COLLEGE

A LIBERAL arts college has as one of its objectives the development in its students of an understanding and love of the fine arts. One college bulletin states:

"The college seeks to develop in students an acquaintance with the masterpieces in literature and the fine arts, a knowledge of their historical development, an appreciation of the standards and type of beauty represented by them, and proficiency in their creation and presentation."¹

There are a number of ways by which this may be accomplished. Music plays an important part in the extracurricular life on every college campus. There are organizations such as the choir, the orchestra, the band, small ensembles, and other musical activities which bring before the students musical performances often of high quality. Too many times, one must confess, the musical selections do not represent the best choice of music as to artistic and cultural value.

If choirs, bands, orchestras, and other organizations are to contribute effectively to a liberal education, then the music learned and performed should be significant and worthy music, which will be of real value in the lives of both performers and hearers. Otherwise our organizations have only an entertainment objective. College trained men and women should seek entertainment in the music and art which have artistic value and will contribute to their cultural growth.

The symphonies of Hayden, Mozart, Beethoven, and others; the oratorios and cantatas of Bach, Handel, Hayden, Mendelssohn; and the great instrumental and vocal music of all periods should be the accepted repertoire of our schools.

Some of our schools have presented art exhibits which brought to the students an opportunity to view repro-

ductions of great paintings and other art works. More can and should be done.

It is unfortunate for a college to depend entirely upon extracurricular means to attain these aesthetic objectives. Literature has become an established part of the curriculum, and it is not unreasonable to believe that music and other fine arts should also have a place in the requirements for a Bachelor of Arts degree. There is a trend in this direction in many good colleges.

Some may immediately raise the objection that learning to play the piano or violin or to paint a picture is not proper subject matter to require for a college degree. With this we partly agree. We believe that the study of music and art, on a college level, does have a place in the curriculum. We do not believe that any professional approach to music or art should be made a basic requirement for the Bachelor of Arts degree.

There is, however, a study of the fine arts as a part of the cultural heritage of man that definitely does belong in the basic requirements. Every college graduate should understand the nature and character of the fine arts—music, painting, sculpture, literature, architecture,—their contribution to man's life, their historical significance and development, and their importance in our life today. There is an intimate relation between the arts and religion which needs to be understood in our schools where spiritual objectives are uppermost.

The arts are not created or enjoyed in the same way as science and mathematics. One's approach to art is not the same as to the social sciences. The sciences are concerned with facts and the reasoning process; the arts have to do

with evaluations and experiences of emotion and feeling.

With the scientific method dominating so many studies in the curriculum, it is easy to lose sight of the fact that the method of intuition and experience also has a legitimate place in certain areas of knowledge. There are some things which we can know only through experience. There is a place for intuition, for spiritual perceptions, for knowing things because we experience them. Judging values is necessary as well as seeking truth.

This approach to knowledge through experience is recognized in spiritual and religious matters. The experience of conversion, faith in God and in prayer, and growth in spiritual life are essential parts of our educational program. They are not dependent upon an understanding and a mastery of the scientific method; they are experiences of the heart.

There is a place where the scientific method is necessary and should be applied. There are other equally legitimate and necessary phases of true education which must be approached in other ways. This is not to say that the fine arts are less intellectual or that they demand less mental effort. They are important because they develop another area in man's mind which is often neglected in the scientific approach.

An introduction to the fine arts should give a student an understanding of these different approaches to knowledge. Our schools rightly emphasize the spiritual, the religious, the practical, and the scientific. There should also be an emphasis on the aesthetic, the artistic, the beautiful. To give this training and this different understanding of values, the fine arts provide excellent subject matter.

The objective in teaching music and the other arts in a liberal arts college is not to prepare skilled professional musicians and artists, but to give students an opportunity to understand the relation between style, musical expression, artistic creation, and the life and times

of the people who created the art works. It is to develop artistic sensitivity, aesthetic perception and criticism, and an understanding of man through his artistic expression. It will enable one to think correctly on such problems as "modern art," "jazz," "art and morals," "good and bad church music."

Too many musicians and art teachers never lift their eyes above the elements, the techniques, the fundamentals of their art, and so fail to achieve the real objective in art—an understanding of man and his cultural life. The study of the arts should provide our young people with intelligent concepts of art so that their artistic enjoyments will be in harmony with their spiritual life.

"Music is not a mere skill to be taught by rote and exercise. It is definitely part of our civilization, of the humanities, and with them is subjected to the formative power of the laws of human life. Thus music is not the private affair of musicians but a social phenomenon of universal importance. The administration of such a transcendental cultural patrimony cannot be entrusted to mere practitioners, however excellent, but must of necessity go to men who are of the same cultural denomination as their colleagues in the humanities."²

This statement may need some explanation, especially to those who look upon the study of music as synonymous with learning to sing or play an instrument. In our colleges the performance of music and the teaching of performers has been given much more emphasis than the study of music literature. In fact, the teaching of theory courses has often been done reluctantly by musicians whose primary training and skill have been in performance.

The performing of music in public is not to be neglected or belittled; it is essential. But the type of musician needed in our colleges to give music its rightful place among the liberal arts is one whose understanding of theory and music literature is of major importance. He must have a sympathetic understanding of as much as possible of the field of music literature. He should know its significance and its relation to other arts and to the cultural development of man. In

addition, if he is to teach music inspiringly, he must bring great music literature to his classes with such enthusiasm and earnestness as will extend the horizon of his students and help them to realize that music study is more than the performance of a few compositions.

Our colleagues in other departments must be made aware of our enlarged conception of music and art, and of its place in the educational program. We must not simply say that music is a good mind trainer or that music appeals to and develops the emotions. We must be ready to show in our teaching that we thoroughly know music literature and understand the relationship of music and art to the history of civilization.

Courses of study should be provided which will give the liberal arts student an experience in the arts. This means a greatly improved appreciation course—not a watered-down, weakened course in music listening, associated with dreaming and fanciful imaginings as to the meanings of the music heard, which is not worthy of a place in college.

More intelligent courses in music literature and music history are needed, with emphasis upon actual music. There should also be courses in aesthetics, in which the principles underlying all the arts are studied and a basis of criticism developed. Our musicians and artists are challenged to provide courses of a caliber which will command the respect of our colleagues in the literature field. In many colleges such courses are being developed and are proving their value.

"The Columbia College faculty—not the Music Department alone—has affirmed its belief that music and the fine arts, now a compulsory element in the teaching program of the humanities, 'are effective in increasing the powers and the range of the mind and that, if liberally taught, they form a logical part of any serious program of education.'"²

Years ago, when the pattern of education was given to this denomination, we were told:

"The chief subjects of study in these schools [of the prophets] were the law of God, with the instructions given to Moses, sacred history, sacred music, and poetry."⁴

There is a growing realization that people today need some artistic training. A lack of such training is obvious everywhere—in the popularity of cheap music and movies, in the flood of cheap reading matter, in the design of houses and public buildings, in tenements, in billboards and commercial signs, in furniture, in landscaping, and in other ways. An awakening and training of the artistic sense will help to develop emotional maturity. It will promote good citizenship, provide enlightened audiences for the fine arts, improve a hundred per cent our worship services and the music of the church, and improve the designing of our churches and homes. Its effect will gradually and surely be felt in many ways in our daily living.

The fine arts, when properly taught, will enable students to apply common aesthetic principles to other arts and to daily life. There is a joy and satisfaction that comes from an understanding of the arts which is akin to the thrill of creation; and if the student has sufficient ability to study one of the arts creatively, he may even share some of the experience of creation itself.

When musicians and artists can offer good courses in music and the arts, taught with "an integration of historical understanding, aesthetic theory, practice in criticism, and studio activities,"⁵ then a requirement of four or six hours on the Bachelor of Arts degree is justified.

This bringing together of the various arts and music into an integrated study can be done very successfully in a course in aesthetics. Some of our teachers of art and music may have been hesitant to investigate this field, believing that its subject matter is too indefinite or philosophical for a practical course. But every teacher in a fine arts division in our colleges should look into the possibilities of this field.

The subject of aesthetics itself is not an easy one to teach. There are several good books in this field which will aid

one in outlining such a course, including *The Humanities*, Dudley and Faricy (McGraw-Hill, 1940); *The Arts and Man*, Raymond S. Stites (McGraw-Hill, 1940); *An Introduction to Literature and the Fine Arts* (Michigan State College Press, 1950).

One need not emphasize the abstract and philosophical aspects of the subject, although he should read as widely as possible for a good background. All the arts have something in common, and they differ from the sciences in subject matter, in approach for study, and in other ways. It is very helpful to study these common principles and to survey all the arts and their meanings. Too often the student of music is unaware of the relationships that exist between music and poetry or music and painting. At least an introduction to all the arts will enlarge his vision.

One who enjoys the music of Debussy should be aware of the impressionistic movement in painting and literature. The classic music of Mozart has its counterpart in the classic art of the Greeks. A study of aesthetics will help the ministerial student to understand the relation between religion and art and the problem of the moral significance of painting and music. An insight into aesthetic values will save one from making some very unintelligent remarks about modern art or music.

The study of aesthetics is really a study of values, not all kinds of values but of artistic values which are experienced through the senses when in the presence of a work of art. It is the study of certain values which come through artistic experience, whether in music, poetry, painting, or some other art.

One important result which should come from a study of aesthetics is a keen critical sense and the ability to arrive at valid judgments about artistic matters. An understanding of aesthetics is basic to critical judgment in music or art. If one's taste is poor or one's critical faculty

unreliable, it may be due partly to a misunderstanding of aesthetic problems.

In addition to giving emphasis to aesthetics in the curriculum, the following suggestions may prove helpful in making the fine arts more effective in the liberal arts program:

1. Emphasize vital, worth-while artistic and musical experience in the study of works of art and music.
2. Make the study of theory, harmony, counterpoint, and other techniques meaningful through the use of significant musical materials.
3. Associate the study of music and art history with actual musical literature and art reproductions, through recordings and prints, or actual performance and visits to art galleries.
4. Associate every phase of music and art study with other cultural developments in history.
5. Emphasize the development of good taste in all artistic matters, and the application of these principles to everyday life and the work of the church.
6. Provide occasions for students to hear good music and see art masterpieces.
7. Try to interest every student in some form of musical or artistic expression.

When the significant importance of the fine arts is realized, and they take their place as a necessary part of liberal education, every college graduate will be the better for having received an introduction to this understanding of values.

¹ *La Sierra College Bulletin*, 1951-52, p. 19.

² Paul Henry Lang, *The Musical Quarterly*, October, 1949, Editorial.

³ *Ibid.*, January, 1950, Editorial.

⁴ Ellen G. White, *Patriarchs and Prophets*, p. 593.

⁵ McGrath and others, *Toward General Education*, p. 208.

Group Work in High School Classes

(Continued from page 13)

student response and productivity.—*California Journal of Secondary Education*, vol. 26, no. 4 (April, 1951), pp. 232-236. (Used by permission.)

¹ Benne, Kenneth, and Bozidar Muntyan, *Human Relations in Curriculum Change: Selected Readings with Special Emphasis on Group Development*, Circular Series A, No. 51, Illinois Secondary School Curriculum Program Bulletin No. 7, Springfield, Illinois, Supt. of Public Instruction, June, 1949. An excellent collection of the major writings in group dynamics and related fields by those who have worked most closely with this area.

² Association for Supervision and Curriculum Development, *Group Processes and Supervision*, 1948 Yearbook, Washington, D.C., The Association, 1948.

³ *Toward Better Teaching*, 1949 Yearbook, Washington, D.C., The Association, 1949, Chapter 3, "Promoting Cooperative Learning," pp. 50-85.

⁴ "Group Dynamics and Education," *NEA Journal*, Vol. 37, 1948 (nine articles).

⁵ Bradford, Leland, "Leading the Large Meeting," *Adult Education Bulletin*, 14:2, December, 1949.

College Contacts With Parents

Robert E. Mahn

REGISTRAR, OHIO UNIVERSITY

TO CREATE good will toward higher education and to broaden its acceptance by the public is our responsibility. Those whose colleges each year admit many students who are the first in their families to enter college have an especially fine public relations opportunity through their contacts with the parents of these students. Whether the contact is through letter or interview is unimportant, so long as it satisfies them of two things:

1. That the administrative officers and faculty members appreciate and understand the desire of parents to improve their son's or daughter's opportunities.

2. That the help of parents is needed to assure success for the son or daughter, and that parents have the means for determining the degree of success that is being attained.

A sample letter will illustrate how this may be accomplished. It will also illustrate how the same results may be obtained through an interview.

It is a privilege to answer your questions about how you may determine whether John is succeeding in college. Several sources for following his progress are available. Through their use you may help contribute substantially to his success.

You need not feel inadequate to the task because you have not attended college. This may even be a help in some respects because it makes you more fully aware of the still relatively rare privilege that is his and of the lifetime responsibilities that he is assuming because of this privilege.

You need not be concerned because John does not have definite vocational interests or plans. We know that half or more of our freshmen do not have definite vocational plans, and that of those with plans the majority have no sound basis for them because they have had no work experience.

They therefore are likely to change their objective after a year or two in college. Experience makes us confident that our fine facilities enable us to supplement the home in giving to each student the opportunity of gaining adequate background and training in fundamentals of a specialty, or in its pre-professional phase, and of exciting his mind sufficiently about exploring it so that he will be assured a progressively useful and satisfying life. This we know is your hope for John.

You realize, I am sure, that your responsibility did not end when John's college career began and that for you to show concern is not to meddle. We know you will not wish to meddle; neither will you wish to withhold facts that would hamper us in gaining a solution to a problem if one should develop.

The following materials for following John's progress are readily available to you. We shall send you the periodic grade report, and copies of letters of commendation, award, or other favorable actions. We hope we shall not have to send you copies of letters of warning, notices of probation, discipline, or other unfavorable actions. If we do, we are certain that we will have your co-operation in remedying the situation which caused them to be sent. Our first responsibility is our students. When they know the facts, our counselors and teachers can often do much to help them overcome unfavorable habits in time to prevent failure.

You will be sent the college news letter and announcements of special events of interest to parents, or especially for parents. Through subscription you may receive the college paper. You already have the catalog.

Read the catalog and the materials that are sent to you. Remember that John has a broad new field of interests. Make this a field of common interests by asking him about events, people, and students you read about. Enthusiasm for college will be increased for both you and your son by doing these things.

Believe us when we say that the letter

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SCHOOL NEWS

AUSTRALASIAN STUDENTS ARE NOT A WHIT BEHIND in demonstrating their interest in missions before they reach their ultimate ambition to be missionaries themselves. Australasian Missionary College, with 330 students, raised over £3,000 Ingathering funds in three days; New Zealand Missionary College, with 73 students, had a goal of £750 but collected £1,115 in four days; and 74 students of West Australia's Adventist Missionary College brought in a total of £450. These earnest efforts speak well for the consecrated leadership of our educational institutions and for the future appointees to our mission territory in the South Seas.

THE FIRST GRADUATING CLASS of the Montemorelos Hospital and Sanitarium (Mexico) was presented last February 17. These five young women are the "first fruits of a long-cherished dream of our brethren in Mexico." The class motto, "Serve, Heal, and Save," is the purpose of all Montemorelos nurses.

THE 1951 SENIOR CLASS OF SUNNYDALE ACADEMY (Missouri) made a very "timely" gift to their Alma Mater—in fact 16 timely gifts—clocks! Clocks for chapel, classrooms, library, offices, reception room, dining room, kitchen, and even one for the gymnasium they hope to have next year!

FIFTY TEACHERS OF TOMORROW CLUB members of La Sierra College received Lamp of Learning pins at a special chapel exercise on May 4. When all these future teachers are ready for service, there should be some easement of the acute shortage of elementary teachers.

A BEAUTIFUL NEW CHURCH SCHOOL BUILDING was dedicated free of debt on May 26 at Reading, Pennsylvania. The building was valued at \$150,000, but thanks to the loyal cooperation and labor of love of church members, the actual cost was but \$40,000.

CEDAR LAKE ACADEMY (Michigan) was host last May 4 and 5 to the Annual Lake Union Music Festival.

HAWAIIAN MISSION ACADEMY graduated a class of 48 at the close of school last May.

EVERY PUPIL IN THE CHURCH SCHOOL at Scottsbluff, Nebraska, was invested in an MV Progressive Class last May 10—three Busy Bees, three Sunbeams, five Friends, and one Companion.

EIGHTY-FIVE PER CENT OF THE NINETY-THREE GRADUATES in Washington Missionary College's 1951 class were placed by the close of the school year, as announced by Dean C. N. Rees.

THE TWELVE JUNIOR AND PRIMARY CHILDREN of the Coffeyville (Kansas) church school raised \$430.17 Ingathering funds last spring, caroling night after night for three weeks!

THE GOLDEN JUBILEE GRADUATION SERVICES at Newbold Missionary College (England) were held June 1-3, at which time 26 young people were sent forth equipped and ready for God's service—10 ministers, 10 Bible instructors, and 6 teachers.

THE UNION COLLEGE MINISTERIAL GROUP set its goal at 35 baptisms for the year 1951, from the meetings conducted in nearby cities and at the State reformatory, and from follow-up of Weeks of Prayer. By the end of the 1950-51 school year 30 had already received the rite.

235 STUDENTS OF PHILIPPINE UNION COLLEGE, three Missionary Volunteer secretaries, and several others from nearby churches were invested to the various ranks of the MV classes at the Rizal Memorial Coliseum (Manila) on Sabbath, March 17. Thirty-three of these were invested as Master Guides.

SOUTH AMERICAN TRAINING SCHOOLS report encouragingly on the accomplishments of last school year: excellent spiritual atmosphere, many conversions, high percentage of students determined to enter the Lord's work as missionaries—and getting actual practice through missionary visitation and choir presentations—many students earning scholarships by colporteur work, increased enrollments, much-needed improvements in plant and equipment at Lake Titicaca Training School and North Argentine Academy.

MINDANAO MISSION ACADEMY (Philippines) reports that whereas "during the last four years one of its greatest needs has been an adequate supply of clean water for drinking and other purposes, on March 7 of this year a spring came forth from the ground, capable of supplying the school 21,000 gallons of pure, clear water every 24 hours. We are thankful to the Lord for this wonderful gift. Our farm can now be irrigated and our laundry started."

HOLBROOK MISSION SCHOOL AND DISPENSARY (Arizona) has received during the past year more than eight tons of food, clothing, and medical supplies, for distribution. Frank Daugherty is principal of the school, which has an enrollment of 74 Navajo children. Marvin Walters is in charge of the dispensary.

M. W. NEWTON, 85 years old and the only living member of the first Union College faculty of 1891, was an honored guest on the campus during the 60th Anniversary homecoming celebration last May 24. Professor Newton is currently professor emeritus of astronomy at Pacific Union College.

THE CALIFORNIA COLLEGE OF MEDICAL TECHNICIANS conferred its first five Bachelor of Science degrees at the midwinter commencement exercises last January 22. At the same time certificates of graduation from the various technical courses were presented to 29 seniors.

ANTILLIAN JUNIOR COLLEGE (Santa Clara, Cuba) has recently installed a \$1,200 drinking water system, the gift of Pacific Union College; a \$1,500 warehouse for the food factory; and an \$8,000 elementary school building is under construction.

OAKWOOD COLLEGE CAMPUS was host to the South Central Conference annual camp meeting last May 31 to June 9. Three Oakwood graduates were ordained to the gospel ministry on June 2.

THIRTEEN STUDENTS OF CAMPION ACADEMY (Colorado) were baptized last March 31, at the close of the spring Week of Prayer.

125 SENIORS RECEIVED DEGREES in Pacific Union College's 39th annual commencement exercises last June 3.

UNION SPRINGS ACADEMY (New York) was given full accreditation last June by the Board of Regents of the State of New York.

BAPTISM OF FORTY-NINE STUDENTS of West Visayan Academy (Philippines) climaxed the spring Week of Prayer conducted by Pastor A. A. Alcaraz.

MAPLEWOOD ACADEMY (Minnesota) and the related elementary school presented four Busy Bees, four Builders, five Friends, five Companions, one Guide, and one Master Guide in an investiture service last May 12.

THE 1951 SENIORS OF LODI ACADEMY (California) chose the Vanda orchid as their class flower, and 350 of the lovely blooms for use during commencement week end were shipped to them by air from Mauna Loa Intermediate School at Hilo, Hawaii.

TEN STUDENTS OF PLATTE VALLEY ACADEMY (Nebraska) gave away 38 pieces of literature, visited 42 homes—in 20 of which prayer was offered—and secured 11 enrollments in the Bible correspondence course—all this in 45 minutes on a Sabbath afternoon last April!

MEMBERS OF THE SHEYENNE RIVER ACADEMY (North Dakota) chapter of the American Temperance Society assisted the conference temperance secretary in presenting programs at Parent-Teacher Association meetings, welfare groups, and other organizations last spring.

THE NEW MISSION SCHOOL IN ICELAND, while not yet completed, enrolled 19 students last school year. The building has been completed and equipped and the campus cleared during the summer vacation, ready for dedication at the opening of school this fall. The full capacity is for 40 students.

A WEEKLY HALF-HOUR RADIO BROADCAST, entitled *The Family Half-Hour*, was sponsored by the La Sierra college chapter of the American Temperance Society during the second semester of the 1950-51 school year. In the 13-week series abstinence from tobacco and alcohol was stressed, and healthful living was featured in family-style scripts, which included recipes for preparing vegetable foods.



Pupils and Teachers of Fletewood Church School, Plymouth, England

THE FLETEWOOD CHURCH SCHOOL (Plymouth, England) might almost be termed a "mission" school since only 9 of its 53 pupils are from Seventh-day Adventist homes. Some months ago the father, mother, and elder brother of one of the school girls were baptized and joined the church as a direct result of the cooperation of the church school and the Sabbath school, and other parents are being favorably impressed by the Christian living of the teachers as well as by their formal teaching in the school.

THE FIRST SENIOR CLASS of Philippine Union College Extension Division was graduated April 16 at the Mindanao Mission Academy, when 22 received the elementary teacher's certificate and 9 were awarded the Bible instructor's diploma.

Z. H. COBERLY, new instructor in graphic arts at Emmanuel Missionary College, completed requirements last spring for the Ph.D. degree in industrial education at Oregon State College.

SUNNYDALE ACADEMY (Missouri) students and faculty are proud and happy over their new chapel building—a dream come true—which was first used for Friday evening vespers last February 9.

THE MUSIC DEPARTMENT OF LODI ACADEMY (California) last February 24 presented the annual 10-piano recital, with two players at each piano—40 hands performing at one time!

LYNWOOD ACADEMY (California) was the first in 1951 to report 100 per cent participation in the local chapter of the American Temperance Society.

GIRLS OF HALCYON HALL, Washington Missionary College, devoted the week end of May 11-13 to their mothers, 45 of whom came to the college for the Mother's Day celebration in response to written invitations sent to all the mothers of Halcyon Hall girls.

AT PINE FORGE INSTITUTE (Pennsylvania) the week end of June 15-17 was doubly notable. On Sabbath an investiture service was held at which six Friends, six Companions, six Guides, and nine Master Guides received their insignia. In the commencement exercises next day Pine Forge presented its largest class to date—27 graduates. E. I. Watson is the new principal of the school.

OTTO SCHUBERTH, educational secretary of Southern European Division, reports as follows: "First steps toward religious instruction for all our children, a new church school in Bern, and another contemplated for Rouen. Enrollments in the Collonges and Italian training schools continue steady; the Portuguese seminary, which was closed by the authorities, is now giving only a few Bible courses; on the other hand, the Austrian school has doubled its enrollment [46 reported elsewhere]. The schools in the Indian Ocean territory are flourishing."

GOD HAS WONDERFULLY BLESSED the 319 graduates who have left River Plate College during the 53 years since its founding. Only 7 are resting in their graves, and 95.68 per cent have remained faithful to the Lord. This is one of the highest averages to be found among our Seventh-day Adventist schools in any country, and the alumni of Colegio Adventista del Plata, Entre Ríos, Argentina, South America, are proud to call her their Alma Mater.

THIRTY NAVAJO CHILDREN RECEIVED IN-SIGNIA in an investiture service at the Holbrook Mission School (Arizona) last April 21—3 Builders, 7 Helping Hands, 13 Sunbeams, and 7 Friends. Because of their joyous enthusiasm, much larger MV classes are anticipated during the present school year.

464 STUDENTS OF PACIFIC UNION COLLEGE filled 98 cars to visit 15,000 homes on Ingathering Field Day last May 2. A total of \$3,144.28 in cash was received, plus several hundred dollars' worth of labor donated by students, and much used clothing, which the Dorcas ladies refreshed for use when and where needed.

THE C.M.E. SCHOOL OF TROPICAL AND PREVENTIVE MEDICINE recently received from Abbott Laboratories a check for \$1,575 to be used by the Department of Medical Ichthyology and Herpetology to secure special equipment necessary in the current investigations of fish poisons.

A NEW \$90,000 GYMNASIUM-AUDITORIUM is the pride and joy of teachers, students, and community at Cedar Lake Academy (Michigan). The 60-by-100-foot hall has a seating capacity of 850, and is already the center of school and community activity.

THE NEWLY ERECTED INTERMEDIATE SCHOOL at Richmond, Virginia, was dedicated free of debt last February 10. There are four classrooms, the principal's office, a library, well-equipped kitchen, and large recreation room.

\$150,000 ANNUAL VOLUME OF BUSINESS is done by the Emmanuel Missionary College Press, which gives work to 73 students and 11 full-time workers. Albert Anderson is press superintendent.

A FINE NEW PASTEURIZATION PLANT is the pride and joy of Enterprise Academy (Kansas).

BOYS AND GIRLS of the Arizona Academy elementary school raised 8 senior, 10 junior, and 25 primary Minute-Man goals in the Ingathering campaign last spring.

EDWARD HEPPENSTALL, professor of religion at La Sierra College, completed requirements last spring for the Ph.D. degree in philosophy of religion at the University of Southern California.

Character in School-closing Exercises

(Continued from page 14)

Then would it not be well for all our schools to pledge themselves and one another anew to make the last of the school year the best, by starting early in the year to create a spiritual and scholastic morale that will support a Seventh-day Adventist program right through the year, including the closing exercises?

To illustrate, I have longed to see a class-night program—if such there must be—that would depict the life of Christ or the missionary endeavors of some heroes of the cross, or something else really constructive and germane to our message. And I have often felt that the senior consecration service might be made less formal and exclusive, and more Spirit-filled and inclusive.

Even our commencement and baccalaureate speakers might add to the uplift of these important occasions if they made less of rhetorical effects and much more of heart-to-heart effects by saturating their speeches with the spirit of Him who spake as never man spake.

Our commencement exercises in particular should be carefully planned and skillfully executed with all the charm and dignity, simplicity and effectiveness befitting the occasion, in which parents, well-wishers, and fellow students, as well as the graduates, can get a foretaste of the Master's "Well done."

WALLA WALLA COLLEGE reports that the Alumni Association, school administration, and Associated Student Body are combining their efforts to write a history of the school. Committees are gathering the material and organizing it into book form. Anyone having information that would be of interest in this project is urged to forward it to Claude Thurston, Drawer 158, College Place, Washington.

THE PAPUAN MISSION SCHOOL (Pacific Ocean) graduated a class of 14 at the close of the 1950 school year. The same week end 15 youth were baptized and received into church fellowship, and in an MV investiture service 8 Companions and 50 Friends were invested. The school choir of 25 members broadcast a fine program over the Port Moresby radio station.

THE WASHINGTON MISSIONARY COLLEGE CHAPTER of the American Temperance Society organized three teams during the past school year, who visited churches in the East Pennsylvania and Potomac conferences, giving programs with "a well-balanced message" on healthful living and the evils of alcohol, drugs, and tobacco.

A \$25,000 CONTRIBUTION to the building and improvement projects at Madison College was made last April by the Du Pont Company of Wilmington, Delaware. This is to be used in the construction of the psychiatric building for the hospital, now nearing completion.

THE SOUTH AFRICAN UNION CONFERENCE reports for the year 1950, 42 schools of all kinds (African, Colored, European), with 87 teachers, and a total enrollment of 2,351, 116 of whom are in the secondary and training schools. This shows a healthy gain in every feature over the figures four years ago.

TWENTY-THREE BOYS AND GIRLS OF THE JOHN NEVINS ANDREWS elementary school (Takoma Park, D.C.), were baptized on Sabbath, May 19, in the various churches of the greater Washington area served by the school.

PLAINFIELD ACADEMY (New Jersey) reports every student and teacher enrolled in its active chapter of the American Temperance Society.

THE CHOIR AND BAND FROM MOUNT ELLIS ACADEMY (Montana), directed by Claris Way, gave musical programs in the churches of Montana during the spring term.

THE NEW GYMNASIUM at Pacific Union College was officially opened Sunday evening, March 11, with appropriate ceremonies including speeches, a band concert, a drill demonstration by the Medical Cadet Corps, and a grand march.

PHILIPPINE UNION COLLEGE last April 1 graduated a class of 65—23 receiving Bachelor's degrees; 8, titles in premedical and commercial science; and 34, certificates for secretarial, Bible instructor and elementary teaching work. A few days earlier 62 seniors received diplomas from the preparatory school, and 56 pupils were awarded diplomas from the elementary school.

SOUTHERN MISSIONARY COLLEGE is expanding its curricular offerings. The following new courses have been outlined for 1951-52: a two-year liberal arts curriculum leading to a diploma, Associate in Arts; a two-year curriculum in home economics; a two-year curriculum in industrial arts. Since 1950 the college has offered a two-year curriculum for young women interested in becoming medical secretaries.

The Problem of Teen-Age School Discipline

(Continued from page 9)

have its limits. Authority must be sustained by a firm severity, or it will be received by many with mockery and contempt. The so-called tenderness, the coaxing and the indulgence, used toward youth by parents and guardians is the worst evil which can come upon them. Firmness, decision, positive requirements, are essential."²¹

¹ Ellen G. White, *Education*, p. 292.

² *Ibid.*

³ *Ibid.*, p. 290.

⁴ *Ibid.*, p. 287.

⁵ *Ibid.*, p. 288.

⁶ *Ibid.*, p. 287.

⁷ *Ibid.*, p. 291.

⁸ *Ibid.*, p. 290.

⁹ White, *Counsels to Teachers*, p. 113.

¹⁰ *Education*, p. 288.

¹¹ *Ibid.*, p. 293.

¹² *Ibid.*, p. 292.

¹³ *Ibid.*, pp. 289, 290.

¹⁴ Isaiah 1:18.

¹⁵ *Counsels to Teachers*, p. 114.

¹⁶ White, *Fundamentals of Christian Education*, p. 58.

¹⁷ *Ibid.*, p. 261.

¹⁸ *Education*, p. 290.

¹⁹ *Ibid.*, p. 289.

²⁰ *Counsels to Teachers*, p. 266.

²¹ White, *Testimonies for the Church*, vol. 5, p. 45.

College Contacts With Parents

(Continued from page 20)

home is an important gauge of success. It and the visits home, and your letters and visits to the campus can make of John's college career a very enjoyable affair for the entire family. This is as it should be.

Your answers to the following questions, based in part on an application of the suggestions we have offered, will help you determine the degree of success John is attaining.

Don't expect to be able to give an unqualified "yes" to each question. That would make of John a rarity among students. Rather be on the alert if you find one or more questions that require a negative answer.

1. Do his letters indicate that he is enjoying college?
2. Has he made enough friends during his first months in college to enjoy his week ends on the campus?
3. Is he proud of his new friends and anxious to have you meet them?
4. Do his letters mention attendance at, or participation in, special events of varied scope? Or does the news letter or college paper mention it?
5. Can he justify expenditures on the basis of value received?
6. Has he shown that he is anxious to have you visit the campus by inviting you to special events?
7. In your visits to the campus are there teachers and college officials whom he is anxious to have you meet?
8. Is he regulating his activities so as to stay in good physical condition?
9. Does he take pride in his accomplishments and at the same time give due credit to those who have helped and encouraged him?
10. Is he inquisitive and curious, and willing to admit mistakes as he recognizes them?
11. Do his grades show that he is placing study first? Does he have A in at least one course, B in most other courses, and nothing lower than C?
12. Is his scholastic interest such that by at least the second semester of his sophomore year he is affiliated with one or more scholastic and honorary groups?
13. Does he have a sense of responsibility toward the college? If he has a scholarship or grant-in-aid, is he entirely willing to sacrifice something to retain it?
14. Has he by his junior year developed the attitude that college is as important at the moment as the profession or occupation for which it may prepare him?
Particularly if he plans to enter graduate or professional school is this of special importance. It is the real basis for satisfaction and success in college and a superior index of success and satisfaction in later life.

We hope that we have provided you with

answers to your questions. We feel assured of your co-operation, and feel certain that your association with our college will be pleasant. We hope that you will visit the office the next time you are on the campus.

—*College and University*, vol. 26, no. 3, part 1 (April, 1951), pp. 405-407. (Used by permission.)

WEST VISAYAN ACADEMY (Philippines) graduated a class of 90 last April 23—the largest senior class in its 21-year history. The newly built—in fact still unfinished—gymnasium was packed for the various exercises of commencement, and of the second postwar conference of the West Visayan Mission, which followed immediately.

THE LOS ANGELES ACADEMY, a union day school operated by the colored churches of the Los Angeles area and the Southern California Conference, moved into its fine new plant last spring. The secondary enrollment averages 50, and that in the elementary department averages 250, with a total teaching staff of 19.

KARL F. AMBS, business manager of La Sierra College for the past 15 years, retired at the close of school in June. He had served in various colleges during the past 35 years. W. E. Anderson, who was Mr. Ambs' assistant, has been appointed to succeed him.

OVER ONE HUNDRED PERSONS RECEIVED INSIGNIA for completing one or more of the MV classes, including 46 who were invested as Master Guides, at the annual investiture program for Union College and its academy and elementary school last May 4.

FOLLOWING THE SPRING WEEK OF PRAYER at Golden Gate Academy (California), baptismal classes were organized in both academy and elementary school, and 20 or more students were later baptized.

E. H. FOSTER, newly appointed Bible teacher for Newbold Missionary College (England), is attending the Seventh-day Adventist Theological Seminary for six months in preparation for his work.

CLIMAXING THE SPRING WEEK OF PRAYER and many weeks of special study, 14 students of Monterey Bay Academy (California) were baptized last April.

The Single Curriculum in Teacher Training

(Continued from page 15)

age, this should not be offered as a main argument for the single curriculum. Those who specialize in some fields, notably in science and mathematics, probably should not become elementary teachers.

Practically all teachers of very young children should likely be women. It would be an extremely desirable thing, though, in the opinion of the writer, if a good many men of high calibre would find positions teaching the upper years of elementary school. The contact of older preadolescent boys with the personalities of good men would doubtless constitute a force favorable to the wholesome development of their own personalities. It should not be doubted that women are able to contribute important and desirable elements in training of boys; however, the older the boy, the more imperative the need for influence of good men. The single curriculum would appear to provide the best hope and opportunity to bring men into elementary-teaching positions.

The writer has heard frequent comment on the fact that elementary teachers who enter secondary work are as a class conspicuously successful. This fact seems to indicate the importance of grounding all public-school teachers in the methods and techniques of elementary teaching. It seems important, therefore, that in any single curriculum a strong and worthy foundation be regarded as existing in elementary professional courses.

In conclusion, the writer would express the opinion that the implications of the single curriculum are for more training for teachers than at present, ultimately probably a minimum of five years.—*West Virginia School Journal*, LXXVIII (March, 1950), pp. 14, 26. Condensed in *The Education Digest*, vol. XVI, no. 4 (December, 1950), pp. 48, 49. (Used by permission.)

THIRTY STUDENT COLPORTEURS from Caribbean Training College (Trinidad, B.W.I.) spent their vacation "laboring for souls as well as scholarships."

GOOD HOPE TRAINING SCHOOL (South Africa) opened its 1951 session on January 22 with the largest enrollment in its history—177. This is the training school for colored and Indian youth of the Cape Conference.

THIRTY-SEVEN CHURCH SCHOOL CHILDREN of Norristown, Pennsylvania, raised \$1037 ingathering funds in their house-to-house solicitation campaign last spring. The goal set for the school was \$330. They set their own goal for \$400—then tripled the assigned goal!

COLLEGE WOOD PRODUCTS—at Emmanuel Missionary College and Broadview Academy—offers opportunity to earn while learning. Plant A at E.M.C. employs 110 students and 20 full-time workers, and during 1950 paid \$22,033.70 to its student workers, who average 25-30 hours a week. Total sales for 1950 from both plants were \$1,144,542.91.

California College of Medical Technicians

San Gabriel, California

(Suburb of Los Angeles)

Offers the following
courses:

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(Fifteen Months)

(One year of college minimum requirement)

Medical Office Assistant

(Twelve Months)

(High school graduation minimum requirement)

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"Your Theological Seminary," CHARLES E. WENIGER, June, 1951, 28.

Bread, and Not Stones

(Continued from page 7)

stay with the youngsters the longest. Most important are the audio-visual aids. If in any way we can illustrate with a picture, that detail is going to stick. There is a wealth of sources—I cannot begin to mention them.

Task of the Teacher

The task of the teacher is to contribute to the potential happiness of the students as individuals and their goodness and intelligence as citizens—tolerant, understanding, sympathetic citizens of the world. This is a difficult and often thankless job. At best we can only make a beginning. It is of utmost importance for us to instill the desire for learning, to arouse an intellectual curiosity.

It behooves us, then, not to teach as we have been taught but to strike out courageously into new methods, always remaining delicately sensitive to the needs of our charges. Above all, let us keep the intellectual fare we offer them palatable—let us offer them bread, and not stones.—*The Education Digest*, vol. XVI, no. 8 (April, 1951), pp. 10-12; reported from *The Modern Language Journal*, XXXV (February, 1951), pp. 142-146. (Used by permission.)

You Should Read

This Is Teaching, by Marie I. Rasey. New York: Harper and Brothers, 1950. 217 pp. \$3.00.

This book is built on the idea that "there are no strictly personal problems in our essentially interdependent existence." A new type of teaching is tried in the graduate seminar. Each of the fifteen chapters gives, in conversational form, the material which is discussed during a class period. Dr. Rasey welcomed the beginnings of the "holistic approach to personality" and has written her book accordingly.

To help one understand the characters involved, a sketch and short description of each is given early in the book. For various reasons each of these seventeen individuals had enrolled in the course in applied psychology under Dr. Randall.

The discussions held each week during the semester were directed not only by Dr. Randall but by the thinking of the various class members. No regular textbook was used, no term papers were assigned, and no regular examinations were given. The doctor did not lecture, and he urged the students not to read too extensively; yet, at the end of the course they admitted that they had worked harder than they ever had before in a course, had written and read and really done research work on the various problems in which they were interested and which had been presented to them.

By the end of the semester they had learned that though the course was at an end, they were at the beginning of a new understanding of teaching. They had reached the place where they could think together advantageously. Thus the seventeen who a few months ago had been strangers to one another and to the teacher had experienced "the comradeship of adventuring with ideas" which "had welded them into a blood-brotherhood, sharing each other's uniquenesses of thought, feeling, and experience."

This book is written in such a way that it leads from one chapter into the next. It gives one something on which to think. There are a few statements made which are not fully in harmony with our point of view, but if this type of teaching could do as much for one group of people, why could not more groups achieve similar results—and even better—by bringing God more intimately into the picture? One feels that there are parts of the book which could be reread with benefit. At times it is a bit difficult to keep the characters in mind, as to just who is speaking, and sometimes one could wish for more examples of the work that was accomplished; but all in all, I would say that Dr. Randall did much in leading his students to thinking with others and for themselves. He could say with Lao-Tzu—

"But of a good leader, who talks little
When his work is done, his aim fulfilled
They will say 'we did this ourselves.'"

—BETHEL RICE BARGER, M.S.

A \$10,000 GIFT FROM THE GOVERNMENT TO the Dominican Academy (Ciudad Trujillo, Santo Domingo) has made possible the furnishing of the classrooms and chapel; division into rooms of the two dormitories, with quarters for the deans; erection of a dairy barn and a silo; provision of a walk-in refrigerator for the cafeteria, books for the library, and a tractor and a disk plow for the farm. The enrollment is up—also the school spirit!

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