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# The JOURNAL of TRUE Education

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IN CHAUCER'S *Canterbury Tales*, the Oxford clerk "would gladly learn and gladly teach." Professional education, whether pursued before or in service, is designed to enhance one's understanding of the art and technique of teaching.

Since teaching is a science, it requires that teachers approach their problems from the viewpoint of the scientist. Since it is also an art, it requires that teachers approach their work as other workers in the fine arts. It is therefore undesirable and futile simply to be told the answers. Professional competence can never be acquired by merely learning the tricks of the trade, for no two situations are ever quite the same, and a "trick" that may have proved effective on one occasion will quite likely prove inadequate in another. There must be a background of professional information from which to deduce the principles and generalizations to be applied in any circumstance. In this way alone can confidence and security and facility be developed.

Teachers are, perforce, *scholars*. A scholar knows quite definitely certain bodies of facts. He does not depend upon surface rules; he is informed with regard to the why's and wherefore's of the principles he uses. No scholar ever resorts to the "cookbook" method of doing things, nor can any teacher find and unthinkingly follow "recipes" or "tricks" and hope to be successful. Thousands of would-be teachers have failed while searching for the "magic trick of teaching" or the "universal method," for these are as nonexistent as the pot of gold at the end of the rainbow.

Professional education must always be concerned with principles, not devices. A principle is abstract in nature but uni-

versal in application. Since principles are abstract, they are difficult to comprehend, requiring much study, careful observation, and participation. Devices, anecdotal records, examples, illustrations, and the like are very helpful in learning the principles, and assist the teacher in arriving at clearly thought out generalization. Once this is achieved, the devices should be forgotten, and the teacher should employ his own creative ability, experiences, and personality in effectively applying the principles that have become fixed in his mind. Such teachers are successful, creative teachers. Those who try to use the same devices in the same way as they were learned, and forget the principles they were meant to illustrate, are unimaginative, mediocre teachers, and often fail entirely to use the devices in harmony with the principles under which they were learned.

Professional education is *applied education*. Unless the facts, principles, and generalizations affect the work of the teacher, unless they increase his efficiency, they are but useless theories. When we learn a new stroke in swimming that makes us better swimmers, we should use that stroke whenever we need it. If we learn it and never use it, we have simply wasted our efforts as well as those of the instructor. The same holds true for professional education; as we apply the knowledge and use the new ideas and novel methods that we gain from our training, observation, and reading, our efficiency is increased.

If in our teaching we illustrate our correct understanding of these principles, our students will be stimulated to do more effective work, for these same principles apply to all general learning.

G. M. M.



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## Religious Education: a Crisis or a Process?

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Guy F. Wolkil

PROFESSOR EMERITUS OF EDUCATION  
PACIFIC UNION COLLEGE

**D**URING one of the teachers' institutes this past summer, the Missionary Volunteer leaders were discussing the problem of how to help young people who had recently been baptized and joined the church. As I listened my mind went to a statement by Brubacher in his *Modern Philosophies of Education*. When I showed this to some who were especially interested in the subject, they were eager to obtain a copy. It was then suggested that these statements appear in *THE JOURNAL OF TRUE EDUCATION*, and permission has been secured from the publishers to reproduce the following:

"Some think that the theory of religious and moral education stands on a different footing from general education because it is based on a different theory of human nature. General education has pretty much followed the lead of Rousseau, at this point, in holding to the essential goodness of child nature. Theologians, on the other hand, have frequently been inclined to postulate the fallen nature of man. Seeking to give an account of the presence of evil in this world, they have assigned its origin to the inherent depravity of man's nature. Since religious and moral education is designed to redeem man from the disorderly inclinations of original sin, it is to be expected that its underlying theory will be different from that which undergirds the secular curriculum.

"Starting with such a premise, religious and moral education may be further differentiated from that in profane subjects by its theory of learning. In spite of the child's heritage of evil, his outlook is not hopeless. He can be saved

by being born again. The doctrine of regeneration provides that the child's originally corrupt nature can be reoriented toward the good through the grace of God. The channel through which this grace reaches him is the sacrament of baptism. But one must neither confuse this sacrament with the process of education nor think that the consummation of the sacrament renders further education unnecessary. Baptism does not completely purge the soul of its evil tendencies; it merely marks the point at which a new effort has begun. There will still be a lifelong struggle between the child's good and bad inclinations. When he does wrong, it will be accounted as an outcropping of the old Adam in him. When he does good, it will be explained as a victory of the grace of God.

"For guidance in this struggle he will need a curriculum whose construction is also based on different principles from those of the secular course of study. While the latter may be a selection from human experience, the former will have its source in revelation. Furthermore, the secular curriculum will be subject to evolution from time to time, while the curriculum of religion and morals will be taken from a source already complete in matters of doctrine and faith. These dogmas represent a divine deposit given by God for the child's acceptance. This difference does not mean that life experiences are to be neglected in curriculum construction. It merely means that they are to be used as avenues by which religious materials are to be brought to bear on life. In no sense, however, are

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# The Elementary School

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Paul G. Wipperman

EDUCATIONAL SUPERINTENDENT  
NORTHERN CALIFORNIA CONFERENCE

**E**DUCATION is one of the major concerns of Seventh-day Adventists. Nearly four thousand elementary schools have been established since the first church school opened its doors about ninety-seven years ago. With millions of dollars already invested and more millions likely to be spent, it is well that good planning be observed.

Briefly, what factors must be considered when a church establishes a school?

**THE SITE.**—School sites can be more vulnerable to obsolescence than the school buildings themselves. There is more danger from lack of planning and foresight than from faulty shape or form. Sound over-all planning can result only when there are (1) agreement upon the maximum expected enrollment and the grade group to be served; (2) consideration of possible future enlargements; (3) competent architectural and engineering services to commit to workable drawings the cooperative and coordinated thinking of educators, school boards, and other interested groups. The time and money thus expended are abundantly justified.

Fifty years ago the size of the site was not important, since the educational value of play was little recognized. Play space was estimated at ten to twenty square feet per child—a figure now deemed inadequate for classroom area alone! Today the rule-of-thumb standard is for 250 square feet of net usable play space per child. Physical education is no longer merely a series of exercises conducted between fixed rows of desks, nor even indoor play alone. More and more its program takes advantage of health-giving outdoor activities.

One set of standards for site size is offered by Grier Reimer, of Cleveland, Ohio, who has done outstanding work in site research and development:

	<i>Pupils per Acre</i>
Elementary	50 - 80
Junior High School	40 - 75
High School	30 - 50

**THE BUILDINGS—ORIENTATION.**—A case can be made for putting any room at any point of the compass, if the site on which the building is to be located is not specified. In the Southwest desert country it may be expedient to have the window wall a little west of north so that the morning sun will not overheat the room by the time it is used. Conversely, in North Dakota where every bit of solar effect should be seized upon for the sake of the coal bill as well as for pleasant quality of light, the same wall may well be turned slightly east of south. In temperate climates where a reasonable amount of pleasant daylight can be expected and a unilaterally lighted school is assumed, classrooms will face either east or west, in order to avoid northern window exposure which can be cheerless and unpleasant.

So, as far as basic orientation is concerned, in bare outline we have a case for north, south, east, and west, each of which is right for its own locale. In addition, climate and prevailing winds constitute definite factors.

**LIGHTING.**—Good lighting, natural or artificial, particularly as applied to a classroom, should meet several requirements: (1) It should be adequate in quantity, and should be directionless; that is, a student should be able to work with equal comfort facing in any direction. (2) It should produce a minimum



amount of contrasts. (3) It should make the room cheerful.

Innumerable devices for directing and controlling natural and artificial light have appeared, and probably all have had some value. Of course no one device will apply equally well to all climates or all parts of the country. Of rising popularity is directional glass block, a prismatic arrangement which takes light from any angle and twists it so that it is directed upward after it has passed through the correctly placed block. This has the added advantage of being a heat insulator and of directing light to the opposite side of the room. The glass-block wall begins at about six feet above the floor and extends upward to the ceiling. Below the glass-block wall two-foot-high windows provide ventilation.

The purpose of a light fixture is to deliver comfortable light to the working surface. This can be done by fixtures with concentric rings or by those which direct part of the light up and part down. Indirect or concealed lighting fixtures may be used advantageously above recessed chalk board and map areas.

HEATING AND VENTILATION.—Temperature, relative humidity, and air movement in the schoolroom have a significant effect upon pupil comfort and health. The following temperatures are recommended: (a) classrooms, auditoriums, offices, and cafeterias, 70° F. measured 30 inches above the floor; (b) closed corridors, stairways, shops, laboratories, and kitchens, 68° F. measured 60 inches above the floor; (c) activity rooms such as gymnasiums, 65° F. measured 60 inches above the floor. Ventilation and heating systems should allow for introduction of fresh outdoor air into classrooms at the rate of 15 cubic feet per person per minute. If possible, zoned or individual classroom automatic control should be used.

Many types of heating systems might be proposed, such as radiant heat or radiant panel heating, warm-air or hot-water furnace, forced-air heating, and so on.

The effectiveness of each varies according to climate and location. Competent heating engineers of the area should be consulted.

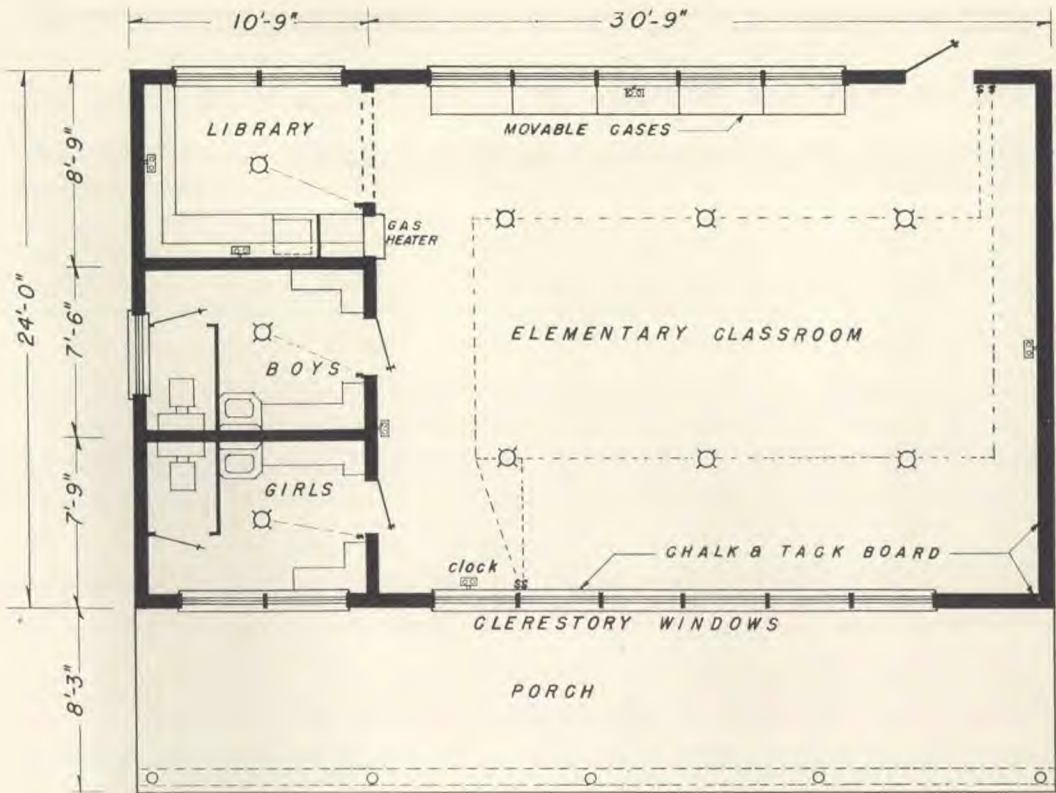
SIZE AND SHAPE OF CLASSROOMS.—Changes in the educational program have altered the conception of what kind of classroom best serves education. The formal fixed-seat-and-desk arrangement could theoretically accommodate one pupil in every 10 square feet. But that does not meet today's standards.

Various activities may call for different furniture groupings requiring at least 25 square feet per pupil. Present methods emphasize learning not by rote but by participation, in which pupils may build a house, put up an Indian tepee, operate a grocery store or a bank, plan a model city, or produce a map on the floor. For such projects, in which the pupils learn by doing, so much room is needed that 30 square feet per pupil is considered conservative.

Where traditional unilateral lighting prevails, classrooms more than 24 feet wide cannot receive adequate natural light. For 25 pupils in the lower grades a 24' x 30' room plus library and storage space should be adequate. Many activities of an elementary classroom may be accommodated in an activity alcove equipped with a work table, work sink, tool cabinets, and storage cupboards. A drinking fountain, washbasin, and adjoining rest rooms are desirable conveniences, particularly in classrooms for the lower grades.

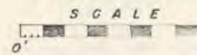
EQUIPMENT.—In general, movable equipment allows flexibility and variety in classroom arrangement. Seats and desks should be chosen for their comfort and their contribution to good posture. Individual seat height should be such that the pupil's feet may rest flat on the floor, and the seat should slope slightly down toward the rear to overcome any tendency to slide forward. The height of a flat-top desk should be about one inch above the elbow level of the pupil when





TYPICAL CLASSROOM

Paul G. Wipperman



he is properly seated and holds his upper arm in a vertical position. A comfortable working position will usually require that the desk overlap the seat by three or four inches. Adjustable furniture is essential to meet these requirements.

Current demands for light reflection and avoidance of dark areas in the classroom are successfully met by the new light-colored chalk boards, which also contribute to the attractiveness and eye comfort of the room. Sixteen to twenty lineal feet of chalkboard is sufficient for most elementary-grade classrooms.

A resourceful teacher can use bulletin-board or tack-board space in almost any quantity. This should be light in color and durable, and most of it should be at the pupils' eye level. Part of the tack board may become an easel, set at a slight angle with the wall to facilitate painting and drawing.

Storage space for pupils' wraps may be recessed in the wall of the classroom or

provided in cloakrooms. A closet is also needed for general classroom supplies and for the teacher's personal belongings. The important classroom-storage function requires not just space, but planned space. Special needs which must be considered include storing large-format books and such commonly found materials as maps, charts, and posters, large drawing paper, paste and paints, lumber, clay, records, magazines, seasonal decorations, and nature and science exhibits.

An electric clock should be provided in each room. Duplex electrical outlets should be placed where they will best serve whatever electrical equipment may be used: radios, record players, and slide and film projectors.

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# Train Up a Child

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B. H. Stickle

EDUCATIONAL SUPERINTENDENT  
MANITOBA-SASKATCHEWAN CONFERENCE

ONE of the most interesting courses I took in college was horsemanship. The subject matter for this course consisted of a truckload of young bronchos brought in from the range country of northern California. The bay mare assigned to me for "breaking" stood at the far side of the corral with her head held high as I entered to give her the first lesson. A few sharp stings from my buggy whip quickly taught her that it was more comfortable to keep her head instead of her heels toward me. She soon learned to follow me, and it was not many days until she would follow me about the open farmyard without a lead rope. Other lessons followed until she became a well-trained horse. She had learned to respond to my commands, not because she considered them wise, but because she disliked the punishment that always accompanied failure to respond.

Are you attempting to maintain order in your classroom and to train your pupils by methods similar to those I used on Bessie, the bay mare? Your pupils may be just as much alive and perhaps almost as wild as bronchos; but if you are to teach them to direct their future conduct wisely, you will need to use other methods. The development of the horse largely stopped at the point where training was discontinued. Boys and girls must be given a training and guidance that will serve as a basis for mental and spiritual development reaching even into eternity.

Every child needs to feel that his teacher understands him, and that he can count on fair and consistent treatment. He needs the assurance that he has a share in the aims, ideals, and activities of

his social group, and that he is making progress toward the attainment of these aims and ideals.

Discipline is the task of organizing and directing the satisfaction of these needs. It is the work of building intelligent, enlightened self-control. Mrs. E. G. White wrote, "The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control."<sup>1</sup> To attain desired objectives, both immediate and ultimate, we must have order. In the schoolroom such a degree of order must be maintained as will contribute most to the learning process, and will develop in the pupil those habits of order that will lead to good citizenship. "This work is the nicest, the most difficult, ever committed to human beings."<sup>2</sup>

Discipline is best where it is least conspicuous. Likewise the teacher who "disciplines" least is the best disciplinarian. The true object of discipline is gained when the child sees his fault and enlists his will for its correction. This calls for more than militaristic order.

Order perhaps reaches its height when the teacher can boast, "It is so quiet in my classroom that I can hear a pin drop." But let us remember one doesn't often hear pins drop in a well-disciplined classroom; for an active class is seldom a silent one, and both the teacher and the pupils are too busy and too sane to go about dropping pins.

Order has its legitimate place as an aid to discipline; it is a means to an end, but not the goal. The following are suggestions for securing and maintaining good order:

1. Always give the impression that you expect only perfect order. There should be no if's suggested.



such as, "If anyone fails to turn his paper in on time—"; or, "The first one who speaks without permission will—"

2. Become acquainted with pupils as quickly as possible so that questions or requests can be directed to individuals by name rather than having to say, "You, over there next to the corner."
3. Make only reasonable requirements, and phrase them so that compliance will be natural.
4. Keep the machinery of the classroom as simple as possible. A few rules carefully chosen are much better than a long list of don'ts.
5. Keep the class occupied. Idle time invites trouble. Begin each period or class promptly and interestingly.
6. Use praise and encouragement freely, but honestly.
7. Avoid punishing in anger, for at such times your sense of values is distorted and you are an undesirable model for the child.
8. Don't make threats, for children easily develop an immunity to them.
9. Avoid forcing an issue before your class. To do so may prove humiliating to the child or the teacher or both.
10. Use good teaching. It is your most effective means of getting and maintaining good order. Dull lessons bring disorder.

Good order alone does not prepare children to face the responsibilities of life. Good habits and right attitudes must be developed. The shift to disciplined order should be made as rapidly as children demonstrate ability to bear additional responsibilities. In the classroom where children have been required to get the teacher's permission before depositing wastepaper, they may be instructed to dispose of it at such times as will least disturb the activities of the classroom. As such new freedoms are well used they should be commented on and extended to the point where the teacher ceases to be a policeman or magistrate, while the children cease being blind followers and become disciples—followers by choice. Emphasis must be placed on self-direction, pupil initiative, and group responsibility. Good discipline leads the child to refrain from making unnecessary noises or disturbances because they hinder the progress of the group and interfere with the rights of others.

Corporal punishment should be used only when other incentives fail. It should be made clear to the child that the punishment is meted out because his misdemeanor is against the best interests of the

group and of himself. He must never be made to feel that he is being punished because he annoyed the teacher. To be of value, punishment must contribute to the pupil's adjustment; it must not be so severe that it builds up resentment, which would interfere with future guidance or create additional problems.

Make early and frequent use of such minor punishments as looking steadily at the offender, calling his name or asking him a question. By such simple means many disciplinary problems are checked before they can develop.

Children look to their teacher for standards of good conduct as well as for factual knowledge. "He who would control his pupils must first control himself."<sup>1</sup> Develop your pupils' confidence in you by exercising good judgment, fairness, friendship, and understanding. Show confidence in yourself and also in them; strengthen their sense of honor.

Nothing is more wholesome than a spirit of cheerfulness. Use it freely along with love and kindness. These are Christ's methods. "Those who most try our patience most need our love."<sup>2</sup> Pray for and with your pupils, and teach them to pray for one another. Make your pupils as happy as you can. Remember that the greatest teachers and best disciplinarians are the most kind and patient. Give all the encouragement you can. Show your love in your looks, words, and actions. Shed upon your pupils much of the "pleasant sunshine of kind words."

Firmness and decision are indispensable in forming right habits and developing character. Guard the child's will; he needs it all. Carefully guide and direct it instead of trying to break it. By making requests instead of issuing commands you give the child opportunity to obey by choice and not from fear, and thus to demonstrate his loyalty to right principles.

<sup>1</sup> Ellen G. White, *Education*, p. 287.

<sup>2</sup> *Ibid.*, p. 292.

<sup>3</sup> White, *Fundamentals of Christian Education*, p. 59.

<sup>4</sup> White, *Counsels to Parents, Teachers, and Students*, p. 267.



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## Information, Please!

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Archa O. Dart

CHILD GUIDANCE AND SABBATH SCHOOL SECRETARY  
SOUTHERN UNION CONFERENCE

**QUESTION:** When a child comes to class unprepared, do you think the plan of keeping him in at recess or after school to get his lessons is a natural punishment? I try to use natural punishment as much as possible, but I am wondering whether this works. I kept one second grader right in his seat until six o'clock one day. I thought that would be punishment enough to last the rest of the school year, but it was not. The very next day he came up without his lessons, and seemed as indifferent as ever. What should I do, use the ruler?

**ANSWER:** When a child uses his study period for play, it certainly would be a natural punishment to require him to use his play period for study. *But* is punishment what is needed by a child who does not study? What he needs is to have an interest created within him. You cannot beat interest into a child. We want our children to learn when they come to school, therefore we must make learning delightful. Children learn best when they are happy. The more punishment is associated with studies, the duller the child becomes. What learning might take place under punishment does the child very little good; it isn't worth the trouble. That which is learned under pleasant, delightful experiences remains long in the mind of a child. "True education is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused." \* The poor teacher punishes the child for not studying, assigns lessons as a task, and makes school a little prison. The real teacher spends time in creating interest, making school a delight and learning a joy.

**QUESTION:** My children seem to be so restless. As long as I have my eye right on them they are fairly orderly; but let me relax the least bit or turn my back, and they explode.

Must a teacher have an iron hand all the time to have good discipline?

**ANSWER:** Inaction is not always a sign of good discipline. A well-disciplined army may be in full action. Good discipline is evidenced by *doing* the right thing in the right way at the right time. The question is, Are the children purposefully busy? There is such a thing as keeping a child so still he cannot study. When the major portion of attention is focused on being quiet rather than on learning his lessons, the main object is defeated. Growing children can learn much better when they are allowed to move about at times. Going to the chalk board, looking up something in the dictionary, and examining a book on the reading table are delightful changes from plain sitting in one spot. Of course, allowing children to be constantly fidgeting about or aimlessly wandering around the room is definitely disastrous to good work, but orderly and purposeful movements are beneficial. Between recess periods it might be advisable to open the windows and take a few deep breaths or play a little game for two or three minutes. The time is not lost but actually gained as far as learning is concerned.

**QUESTION:** How much homework should be required of a fourth grader, and how can a teacher be sure this work is not done by a parent?

**ANSWER:** None. When a child has been in school the required number of hours, his cup of learning is usually full. Extra homework cannot make it any fuller. When the attention is focused too long on learning, the mind becomes weary; and when study is associated with weariness, the child will soon learn to consider school a burden. Thus, instead of help-



ing the child this extra homework actually retards progress. Another thing, as already suggested in the question, some adult may help the child. This adult may not have the same objective in mind as the teacher, or may not employ the same teaching method. When there is a difference it would be very easy for this person to make little comments that would tend to confuse the child or to undermine his confidence in his teacher. Again the child is retarded in his progress rather than helped. Then, too, a child who has done all his studying at home has nothing to do in school but waste time or get into mischief. Physically, mentally, and emotionally a young child is much better off if he does his schoolwork at school and has the time at home for physical work and play.

**QUESTION:** Is it ever permissible for a teacher to accept careless, messy written work? To me it seems that this would be encouraging a child to be slovenly in his habits. Some of the other teachers think I am too strict. This is my first year of teaching, and I want to do the right thing by my children.

**ANSWER:** Accepting work done "any old way" not only encourages children to be careless in their habits but kills interest in their work. No child can take pride in doing slipshod work. On the other hand, we teachers can set such a high standard of perfection that even an adult might become discouraged in trying to reach it. Nothing is so disastrous to a child's spirit as repeated failure. When each attempt on his part is met with a disapproving look from the teacher, he soon feels he is hopeless, and therefore takes no interest in his studies. When he hears nothing but criticism of his work, each new assignment becomes a chore and each class period a punishment. Very little learning can take place with such an attitude. Give an assignment that is right for the child, something that he can do; and then compliment something about his work, even if it is nothing more than the effort he

put in. Expressions such as "That is better," "Now you are getting the idea," "This paper shows effort," inspire a child to do better. Calling attention to the good point encourages him to make his good better and his better best. If a number of your children need improvement, you might try this suggestion:

"Children, how would you like for your fathers and mothers to play a little game with us at our next Home and School meeting? This is the way we can play it: I will put in a box all the written work that you each hand in from now until our next meeting. When it is time for the game Mabel will take her box to her daddy and say, 'Close your eyes and draw out something from this box.' When he opens his eyes he will read on her box, 'This is a sample of Mabel's daily work.' He may pull out an arithmetic paper. Her mother may draw out her English theme; her aunt may get a geography map." With some such plan as this, children become anxious to do their best, and often ask permission to make another copy of a paper with which they are not satisfied.

**QUESTION:** How can a teacher do justice to her school when she has six or more grades? With the alternation plan I can see how the classes can be arranged; but I feel that each pupil, especially the beginners, should have a great deal of individual attention. Should I give less time to the classes, or try to give this individual help outside regular school hours?

**ANSWER:** Have you ever tried the sponsor plan? Each first grader is given a sponsor from the third grade, and each second-grade pupil is given a sponsor from the fourth grade. These same third and fourth graders have sponsors from the fifth and sixth grades. Any variations in the size of the classes can be adjusted to suit the situation. This plan enables each pupil in the lower grades to have daily individual attention, and relieves the teacher of a great deal of drill work. And don't forget, this plan is a most beneficial review for the older child. A fourth



grader may be a little rusty in phonics. To ask him to come to the second-grade class would wound his pride terribly, but to sit with them as a sponsor is an honor. If a third-grade sponsor is asked a question by a first grader that he cannot answer, he in turn may ask his fifth-grade sponsor. Seldom does a child resent help from a pupil who is two grades ahead of him. This type of individual assistance is usually appreciated by the parents, whereas having an older pupil "hear classes" is often questioned by them.



Sponsors often make a very fine "audience" for an oral reading lesson. It is hard to tell which learns more, the sponsors or the pupils. One thing is certain, it gives the teacher a great deal more time for general supervision.

QUESTION: Some of my seventh and eighth graders are having a great deal of trouble with puppy love. They want to sit together in class, study together, be together all the time. They would rather stand and talk at recess than play games. I fear it is beginning to affect some of the fifth and

sixth graders also. Some of the parents think it does not matter; others know that it is affecting their children's grades, but do not know what to do about it. What can we teachers do to help these children?

ANSWER: Of course, we adults know that sentimental thoughts cannot mix with lessons, that children of this age are not ready for special friends, and that improper conduct often spoils the chances of a happy married life later on; but the problem is how to help these children to see this right now at their age. The best way to dispel darkness is to admit light; therefore, we endeavor to give them a wholesome attitude toward the home, showing them that God is the author, that it is His plan for us to have a happy, successful home. Each period in life is given for a purpose. This teen age is the age of pattern making. The kind of behavior pattern made at this time will very likely determine one's behavior as an adult. If he now neglects his duty for some momentary excitement, he will likely neglect his duty when he is a man, and thus become worthless. If he now makes first things first, it will be easier for him to make first things first when given greater responsibilities. Children at this age want to make a good impression upon others; therefore, they appreciate hints and suggestions on proper decorum—how to introduce, proper manners at the table, acceptable conduct for good society, and so on. A boy likes to be a gentleman; a girl is anxious to become charming. Little informal discussions concerning the propriety of boys and girls standing on street corners visiting, being too familiar with one another, writing notes, and so on do far more good than ridiculing or scolding young people for their improper actions. After all, deep down in their young hearts they want to know the correct way to behave.

\* Ellen G. White, *Education*, p. 41.



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## Vocational Guidance in Elementary Education

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Clarence H. Dye

PRESS MANAGER, INSTRUCTOR IN PRINTING  
ATLANTIC UNION COLLEGE

**WHEN** I grow up I'm going to be a fireman."

"I'm going to be a nurse, and take care of the sick folks."

Such remarks have been heard from our children on numerous occasions. Youth are great imitators, and their goals of life are largely set by watching the activities of adults who become their ideals. Many are influenced by the glamour put into an occupation or profession by someone who is enthusiastic in such a pursuit.

Too often we are pressed with our duties until it appears that instruction in the three R's becomes virtually the only program of training we follow. The right use of vocational interests coming to the child or the creation of broadening interests in the vocational world can lead to great ultimate value.

### Stress Dignity of Labor

Work seems to be avoided by most children. Much of the cause for this is the attitude of adults with whom the children associate. Very often the child's play activities are simulation of the work activities of father or mother or some friend whom he admires. Rightly directed, these may lead to the child's participation in the household duties.

As Christian teachers we must lead our children in this respect by presenting to them the life of Jesus. There are few verses in the Gospels that tell us about the years of His childhood. At the age of twelve He declared that He must be about His Father's business. What was His Father's business for the next eighteen years? Note a few passages from *The Desire of Ages*:

"Jesus is our example. There are many who dwell with interest upon the period of His public ministry, while they pass unnoticed the teaching of His early years. *But it is in His home life that He is the pattern for all children and youth.* The Saviour condescended to poverty, that He might teach how closely we in a humble lot may walk with God. He lived to please, honor, and glorify His Father in the common things of life. His work began in consecrating the lowly trade of the craftsmen who toil for their daily bread. He was doing God's service just as much when learning at the carpenter's bench as when working miracles for the multitudes. And every youth who follows Christ's example of faithfulness and obedience in His lowly home, may claim those words spoken of Him by the Father through the Holy Spirit, 'Behold My servant, whom I uphold; Mine elect, in whom My soul delighteth.'"<sup>1</sup>

"Jesus lived in a peasant's home, and faithfully and cheerfully acted His part in bearing the burdens of the household. He had been the Commander of heaven, and angels had delighted to fulfill His word; now He was a willing servant, a loving, obedient son. He learned a trade, and with His own hands worked in the carpenter's shop with Joseph. In the simple garb of a common laborer He walked the streets of the little town, going to and returning from His humble work. He did not employ His divine power to lessen His burdens or to lighten His toil.

"As Jesus worked in childhood and youth, mind and body were developed. He did not use His physical powers recklessly, but in such a way as to keep them in health, that He might do the best work in every line. He was not willing to be defective, even in the handling of tools. He was perfect as a workman, as He was perfect in character. By His own example He taught that it is our duty to be industrious, that our work should be performed with exactness and thoroughness, and that such labor is honorable. The exercise that teaches the hands to be useful, and trains the young to bear their share of life's burdens, gives physical strength, and develops every faculty. All should find something to do that will be beneficial to themselves and helpful to others. God appointed work as a blessing, and only the diligent worker finds the true glory and joy of life. The approval of God rests with loving assurance upon children and youth who cheerfully take their part in the duties of the household, sharing the burdens of father and mother. Such children will go out from the home to be useful members of society."<sup>2</sup>

The true dignity of work needs to be presented to our children from their early years. Show them that work is the plan of all creation. God Himself is an active worker. The angels are ministering servants, laboring for their great



Commander and for every human being. The animals in their natural state all labor: the bees through months of activity gather and store the sweet nectars for their sustenance and for man's benefit; the birds of the air make their nests, and then through constant vigil and activity care for their young.

Man was put "into the garden of Eden to dress it and to keep it."<sup>3</sup> After the fall labor was especially designed as an agency in God's plan for the redemption. And in the earth made new we shall all be active workers.

### Capabilities Determine Lifework

There seems to be a tendency among schoolteachers to encourage our children to prepare for some professional phase of work, such as that of minister, teacher, doctor, or nurse. In fact, we have pretty much set up our educational system after this pattern. This is fine to a degree, but I fear that we forget there are certain factors that should determine one's lifework.

"The youth should be taught to aim at the development of all their faculties, the weaker as well as the stronger. With many there is a disposition to restrict their study to certain lines, for which they have a natural liking. This error should be guarded against. *The natural aptitudes indicate the direction of the lifework*, and, when legitimate, should be carefully cultivated. At the same time it must be kept in mind that a well-balanced character and efficient work in any line depend, to a great degree, on that symmetrical development which is the result of thorough, all-round training."<sup>4</sup>

"*The specific place appointed us in life is determined by our capabilities.* Not all reach the same development or do with equal efficiency the same work. God does not expect the hyssop to attain the proportions of the cedar, or the olive the height of the stately palm. But each should aim just as high as the union of human with divine power makes it possible for him to reach.

"Many do not become what they might, because they do not put forth the power that is in them. They do not, as they might, lay hold on divine strength. Many are diverted from the line in which they might reach the truest success. Seeking greater honor or a more pleasing task, they attempt something for which they are not fitted. Many a man whose talents are adapted for some other calling, is ambitious to enter a profession; and he who might have been successful as a farmer, an artisan, or a nurse, fills inadequately the position of a minister, a lawyer, or a physician. There are others, again, who might have filled a responsible calling, but who, for want of energy, application, or perseverance, content themselves with an easier place.

"We need to follow more closely God's plan of

life. To do our best in the work that lies nearest, to commit our ways to God, and to watch for the indications of His providence,—*these are rules that insure safe guidance in the choice of an occupation.*"<sup>5</sup>

Thus we find that one's capabilities should determine his lifework. God gave to His church many gifts for the advancement of His cause, and among them we find that skill in the household duties is a gift of God. He wants us to teach our children that performing any duty well with the abilities we have is doing His work.

### Avenues of Vocational Observation

Classes in arts and crafts have been a great help to our children. In many small schools this has been limited by lack of facilities. Consider a few ways of making life more meaningful to the child and assisting him to find his own interests and capabilities.

We are living in a highly industrialized world. The significance of many of the common activities of life can be made impressive to the child if they can be correlated with his regular school subjects. This is being done in many of the books produced in recent years. Yet you can make it even more meaningful by personal contact with some of the enterprises themselves.

In any community there is a grocery store. It may be a simple corner store or a large supermarket. The manager of such a concern is generally glad to give time and thought to pointing out to children the activities of a store. He will explain how from all corners of our nation and from many foreign lands commodities are assembled; so that we have cereals from the Midwestern plains, canned fruits from California, vegetable oils from the corn of the Midwest and soybeans of the South, bananas from Central America, and so on. He can show from behind the scenes that the glamour of store selling fails to reveal the hard work of packaging, stock handling, and so on.

Another enterprise found in virtually every community is the newspaper. The



publisher usually is a man who enjoys explaining his business, and who will delight to show the children how news is gathered from all parts of the world to be given to his community through his newspaper. Also the mechanical processes of producing the printed page make a fascinating story when shown in the flesh to the children. If he is coached as to your desires, he will also explain the necessary qualifications and the type of tasks performed in his trade.

These are typical avenues of live vocational information that can be found in the business or trades fields. They can be multiplied innumerable in any community, oftentimes the particular trade or occupation around which the community is built being stressed.

As mentioned before, we are inclined to glamourize the professional pursuits of life. The preacher is looked upon as having a nice job with not too much to do but visit his parishioners and preach the sermon on Sabbath. He rides in a new car, wears nice clothes, lives in a beautiful home; and so oftentimes the young man says, "I want to be a preacher," because of what a preacher's life appears to him. He doesn't know the years of study and struggle to obtain a qualifying education and experience. Nor does he know of the hours upon hours of intense study week by week to prepare the spiritual food for his congregation. We invite the preacher to talk to our school on spiritual matters. Have we asked him to tell of the work, trials, hardships, and boredom, as well as the pleasures, in his calling? The same could be done by other professional men, such as doctors, lawyers, or teachers. Let our children realize the true scope of preparing for professional work.

#### Avenues of Vocational Exploration

We have touched on some possibilities for vocational information and observation found in your community. There are angles of exploration or participation

which should be briefly considered also.

A few years ago, when I was teaching at Glendale Union Academy in California, it was decided that we should do some vocational guidance work for the upper elementary grades. The children in the eighth grade were grouped in three sections with about eight boys and girls in each. In two hours a week we gave them basic skill practice and information in woodworking, home arts, and printing. Each group spent twelve weeks in one area, then moved on to another in rotation, so that during the school year all had briefly explored three vocational fields. The response on the part of the pupils was very good, and we teachers felt that we had definitely contributed to their enlightenment.

Most elementary schools do not have facilities or personnel to undertake such a program; facilities are meager, time and experience inadequate. Nevertheless, give study to facilities or personnel that might be available among the church members, in the way of hobbies or trades. If some man of the church or one whose wife is a church member has a shop in his basement or garage, try challenging his philanthropic instinct to take a group of boys under his tutelage in the field of his hobby or trade, be it woodwork, electricity, radio, plastics, auto mechanics, or whatever. Two or three hours a week with such a person will be a real inspiration to the boys.

The girls can find similar opportunities with women who are excellent cooks or dressmakers or who excel in some handicraft. Do not confine this to one person. If one woman makes delicious bread, let the girls spend some time with her; another may excel in pies or cakes or casserole dishes. Get your Dorcas women interested in teaching the children on a child's level. Such a program can mean a lot more to the school than merely helping the boys and girls; as the church members are drawn to see that

—Please turn to page 30



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## A Half Century in One Building

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Marie Barber Marchus

SO FAR as we in California know, the San Pasqual church school, in San Diego County, is the only one in the Seventh-day Adventist denomination with a record of fifty consecutive years' work in the same building.

When the church school movement developed in Michigan in the 1890's, the news of this innovation among us traveled rapidly westward. William Potts, local elder of the San Pasqual church, and his two boys were working near Centralia in Orange County, during the summer months, and there he learned that Mrs. Alma McKibbin was teaching a school for the Centralia church. Deeply concerned over this subject of Christian education, he returned to San Pasqual to present the matter to the church members and urge that they also have a school. He declared that if the San Pasqual church did not see light in taking this step, he would move to a place where his children might have the advantage of this training. The church agreed with him, but where could they find a teacher prepared to do this work? They wrote to Battle Creek College, and in response to their plea Miss Loiza Elwell came in the winter of 1898-99 to be the first teacher of the San Pasqual school. She taught until the spring of 1900.

During the summer of 1900 a month-long teachers' institute was held at San Jose, the second such institute on the Pacific Coast. Here we teachers, camping in tents, compiled the first *Church School Manual* for use in Western schools, and it was later published by M. E. Cady, educational secretary for the field west of the Rockies and president of Healdsburg College.

At the close of the institute I went south to Escondido, where I was the second to teach in the little San Pasqual schoolhouse. It was arranged that I should receive twenty dollars a month, and pay eight dollars a month for room and board in the home of Lawrence Johnson. My salary was always paid in gold. Pennies were not used in southern California then, and anyone with a one-dollar bill was immediately recognized as an Easterner. The schoolroom was small, well lighted, and clean. There were homemade desks for the pupils, and my desk was a table with storage space under the top which could be raised. We had plenty of blackboards, also homemade but much appreciated. All Bible assignments had to be carefully copied on the blackboard from the Bible outlines that Mrs. McKibbin had prepared at the institute for the *Church School Manual*. Indeed, our most serious problem was scarcity of textbooks. We had a few readers, provided by the California Conference, and diligent search was made for suitable reference books. The pupils and patrons were cooperative, and we had a happy year.

Our daily program provided for opening exercises at nine o'clock, two recesses, an hour's intermission at noon, and dismissal at four o'clock. No homework was required, although it was permitted.





There were three Bible classes—stories for grades 1-3, New Testament lessons for the middle grades, and Old Testament for the older pupils. The enrollment was twenty-three, and most of the grades were represented, including two beginners. We had a daily nature study lesson for the whole school, based on M. E. Cady's "shoestring" edition. We had penmanship from copybooks (the Palmer method, I think) and vocal music—partly rote songs, with practice also in singing by note. The feature best remembered by those pupils who attended our reunion in May, 1950, was the surprise period. This was sometimes physical culture, a special game, or a story—anything unexpected but profitable.

One lad, the eldest of a family of six who walked five miles to school, was always helpful in settling differences among the younger pupils without even being asked. He later became a well-known missionary in the wilds of Africa, and this characteristic must have stood him in good stead in dealing with the natives.

We had a short vacation at Christmas time, and as we neared

the close of the school year in May, I was invited to return for the next year. But since I had developed a persistent cough, I was advised to try the more bracing climate of northern California. At the Healdsburg teachers' institute held early in the summer I was asked to become principal of the two-room church school in San Francisco. During the summer my aunt and I canvassed for *Christ's Object Lessons* in Alameda, and we had charge of the daily junior meetings during the camp meeting in Oakland.

In the spring of 1902 I was married

to C. G. Marchus, a ministerial intern, and after another year of teaching in San Francisco we returned to his home in San Pasqual Valley, where we lived for forty-five years. Beginning in 1917, I taught most of the time for fifteen years, some years in the little schoolhouse and other years, when my children were ready for secondary work, in our home or in the added classroom of the old school building, while other teachers continued elementary work in the original room. From 1945 to 1949 I again taught grades nine and ten, with an assistant the last year when we did eleventh-grade work because we were looking forward to a full senior academy in the San Pasqual Valley, and we hoped to have a class ready for graduation at the close of the first year. Five of our eleventh-grade students of the previous year were graduated in May of 1950.

We wonder whether any other church school has a record of fifty consecutive years of school in the same building. I recall that often at the close of a school year few had hope that we would have enough pupils to warrant a school the next year; but in answer to the prayers of those who had faith, some families with children were sure to move into the valley to work in one of the big dairies that had gradually replaced many of the small fruit and grain ranches, so that always school opened as usual. Among those who did one or more years of elementary or secondary teaching in the little valley school were some of California's best-known teachers.

In May, 1950, a reunion was held on the old school grounds, with two hundred present. At this time we checked over the later denominational work of the pupils, and found thirteen teachers, nine physicians, eleven nurses, three ordained ministers, four foreign missionaries, and many church elders.

"Mighty things from small beginnings grow." \*

\* Dryden, *Annus Mirabilis*, st. 155.





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## Let's Check the Problem

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L. E. Smart

EDUCATIONAL SECRETARY  
CANADIAN UNION CONFERENCE

**W**HAT is the matter with arithmetic? That is not too difficult to find, but the remedy is not so easily discovered. The greatest single factor in arithmetic difficulty is the pupil's failure to master the fundamental processes to the point where his responses are automatic and accurate. The root of this difficulty lies in the pupil's lack of understanding of the processes in arithmetic. The teacher should see that the pupils know the why of the fundamental processes, then drill on them sufficiently to gain accuracy and rapidity. He should help the children to solve problems in which one or several of these processes are involved, until they can independently reason problems to their correct conclusions.

Nearly all children begin to study arithmetic with a general and more-or-less extensive idea of concrete and applied arithmetic, but it is usually in school that they first meet the symbols of arithmetic. For example: If an average pupil is given one apple and then given another, and asked how many apples he has, he will probably be able to state that he has two; but he has yet to learn the symbols which express the abstract relation implied, that  $1+1=2$ .

It is difficult for the adult to understand the long step children must take in order to change their thinking from concrete arithmetic to symbolic arithmetic. To facilitate this change, the teacher should by all means lead the beginning pupil through a thorough arithmetic-readiness program. Several weeks should be devoted to this readiness program. Objects should be used until the pupils immediately and automatically recognize

number symbols and understand their use in the fundamental processes. Pupils should not be rushed through this phase of the arithmetic program, for it is the foundation upon which all future work in mathematics must be built. Whenever a new process is introduced, even in the upper grades, objects, pictures, diagrams, and other illustrations will help the pupils to comprehend and master processes and problems.

When objects have bridged the gap between concrete quantity and number symbols, they should be discarded lest what once was a help to pupils shall become a hindrance to normal or rapid progress. To count four objects and two objects helps the pupil in grade one to understand that four plus two equals six; but for a pupil in grade three or above to count in order to determine a sum is evidence that he has not accurately and efficiently mastered the fundamentals. Teachers should carefully watch their pupils' progress, and wean them from the use of objects as soon as they are capable of adequately comprehending and handling symbols.

When a pupil can perform the operations of arithmetic with accuracy and speed, it may be assumed that he has a good hold upon the subject. Accuracy is far more important than speed, but both are goals toward which the pupils should be urged to strive. Speed and accuracy come with practice. It is here that one chief difficulty originates. The busy teacher, beset on every side by things that demand her constant attention and energy, often stops short of the one thing that would save her as well as her pupils hours of time in the future. She does not



give the pupils sufficient drill. Drill is time consuming, but it pays great dividends in time saved later on. To get accuracy and rapidity, we must have drill. Pupils need a clear initial understanding of the fundamental processes of arithmetic; then these processes must become a matter of habit. The facts of addition, subtraction, multiplication, division, fractions, decimals, and percentages must first be taught clearly and carefully, then followed by *attentive repetition*. Exercises of various sorts should be provided and repeated until a high degree of accuracy and rapidity has been achieved. Drill is a prime essential, and should be frequent and varied. Flash-card drills are a most effective means of teaching the fundamentals and achieving a high degree of accurate and rapid pupil responses.

Rapid mental calculation drills are always enjoyed by pupils and are an aid in achieving the goals in arithmetic. At first these drills should be simple, involving few numbers and only two or three processes; but as the pupils gain skill the numbers and processes may be increased, and the rate of dictating should be increased also.

Another difficulty in arithmetic arises from the manner in which the assignment is given. In schools where little time is allotted to classes, there is a tendency for the teacher to close the class period with a hasty, "Take the next two pages" or "Try the 25 problems on page 60." Teachers have been known to give an assignment in the division of decimals—which has not yet been studied—and expect the pupils not only to divide the decimals but to learn the operation by themselves! No work involving a new principle or process should be assigned until it has been thoroughly explained and taught, and the pupils have been given opportunity to try out the new process under careful supervision.

Frequent tests and reviews acquaint the teacher with the ability and needs of individual members of the class. They also show the pupils the phases of arithmetic upon which they should devote more concentration and effort. Standardized tests give an accurate comparison of the achievement of the class and the individual pupil with other classes and pupils of equal grade and age. Such tests should be given several times each year, and the results carefully studied so that the teacher may discover weak places in the teaching program and take steps to remedy these weaknesses.

The older arithmetic textbooks had pages of answers at the back. Pupils worked the problem, then turned to the back of the book for the answer to check the accuracy of their work. If the problem appeared difficult, pupils would look for the answer first in an endeavor to find a key to the solution. The results of such a procedure can well be imagined. The answers are no longer in the back of the books, and pupils should be taught to check their work to determine its accuracy. Teachers should insist that all work be checked, which will eliminate many of the difficulties with arithmetic, as pupils soon learn to analyze their work and profit by their mistakes, thereby increasing their accuracy.

All the pupils' assigned work should be checked and the papers returned at a set time, when the teacher should comment on the work done and reteach the processes involved in problems missed while the pupils have their checked papers before them. Pupils should then correct their mistakes and return their papers to the teacher for rechecking.

Everyone, every day that he lives, makes use of arithmetic in one way or another. Then how important it is that we teach our pupils to handle numbers with a maximum of ease, accuracy, rapidity, and efficiency.



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## Does It Pay?

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Warren L. Johns

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**EVANGELISM** as carried on by Seventh-day Adventists primarily embraces two basic fields: evangelism for the general public and evangelism for the youth within the church itself. Both are integral segments of the over-all plan for the successful spreading of the gospel and the expansion of the church.

Public evangelism has traditionally served as the base in the original organization of a local church. It naturally follows that youth evangelism, or elementary and secondary education through the maintenance of parochial schools, serves to consolidate and to build the stability of that same church.

The inestimable value of the parochial school, especially for the elementary age, has proved itself time and again. Nevertheless, initially because of the problems involved in financing such a program, the question inevitably arises among the smaller church bodies, "Does it pay?"

Although the monetary aspect cannot be by-passed, a thorough study into the other phases of this question is required in order to produce a logical and conclusive answer.

Human beings are natural products of heredity and environment. Both influences are vital components that stimulate development and behavior. Both have a part in actuating the lifelong process of learning, and likewise contribute to the directing of ultimate real-life decisions.

Although hereditary traits are already formulated prior to birth, a child's environment is subject to human influence, which should be begun immediately after birth and continued through judicious education. During the preschool age the home, the church, and the local neighborhood make up almost one hun-

dred per cent of that environment. But after a child enters school new factors enter the picture. These factors invite the transfer of a share of this environmental influence from the heart of the home to the classroom of the school.

Despite the fact that a person may be engaged in the process of learning through the span of a lifetime, it is the early or formative years that build the foundation and designate the patterns which future learning may follow.

Scripture evidence establishes the veracity of this conclusion. A study of the lives of Moses, Joseph, Daniel, Samuel, and Christ readily reveals that the early training and environment is of the utmost significance and importance.

It is interesting to note that more decisions for baptism among the youth of the church take place at the age of twelve years than at any other age. By that time the average child will have completed anywhere from four to six years of elementary education, or from 50 per cent to 75 per cent of that phase of his education. Would these decisions to unite with the church be so readily forthcoming and of such a positive nature if the early education were dependent upon the public rather than the church school? The answer is an unequivocal, emphatic *No!*

The effect upon the church itself of these children's decisions is well-nigh inestimable. Investments in youth evangelism are subject to a greater return to the church than most forms of ordinary public evangelism. The reasons are apparent.

Converts through public efforts are conceivably more difficult to win in light of the fact that they naturally cling to



preconceived opinions derived from an early environment. On the other hand, young unbiased minds of grade school children are quick to grasp eternal truths, thus making the percentage of baptisms from elementary church schools exceptionally high.

Similarly, souls won in public efforts are bound to average somewhat older than school children. The prospect of beneficial service to be rendered to the church by an older convert is greatly minimized when compared with the vigor of a young, vivacious individual who has an entire lifetime of active service before him. It is the youth of today who will fashion the church of tomorrow.

In addition, the contribution of elementary schools to the prosperity of the entire denominational system of education is profound. In a large measure the secondary schools rely upon the elementary schools of the church for future enrollments. Likewise, colleges count upon the secondary schools for their continued and prosperous existence. And in practice at least our denomination is especially dependent upon the colleges and professional schools for its future leaders. Great significance is here attached, since it is from such men that tomorrow's thinking and guidance of the denomination are to be derived. Far better that they shall have received their education in our own Christian schools. Thus, a well-developed elementary system not only "feeds" the advanced schools of learning but may be expected to strengthen the entire future structure of the church itself.

To the church of five hundred or more members the financing of a church school may involve some problems, though not of a nature which cannot be readily solved through competent leadership and the correct application of valid logic. But for smaller churches the question inevitably arises, "Does it pay?"

Unfortunately, the sign of a dollar

often obliterates the vision of the exceedingly more valuable sign of a soul. Where money is short faith must be long. For indeed, "if God be for us, who can be against us?" \*

Undoubtedly, the smaller church is faced with enormous problems in the development and maintenance of a church school. Nevertheless, even small churches have children and young people in attendance. To establish the continuity of that attendance, to fit the youth for a lifetime of Christian service, and thus to pave the way for a life eternal, it is correspondingly necessary to establish local church schools.

Regardless of cost, the inevitable conclusion is that *it does pay!*

\* Romans 8:31.

### **Ten Commandments for Teachers**

1. Thou shalt surrender thy life to Christ every morning.
2. Thou shalt be understanding and cheerful at all times.
3. Thou shalt let thy pupils know that thou dost love and respect them individually.
4. Thou shalt keep thy pupils' confidences a sacred trust never to be violated.
5. Thou shalt live—not preach only—the rules of cleanliness.
6. Thou shalt be orderly at all times in appearance, dress, and school-room arrangement.
7. Thou shalt give thy pupils a glimpse of the beautiful each day.
8. Thou shalt play with thy pupils daily.
9. Thou shalt know thy work thoroughly and use illustrations to keep out of a rut.
10. Thou shalt be kind and tactful in dealing with the erring.

—Laura Sweeney, *Elementary Teacher, Maritime Conference.*



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## Better Results in Arithmetic

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R. L. Morton

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IN ONE of the larger cities of this country, a committee of teachers—appointed by the superintendent of schools—undertook to overhaul the arithmetic curriculum.

When the superintendent received the committee's report, he politely but firmly declined to accept it. He said that the public had complained much recently about the poor preparation of the graduates of the schools as to arithmetic, that the need for more drill was clearly indicated, that the report of the committee failed to give sufficient emphasis to drill. There was no doubt in the superintendent's mind that the faults of the arithmetic program could be corrected by more *drill*.

In another city, the arithmetic program began last fall with the administering of a series of diagnostic tests. The instructions which the teachers received indicated that those pupils for whom the tests revealed serious deficiencies should receive further practice on the types of examples which appeared in the tests. In other words, their deficiencies were to be corrected by *drill*.

In a third community, the pupils formerly equalled or exceeded the norms established for standardized tests, but last year they fell slightly below these norms.

There was much concern over changes which recently had been made in the arithmetic program and the effect of those changes upon the accomplishments of the pupils. Many of the teachers in this community have said emphatically that the test results reveal clearly the need for including more *drill*.

### Is Drill the Answer?

So far as the writer has been able to discover, there is no reason to believe that conditions will be improved in any one of these three cities *merely by providing more drill*.

In the first city, drill has been the most conspicuous feature of the arithmetic program for many years. The results have not been satisfactory. Why, then, should provision be made for additional drill? If the results in this city demonstrate anything, it is that drill is not an effective means of learning.

In the second city, many of the pupils failed to do well on the diagnostic tests with which the year's program was opened. What they needed was not drill but a *chance to learn*. Their learning to date had been incomplete or otherwise unsatisfactory. Clearly, the situation called for a definite program of telescoped reteaching.

The difficulty in the third city lay simply in the fact that the standardized tests which were used did not fit the new arithmetic program there. Significant changes had been made in the grade placement of topics and parts of topics. Certain items which appeared in the tests no longer appeared in the school program, because of their artificial or unreal nature. (An example is the isolated occurrence of the zero facts in the basic processes.)

So poorly did the test fit the program in use in this city that fourth-grade pupils had to make almost perfect scores on the test items with which they were acquainted if they were to reach the test norms. There was nothing in the test re-



sults to suggest that the situation would be helped by drill. Indeed, a mere increase in the amount of drill might well make the situation worse.

### What Drill Is Not

The writer is not opposed to drill—or practice as many prefer to express it. Drill serves a useful purpose in arithmetic learning and in many other kinds of learning. It helps to fix what has been learned and to maintain it at a satisfactory level of usefulness.

However, *drill is not a substitute for adequate learning experience. Drill should follow rather than precede the development of an understanding of processes and steps in those processes.*

Furthermore, drill is not a therapeutic device. If a phase of arithmetic is not meaningful to a pupil, it will not become meaningful by drill. When the year's work begins with a battery of diagnostic tests, teachers often fail to use the results of those tests to plan a reteaching program. They are tempted to *tell* the pupils what to do to correct their mistakes rather than to *teach* them.

Suppose, for example, that a pupil in attempting to add  $1/2$  and  $2/3$  proceeds as follows:  $1/2 + 2/3 = 1/3$ . He very literally "cancels" the 2's, failing to see that the process is really one of division. Having disposed of the 2's very effectively, he writes the only numbers left as the numerator and denominator of the sum.

Confronted with a situation such as this, many teachers *tell* pupils that cancellation is not permitted in addition of fractions; that the two fractions must be changed to a common denominator form before they can be added; that the common denominator to use in this instance is the product of the given denominators; that a fraction is changed to sixths by dividing 6 by the denominator of the fraction and then multiplying both the numerator and the denominator of the fraction by the quotient thus obtained; that when fractions are added, only the

numerators are added, the common denominator being written beneath the sum; and that the sum may have to be reduced to lower terms and/or changed to a whole number or a mixed number! Then the pupil is given an abundance of drill with the hope that what he has "learned" will stick.

### Meaningful Experiences Needed

The very fact that this pupil cancelled as he did is convincing evidence that he did not understand fractions or the process of additions of fractions and that his previous "learning" on this subject had not been meaningful.

Before he tries to go on with addition or other processes with fractions, this pupil should back up as far as necessary and have a series of meaningful experiences with fractions.

He should recognize at once that  $2/3$  is a little more than  $1/2$  and that since the sum of  $1/2$  and  $1/2$  is 1, the sum of  $1/2$  and  $2/3$  must be a little more than 1.

Many previous experiences with objects and diagrams should have led him to see that both halves and thirds can be changed to sixths. He should have little difficulty in discovering from such experiences that  $1/2 = 3/6$  and that  $2/3 = 4/6$ . He should obtain  $7/6$  as the sum of  $3/6$  and  $4/6$  just as easily and just as naturally as he obtains 7 marbles as the sum of 3 marbles and 4 marbles. And he should not find it difficult to see that since  $6/6$  are 1,  $7/6$  are  $1/6$  more than 1.

*The crying need in arithmetic teaching in this country today is the need for meaningful experiences with numbers and the processes with numbers—and not the need for more drill.*

Problems involving the use of numbers should arise from interesting social situations; thus, motivation should be provided. Meaningful experience with numbers, however, is primarily mathematical experience rather than social experience. What it means to add, subtract, multiply, and divide; to carry, to bor-



row, to write partial products, to estimate quotient figures, and to change the form of fractions must come from experience with numbers in a mathematical sense.

Such experiences are fundamental in a learning program. They must precede drill. They outrank drill in importance. Drill cannot be substituted for them.

#### How Much Drill Is Needed

Unfortunately, no one knows how much drill is needed. The amount of drill needed doubtless depends upon a number of factors, chief among which are these three: (1) the pupil—his intelligence, interest, previous experience; (2) the nature of the material being learned; and (3) the kind of teaching.

A detailed discussion of these factors is not feasible here, but it may be remarked in passing that the amount of drill needed is probably less for intelligent, interested pupils whose previous experiences have been well organized than for others; that less drill is required in a simple skill such as reducing fractions to lower terms than in a complex skill such as division by two-place divisors; and that less drill is required to fix and maintain that which has been learned meaningfully than that which has been learned by mere imitation and without understanding.

On this last point we need research. How much less drill is needed if drill follows meaningful learning than if an effort is made to substitute drill for meaningful learning? It will probably be discovered eventually that considerably less drill is needed than many persons now believe to be the case, but that this will be true only if the learning which precedes drill is meaningful.

Of this much we can be sure: To continue to teach arithmetic in mechanistic ways is to continue to get unsatisfactory results regardless of the amount of drill provided. We have much to gain and little to lose by swinging wholeheartedly over to richly *meaningful teaching*.

#### Speed Versus Thoughtful Analysis

The school of tomorrow will give less attention to speed in the basic processes as it gives more attention to a thoughtful analysis of the relations between numbers. The writer recalls a standardized test in division of decimals. Quotient figures were given and the pupil was allowed *30 seconds* to insert decimal points. Some pupils used 10, 15 or 20 seconds getting oriented to the job—getting started. Others spent considerable time pondering over a particular number relationship such as that shown:

$$\begin{array}{r} 112 \\ 4.61 \overline{) 5.1632} \end{array}$$

In this example, a pupil who is intelligent about numbers realizes that a little more than 5 has been divided by a little more than 4 and that the quotient is a little more than 1. He realizes that the quotient could not possibly be as small as .112 or as large as 11.2 but that it must be 1.12.

The only pupils who made high scores on this test were those who used a mechanistic device such as the ubiquitous caret device. Obviously, speed is not an important factor in such situations. The time which a pupil requires to work on an example *may* indicate the presence of undesirable work habits which require attention, but speed in itself is of little importance. We conclude that there is a tremendous unrealized learning potential in pupils which better learning materials, better technics, and more resourceful teachers might well transform into kinetic form. We are probably accomplishing only a minor fraction of what we might accomplish if we had better facilities and greater knowledge and skill.

There will continue to be a place for drill, but the way to improve is not to provide more drill but to set the stage for meaningful learning.—*NEA Journal*, vol. 36, no. 8 (November, 1947), pp. 568, 569. (Used by permission.)



## SCHOOL NEWS

FOUR NEW CHURCH SCHOOLS were opened in 1951 in Australia. We now have an educational light at Mildura on the Murray; at Kingaroy, the peanut center of Queensland; and two more at Mackay and Townsville in the small North Queensland Mission, thus making a 300 per cent increase from one school in 1950 to three in 1951! This is largely due to President H. J. Halliday's zeal for Christian education in his territory.

THE THIRD FIELD SCHOOL OF EVANGELISM to be conducted by Southern Missionary College under the leadership of E. C. Banks was held during the summer of 1951 at Johnson City, Tennessee, with 14 students assisting. As a result, 21 new members have already been added to that church, and it is expected that many more will soon take their stand.

PACIFIC UNION COLLEGE has two new doctors this year. George B. Taylor and Ronald D. Drayson both received Ph.D. degrees from Stanford University last September; the former in Romanic languages, the latter in education and guidance.

ATLANTIC UNION COLLEGE furnishes part-time employment to over 450 students in its commercial industries and service departments, more than 100 being required in the press and bindery.

OLA K. GANT, who for a number of years has headed the home economics department at La Sierra College, is the new head of the chemistry department at Philippine Union College.

PLAINFIELD ACADEMY (New Jersey) raised \$1,305.65 Ingathering funds in the 1951 campaign, which was more than \$100 over the Minute-Man goal for the entire school.

SEMINAIRE ADVENTISTE DU SALEVE (France) raised over half a million francs in last year's Ingathering campaign, in which every one of the 150 students participated.

THE BEAUTIFUL NEW GIRLS' HOME at Adelpian Academy (Michigan) is completed, and at long last all the girls are under one roof.

AUBURN ACADEMY (Washington) reports a total of \$1,604.61 Ingathering funds secured in the 1951 campaign.

DURING THE YEARS 1946-50 Southern Missionary College graduated 120 seniors, of whom 90—or 75 per cent—have been placed in denominational employment.

LA SIERRA COLLEGE LIBRARY is the richer by approximately 1,500 books, plus pamphlets, pictures, and charts, from the personal library of the late Elder H. C. Lacey.

A \$200,000 BUILDING PROGRAM is in progress at Oakwood College, including a new library, four cottages, a store building, and the relocation of three older buildings on the campus.

WILBERT SCHNEIDER, head of the department of business administration at Walla Walla College, last June completed requirements for the Ph.D. degree at the University of Southern California.

KAMBUBU TRAINING SCHOOL (New Guinea) has received a generous gift of \$1,000 worth of brass band instruments, which Principal L. N. Lock hopes to teach his students to play, thus forming a band as a valuable adjunct to the school.

UNION COLLEGE BINDERY has installed a new overstitch sewing machine, at a cost of \$5,000. The capacity of the new machine is 350 books per day. The bindery had a gross business of more than \$46,000 during 1950, of which 37 per cent, or more than \$17,000, was paid to student workers to apply on school expenses.

PHILIPPINE UNION COLLEGE welcomes several new staff members this year, including Victor Cabansag, dean of men; Dr. Amador Gensolin, school dentist; Mrs. R. L. Odom, English; Mrs. Elena Miguel, anatomy and physiology; Ester Manalaysay, academy physics instructor; Antonia Garcia, elementary teacher. Reuben G. Manalaysay is also welcomed back from the United States, where he received his Ph.D. degree from Indiana University under provisions of a Fullbright Scholarship grant.



THE INTER-AMERICAN DIVISION announces several new school workers this year: M. J. Sorenson, new president of West Indian Training College, Mandeville, Jamaica; Carl F. Montgomery, principal of Mexican Agricultural and Industrial School, Montemorelos; A. L. Rochat, Bible teacher at Haitian Seminary, Port-au-Prince; Walter Kennedy, in charge of the press at Caribbean Training College; and A. H. Watson, on the teaching staff there.

PITTSBURGH JUNIOR ACADEMY (Pennsylvania) put a new meaning into "trick or treat" day last October when instead of seeking sweets for themselves the children solicited food and clothing for the needy. The response was most gratifying.

HAWAIIAN MISSION ACADEMY welcomes home an alumna, Helen Ginoza, to head its commercial department. Since her graduation five years ago she has attended Walla Walla College, from which she was graduated in June, 1951.

TWO OF AUSTRALIA'S BOARDING SCHOOLS welcome new principals: E. A. Reye to the Adventist Missionary College, in West Australia; and E. G. McDowell to the New Zealand Missionary College, at Longburn.

WISCONSIN ACADEMY reports an overflow enrollment of 183, with every available room full—even guest rooms and two teachers' apartments—emphasizing the need for the hoped-for new boys' dormitory.

THANKSLIVING WAS DEMONSTRATED by students of Walla Walla College last November as they prepared and distributed to needy homes 39 food baskets averaging \$8 in value.

A FOUR-RANK, TWO-MANUAL PIPE ORGAN has been donated to La Sierra College for use in the new men's chapel now under construction between the two men's dormitories.

SEDAVEN HIGH SCHOOL (South Africa) was host last July to the European teachers' institute for the South African Union Conference, attended by 22 teachers.

LAURELWOOD ACADEMY (Oregon) reports an enrollment of 385. Ingathering field day brought in \$1,500.

WISCONSIN ACADEMY has 125 students enrolled in Missionary Volunteer classwork.

FORTY-EIGHT PACIFIC UNION COLLEGE STUDENTS last October gave much-needed blood for our fighting men in Korea.

BAPTISM OF 9 STUDENTS fittingly concluded the fall Week of Prayer at Mount Ellis Academy (Montana) last October.

MABEL R. BARTLETT, instructor in art at Atlantic Union College, received the degree of Master of Fine Arts from Boston University last August.

THE POTOMAC CONFERENCE reports 29 elementary schools for the current school year, employing 50 teachers, and having a total enrollment of 986.

PACIFIC UNION COLLEGE played host last August 30-September 4 to 400 elementary and secondary teachers of the Pacific Union Conference area in annual institute.

WASHINGTON MISSIONARY COLLEGE announces that with the cooperation of the Columbia Union Conference, all 23 theological graduates for 1951 have been placed.

BOYS AND GIRLS OF SAN JOSE (California) church school solicited \$1,100 Ingathering funds in the 4-week campaign last fall. Three boys raised more than \$175 each in street solicitation.

UPPER COLUMBIA ACADEMY (Washington) began the new school year last September 4 with an enrollment of 195 students and much new equipment to add to their comfort and efficiency.

RED CROSS FIRST AID has been given strong emphasis at Madison College in recent months, 186 persons having taken the standard course, 141 persons the advanced course, and 5 the instructors' course.

WALLA WALLA COLLEGE reports enrollment of 301 in the elementary campus school, 168 in the academy, 1,001 college (campus), and 54 in the affiliated Portland School of Nursing—a total for all grades of 1,524. Enrollment in all grades 1-14 is up from last year, which augurs well for the next few years at Walla Walla.



JUNIOR MINISTERIAL STUDENTS of Washington Missionary College are preparing and recording a series of 30 15-minute programs for broadcasting over Annapolis (Maryland) Station WANN, as a forerunner to a series of evangelistic meetings to be held by Donald Mackintosh, pastor of the churches in the Annapolis area.

SAN PASQUAL ACADEMY (California) held first services in its fine new chapel on Friday evening, October 5. The seating capacity is about 400. In the same building are the library, music studios and practice rooms, and a small chapel for recitals and for practice by the band and chorus.

THE MEN'S RESIDENCE HALL of Southern Missionary College was renamed the John H. Talge Hall during the Founders' Day program last October. Mr. Talge donated all the furniture for both men's and women's dormitories soon after they were erected.

A BAPTISMAL CLASS OF 12 was formed at Plainfield Academy (New Jersey) at the close of the Week of Prayer conducted last fall by Elders Patzer and Mondics. The further studies are being conducted by Elder Mondics.

VERNE KELSEY, associate professor in organ, piano, and theory at Emmanuel Missionary College, received the degree of Doctor of Fine Arts last summer from the Chicago Musical College.

STUDENTS OF THE ANTILLIAN JUNIOR COLLEGE (Cuba) distributed 2,500 tracts during a recent quarter, made 218 visits in homes, gave 185 Bible studies, and other help to some 400 persons.

MADISON COLLEGE was host to the 1951 convention of Southern self-supporting workers, October 4-7. More than 100 delegates and many friends were in attendance.

GEM STATE ACADEMY (Idaho) reports organization of a baptismal class of 11 after the fall Week of Prayer conducted by A. J. Gordon.

VINCENT HILL COLLEGE (India) welcomes Roland W. Shorter as the new head of its department of history.

VIRGIL G. LOGAN, head of the speech department at Union College, received the Ph.D. degree last August from the University of Wisconsin.

124 STUDENTS OF HAWAIIAN MISSION ACADEMY have signed the total abstinence pledge and become members of the local chapter of the American Temperance Society.

CLIMAXING THE WEEK OF PRAYER at Union College last October, 28 students requested baptism; and on Sabbath, October 27, 19 children and youth were baptized.

PINE FORGE INSTITUTE (Pennsylvania) benefited to the amount of \$1,075 cash and \$7,900 in pledges for its new building project as a result of a benefit program recently given by one of the school clubs.

MAPLEWOOD ACADEMY (Minnesota) provided an average of \$282.41 in labor per student last school year, as compared to a per capita average of \$155.23 for all the academies of the North American Division.

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818 APPROVED COLLEGES AND UNIVERSITIES throughout the United States report enrollments this school year totaling 1,275,404 full-time students, with 489,133 additional part-time students. Analysis of figures for 1950 and 1951 shows an 11.4 per cent decrease in full-time students, partly offset by a 4.6 per cent increase in part-time students, leaving an over-all decrease of 7.8 per cent. The decrease in full-time men students is 14.8 per cent and in full-time women students, 3.7 per cent—sharp, but less drastic than predicted.

NEWBOLD MISSIONARY COLLEGE (England) enrolled 36 persons from 14 countries in its 6-week summer session for foreign students. All the 25 students who took the Pitman examination in English for foreign students were successful, and 16 received first-class certificates.

ATLANTIC UNION COLLEGE welcomed Carsten Johnsen, on leave from Onsrud Misjonsskole (Norway), as visiting instructor in German the first semester of this school year, while E. W. Ney was on study leave at New York University.

GERALD FERGUSON, assistant professor of music and leader of choral groups at Pacific Union College, has received the Master of Music degree from Columbia University, majoring in vocal and choral fields.

\$3,500 INGATHERING FUNDS were solicited by 450 students of Union College on the annual field day last October 15. Many students who must "stay by the stuff" contributed their day's wages to swell the fund.

THE COLUMBIA UNION CONFERENCE reports that for the 1950-51 school year 3,236 pupils were enrolled in its 114 elementary and intermediate schools, and its 7 academies enrolled 820 students.

THE WEST AFRICAN UNION MISSION reports a record enrollment of more than 5,500 pupils in its 90 primary schools, 4 training schools, and one nursing school—taught by 355 teachers.

GOLDEN GATE ACADEMY (California) reports a 12 per cent increase in enrollment over last year: 79 in academy grades, 152 in the elementary department.

\$4,346.91 INGATHERING FUNDS were raised by La Sierra College and its academy and elementary school in the 1951 campaign.

GITWE TRAINING SCHOOL (Belgian East Africa) reports 168 baptisms during the 6 months from March to September, 1951.

NORTHERN CALIFORNIA CONFERENCE reports 45 elementary schools, employing 119 teachers, and having an opening enrollment of 2,012 boys and girls.

COLUMBIA ACADEMY (Washington) devoted September 20 to Ingathering, and 22 carloads of students and teachers went out. The total funds received were \$1,412.

THE FLORIDA CONFERENCE reports 26 elementary schools in operation this year, manned by 46 teachers, with an enrollment of 951 as compared to 797 last year.

HELDERBERG COLLEGE (South Africa) was host last September 28-October 1 to the South African Union Congress of Missionary Volunteers. Forty-five Master Guides were invested during the congress.

THE CENTRAL AMERICAN UNION MISSION reports 1,584 children in its elementary schools, among whom are Spanish, English, and Indian pupils. Twenty-two new schools have been opened in the past five years.

NEW STAFF MEMBERS at Maplewood Academy (Minnesota) include William Bartlett, assistant in the craftshop; L. L. Murphy, Bible; Nina Engman, dean of girls; Dale McCune, dean of boys, American history, and biology, and Mrs. McCune, primary grades; Edgar Ortner.

THE SEVENTH-DAY ADVENTIST SEMINARY (Bekwai, Ashanti, West Africa) was host last May to 150 workers and teachers of the Gold Coast Mission gathered for the annual 10-day institute. This mission operates 38 day schools with an enrollment of more than 2,500 pupils.

EMMANUEL MISSIONARY COLLEGE and the boarding academies of the Lake Union report more than \$18,450 Ingathering funds received on their respective field days last October: E.M.C., \$9,000; Adelphian, \$2,360; Broadview, \$2,747; Cedar Lake, \$1,900; Indiana, \$1,150; Wisconsin, \$1,500.



## The Elementary School

(Continued from page 7)

Counter-height movable storage units will enable the teacher to subdivide the room conveniently into areas for varying activities. Low bookcases may be similarly used.

**SUMMARY.**—The school plant is more than a shelter from the weather and an educational tool. Its purpose is to provide the physical facilities for the educational program. In fact, by its design the plant may teach children to be neat, clean, healthy, and orderly—or it may have the opposite effect. It may determine and restrict the educational program, or it may stimulate a better program. Therefore, a school building must be designed from the inside out rather than from the outside in.

### WHERE TO FIND MORE:

Perkins, Lawrence B., and Cocking, Walter D. *Schools, Progressive Architecture Library*, Reinhold, 330 W 42d St., New York, N.Y.

*Guide for Planning School Plants*, 1949 edition. Plant Guide Committee, National Council on Schoolhouse Construction, Peabody College, Nashville, Tennessee.

Bursch and Reid, *So You Want to Build a School?* Reinhold, New York, N.Y.

Caudill, W. W. *Space for Teaching*, Bulletin of the Texas Agricultural and Mechanical Arts College, College Station, Texas.

AUSTRALASIA REPORTS SUCCESSFUL TEACHERS' INSTITUTES in Brisbane for the Queensland teachers, and in Melbourne for the teachers of Victoria, South Australia, and Tasmania. B. H. McMahan and W. J. Gilson, the respective union educational secretaries, planned and conducted very helpful and constructive programs.

THE BINDERY AT MAPLEWOOD ACADEMY (Minnesota) has recently been remodeled and redecorated, and new equipment has been installed to meet the standards of the American Library Association.

FIFTY STUDENT ASSOCIATION REPRESENTATIVES and sponsors from 9 colleges of the North American Division attended the second intercollegiate workshop at Union College, October 26-29.

OTTO H. CHRISTENSEN, associate professor in Biblical languages at Emmanuel Missionary College, has received the Ph.D. degree from the University of Chicago.

WILFRED LISKE, a 1951 theological graduate of Canadian Union College, is the new headmaster of the Bahamas Junior Academy in Nassau.

OCTOBER 30 WAS INGATHERING FIELD DAY at Upper Columbia Academy (Washington), and students and teachers brought in \$1,000 for missions.

NEWBURY PARK ACADEMY (California) has installed a beautiful new maple floor in its gymnasium, thanks to funds raised mostly by the students last spring.

STUDENTS OF HELDERBERG COLLEGE (South Africa) earned 14 full and 9 part scholarships by colporteur work in the South African Union territory last summer.

ANTILLIAN JUNIOR COLLEGE (Santa Clara, Cuba) reports more than \$5,000 worth of tomatoes marketed from a project conducted for an American seedsman.

WASHINGTON MISSIONARY COLLEGE reports that an unusually large freshman class is straining the facilities in the homes, and every room in all three dormitories is filled for the 1951-52 school year.

SOUTHERN CALIFORNIA CONFERENCE reports a record opening enrollment of 2,196 elementary and 664 secondary school pupils, guided educationally, socially, and spiritually by 170 Christian teachers.

RICHARD M. RITLAND, assistant professor of biology at Atlantic Union College, spent 2 months in Cuba and Honduras last summer, making an extensive study of tropical botany and collecting 600 species of plants.

THE S.D.A. THEOLOGICAL SEMINARY truly serves the world. Twenty-seven "foreign" students from 17 countries and Hawaii, and alumni of the 10 senior colleges of the North American Division made up the autumn quarter enrollment of 95.

PACIFIC UNION COLLEGE STUDENTS AND TEACHERS were grateful, December 1, for one of the newest acquisitions—a 35-kilowatt Diesel generator. A heavy rain and windstorm that day cut off power, and the new generator was soon hooked up to provide emergency light and power until the regular source could be restored.



## Vocational Guidance in Elementary Education

(Continued from page 15)

they as individuals can do much for the school, their interest in other needs and projects will be enlarged. Oftentimes it is some childless couple who have talents and facilities to supplement your school program, and the opportunity to help with such a project might fill a deep need in their lives. Or possibly it is a man whose wife is a church member, and the association with the boys may draw him to make a decision for Christ.

True, much care and discretion needs to be exercised, that such a program be not allowed to deteriorate to a mere waste of time. Also the character and disposition of the adults must be such that their influence will tend toward things uplifting. Your church pastor knows the membership, and can assist you in making arrangements for such projects. This work may well tie in with the MV classwork. Much correlative material can develop for use in other classes. It is worth all the time and effort, and will be of inestimable value to the children.

Neither you nor I can tell your boys or girls just what they should plan to do for life. The broader their experiences, the better able they will be to find some trade or occupation in which their talents and interest will find satisfactory expression. Then teach them always to do their best at the task that lies nearest, commit their ways to God, and watch for indications of His providence. Thus they may be assured of safe guidance in the choice of an occupation.

<sup>1</sup> Ellen G. White, *Desire of Ages*, p. 74. (Italics supplied.)

<sup>2</sup> *Ibid.*, p. 72.

<sup>3</sup> Genesis 2:15.

<sup>4</sup> White, *Education*, pp. 232, 233. (Italics supplied.)

<sup>5</sup> *Ibid.*, p. 267. (Italics supplied.)

COLPORTEUR SCHOLARSHIPS for school expenses were earned by more than 40 students of Malayan Union Seminary (Singapore) during the August holiday.

LOUIS C. PALMER, professor of chemistry at La Sierra College since 1936, has resigned his post because of ill-health. He will continue to reside at La Sierra.

THIRTY-FIVE ELEMENTARY AND INTERMEDIATE SCHOOLS and 4 academies are in operation this year in the Central California Conference, with a total enrollment of 2,103.

THE ELEMENTARY SCHOOL of Columbus, Georgia, No. 2 church held its first investiture service last May, at which time every child in the school was ready to be invested in one of the Missionary Volunteer classes.

MASTERS DEGREES WERE RECEIVED last summer by two Union College instructors: Walter Page, in physiology, from the University of Nebraska; and Charles J. Watson, in music, from Colorado State College of Education.

PHILADELPHIA ACADEMY (Pennsylvania) reports a Crusaders band of 20 students organized at the close of the fall Week of Prayer for the purpose of doing personal evangelism. Principal Robert E. Francis is the enthusiastic leader of this group.

A NEW WOOD PRODUCTS SHOP at Malayan Union Seminary (Singapore) was completed in July and is in full operation with contracts in hand for 6 months' capacity work for all the students employed in that industry. The rooms that formerly housed the woodshop have been renovated and now serve as laboratories for general science, domestic science, woodworking, and drafting.

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## The JOURNAL of TRUE Education

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## Religious Education: a Crisis or a Process?

(Continued from page 4)

they to be thought of as limiting the scope of religious and moral instruction. It hardly needs adding that the pre-eminent textbook for this curriculum is the Christian Bible.

"The method of instruction suitable to such a curriculum may still further distinguish religious education from instruction in secular branches. In the latter, the experimental method is appropriate, with its analysis and verification through demonstration. The skepticism generated by this method, however, is not congenial to religious truths. The deepest insights of religious consciousness are matters of revelation. For any one steering by such a steady light, religious education cannot be taught as a voyage of discovery through uncharted seas. It is more fitting here to employ the method of authority. Youth would fail to grasp the true nature of reality if religion were submitted to the criticism of his immature intellect. . . .

"Religious instruction, however, is so necessary to insure one's immortal salvation that it cannot be postponed till the child's intellect grows more mature. Hence, the obligation is the more clear to make instruction in these fields more narrowly transmissive and dogmatic for younger children. Indeed, separate schools for sacred and secular instruction are positively welcomed by some in order to keep the secular method from contaminating the moral and religious one. . . .

"The mysticism already mentioned has also led to another type of learning experience, which may distinguish religious instruction from that in lay subjects. This is learning through worship. The theory underlying this sort of learning is that, by putting the learner in an attitude of contemplation in a fitting environment, the windows of his soul will be opened to divine truths which other-

wise he might never learn to know. Public religious worship may even have the effect of creating a spiritual bond in the school and community of considerable social significance. . . .

"Learning to dedicate one's life to God's way becomes a matter of process rather than crisis. And certainly this group of evangelical religious educators would unite to insist that, unless momentary conversion be followed and supported by an extended period of education, the chances for a resulting stable religious character are not too promising. . . .

"Children all too frequently learn abstract virtues without becoming virtuous in social conduct.

"Since religion is nothing if it is not an all-inclusive, all-commanding principle, it follows that religious education is simply education in the most complete sense of the term." \*

Those who have access to Brubacher's book should read the entire chapter on "Religion, Morals, and Education," pages 309-322.

\* By permission from *Modern Philosophies of Education*, by John Seiler Brubacher. Copyright, 1939. McGraw-Hill Book Company, Inc., pp. 311-317.

WALLA WALLA COLLEGE has installed a 500-kilowatt General Electric turbo-generator in the new power plant, with a generating capacity adequate for present electrical needs of the campus plus allowance for twenty-five per cent expansion. Further, this equipment provides a quite complete laboratory for electrical and mechanical engineering students.

NINETY-SIX LUCKY MEN have set up residence in Newton Hall, new men's dormitory at Pacific Union College. The worship room on second floor has a seating capacity of 340, to accommodate the men of both Grainger Hall and Newton Hall.

A GIFT OF \$250 was made by the 1951 senior class of Washington Missionary College to Liumba Hill Mission (Basutoland, South Africa), the money to be used in equipping the new mission dispensary.



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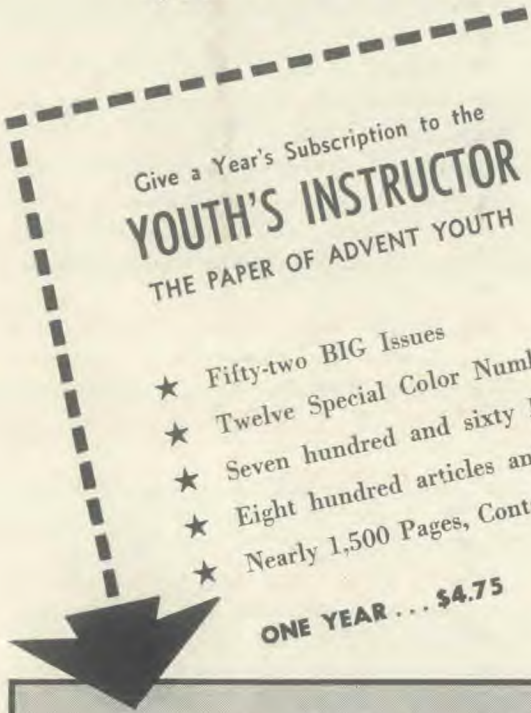


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