

The JOURNAL of TRUE  
Education

VOLUME 15

OCTOBER, 1952

NUMBER 1



# The JOURNAL of TRUE Education

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ISSUED BI-MONTHLY, OCTOBER THROUGH JUNE, BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, \$1.50 A YEAR. PRINTED BY THE REVIEW AND HERALD PUBLISHING ASSOCIATION, TAKOMA PARK, WASHINGTON 12, D.C., TO WHOM ALL COMMUNICATIONS CONCERNING CHANGE OF ADDRESS SHOULD BE SENT, GIVING BOTH OLD AND NEW ADDRESSES. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.



## YOUR PARTNER THE HOLY SPIRIT—An Editorial

**T**HE CHRISTIAN PHILOSOPHY of education as Adventists have it places first in school objectives the restoration in the child of the image of the Creator. In an age in which instruction is devoted almost wholly to occupational and social skills and to the development of flexible intelligence in the younger generation, the chief concern of Adventist education is evaluation and the development of personal judgment about men and things according to eternal values as revealed in the Word of God. Value education does not minimize the importance of skills; it gives them their proper function—that of tools or vehicles useful in the pursuit of education's real objectives, the development of Christian character, Christian judgment, and Christian concepts of service. Only by the constant, skillful, and aggressive pursuit of these aims is the Christian teacher justified in holding his position, and is the Christian school justified in claiming the loyalty and patronage of the Adventist people.

Intelligent participation in value education requires a superior type of teacher and teaching. When those values are spiritual, as in the parochial or church school and in the church-related academy and college, such leadership requires teachers who know God, who are spiritually mature, and who draw on spiritual resources above and beyond themselves. It is this type of teaching that Ellen G. White has in mind when she asserts that the Christian teacher "should be a living embodiment of truth, a living channel through which wisdom and life may flow,"<sup>1</sup> whose most essential qualification is a pure life.

Human resources are marvelously varied, potent, and persistent; but they are

not equal to the demands upon the Christian teacher. No such teacher with sound judgment will claim to have resources equal to his task, neither should he act as if they were. In the delicate work of influencing human minds and souls the teacher needs constantly the help of the Spirit of God, and needs to know that he needs it. The antidote to indifference and to the temptation to rely too much upon techniques and human learning, without a vital spiritual life to give them direction and purpose, is in daily communion with Christ and daily opening of the mind to the leading of the Spirit, until God has full control of the life, the heart, and the intellect. We are told that the teachers in ancient Israel's schools of the prophets "were not only versed in divine truth, but had themselves enjoyed communion with God, and had received the special endowment of His Spirit."<sup>2</sup> The presence of the same helper and mentor will today produce the same results as Israel briefly enjoyed while these schools were maintained on the level God intended.

There is no ministry superior to that of the Christian teacher. There is no church where the habit of worship can be better learned than in the classroom presided over by the Christian teacher. There is no more effective evangelism than that practiced upon young and impressionable hearts by teachers whose own hearts are on fire for God. The Lord works through such teachers. Through the Holy Spirit they receive grace and truth and light to communicate to the children whom God and the church have entrusted to them.

<sup>1</sup> Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 31.

<sup>2</sup> White, *Education*, p. 46.

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## How Firm a Foundation

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Henry T. Johnson

PRESIDENT, CANADIAN UNION COLLEGE

**WE HEAR A GREAT DEAL** today about the atomic bomb. That may seem to be off the subject that I have been assigned, but recently I read an arresting article entitled "The Potential of Education Is Greater Than That of the Atomic Bomb," written by Roy E. Larsen, chairman of the National Citizens Commission for the Public Schools. Here is the thought that I want to bring to you:

"The radioactivity of an exploded atomic bomb may linger for days, even weeks, but it cannot equal the never-ending radioactivity that an inspiring teacher emits to the impressionable minds and characters of his pupils—a radio-activity that does not destroy, but builds." He then goes on to say:

"Our teachers do most for our society and are recognized least," says Bernard Baruch. 'They have molded the character and conscience of the nation and have implanted our people with ethics, decency, character and will to do the very best.' Here are intangible but real spiritual and moral values that uranium and all its magical derivatives can never produce.

"With education, we can accomplish almost anything. Without it, we are sterile morally, spiritually, economically and socially."<sup>1</sup>

These lines were written, of course, from the viewpoint of the public school work. How much greater are the opportunities and responsibilities of teachers in our Adventist schools, where the lives and characters of the children are being molded not only for life on this earth but

for eternity. For the church school teachers are the ones who are responsible for laying the foundation for the education of the young people—the education that in these days will not be complete until they have had secondary and college training. Not only are the church schools laying the foundation for the child's education; they are also responsible for the foundation of the denomination's whole educational system. I noticed a statement in a newspaper recently to the effect that the capital city of Mexico is sinking at an alarming rate, and that if this continues the whole city will be endangered. Apparently something was wrong with the foundation on which the buildings in that city were constructed. I thought that was a striking illustration of the importance of a good foundation. Just so, if the educational foundation laid by our church school system becomes weak or gives way, it will certainly endanger the whole Adventist system of education. For it is evident that a large proportion of students who are attending Adventist secondary schools and colleges today were once students in church schools. The elementary schools of our denomination are the feeders for our academies and colleges all over the land. You will find that conferences in which there are a large number of church schools also have several academies and a large enrollment in the college.

In what ways may the church school teacher lay this foundation so that it will be strong and firm? In what ways may the church school teacher contribute to the success of the college?

First, I am sure you will give the college your wholehearted support. It will

<sup>1</sup> A talk presented at an institute for elementary teachers, at Canadian Union College, October, 1951.

mean a great deal to the college if you support it enthusiastically in your school and in your church and community. We solicit this support and cooperation. You have the opportunity to instill in the children a love for learning, a desire for a good education, and a determination to obtain a Christian education at all costs. Do the children hear you say occasionally, perhaps, "When you go to college you will have an opportunity to study more about that"? As you commend a student for particularly good work in a certain subject, you might add, "When you go to college, I hope you will take a special interest in this subject." If, during their eight years in elementary school, the children discover that their teachers are college trained, that they enjoyed college life, and that they value the training they received there, their thinking will be influenced thereby.

Second, you have the opportunity of giving the children a good scholastic foundation. And what difficulties are experienced when a young person comes to college with a poor foundation in this respect! Perhaps he does not understand grammar, and therefore he is handicapped all through his college years. Or perhaps he was allowed to slip through arithmetic without really mastering the subject. I realize, of course, that there may be some students who will defy your best efforts; but I am speaking of the ways in which a teacher may contribute to the successful work of the college—and this is an important aspect.

The church school may also contribute largely in the matter of training for leadership both in college and in the denomination. For instance, it may be easier to let the more active and naturally talented students constantly take leading parts in MV work and in school activities in general; but I believe that a good teacher can strengthen the foundation here by encouraging and, if necessary, even insisting that the more reluctant and quiet children do their share, and by accus-

toming them from early childhood to doing their small parts in programs and other activities—and doing them well. I know of one school in which the teacher allows a few minutes each morning for a first-grade child to stand before the whole room and tell an experience he has had. Perhaps it is just that he saw a bird making a nest or feeding its young; but right there in the first grade that child is becoming accustomed to speaking in public, and I can't help thinking that forever after it will be easier for him because of these early experiences.

Then I must mention the matter of finance. What are the children in your school worth? I read this recently:

"A youth is worth \$6.50 chemically. He is water and carbon and oxygen and a few other chemical elements."

In that respect he wouldn't be worth much to anyone, would he? But—

"To his parents he is worth tons of diamonds.

"He costs the nation one thousand dollars if he matures righteously—and at least another thousand if he does not.

"Christ thought enough of him to die for him.

"The church weighs him in the scales of eternity. The church opens its doors for him so that jail doors may be tightly closed against him."<sup>2</sup>

What is the child worth to the college? Everything; for without the children who are in your classes today, in a few years there would be no college at all.

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<sup>1</sup> *Phi Delta Kappan*, vol. 33, no. 2 (October, 1951), p. 65.  
<sup>2</sup> Robert G. Lee, *Pickings*, Zondervan Publishing House.

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THE GOLDEN JUBILEE OF MALAMULO MISSION (South Africa) was celebrated with appropriate week-end ceremonies last April 25-27. Government and mission speakers paid high tribute to the educational and medical work carried on through the fifty years. Following this celebration a 7-day ministerial institute was conducted by Pastors S. G. Maxwell, A. V. Edwards, and F. G. Clifford.

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# Heaven-appointed Sources in the Divine Plan of Education

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Clarence H. Dye

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**T**HE QUESTION with which we should begin such a study is, "Why do we provide and maintain a separate educational program for our young people?" The answer can be phrased succinctly: The education of the world prepares for this life and this world. We are preparing for another life in a better world. Our youth cannot be given the philosophy and instruction of this world and hope to develop character for the world hereafter. We are taught that true education is a program for this life and for the life to come. As the basis for such a presentation we turn to Ellen G. White's word concerning our Example:

"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 laboring at the carpenter's bench as when working miracles for the multitude. 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>

Couple with this a few sentences from *Education*:

"Christ came to demonstrate the value of the divine principles by revealing their power for the regeneration of humanity. He came to teach how these principles are to be developed and applied. . . ."

"The educators of the time sought to command respect by display and ostentation. To all this the life of Jesus presented a marked contrast. His life demonstrated the worthlessness of those things that men regarded as life's great essentials. Born amidst surroundings the rudest, sharing a peasant's home, a peasant's fare, a craftsman's occupation, living a life of obscurity, identifying Himself with the world's unknown toilers,—amidst these conditions

<sup>1</sup> Paper presented at the convention of Industrial Arts teachers, Berrien Springs, Michigan, August, 1951. Mr. Dye was at that time assistant professor of applied arts at Atlantic Union College.

and surroundings,—*Jesus followed the divine plan of education. The schools of His time, with their magnifying of things small and their belittling of things great, He did not seek. His education was gained directly from the Heaven-appointed sources; from useful work, from the study of the Scriptures and of nature, and from the experiences of life,—God's lesson-books, full of instruction to all who bring to them the willing hand, the seeing eye, and the understanding heart.*"<sup>2</sup>

Let us take these statements as introductory thoughts and study the pattern of Christian education that has been given to this people. When our first college was established in Battle Creek in 1875, the courses of study offered were virtually the same as the general classical courses offered in any other college. Of it we read:

"It is interesting to note the courses of study introduced during the first few years of the history of the college. The principal course was the Classical. At first this consisted of five years' work. This was later changed to six years. Three subjects constituted full work for each year, two of these subjects being Greek and Latin throughout the entire course. Besides these two subjects there were one year each of Algebra, Geometry, and Rhetoric, and three years of Science, including Physiology, Natural Philosophy, Botany, Chemistry, Geology, and Astronomy. At first no history was taught, but in 1878 United States History was introduced.

"A three-year English course was also given. . . .  
"A special two-year course for prospective workers in the cause was given, offering Grammar, Reading, two terms of Ancient History, one term of Medieval History, Elocution, two terms of Rhetoric, one year of Greek, and two terms of Bible Lectures. . . ."

"An examination of the above courses of study will reveal the fact that they did not carry out very fully the instruction given by Mrs. White. . . . They were patterned after the courses offered in the leading colleges of that time, and consisted largely of the study of the ancient classics. . . ."

"Efforts were made by some to bring the work of Battle Creek College up more nearly in harmony with the instruction given in regard to the purpose of the school. In 1880, a Department of Theology was organized. The work of this department consisted of two years of preparatory work, and three years of the Biblical course. On the other hand, there were some connected with the college who were endeavoring to pattern it more after the schools of the world."<sup>3</sup>

In 1881 reproof came from Mrs. White for the way the school had been

operated. Among other counsel given she stated:

"It would be well could there be connected with our college, land for cultivation and also workshops under the charge of men competent to instruct the students in the various departments of physical labor. Much is lost by a neglect to unite physical with mental taxation. . . .

"Our school was established, not merely to teach the sciences, but for the purpose of giving instruction in the great principles of God's word, and in the practical duties of everyday life.

"This is the education so much needed at the present time."<sup>4</sup>

As a result of such plain, pointed instruction, the college was closed during the school year of 1882-1883. Upon reopening in the fall of 1883, radical changes were made in the curriculum:

"During the year 1883, industrial education was introduced. The following industries were started: Printing, Shoemaking, Tent Making, Carpentry, Dressmaking, Millinery, Cooking."<sup>5</sup>

This new type of educational curriculum did not continue very long. There were few educational institutions at that time which might serve as a pattern for this type of program. Where could teachers be prepared to teach this way? Books and other teaching aids for these subjects were not available. The opportunity to be pioneers in this kind of school program was not seized by the Adventist people, and the schools of the world have gone far ahead of us in this program of industrial education. One after another our colleges were established, and each in turn followed the general pattern of classical or liberal arts education.

The instruction given to our educators indicates that the type of education needed by our young people was entirely different from the general plan of education followed by the schools of that time. It would appear that the inclusion of industrial education was to be an important part in a Seventh-day Adventist plan of education that was shown to be most beneficial for our youth.

It is interesting to note that the industrial education program outlined by the Spirit of prophecy seventy-five years ago included virtually all the phases of industrial education recognized by educators today as the best for our present needs. A

personal experience: A few years ago when I came to the summer in which I was to finish my graduate work in industrial education, I found that to complete my work I needed one hour's credit more than I could obtain in the regular summer session. Therefore, I arranged with the registrar of the college and with the head of the industrial education department to come to the college a week early so that I might pursue a research problem to earn this extra hour. It had been two years since I had been at the college, and in the interim a man whom I did not know had been made head of the department. When I arrived on the campus I made his acquaintance and arranged to do some research work under his supervision. The project was entitled "Advanced Philosophy of Vocational Education." I had been giving considerable study to my thesis problem and wanted to prepare some of the introductory material for the problem. Thus, with his consent, I spent the week in intensive study, and on Friday morning took him my research paper, which contained many quotations from the Spirit of prophecy. He requested that I read the paper to him. While I was reading the third or fourth page, and not realizing the extent to which he had been analyzing the material, he suddenly stopped me with the question, "Where did you find all that material?"

Then I briefly explained to him our basis of education, impressing upon him our acceptance of the leadership of Ellen G. White.

He said, "That is the most wonderful material I have heard in a long time. Go on and read some more of it."

So I continued with the paper as I had prepared it. When I finished reading I gave it to him and told him that I should like to have it returned, as it was the foundation on which I wished to build part of my thesis.

Out of a clear sky he asked, "Do you have any of those books here?"

I told him that I did, and took from my brief case the books *Education and Counsels to Parents, Teachers, and Students*.

"May I borrow these for a few days?" he asked.

In the dormitory I was sharing a room with a young man who was just beginning his graduate work and was enrolled in the beginning class in the philosophy of vocational education. The following week my roommate told me that this head of the department, who taught the course in philosophy, had told of his experience in coming in contact with these books, and had spent all of the first two-hour session and most of the second reading quotations from them to his class. Truly we have wonderful volumes filled with inspired instruction for the work we are doing.

Later in the summer I had a rather disturbing experience in a small class in research topics, under the same professor. Each student was asked to give a résumé of his educational background and philosophy. When my turn came I stood and began to give my reasons for having attended a denominational college, and told something of my philosophy of vocational education based on our educational literature. I had not spoken more than two minutes when the professor interrupted me with the question, "Clarence, why are you speaking so apologetically about this? You have a wonderful heritage and a wonderful program." Then he began to outline more clearly than I was prepared to do, the principles presented in these volumes. I fear that we live so close to the marvelous instruction given to us as a people that we fail to recognize and appreciate as we should the beauty and harmony in the entire program of Christian education.

There is no need, in writing for a Seventh-day Adventist audience, to go into a long discussion of the philosophy of education as presented in the writings

of the Spirit of prophecy. Volume three of the *Testimonies* sets forth a comprehensive and specific outline of Christian education, in which the main points are:

1. Study of the Bible as a vital part of education.
2. Proper balance between mental and physical effort.
3. Proper recognition of amusements and recreation.
4. Relative importance of subjects in the curriculum.
5. Practical training in all fields of endeavor.
6. Proper care of the body.

Each of these could be discussed at great length and still the subject would not be exhausted.

The vital question is, "How do we stand, individually and denominationally, in regard to this plan of Christian education?" I doubt whether there is an educator among us who will deny that we are falling far short of following the pattern closely in the present operation of our schools.

In the early days of our schools virtually every graduate who so desired was given employment in the denominational program. During the last decade this has become less and less the case. If we are to give training to all of our youth, as we declare we should, we must recognize that not all are endowed with the talents or capabilities that will fit them to become preachers, teachers, or professional workers. In inviting our youth to come to college we should provide instruction in many lines in order to meet the needs of all. Yet when the youth get into our educational program they soon find that they are being funneled through a very narrow selection of curricula.

Our school system is traditionally so saturated with the idea that the goal of graduation is a position in the denominational work, that when one of our graduates goes into some other type of work many feel he has lost his vision and that somewhere along the way somebody has failed. I believe we need to recognize that many of the laymen who will help to finish the gospel work will be those who have in our schools obtained a vision of



the work of God, and stand ready to go into many parts of the world as self-supporting workers in various professions and trades.

Recently I attended a national professional meeting in one of our large cities, and roomed in a hotel with a fellow Adventist who is teaching in a State college. In our visits he told me of his active work as local elder of his church and how he leads out in the work of the congregation, one of six in a district having but one pastor. In relating some of his experiences at the college he spoke of many functions having been changed from Friday night to Thursday night to accommodate him. While going through the cafeteria line to get his meal one day, he came to the steam table, where one of the girls was serving baked beans, and asked for a helping of them. She said, "I am sure you don't want these; they have pork in them." This brother said that he often wonders whether he should try to get work in one of our colleges. My reply to him was, "Friend, you are doing more active missionary work in your position than I am in mine." Which calls to mind the following statement made by Ellen G. White:

"It requires more grace, more stern discipline of character, to work for God in the capacity of mechanic, merchant, lawyer, or farmer, carrying the precepts of Christianity into the ordinary business of life, than to labor as an acknowledged missionary in the open field. It requires a strong spiritual nerve to bring religion into the workshop and the business office, sanctifying the details of everyday life, and ordering every transaction according to the standard of God's word. But this is what the Lord requires."<sup>1</sup>

Let us return to a statement in *Education* noted earlier: "Jesus followed the divine plan of education. . . . His education was gained directly from the Heaven-appointed sources; from useful work, from the study of the Scriptures and of nature, and from the experiences of life,—God's lesson-books."<sup>2</sup> Let us analyze these three Heaven-appointed sources of the divine plan of education.

The first mentioned is useful work. I do not think it is by mere coincidence

that this is placed first. In the oft-repeated statement that "true education . . . is the harmonious development of the physical, the mental, and the spiritual powers," again we find the physical mentioned first. Throughout the book *Education*, and in many other passages, we find the phases of education stated in this order. Possibly this is because this phase generally received the least consideration in the educational world. It is interesting to note that in the writings of the Spirit of prophecy more is said concerning the vocational education program than about any other phase of education, and more about the Heaven-appointed sources of training than about all other subject matter of education put together. Have we as a people given it first place in our thinking and planning?

Some principles of this cornerstone of education might be enumerated:

1. Labor is a blessing.
2. There is true dignity in labor, as exemplified by our Master.
3. "Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood."<sup>3</sup>
4. Physical labor is needed to help balance mental exertion.
5. All teachers should have a part with the students in a balanced daily work-and-study program.
6. A portion of each day should be devoted to labor.
7. Exercise, recreation, and amusement gained by physical, useful work is most favorable to a well-balanced mind.

The other two phases of the pattern have received due attention in most of our schools. Our religious program is carried on both in active classroom procedure and in various services of the church. Some have criticized the religious condition of our schools, and we all could wish for a stronger and more positive spiritual atmosphere in which to train our youth for God's kingdom. It is my personal and firm belief that a more careful following of the pattern in the physical field would lead to a deeper experience in the spiritual; for I read of labor that "it is a safeguard against temptation. Its discipline places a check on self-indulgence, and promotes industry, purity, and firmness. Thus it becomes a

part of God's great plan for our recovery from the fall."<sup>1</sup>

It would appear today that the third source—"from the experiences of life"—is becoming accepted as the most fruitful source of education. Most of our regularly constructed curricula are based upon the books that have grown out of someone's experiences of life. Almost all of the subject matter in the fields of history, education, science, language, philosophy, et cetera, comes from the record of experiences of life. These are some of the sources of education in the divine plan, yet they are treated as if they were about the only sources. Perhaps we need to re-evaluate these sources of education and try to give to each its proper place.

In presenting this subject I do not blame or find fault with any individual or group. I am sure that all our educators have honestly tried to the best of their ability to follow the pattern God has given us. However, the pressure of time and the urgent needs of the hour have made many questionable decisions seem expedient under the circumstances. As we look at this problem several questions take shape which, by the way, might well become the topics for future study:

Is it possible that we are drifting away from the Spirit of prophecy teachings to the extent that these declarations of principle no longer have the weight they once had, or are we victims of a defeatist attitude—feeling that it is too late to swing back to these essentials in character-building education?

What means would be required to bring our teachers, students, and constituency to a realization of the true significance and practicability of a proper balance in education?

What actual changes in curriculum organization would be needed for this reformation? Are we missing the objective by offering too few industrial-vocational training opportunities, or are we short in intensity and scope of train-

ing in the fields in which we do make offerings?

Could a renewal of the daily teacher-student fellowship in a work program stimulate a more effectual educational program and bring about a richer spiritual experience for both teacher and student?

Does emphasis on the technical requirements for accreditation serve to distract our attention from the major factors in the Christian education process?

If "'tis almost time for the Lord to come," as we profess to believe and teach, is it not high time for us to strive earnestly to fulfill the hope of the messenger of the Lord as expressed in the following quotation?

"When those who have reached the years of youth and manhood see no difference between our schools and the colleges of the world, and have no preference as to which they attend, though error is taught by precept and example in the schools of the world, then there is need of closely examining the reasons that lead to such a conclusion. Our institutions of learning may swing into worldly conformity. Step by step they may advance to the world; but they are prisoners of hope, and God will correct and enlighten them, and bring them back to their upright position of distinction from the world. I am watching with intense interest, hoping to see our schools thoroughly imbued with the spirit of true and undefiled religion."<sup>2</sup>

Who will lead the way? Must we go along in a lock-step manner, with each school fearing to break away and be different for fear of losing a student or two, or possibly a staff member or two?

Let us each study more closely the plan God has given, and individually dedicate our lives and service to carrying out this plan as He shows us how best to do it. His spirit is being poured out upon the church. I believe it is also being poured out upon the schools. I pray that you and I may be able to do our part in leading and directing the young people in the way of life everlasting.

<sup>1</sup> Ellen G. White, *The Desire of Ages*, p. 74.

<sup>2</sup> White, *Education*, p. 77. (Italics supplied.)

<sup>3</sup> I. A. Steinel, "Historical Development of Seventh-day Adventist Secondary Education," in Harry Elmo Edwards, ed., *Our Academies*, pp. 5, 6.

<sup>4</sup> White, *Testimonies for the Church*, vol. 5, pp. 23-25.

<sup>5</sup> Steinel, *op. cit.*, p. 8.

<sup>6</sup> White, *Counsels to Parents, Teachers, and Students*, p. 279.

<sup>7</sup> *Education*, p. 218.

<sup>8</sup> *Ibid.*, p. 214.

<sup>9</sup> White, *Fundamentals of Christian Education*, p. 290.

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## Maintaining the Advent Hope in Our Schools of Nursing

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Kathryn Jensen Nelson

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IN A RECENT SURVEY by representatives of the Collegiate Board of Review of the National Nursing Accrediting Service, the philosophy of Christian education was recognized by the visitors as a predominant motivating factor throughout the instructional program at the College of Medical Evangelists School of Nursing. While the staff is grateful for the recognition of full accreditation given the school of nursing, we are still more grateful that this rating was based upon recognition that we are conducting a program which gives evidence of the achieving of our stated objectives.

It is no idle dream that there is danger of our losing the Advent hope in our schools of nursing, which were established to prepare youth for service in a specific cause. History is replete with examples of how others, equally earnest, have lost the vision of the love that stirred their forefathers into action.

Sterling Christian character is perhaps the first characteristic which inexperienced youth must see in the faculty of the school, if faith in the Advent hope is to be developed and maintained. Youth must be helped to see that the gospel is loved and believed by those appointed to act as teachers, supervisors, and leaders in the institutions and schools operated by Seventh-day Adventists. Perhaps there is no surer way to weaken confidence in the Advent hope than for teachers to impugn the motives or call attention to real or imagined weaknesses and failures of the leaders of this cause. Confidence in the integrity of leadership must extend out from the im-

mediate faculty into the whole denominational organization.

As institutional workers, we may sometimes differ from individual leaders as to policies; but this difference of opinion in administrative matters should never be expressed in the presence of students whose limited experience and understanding make it impossible for them to comprehend the perplexing problems that confront the administrators of any large organization.

Faith, courage, and confidence in the final triumph of the church must be daily revealed in word and act to the students who are in training to go forth to bring healing of mind, soul, and body to bewildered people in a world tottering to ruin.

This Advent message must also be taught in organized courses to the students in training, in order to establish a sound basis for the hope which they must have if they in turn are to be leaders and teachers of others.

The inspiration of the Bible teaching should penetrate deeper than the mind if the Advent hope is to grow brighter. Very often the greatest values of the Bible instruction are those not appearing on the examination paper.

A third expression of the Advent hope in our schools must be seen in the teachers and supervisors of the technical, theoretical, and clinical courses. The Advent hope must be a vibrant note in all the professional instruction in a school of nursing—or in any Adventist school. This latter instruction must be on a scholarly plane, so that no apology

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# Principles Relative to Student Organizations

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ELLEN G. WHITE suggests that "the student has a special work to do in the school itself."<sup>1</sup> This "special work" is beyond the regular scholastic duties and the ordinary labor in the college industries. Adventist students are definitely urged to "co-operate with your teachers,"<sup>2</sup> to be "laborers together with your teachers,"<sup>3</sup> and to "help their teachers bear the burdens and meet the perplexities."<sup>4</sup> The good Adventist students "will feel that they are enlisted to make the school the most orderly, elevated, and praiseworthy institution in the world."<sup>5</sup>

It is a legitimate function of the Adventist college or secondary school to give the student his "special work." It is imperative, however, that this work be "special"; that is, suitable to the peculiar nature of an Adventist school. The educational institution that aims merely at imparting knowledge and developing certain intellectual and cultural skills will not give the student the same "special work" as will an Adventist school which is ordained to the task of educating the whole man and equipping him for success in all areas of life and in both his temporal and his eternal existence. For example, the social life and activities in an Adventist school are designed not merely for pleasure but for education.

Among the principles which experience has proved to be of practical value may be included:

1. The president (or principal) and the faculty have not the authority to transfer to any student group any part of the responsibility conferred on them-

selves by the board representing the denomination. Autonomous independence is not a principle of Adventist organization; the pertinent principle is mutual cooperation. Therefore, full independence in the unlimited sense cannot be given to student organizations. Their authority and jurisdiction are limited by the veto power exercised by the president or principal through the faculty sponsor. It is a questionable practice to allow the student organization to appoint its sponsor; he should be nominated by the student organization, but appointed by the head of the institution.

2. The student organization must be given an area of responsibility. A school which is not prepared to grant authority to its student organizations (under the limitations indicated above and within a clearly defined area) should frankly postpone the inauguration of organized student activity.<sup>6</sup> Once an area of authority has been assigned to the student organization, it should be scrupulously respected until officially revoked. The students will learn to respect their organization and their leaders if they see that the faculty respect them.

3. The student organization should be encouraged to attempt well-defined functions or well-specified projects. A student organization just looking for something to do may easily get into a mood for wanting to do what they should not.

4. The faculty sponsor must be keenly interested in the organization, and an ardent believer in student leadership. He must master organizational techniques, and be willing to devote con-

siderable time and energy to his duties as sponsor. Faculty members who themselves are not capable of orderly and precise executive administration will probably not be able to teach student officers. Also, the sponsor must be an individual who is willing to create ideas and convey suggestions without expecting public credit.

5. The president (or principal) and other officers must be willing to give prominence and prestige to the student organizations and their student officers, who should be intimately associated with social, religious, academic, and cultural functions—and not only behind the scenes and at the door!

6. Each student committee meeting should be attended by the sponsor. Student officers should not hand down decisions except in committee. The sponsor must never tire of insisting that the minutes be drawn up soon after adjournment, since he may at times have approved decisions capable of being misunderstood or misinterpreted. The secretary should cooperate with the sponsor in accurately stating the minutes. It is well to provide the president (or principal) a carbon copy of all student committee minutes, so that he can keep in personal touch with developments and tendencies.

7. The sponsor should insist that delegation of tasks and functions to individual student officers be specific; questions of responsibility should never be left vague. If misunderstanding arises, the sponsor as well as the head of the school should be able quickly to ascertain who's who.

8. While the faculty may prescribe certain scholastic and other standards limiting student office holding to individuals who have the time and the standing, student elections should be free; and sponsors should make certain that election procedures allow thorough discussion of candidates and give opportunity

for voters to ask questions. The traditional denominational practice of nominating committees is, by and large, the most efficient procedure. It gives opportunity within a competent group for discussion of the personal ideals, experience, standing, and other qualifications of each candidate. An election not preceded by opportunity for discussion should be discouraged, since it is not representative of true democracy, and also because it might enable a well-prepared "machine" to "railroad in" an unworthy candidate without exposure until too late. The questionable practice of forcing a division upon a student organization by nominating two candidates for one office is a poor preparation for participation in denominational proceedings.

9. Difficulties sometimes arise in connection with social programs; and sponsors afterward regret that they were not more careful in their inspection, and student officers regret that they did not make sure of the sponsor's attitude. The following article included in the bylaws adopted by one Adventist student association may indicate procedures to ensure against most perplexities.

*"Student Programs:* the student officers responsible for a chapel period or other similar function (including social programs) should plan the program on the basis of the following principles:

"(a) ——— College is an Adventist institution dedicated to the task of inspiring its students to service for Christ. All student activities should serve this purpose, directly or indirectly.

"(b) The service for Christ should be vigorous, beautiful, bright, intelligent, skillful, and effective. Everything that contributes to the attainment of such ideals of Christian service should be encouraged.

"(c) Chapel and other programs should be informative and inspiring. While not all student programs need be strictly religious, no part or detail in any program should be out of harmony with the religious ideals of the students. Even the doubtful should be carefully avoided.

"(d) Good and sensible humor is a legitimate element in the Christian life and may well be reflected in a student program. Only the excessive, the coarse, and the silly should be avoided.

"(e) Our college is an Adventist school of learning, a senior college striving for high intellectual attainment on the part of all its students. Every stu-

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## Students Recruit Students

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*Alice E. Smith*

ASSOCIATE DIRECTOR  
CLINICAL DIVISION, UNION COLLEGE SCHOOL OF NURSING

**I**N TWO years the Union College School of Nursing has doubled its enrollment in the sophomore and freshman classes. Much of the credit for this increase must be given to the plan of encouraging students to recruit students.

For years we faculty members have thought that we were the only ones who could really answer intelligently the questions asked by academy or college students interested in the nursing profession. True, we have taken students with us to give a talk or to help put on a program; but too frequently we have dashed off as soon as the program was over, forgetting the most important phase of recruitment, which is student contact with the nursing students. Someone they know, to tell them the "inside story" of nursing—this is the important feature in selling your school to those interested in the profession, and in interesting those who have not yet decided on their lifework. A survey of the present sophomore class in the Union College School of Nursing showed that 70 per cent of the students were here because of visits with nursing students on these recruitment trips. A similar survey of the freshman class gives almost the same figure.

Each year Student Nurse Sabbath is observed in all the churches in the Northern, Central and Southwestern union conferences. This is a Sabbath set aside for the purpose of presenting in each church the opportunities for service in nursing. The date is approved by each union president, and he writes a letter to his local conference presidents, who in turn inform the district pastors and church ministers of the date and the type of program to be presented. The date

is usually the Sabbath nearest Florence Nightingale's birthday (May 12). Suggestions for the Sabbath morning service are sent out from the recruitment committee of Union College School of Nursing. Articles are printed in the union papers so that all may be informed of this interesting program and the importance of it to our medical institutions, our conference nursing program, and our nursing work in overseas lands and mission fields. Recognizing the psychological appeal of the uniform, through these articles we encourage graduate nurses to assist in these programs. Brochures of the Union College School of Nursing program are sent to each church, to be distributed at the close of the service. The success of this part of the recruitment program is dependent on the cooperation of union presidents, conference presidents, and ministers. We are particularly fortunate to have the hearty cooperation of these men in the three unions mentioned, and have received reports of the fine programs put on in many of the churches.

Further cooperation is shown by our conference workers in giving time at the camp meetings for the nursing students to present the opportunities in this profession. Nursing students assist in the medical tent, both for the experience it offers them and for personal contact with young people who thus learn the advantages of their own school of nursing.

In the fall a visit is made to every academy and college in the Northern, Central, and Southwestern union conferences. Students who are to go on these trips are selected on a merit basis, the standards for which were set up by the student body. Different students are

taken on each trip, usually one young man and one young woman being chosen. We accept both young men and young women in our school of nursing, and it is important that the young people in our academies and colleges recognize that this is no "sissy" profession, but that the collegiate program in nursing offers real opportunities to intelligent young men as well as to those of the fairer sex.

The program presented at each school usually includes skits which depict the opportunities of nurses' training and answer many of the questions that arise in the minds of students. These programs are planned largely by the nursing students, as they know best what appealed to them when they were making their decision for nursing. Pictures of the school of nursing and procedures carried on by some of the students are usually projected. At the end of the formal program presented at the chapel hour, those interested in nursing are invited to ask questions, which are answered by the nursing students or the instructors.

After the desired information has been imparted, a nursing club is organized in each school. Membership cards are signed, and at future club meetings admission is by membership cards only. This increases the desire to belong to an exclusive club. All members are made acquainted with the purpose of the club, to present in their monthly meetings speakers and films on nursing, so that they will have a better idea of the different fields in nursing, and what nurses actually do. This enables the students to make an intelligent decision on the profession of their choice rather than merely to react to the appeal of the uniform. Further duties of this club include keeping up to date the literature rack that has been placed in the library. On the front of the rack the name of the school of nursing is printed in large letters, to give the school added publicity.

A souvenir—such as a nurse's cap made of the school-of-nursing letterheads or a miniature nurse's cape made of red and blue paper and bearing the name of the school of nursing—is left with each student, along with a brochure of the school. Such a souvenir usually finds its place on the dresser of the student, who is thus daily reminded that Union College School of Nursing offers a good nurses' course.

Then comes the most important part of the visit. The nursing students stay in uniform and mingle freely with the other students at meals, classes, and social events. Here the significant contacts are made; here the prospective nursing student feels she is getting the "inside story." The importance of this personal contact with the students by the visiting nursing students cannot be overemphasized in a recruitment program. Too often not enough time is given to planning this part of our recruitment programs.

After the students return from these trips, frequent letters are sent to the nursing clubs, with suggestions for programs and socials, and news of what other clubs are doing. Nursing students write to college students who have become sufficiently interested in nursing to make definite plans for the following year, to keep them interested in Union College School of Nursing. After students have been accepted by the school of nursing, their names are passed on to the nursing students, each of whom adopts a prospective student as his or her future "little sister or brother." They write to these students, telling them about the school and its activities, what to bring, and so on. When the new students arrive, it is their big sisters or brothers who show them around, take them to meals and activities, and help them adjust to their new environment.

After a two-year tryout, we are convinced that the best method of recruitment is to let students recruit students.

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## Is This Industrial Art?

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Stuart Anderson\*

AS GLEN BARNES, Principal of the American City High School, left the office and headed for the industrial arts department, he was carrying a small coffee table which badly needed refinishing. On his way he thought how convenient and economical it is to be able to take repair jobs down to the school shop.

Although the above situation is purely fictitious, it does illustrate a type of extra work often given to the shop instructor. Because the typical industrial arts shop is usually equipped with hand tools, power machines, and a variety of materials, and because the typical industrial arts teacher usually possesses an above-average amount of mechanical aptitude and is a reasonably skilled craftsman, he is frequently asked to do work which is not a part of his regular instructional or extra-curricular program.

What is the exact nature of these requests? Who makes them? When is this extra work done? Who does the work? What benefits do teachers or students derive from these experiences? Should this practice be discouraged? In an attempt to get answers to these questions, cooperation was solicited from nearly 100 industrial arts teachers who were taking graduate work at The Stout Institute during the 1951 summer session.

The teachers queried were highly representative geographically in that they came from 18 different states, Alaska, and the territory of Hawaii. The group was also representative in terms of size of cities, enrollment of schools, variety of industrial arts subjects taught, type

of shop, number of shop instructors, and years of professional service.

### Who Is Responsible for Extra Work Requests?

Who is responsible for the various extra work requests received by industrial arts teachers? School administrators made the largest number of requests, nearly 61 per cent. Requests were about equally divided between principals and superintendents. The second largest number of requests, 22 per cent, came from fellow teachers. In this group the coach and director of athletics rated high, followed by the dramatics director. Other school personnel making requests included engineer-janitors, school board members, P.T.A. presidents, the school nurse and the school secretary. Requests from outside of the school were made by the district attorney, school patron, park supervisor, American Legion Commander, head of community relief, church trustee, and the wife of the town's doctor.

Most of the requests, 62.2 per cent, made for extra work concerned the school, of which nearly 45 per cent were to construct educational facilities or equipment and approximately 17 per cent were for school maintenance and repair.

Requests for personal work accounted for nearly 38 per cent of the total with the school personnel making more than 27 per cent of the demands while non-school personnel made slightly more than 10 per cent.

### The Superintendent

Specific requests for instructional equipment, facilities, repair, or maintenance made by the superintendent included:

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\* Associate Professor of Education, Graduate Division, The Stout Institute, Menomonie, Wisconsin.



Build cabinets for band uniforms, make storage cabinets and shelves for drama department, draw floor plan for proposed music building, make gym floor painting layout, make equipment layouts for laboratories, construct and finish ten cafeteria tables, install permanent wall seats in the gym, make a football scoreboard, number seats in gym bleachers, assemble steel lockers, build stage extension and stairs, build choir riser, build cabinet for English department, repair outside shop equipment, overhaul cafeteria equipment, repair school radios and movie projectors, remove and remodel complete stage lighting, repair school record cabinet, and repair and refinish 254 desks.

### The Principal

Specific requests made by the principal included the following:

Make twelve trellises for prom decorations, build steps to reach from gym floor to the stage for use during homecoming ceremonies, obtain material, fabricate, finish and assemble 28 large picture frames for the various classrooms; make ten desks for drafting department, build storage cabinet for a classroom, build benches for the gym, build a time-keeper's table for the gym, construct low and high hurdles for track, letter signs and room numbers, paint signs for basketball games, special events, and for open house, construct counter for office, repair section of a broken wall, repair part of removed flooring, repair and maintain entire high school electrical system, repair various kinds of school equipment, repair window screens, refinish chairs and tables, and repair school furniture.

### The Vocational School Director

Vocational school directors made the following requests for educational purposes:

Construct and finish a mahogany cabinet to house twin table radio and amplifier, design and draw plans for all shops in the city public school system, design and draw cabinets for home economics department, and make 175 piano key boards. (Cut 27 saw kerfs on each white key board and spray two coats. Make, spray two coats, nail and glue to boards 4,000 black keys.)

### The Classroom Teacher

Classroom teachers made the following requests:

Construct props for play, build engine stand for science department, build four, one-fourth size marionettes and controls, make 158 blocks for second grade, make twenty letter displays for commercial department, make stage props and furniture for school play, build frame for timer, build apparatus for physical education department, construct hurdles for track, make two sets of starting blocks out of pipe, make a complete set of signs for college day, make a seating chart for new gym of 7,400 seats, repair bass fiddle for music department, and refinish table for home economics department.

### Other School Employees

Requests made by others associated with the school system included the following:

*The school nurse:* Print 200 programs for football awards program (request made at 1:00 P.M. on day of banquet), repair shelf for back of panel truck.

*The engineer-janitor:* Sharpen five dozen drills, repair board of education truck, remove and replace clutch, paint.

*The school secretary:* Design and construct three cabinets for home economics department.

Although most of the requests were related to the school, others were of a personal nature, as may be seen in the following enumerated listing:

*The superintendent:* repair bed; build a boat roller; make a gavel; make sheet metal liners for flower pots; sharpen an axe and a number of knives; repair and sharpen two lawn mowers; make stand for TB sale; print stationery for members of board of education; and print pamphlet for county historical society.

*The principal:* glue furniture; print award certificates for Kiwanis Club; make a new arbor for garden gate; rewire all electrical appliances in apartment; make a pipe fitting for furnace; and make a long narrow galvanized iron flower tray.

*The vocational school director:* mount a spotlight on car; repair radio; design membership card carrying case for Rotary Club; and print card bearing name of member and position in club.

*The classroom teacher:* build a sandbox; make a set of metal ornamental porch rails; turn brake drums; print individual stationery for girls' club; and print program for Boy Scouts.

*School board member:* make sheetmetal pull shelves for hardware store.

*The engineer-janitor:* make a fishing tackle box.

*Non-school personnel:* district attorney, overhaul motor; school patron, weld part for two-cylinder engine; park supervisor, weld a lawn mower; beginning manufacturer, make milling card table die castings; American Legion Commander, make fittings for furnace installations; head of community relief, repair toys at Christmas; church trustee, repair and refinish large oak table; wife of town's doctor, repair and finish bookcase.

### Who Does the Work?

In nearly 60 per cent of the cases reported, the work was done by both the teacher and the students; in 28 per cent of the cases the work was done by the teacher working alone; and in 14 per cent the students working alone, as may be seen in Table I:

Who Did the Extra Work and When Was It Done?

Time	Worker				Total Per Cent
	Teacher	Students	Both		
During Regular Classes	8	10	49	67	37.0
During Free Periods	13	13	21	47	25.9
After School	17	2	23	42	23.2
Saturdays	9	0	8	17	9.3
Others	3	0	5	8	4.4
	50	25	106	181	99.8

Most of this extra work was done during regular class periods; 37 per cent of the jobs were done during this time, according to the information presented

in Table I. Somewhat more than one-fourth of these jobs were completed during free periods and another one-fourth after school. Nearly 10 per cent were done on Saturdays.

When both the teacher and the students worked on an extra job, most of the work was carried on during regular class periods although free periods and after school were used by many. Some groups worked on Saturdays. However, when the shop teacher did the work himself, he worked chiefly during free periods and after school. He also worked during regular classes and on Saturdays. Students who worked on an extra assignment without the help of a teacher completed the work primarily during free periods and regular class periods.

Both the beginning and the experienced shop teacher are confronted with numerous requests to do extra work. Because these requests place time demands on an already crowded schedule, it seems evident that a definite school policy should be formulated to deal with this problem. The primary consideration here should be the welfare of the students. Because the objectives of industrial arts emphasize general education values, any shop activity should be judged by the contribution it makes to the realization of these goals. If a request for an extra job meets this requirement, it would seem to be an acceptable one.

#### Should Industrial Arts Instructors Discourage Requests for Extra Work?

More than one-third, 33, of the industrial arts teachers objected to the request for extra work, while 61 did not register opposition to these demands. The reasons most frequently given for this opposition are the following: not enough time (8), little or no instructional value (6), interferes with regular class instruction (6), instructor has to do the work (6), takes too much of students' time (5), students not qualified to do the work (2), competes with local business (2), creates

discipline problems (1), and teacher not qualified to do the work (1).

Although more than one-third of the shop teachers objected to the requests for extra work assignments, only 28.1 per cent of this same group actually refused to do this work. The request was fulfilled by 71.9 per cent in spite of their protest.

Out of 94 shop teachers, 63 reported that this type of work should be discouraged while 31 favored it. Seven out of 26 who objected believed that extra work should be discouraged while 24 out of 37 who accepted these assignments shared this view.

The reasons given by those who believed that these extra work assignments should be discouraged are these: teacher needs time for instructional purposes (15), interferes with regular instruction (14), not enough time available (8), gets to be a "habit" (8), little or no learning for students (5), other teachers are not exploited (2), teacher does job because it is too difficult for students (2), and competes with local business (2).

Those instructors who favored accepting extra work assignments gave these reasons: practical work experience for students (6), good public relations for the teacher, shop and school (4), creates good will on the faculty (2), production or assembly line experience for students (2), win good will of the administration (2), financial remuneration for instructor (1), and each request should be considered on its own merits (1).

Although more than half of the respondents believed that they had benefited from this experience, over one-third felt that they had not. Direct benefits to the teacher were these: public relations and good will in the community (10), improved relations with the administration (9), obtained needed shop equipment (5), learned how to plan and execute production jobs (5), direct financial remuneration (4), salary increase (4),

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## Vocational Opportunities in the Field of Medicine

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NEBRASKA ORTHOPEDIC HOSPITAL

SEVENTH-DAY ADVENTISTS have, by nature of the gospel commission, gravitated to the professional fields which are directly related to that commission; namely, gospel ministry, publishing, education, and medicine. In recent years certain of these fields have become highly specialized, and this specialization has progressed in the field of medicine. It is no longer considered satisfactory for a nurse to tend the bedridden and also take X-rays, any more than for a college professor in English to teach physics also. The many subspecialties in the field of medicine have well-established curricula in their respective lines, whereby certain inherent problems are raised in this field of endeavor which are not so acute in certain other professions. The biggest problem is that of supplying adequately trained technical personnel.

The motto of the Bureau of Medicine of the U.S. Navy has been to keep the most men possible at the guns. The analogy can be carried over to the Christian warfare: by using recent advances in the fields of curative and preventive medicine, we should be constantly increasing the efficiency of those involved in this great battle.

The most recent wave of specialization in medicine may be partially attributed to the Armed Force Services and the Veterans Administration. Endeavors were made to obtain the best that our country afforded for the care of the men in uniform and those who have been in uniform. At times when the best was lacking or there simply was no "best" in a particular field, immediate steps were taken to train new personnel or to perform the necessary research to find out what was best. Medical literature attests this.

This is an age of rapid advances in knowledge, and skilled workers are needed to utilize these advances efficiently. Ordinary education is not adequate; technical training is required. The average radio repairman cannot service television equipment, and this analogy holds true in the field of medicine. The presence of a cataract demands the services of an eye specialist (ophthalmologist). Following removal of the cataract, special lenses are required, necessitating the assistance of an optician. For the removal of an unsightly birthmark on the face a skin specialist (dermatologist) is consulted. Preceding surgery, a suspicious tumor is discovered by the fluoroscopic and X-ray examinations performed by a radiologist. The X-ray films are processed by a laboratory technician. At surgery the tumor is excised, and a pathologist is asked to render an opinion as to the type of tumor: is it harmless? or malignant? The microscopic slides of the tissue examined are also prepared by a laboratory technician. With these few examples it can be seen that the chain of technicians seems almost endless. This explains one of the difficulties in establishing and maintaining good hospitals. Educated people today are demanding the best that medicine offers.

The Seventh-day Adventist denomination operates an impressive chain of medical institutions. However, relatively few offer training in the technical fields other than nursing and laboratory technique, and certain fields of training are not provided in any of the institutions. More than half of the medical students must intern elsewhere than in denominational institutions. Specialty training

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## Case Conference Technique of In-service Training

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Mary D. Bigelow

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STEPHENS COLLEGE, MISSOURI

THE case conference, as it is used at Stephens, is a technique of the in-service training program for advisors. It has the twofold purpose of helping a student in need of assistance and of providing her adviser and others who are working with her with an opportunity for acquiring information and insight that may make their work more effective. At its best, the case conference is a preventive and constructive measure to be used fairly early in the year when a student gives the first signs of floundering or is, for some reason, failing to live up to obviously fine potentialities. However, it is also used remedially and sometimes, of necessity, as an emergency measure when concerted forthright action is demanded.

Each conference is potentially a significant faculty learning experience, since it is the direct result of a felt need on the part of the person requesting it for the cooperation of colleagues, as well as for the help and insight that they may be able to supply for implementing the solution of an otherwise baffling student problem or series of problems. That conferences are called is a tribute to the maturity of the faculty.

The organizational plan for case conferences is relatively simple. They are usually initiated by the adviser but are held also on the recommendation of one of the deans or of some other faculty person who is working closely with a student. They are arranged by the assistant to the dean of student personnel who is also chairman of the conference. The staff members who regularly participate (or send informative notes if they are unable to attend) include all of the

student's classroom instructors, her adviser, her hall counselor, her admissions counselor, personnel from the special services who may be working with the student, as well as a representative from the Health Center, the psychology staff, and the testing service.

Case conferences are usually called for one of the following reasons:

1. The need for help and assurance that the pooling of information will give.
2. The adviser, or some other person working with the student, has information, insight, or a plan of procedure that he wishes to present and discuss in order to secure understanding and cooperation.
3. The adviser feels that there is need for concerted understanding and action in order to give the student every opportunity to make the most of her college experience.

The conference itself involves the presentation and discussion of the student's family, social and academic background, her test data and her accomplishments, behavior, and difficulties as they have been evident at Stephens. Each member of the group participates by contributing whatever pertinent material has resulted from his own work with the student.

At the end of the conference the findings are carefully summarized and specific recommendations are made. This is done in order that each person attending may have a clear picture of the outcome in terms of planned procedure, as well as of any special responsibilities assigned to him.

A follow-up report is requested each month, or more frequently if necessary, from the adviser and hall counselor as well as from each person to whom special responsibilities were assigned at the conference. Often a second conference is desirable after several months have elapsed in order that the effectiveness

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## SCHOOL NEWS

ALL RECORDS WERE BROKEN by the church schools of Michigan in the 1952 Ingathering campaign. The schools raised a total of \$17,555.66, which is an average of \$10.75 for each pupil and teacher in the conference. This is more remarkable considering that half of these pupils are in the fourth grade or under. The three schools taking the lead were: Ann Arbor—\$2,051.46, with a per capita of \$75.98; Benedict Memorial—\$1,732.00, with a per capita of \$48.11; Hillsdale—\$577.07, with a per capita of \$48.09. Pontiac was also a Minute Man school with a per capita of \$19.38.

SOUTHWESTERN JUNIOR COLLEGE IS TRYING SOMETHING NEW—a prophecy drive-in on the highway near the campus. Beautiful pictures, both moving and still, shown on the 20' x 24' screen, also live music and recordings, are used to illustrate the programs. Names of interested persons are obtained, and the response seems equal to that in building or tent efforts.

NEWBOLD MISSIONARY COLLEGE (England) was host to 52 young men from all over England who attended a week-end convention "for God and Country" last April. This was well designed to help the young men know how best to harmonize their ideals for God's service with the service they rightly owe to the state.

FERNDALE CHURCH SCHOOL (Michigan) last school year celebrated a quarter century of Christian education. It was estimated that at least 75 per cent of those who have attended the school have been loyal Seventh-day Adventists, and several have been denominational workers.

THE DORCAS SOCIETIES OF WISCONSIN provided a fund of \$5,000 to furnish the new boys' dormitory at Wisconsin Academy. A plaque on each door names the society responsible for its furnishing.

IN A THREE-DAY CAMPAIGN last May 5-7, students and teachers of Helderberg College (South Africa) raised more than £1,074 in Ingathering Funds, a gain of about £136 over 1951 receipts.

ATLANTIC UNION COLLEGE CELEBRATED ITS 70TH ANNIVERSARY on Founders' Day last April 19. C. S. Longacre, former principal, was the featured speaker.

OVER 60 JUNIOR AND SENIOR MV'S RECEIVED INSIGNIA in Union College's annual investiture service last spring, from the 25 Busy Bees through all classes to the 9 Master Guides.

EVANGELISTS-IN-TRAINING AT MALAMULO MISSION (South Africa) have gone out two by two to hold two-week efforts in surrounding villages. After the first series they reported 71 new converts and 17 backsliders reclaimed.

MORE THAN SIXTY YOUNG PEOPLE were guests of Canadian Union College during the first College Day program, June 1 and 2. The young people were shown the facilities and industries of the school. Most of this group came from Alberta, but a good representation came from Saskatchewan.

THE BOGENHOFEN SEMINARY (Austria) was host to an Inter-Division Educational Council July 18-26, at which educational workers and teachers from Northern, Central, and Southern Europe received much help and inspiration. E. E. Cossentine and L. R. Rasmussen, secretary and associate secretary of the General Conference Department of Education respectively, gave strong assistance.

AT THE NEW MATANDANI MISSION SCHOOL (Southeast Africa) the buildings are being constructed and furnished entirely by student labor: stone, brick, and cement work is done by boys in the masonry classes; doors, windows, sashes, woodwork of roofs, et cetera, are made by the carpentry classes, as well as the desks, tables, chairs, book-cases, and other furniture; the roof poles are supplied from the gum trees grown by the boys in agriculture classes. Even the boys in Standards V and VI do their part by making the tiles for the roofs. This industrial program has built a high morale by giving the boys a definite part in the work of the mission.

THE NEW DENVER JUNIOR ACADEMY (Colorado) is a beautiful modern school with eight classrooms, library, assembly room, auditorium, and principal's office. A large basement room will be equipped as a shop for the boys, and a cafeteria wing is contemplated. Nine full-time teachers, one part-time teacher, a secretary-bookkeeper, and a custodian make up the staff. The Home and School Association has raised \$10,000 in the past five years for equipping and furnishing the school.

SIXTY-EIGHT INDIVIDUALS WERE BAPTIZED in Georgetown, British Guiana, last March at the close of a ten-week school of evangelism conducted by Elder L. A. Kraner, Bible teacher at Caribbean Training College, and the six 1951 ministerial graduates. Meetings were held six nights a week and a five-minute radio broadcast was given each Sunday morning.

SOME 25 STUDENTS OF MOUNT AETNA ACADEMY (Maryland) made decisions for Christ and joined baptismal classes following the Week of Prayer conducted by Elder Arthur Patzer for the older youth, and by T. V. Zytoskee and Mrs. Arabella Williams for the elementary pupils.

BROADVIEW ACADEMY (Illinois) reports extensive improvements and redecoration of both dormitories in anticipation of a boost in enrollment. Several items of new equipment have been added to the farm, which are paying off in excellent crops.

MANY PROVIDENCES ARE ACKNOWLEDGED by A. N. Nelson, president of Philippine Union College, in securing a beautiful and adequate property on which the new Mountain View College (for the Southern Philippine Union) is now being constructed.

THE NEW ADMINISTRATION BUILDING at Highland Academy (Tennessee), although not fully completed, is far enough along so it is being used this first semester.

FOLLOWING THE WEEK OF PRAYER at Columbia Academy (Washington) last April, a baptismal class of 11 was organized.

THE NEW \$100,000 CLINICAL LABORATORY on the Loma Linda campus of CME was officially opened and dedicated last April 27.

THIRTY-SIX MEMBERS OF THE UNION COLLEGE CHOIR traveled 3,200 miles and gave 19 concerts during the annual midwestern tour last April.

THE SHORTHAND II CLASS of Walla Walla College won first prize in the Esterbrook National Gregg Shorthand Contest, Class II, Collegiate Division for 1951-1952.

BRAKEWORTH JUNIOR ACADEMY (Birmingham, Alabama) was formally dedicated last April 26. Keld J. Reynolds, associate secretary of the General Conference Department of Education, was guest speaker.

PACIFIC UNION COLLEGE WAS HOST last April 23-26 to the first annual S.D.A. West Coast Intercollegiate workshop. Visiting delegates from La Sierra and Walla Walla colleges joined PUC's delegates in earnest study of their common problems in student activities.

WISCONSIN ACADEMY reports new sidewalks and parking lot, and grading and leveling of the campus, also the new boys' dormitory and the new home for the principal nearing completion. Elder Gordon Hyde is the new church pastor and Bible teacher, assisted by Rodney Pelton. Robert Murray will assist Louise Larmon in teaching piano.

FREDERICK GRIGGS, veteran educator died on August 10, 1952, at Glendale, California, aged 85 years. He had contributed 59 years of continuous service to the educational and overseas mission work of Seventh-day Adventists. Professor Griggs was the first secretary of the Department of Education of the General Conference, 1903-1910, and later served in the same capacity in 1915-1918. Through the years he was president of South Lancaster Academy (now Atlantic Union College), Union College, and Emmanuel Missionary College. He also gave strong leadership in the Far Eastern and China Divisions over a period of years. His last official service to the denomination was as chairman of the board of trustees of the College of Medical Evangelists. Professor Griggs was signally blessed with the ability to inspire and lead others. "There is a prince and a great man fallen . . . in Israel."

THE NEW NORTHEAST BRAZIL ACADEMY (Pernambuco) is the only Seventh-day Adventist school within a radius of 3,600 miles teaching secondary and normal courses. The farm and orchard supply an abundance of vegetables and fruits for the school and for sale. Thousands of sisal plants are in full production, making possible a good income for the school and financial assistance for many students.

THE CORAL SEA UNION MISSIONARY COLLEGE (Kambubu, New Britain) reports an excellent school year in progress, with an enrollment of more than 100. A new industrial building has been erected, also a dining hall and a kitchen, and the administration building is under construction. English is used in classrooms and on the campus.

WASHINGTON MISSIONARY COLLEGE STUDENTS' ASSOCIATION, near the close of last year, unanimously voted to appropriate \$200 for the purchase of much-needed equipment for the Northern Nigerian Mission (Africa), where Dr. John A. Hyde is superintendent.

SUMMER IMPROVEMENTS AT LA SIERRA COLLEGE include new radiators and plumbing and new furniture in the dormitories, \$8,000 stainless steel serving decks in the cafeteria, a hardwood floor in College Hall, and completion of the \$50,000 sewage disposal plant.

EMMANUEL MISSIONARY COLLEGE WAS HOST to the southwest district meeting of the Michigan Library Association, last April. Approximately 100 representatives from nine counties of southwestern Michigan were in attendance.

IN OPERATION DOORBELL 21 students of Plainfield Academy (New Jersey) visited 210 homes, distributed 630 pieces of literature, had prayer in 11 homes, enrolled 3 persons in the Bible course—and had “a lot of fun.”

GOLDEN CORDS WERE HUNG, in the annual service last May 1, for 11 Union College alumni who had entered overseas mission service during the year.

KINGSWAY HIGH SCHOOL (Jamaica) reports a record enrollment of 187 for the 1952 school year.

THE CHORALERS OF BROADVIEW ACADEMY (Illinois) appeared on the “Voice of Hope” radio program—Station WGN—last April 6.

PUPILS FROM THIRTEEN CHURCH SCHOOLS in the Allegheny Conference visited Pine Forge Institute (Pennsylvania) on Academy Day just before the close of school, and were so well impressed that many determined to return in September.

ASHEVILLE AGRICULTURAL INSTITUTE (North Carolina) reports the investment last spring of 30 students and teachers in the various MV Progressive Classes, from two little Busy Bees to 15 Master Guides. Lewis B. Nestell is the new principal of the Institute.

HELDERBERG COLLEGE LIBRARY (South Africa) is now located in its new quarters in Anderson Hall, with new tables and chairs, steel shelving, fluorescent lighting, and ample space. A new set of *Encyclopaedia Britannica* is being added through the combined efforts of students and teachers in soliciting funds for its purchase.

### **The S.D.A Theological Seminary**

The editors wish to correct a statement in the June issue (page 28) to the effect that the Seminary offers two years of graduate ministerial training. The error appeared also on the chart on page 20.

According to the latest catalog, the Seminary offers the following curricula: Bible Instructor, two quarters, 28 quarter-hours of credit; Master of Arts, not less than four quarters, 48 quarter credit hours; Master of Arts in Religion, a minimum of 56 quarter credit hours; Bachelor of Divinity, a minimum of nine quarters, 144 quarter hours of credit.

We are glad to make this correction in favor of the Theological Seminary, whose work is an excellent capstone on an educational system designed to train workers for the denomination.—EDITORS.

THE NORTH AND SOUTH PHILIPPINE UNION MISSIONS report a new elementary teacher's guide, produced under the guidance of Ethel Young, of the Far Eastern Division, and Nellie Ferree, of Philippine Union College, with the able assistance of several Filipino teachers. The 400-page mimeographed book contains instructions on teaching all the elementary subjects and also a statement of standards and policies.

SCHOOL HOMES AT SHEYENNE RIVER ACADEMY (North Dakota) are definitely homier this year, with new furniture purchased with the more than \$2,000 raised by the students last spring. North Hall has been remodeled to provide a spacious worship room for the girls on the ground floor; South Hall has several new student rooms; and all are freshly painted.

THIRTY MEMBERS OF THE BASIC HOMILETICS CLASS at the S.D.A. Theological Seminary preached some 100 sermons in 30 churches, from New York City to Charles Town, West Virginia, during a recent quarter, supplementary to the study of theory and classroom practice preaching.

GLENDALE UNION ACADEMY (California) is justly proud of Donald Stahl, senior student, who last April took top honors in the poster contest sponsored by the Glendale Chamber of Commerce. The contest was open to all junior and senior high school students in Glendale.

ELEVEN STUDENTS OF NEWBURY PARK ACADEMY (California) were baptized during the 1951-52 school year—six by Principal F. E. Rice just preceding commencement, and five at their home churches during the school year.

UPPER COLUMBIA ACADEMY (Washington) has set an excellent example for other academies in placing on the highway a large sign of modern design, clearly identifying the academy campus.

MORE THAN 1,000 S.D.A. YOUTH packed the Union College auditorium Friday and Sabbath, April 18 and 19, for a week-end Youth for Youth rally.

INGATHERING FIELD DAY was \$1,000 day for Monterey Bay Academy (California) last April 17.

PACIFIC UNION COLLEGE GRADUATED 111 SENIORS last June 1, 109 Bachelor's degrees and 2 Master's degrees being conferred.

STUDENTS OF MIDDLE EAST COLLEGE (Beirut, Lebanon) distributed more than 2,000 leaflets prepared especially for Home Visitation Day last spring.

AUBURN ACADEMY (Washington) has reopened its wood products shop, fully restored since the fire, and under the direction of the new superintendent, Joseph Day, it is now in full operation.

GEM STATE ACADEMY (Idaho) reports a number of improvements welcoming incoming students: new lawns, sidewalks, and fences; extensive repairs and repainting; and a GMC suburban car replacing the old school bus.

HOBBIES DON'T ALWAYS PAY OFF, but Dr. H. F. Halenz, professor of chemistry at Emmanuel Missionary College, was justly proud when the marimba he had constructed in eight months of spare time made its first public appearance last April, played by Sam Read.

ARIZONA ACADEMY reports redecoration of both dormitories, all the buildings "getting a new look," and the campus in excellent shape. New teachers on the staff include: Thelma Hemme, Spanish and typing; Henry Gyland, teaching algebra and biology and acting as dean of boys.

THE SOUTHERN EUROPEAN DIVISION reports school enrollments at an all-time high—more than 170 at Collonges and about 50 each in Austrian and Italian seminaries. In the mission fields of the division there are 198 elementary schools, with 260 teachers and 7,258 pupils; and 8 intermediate and advanced schools, with 80 teachers and 950 students.

SIXTY-TWO STUDENTS ATTENDED the extension school conducted at Mexico's Vocational and Professional College (Montemorelos) last June 8 to July 18. Teachers from the S.D.A. Theological Seminary in Washington, D.C., were Dr. S. H. Horn and Elders M. K. Eckenroth, L. E. Froom, and A. L. White. Elders A. H. Roth and L. L. Reile, of the Inter-American Division staff, also assisted.



## Principles Relative to Student Organizations

(Continued from page 13)

dent program should be on the senior college level and in keeping with the mature ideals of advanced students.

"(f) Though student programs could well have elements of the dramatic in its true sense (i.e., the power of deeply stirring the imagination or emotions; vivid, moving), they should avoid the theatrical. Theatrical suggests 'a direct and blatant appeal to the emotions or, as applied to gestures, voice, action, etc., a marked artificiality.' In addition, simplicity, modesty, dignity, and economy are to be recommended in any use of costume or stage decoration.

"(g) The Student Association holds the student chairman responsible for the planning and execution of each student program. Only that which the student chairman (with his student committee) deems to be fully in harmony with the principles outlined under (a) to (f) inclusive, should be presented to the faculty sponsor for final approval. Such approval should be requested at least three days before the program is to be given. The sponsor's approval should be given in writing."

An alert and intelligent student body, active and willing to assume responsibility under direction of devoted and capable student officers, is a valuable asset to a college or academy. Of the Adventist student, Ellen G. White wrote: "In the schoolroom and in the school home there are missionary fields awaiting his labors."<sup>1</sup>

<sup>1</sup> Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 552.

<sup>2</sup> *Ibid.*, p. 553.

<sup>3</sup> White, *Fundamentals of Christian Education*, p. 464.

<sup>4</sup> *Counsels to Parents, Teachers, and Students*, p. 224.

<sup>5</sup> *Fundamentals of Christian Education*, p. 292.

<sup>6</sup> Student activity need not necessarily be organized by students.

<sup>7</sup> *Counsels to Parents, Teachers, and Students*, p. 552.

AT MONTEREY BAY ACADEMY (California) last year, of the 273 students enrolled, 8 were baptized and 48 were graduated at the close of the year. The new cafeteria building was completed and used, the auditorium was equipped, and the new administration building well begun.

E. E. ROGERS, instructor in Biblical languages at Oakwood College, conducted a summer evangelistic effort at East Gadsden, Alabama, assisted by four religion majors from the college.

SOUTHWESTERN JUNIOR COLLEGE graduated 109 seniors last May 25: 74 from the academy, 22 junior college, 13 prenursing.

EMMANUEL MISSIONARY COLLEGE CONFERRED 104 DEGREES at commencement time last June 1.

APPROXIMATELY 30 BOYS AND GIRLS of Illinois church schools have been baptized during or since last school year. Who can doubt that church schools pay?

ADELPHIAN ACADEMY (Michigan) graduated 50 seniors last May 25. A few days earlier the school family formally bade farewell to Miss Pearl Nippress, who had taught classes in history, English, and Bible. Miss Nippress will be a critic teacher at the Malamulo Mission Training School, in South Africa.

NINETEEN BIBLE COURSE CERTIFICATES were issued to adults and children at the Maricopa Indian Mission School (Arizona) last May 1. At the same time 8 Busy Bee and 8 Sunbeam pins, and 13 honor tokens for flower study were awarded. Mr. and Mrs. Wilfred Rathbun are to be congratulated for these achievements by the Indian students.

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## Case Conference Technique of In-service Training

(Continued from page 20)

of the planned procedure may be discussed and evaluated.

Many times the most significant and interesting parts of a conference lie in the insight and understanding that are revealed by those participating as the patterns of student behavior and faculty reaction unfold. Faculty members learn much from one another in this type of discussion.

The case conference has been used in working with students of low and superior ability who are having academic problems, as well as with those who have health or citizenship problems or any of these in combination. The value of early discovery and help to such students is increasingly evident.—*Stephens College News Reporter*, vol. 11, no. 3 (February, 1952), p. 3. (Used by permission.)

WASHINGTON MISSIONARY COLLEGE reports extensive repairing, remodeling, re-decoration, and installation of new equipment in the science building, the library, the Bible and commercial departments, and the men's home, South Hall. A small devotional chapel, seating 75, will be used for practice in church organization and procedure. Pews for the chapel were built by Elders Jemison and Hardinge.

COLLEGE DAYS AT OAKWOOD COLLEGE, April 25 and 26, brought student representatives from Allegheny, Central States, Lake Region, Northeastern, South Atlantic, and South Central conferences to see and hear, taste and feel, convincing reasons why each should return to Oakwood in September.

PLATTE VALLEY ACADEMY (Nebraska) reports an extensive summer program of repairing, rewiring, remodeling, and painting, as well as a busy season of harvesting and preserving crops for use during the school year.

EMMANUEL MISSIONARY COLLEGE STUDENTS earned more than \$300,000 in campus industries during the first four months of 1952. At that rate, the figure for the year should approach the million-dollar mark.

WALLA WALLA COLLEGE conferred 143 Bachelor's degrees and 7 Master's degrees at its commencement exercises last June 8, and 20 more were graduated at the close of the summer session, August 23.

ACADEMY DAYS AT SOUTHWESTERN JUNIOR COLLEGE brought some 200 young people to Keene from all parts of the Southwestern Union, to become acquainted with their future college home.

THE 1952 SENIOR CLASS of Mount Ellis Academy (Montana) presented to their alma mater a lamp for the new Baldwin electronic organ.

UNION COLLEGE STUDENTS raised \$278.85 during last school year to help the Antillian Junior College (Cuba) to buy needed equipment.

SIX STUDENTS WERE BAPTIZED at Platte Valley Academy (Nebraska) at the close of the Week of Prayer conducted by R. M. Whitsett.

## Is This Industrial Arts?

(Continued from page 18)

learned or developed a specific technical skill (4), improved or continued harmony within the school (3), instructional aid (2), practical work experience (1), personal satisfaction (1), steak dinner (1), praise and compliments (1), fishing trip (1), reciprocity (1), and job offer from industry (1).

Benefits which the students received from these extra work assignments were these: practical work experience (9), experience on production type jobs (5), learned a new technical skill (4), occupied time of students who were temporarily out of a job (2), and motivated students (1).

### Criteria for Accepting Extra Work in the Industrial Arts Shop

In concluding this investigation, the writer has taken the liberty of formulating criteria which shop teachers may use as a guide when confronted with the problem of whether to accept or reject a request for an extra job.

- A. The Job.
  1. Is it feasible?
  2. Is it practical?
  3. Does it have good design?
  4. Who will do it?
  5. Will it compete with local business?
  6. Who will pay for materials, supplies, power?
- B. The Shop
  1. Does it have the necessary tools and equipment?
  2. Will the job interfere with the regular instructional program?
  3. Is there enough time available to do the job?
  4. Will the job monopolize the shop?
- C. The Instructor
  1. Is he qualified to do or direct the job?
  2. Does he have the necessary time?
  3. Will he benefit from the work?
  4. Does he want to do the job?
- D. The Student
  1. Is he qualified to do the work?
  2. Does he have the necessary time?
  3. Will he be interested in the job?
  4. Does it involve a learning situation?
- E. The School
  1. Is the work done with the knowledge and approval of the administration?
  2. Has the board of education established a policy for this type of work?
  3. Will it in any way benefit the school or the community?

—*American Vocational Journal*, vol. 27, no. 3 (March, 1952), pp. 22-24. (Used by permission.)

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### **American Education Week Will Feature Children in Today's World**

The thirty-second annual observance of American Education Week, November 9-15, 1952, will again direct nationwide attention to the work of the schools. The central theme of the 1952 program is "Children in Today's World," with daily emphases upon "Their Churches," "Their Homes," "Their Heritage," "Their Schools," "Their Country," "Their Opportunity," and "Their Future."

American Education Week is a time to review the purposes and accomplishments of the schools, to consider their needs and problems, to sharpen public interest in school improvement, and to strengthen the bonds of home, school, and community cooperation. An effective community-wide observance of American Education Week is a good foundation for a year-round program of school public relations.

Two activities that distinguish American Education Week are school visitation and educational interpretation. From November 9 to 15 nearly ten million parents are expected to visit America's schools. Every effort will be made to bring the people to the schools and to take the schools to the people. Newspapers, radio, and television will explain the school program. Ministers will speak of education from their pulpits. PTA's, service clubs, and other lay groups will plan special programs. Posters, window displays, and movie newsreels will tell of the work of the schools. Every community should make this occasion a time of rededication to education, which is the bulwark of our democracy.—IVAN A. BOOKER, Assistant Director, Division of Press and Radio Relations, National Education Association.

We have our own educational promotion day each summer during the vacation period. National Education Week comes in a month when our schools are in session. At a time when the eyes of the nation are focused on the schools, and when the public schools are having open house, Adventist schools of all grades might also invite parents and patrons to visit and enjoy programs prepared for their benefit. This seems to us to be good public relations.—EDITORS.

## Maintaining the Advent Hope in Our Schools of Nursing

(Continued from page 11)

need be made for its educational level. The students should be helped to realize that God places a premium on maximum endeavor, and that, as in all true knowledge, divine truth runs like a thread of gold through every science and art taught within the school. Only the teacher who feels the inner power of that hope which buoys his or her own soul, can successfully blend the material and the divine without mutilating one or the other.

The subject may be finally resolved into one statement: Only as teachers of Christian youth are true to the instruction and principles of the Master Teacher can we hope to keep alive the true spirit of the Advent Movement in the Christian youth accepted as students in our nursing schools. Christian education means more than the pursual of a certain course of study, even of many Bible courses. "It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come." \*

This larger mission—maintaining in the students the Advent hope and the vision of service—is the important work of all who accept the responsibility of serving as teachers and supervisors of our youth. Only as teachers are true to this trust can our system of schools survive the onslaughts of the archenemy of the third angel's message.

\* Ellen G. White, *Education*, p. 13.

THE NORTH PHILIPPINE UNION MISSION reports a very successful elementary teachers' institute, directed by V. R. Jewett, educational secretary, with strong help from W. O. Baldwin and Ethel Young of the Far Eastern Division.

PACIFIC UNION COLLEGE'S A CAPPELLA CHOIR presented 21 concerts in their 1952 ten-day California tour, from Yuba City on the north to Bakersfield on the south.

EDWARD WAGNER, OF CME'S SCHOOL OF TROPICAL AND PREVENTIVE MEDICINE, has been awarded \$8,700 by the United States Army for investigation of the blood fluke and its transmitting host, a small snail.

CHURCH SCHOOL NUMBER 2 at Columbia, Georgia, reports baptism of 5 pupils at the close of the spring Week of Prayer, investiture of 24 juniors in the various MV progressive classes, and an educational tour of Atlanta by 23 of the 27 pupils near the close of the year.

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## Walla Walla College History Book

Walla Walla College reports that a *Sixty-Year History* of its life span since 1892 is being compiled and is expected to be ready for distribution at the sixtieth anniversary of Founders' Day, December 7, 1952. The book will contain four hundred seven-by-ten-inch pages, and will be profusely illustrated with hundreds of pictures showing all phases of school life and activities in the various periods of its development. Scores of people are working on this project, and many others are contributing information and pictures for use in its preparation. The story will begin with the 1843 Whitman emigration to the Northwest, and trace the white man's conquest of that area. It will describe the development of Adventist missions in the Northwest, beginning with Van Horn's first tent meeting in Walla Walla in 1874, and lead up to the establishment of a college in the Walla Walla Valley in 1892. From that date the story will center on the college and its community as it has grown to its present status. It will be filled with comparisons, contrasts, anecdotes, unusual providences, and interesting experiences throughout the sixty years of its operation. This history makes a very fascinating story, the record of which, it is believed, everyone who has ever been connected with the college or lived in its vicinity will wish to both read and own. —CLAUDE E. THURSTON, project chairman.

## Vocational Opportunities in the Field of Medicine

(Continued from page 19)

is provided in the immediate vicinity of the medical school. The following is a partial listing of the trained technical personnel necessary in the medical field:

### NURSE

- (1) attendant nurse
- (2) supervisor
- (3) outpatient
- (4) operating room
- (5) obstetrical
- (6) instructor
- (7) public health  
visiting nurse  
school nurse

DIETITIAN (hospital, school, any facility offering cafeteria or dining-room service)

### PHYSICAL THERAPIST

### LABORATORY TECHNICIAN

- (1) clinical
- (2) X-ray
- (3) dental

### SOCIAL WORKER

### MEDICAL SECRETARY

### PHARMACIST

### OPTICIAN

### RECORD LIBRARIAN

### HOSPITAL ADMINISTRATOR

### DENTIST

### PHYSICIAN

- (1) general practice
- (2) internal medicine  
cardiology  
gastroenterology
- (3) dermatology
- (4) neurology
- (5) psychiatry
- (6) pathology
- (7) pediatrics
- (8) physical medicine
- (9) radiology
- (10) anesthesiology
- (11) obstetrics and gynecology
- (12) otolaryngology
- (13) ophthalmology
- (14) surgery  
urology  
proctology  
orthopedics  
neurosurgery  
thoracic  
vascular  
plastic
- (15) instructor
- (16) research

Backing up the physician there are an ever-increasing number and variety of technicians. The ratio is less in the case of the physician in private practice

and increases for members of the medical staff of a hospital. At present the demand for technicians is well in excess of the supply. On the other hand, for every person who is admitted to a school of medicine, more than ten persons who are perhaps equally qualified for admission fail to be admitted. The awakening of interest among students in colleges and secondary schools in careers in various branches of medical technology would aid in establishing a balance here, and would provide satisfying careers for many who, for lack of opportunity or inclination, do not become physicians, dentists, or nurses, but who feel drawn toward the healing arts as a means of serving mankind and making a living.

The schools should find means of interesting young people in the medical technical occupations. At the same time the standards of medical practice must be progressively raised to utilize the technicians. The results of such a program among Adventists would increase the efficiency and effectiveness of the medical program both in the homeland and in overseas mission lands.

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DURING DIAMOND JUBILEE WEEK, July 27 to August 3, Helderberg College celebrated the sixtieth year of Christian education in Africa. Division workers, the magistrate, and the Provincial Councilor participated in the celebration.

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## The JOURNAL of TRUE Education

Printed by  
Review and Herald Publishing Association  
Takoma Park, Washington 12, D.C.

Keld J. Reynolds, *Editor*

### Associates

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

THE JOURNAL OF TRUE EDUCATION is published bimonthly, October through June, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington 12, D.C. The subscription price is \$1.50 a year. Correspondence concerning subscriptions and advertising should be sent to the Review and Herald Publishing Association. Address all editorial communications to the Editor.

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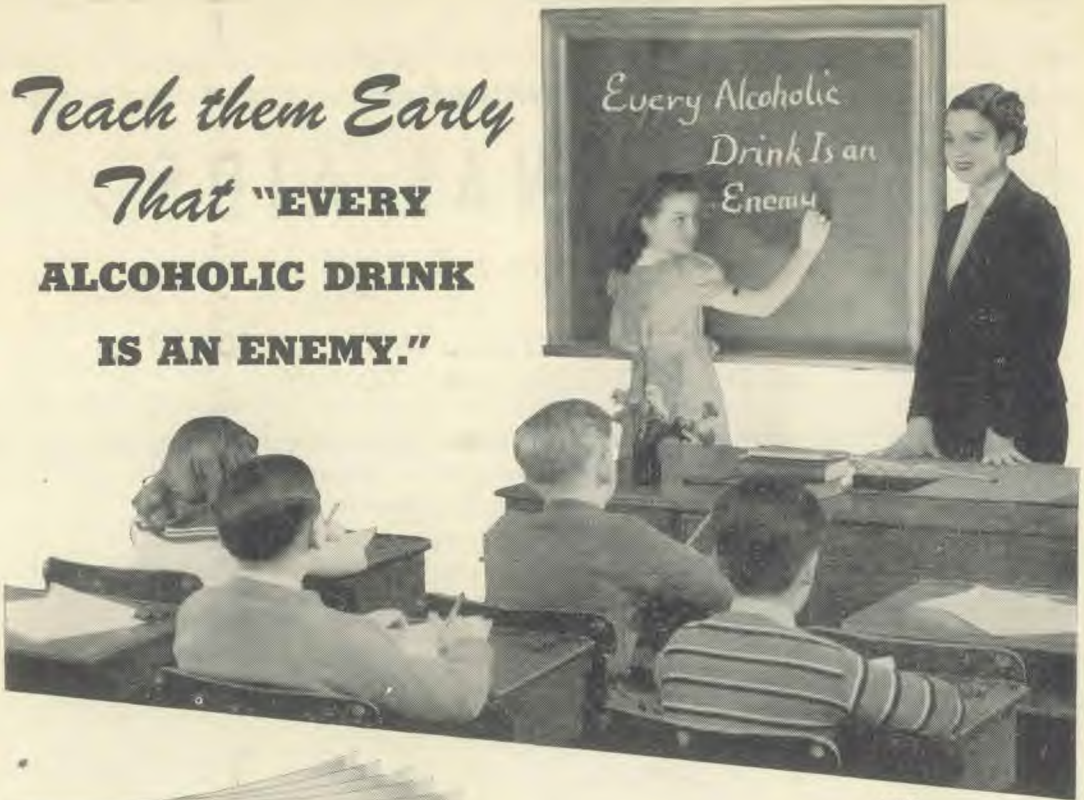
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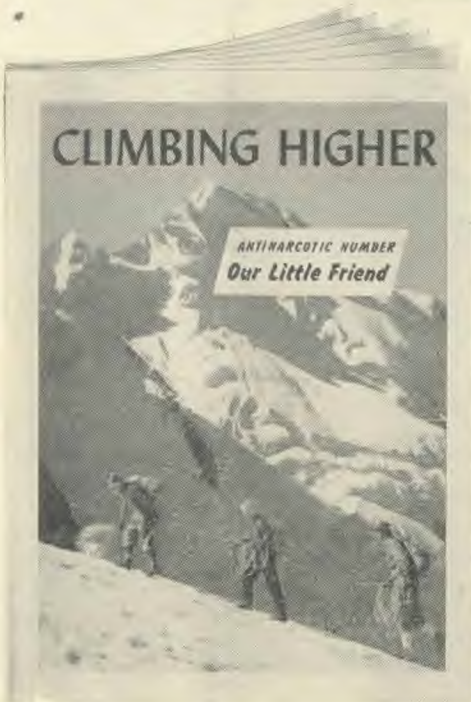
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