

The JOURNAL of TRUE
Education

VOLUME 15

APRIL, 1953

NUMBER 4



The JOURNAL of TRUE Education

KELD J. REYNOLDS, EDITOR

Associates

ERWIN E. COSENTINE
LOWELL R. RASMUSSEN

GEORGE M. MATHEWS
ARABELLA MOORE WILLIAMS

CONTENTS

Cover Photograph <i>By H. M. Lambert</i>	
Evangelism in the Church School <i>By J. E. Roache</i>	Page 4
Rewards of Personal Work <i>By Margaret Benedict</i>	6
Bursting the Pod <i>By Rochelle Philmon Kilgore</i>	7
Utilizing Our Wonderful Resources <i>By Millie Urbish</i>	9
Means and Ends in Social Studies <i>By Louis W. Normington</i>	10
Every Child Reads Successfully in a Multiple-Level Program <i>By Kathleen B. Hester</i>	12
"Please Send Us a Teacher" <i>By L. E. Smart</i>	15
Dear Diary . . . <i>By Else Nelson</i>	16
Applying Professional Reading <i>By Ruth J. Hirt</i>	19
The Teacher's Strongest Ally <i>By Arabella Moore Williams</i>	20
Promoting Christian Education <i>By Miriam Gilbert Tymeson</i>	22
An Open Letter to Commencement Speakers <i>By Ernest G. Bishop</i>	24
School News	25

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.

THE BOOK OF THE YEAR—An Editorial

ONCE each year Joy Elmer Morgan, editor of the *NEA Journal*, recommends a book that he considers to be the outstanding book of the year. In his editorial on this occasion he reviews the book's significant message and points out its value to the teaching profession.

I too should like to recommend a book which in my opinion should occupy a place just under the Bible; not just for this year, but for every year of the Christian teacher: that treasured book, *Education*.

In His glory prayer recorded in the seventeenth chapter of John, the Master Teacher pleaded: "I pray not that thou shouldest take them out of the world, but that thou shouldest keep them from the evil." This same prayer is earnestly voiced for us today by thousands. Every progressive Christian teacher must successfully walk the thin line between "in the world" and "of the world." It is so easy to veer just a trifle from the clear outlined blueprint that the Master Teacher has provided.

It is therefore necessary that each of us carefully study this inspired volume each year of our service to the children and youth of the church. And it certainly is no wearisome chore. What inspiration! What wonderful instruction! What strength and power we receive from this effort! How often we come to the book confused and bewildered, tired and discouraged; and how often we lay it down with moistened eyes, a smile of joy, and a new determination to keep our service at the high level so clearly and beautifully portrayed in its pages. And, more often than not, we find ourselves breathing an earnest prayer for wisdom and guidance for this "nicest work."

As we read and meditate upon the messages contained in this brief volume, we find help not only in philosophy,

principles, ideals, and standards, but in practical, down-to-earth methods of achieving these objectives. We are whisked back to the very beginning of this world's history, to observe God's plan of education in the Garden of Eden, during Israel's wilderness wanderings, and in the schools of the prophets.

We peer behind the curtain and view with amazement the influence of true education on the lives of such great men of the Scriptures as Joseph, Daniel, and Moses. Then, with the disciples of Jesus, we join the inner circle of those who followed the Teacher-sent-from-God, and observe His teaching, His methods, His manner of living. As we watch Him closely, we note that He treats each disciple differently. Though He gives to each His warm, loving, inspiring companionship, we note that now and then he gives Peter a forthright verbal spanking; but we never hear Him saying a single word of rebuke to sensitive Judas.

The subject areas of the curriculum are taken up one by one, and their importance in life is stressed, with many helpful suggestions as to how to make them practical and interesting. Breathing, as it were, through each page is the true aim of education—"to restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized" *—and how method or subject can be made to fulfill this high purpose.

But I cannot tell you a hundredth part of the story! You must read it again and again—thoughtfully, prayerfully, with an open heart and mind to test its value and to gain its aid. For 1953—and every year—it should be the Number Two book on your list. G. M. M.

* Ellen G. White, *Education*, pp. 15, 16.

Evangelism in the Church School

J. E. Roache

EDUCATIONAL SUPERINTENDENT
NORTHEASTERN CONFERENCE

AT THE 1950 General Conference session the keynote for greater evangelism on all levels was sounded by the newly elected president, W. H. Branson. The importance of evangelism in the church schools, then, cannot be overemphasized. In these days a great deal of emphasis is placed on adult evangelism; and thousands of dollars are spent annually for that work, with comparatively small results. I would not want to be misunderstood, for I believe in adult evangelism, and wish that more could be done on an even larger scale. Yet no one can deny that the most fertile field for evangelism is among boys and girls in our churches and church schools. Records show that 87 per cent of adult converts fall away within five years, but not more than 40 per cent of child converts are lost to the church in the same time.

The need for evangelism among church school children is pointed up in an article by Henry F. Brown, written when he was an associate secretary of the Home Missionary Department of the General Conference.

"Why are we losing our teen-agers? It is a source of concern to our membership, particularly to our parents and Sabbath school teachers, that so many of our youth leave the Sabbath school at about the ages of thirteen to fifteen.

"A study of statistics reveals the fact that the number of Seventh-day Adventist juniors reaching the age of accountability annually is more than the net growth of the church in the United States. This simply means that we are losing more youth each year than we are baptizing converts. In other words, if we were to dedicate ourselves solely to the evangelization of our youth, and should win them and conserve them, and should cease all other forms of evangelism, our membership would show a larger gain than it does now."¹

This should be a challenge to every educator, church school teacher, or MV worker. Our greatest field for evangelism is among the boys and girls in our church schools and churches.

"Someone has observed that it is easier to win twenty children to Christ than one adult, also that one child is worth more to the future of the church, because he has a full life to give in service instead of but half a life."²

"With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world! How soon might the end come,—the end of suffering and sorrow and sin!"³

We know from statistics that the peak age for baptism is twelve to thirteen years. If, then, the church school is to become a center of evangelism (and that's why it was ordained), the evangelistic program should begin in the early grades, and be progressively intensified with the advancing age of the pupils.

The church school teacher is undoubtedly one of the most faithful and least publicized workers in the cause of God. Her task is perhaps one of the most difficult, yet one of the most pleasant, for she has an opportunity to institute and watch both educational and spiritual growth. It was Confucius who declared that "nothing is more beautiful than to see a child walking down the road after you have shown him the way." The church school teacher teaches more than the designated curriculum of school subjects; she also teaches boys and girls the way to Christ.

To do an effective work of leading children to Christ, the teacher must first know Him for herself. Then she must study the techniques of child evangelism, and apply them. Teachers can often do more for the salvation of the children than ministers and parents can do.

"It is during the first years of a child's life that his mind is most susceptible to impressions either good or evil. During these years decided progress is made in either a right direction or a wrong one."⁴

Christ indicated His interest in children and youth when He rebuked His

disciples for attempting to keep the children from coming to Him, saying, "Suffer little children, and forbid them not, to come unto me; for of such is the kingdom of heaven."⁵

"The children and youth are Christ's purchased possession; He has bought them with an infinite price. Jesus loves the little ones. He looks with pity upon the young, for He knows how Satan will seek to attract them into the broad way, making it look enticing to their eyes; and Jesus bids the angels to take special charge of these inexperienced souls, in their homes, in their school life, and in the Sabbath school. The Spirit is continually striving with them, seeking to draw them to God; and the laborer together with God will feel his responsibility, and will earnestly work to win souls to Christ."⁶

Great potentialities for good are possessed by our children and young people, if we can but lead them to use their energies for God.

"There has been altogether too little attention paid to our children and youth, and they have failed to develop as they should in the Christian life, because the church members have not looked upon them with tenderness and sympathy, desiring that they might be advanced in the divine life."⁷

Luther Burbank once said that "if we paid no more attention to our plants than we have to our children, we would now be living in a jungle of weeds."

The church school teacher can do much toward evangelizing the junior boys and girls: first, by her own personal acquaintance with Christ; second, by making Him the central theme of all her lessons; third, by tenderly teaching the children how to pray, and gradually leading them to a full and complete surrender to Christ. What an opportunity the teacher has during the daily devotions, the JMV hour, even on the playground, to lead the juniors to their Saviour.

"Very much has been lost to the cause of truth by a lack of attention to the spiritual needs of the young."⁸ We are losing good prospective members, church leaders, teachers, doctors, dentists, ministers, and missionaries by this lack of attention. I hope that the time is not distant when we shall concentrate on making our church schools truly evangelistic agencies for our youth. The possibilities of such attainment can often be in-

creased by relieving the teacher of janitorial chores, reducing her clerical work, lightening her teaching load, and letting her know how much she is appreciated. When these conditions are met, the teacher will have more time, energy, and enthusiasm for personal work with her pupils. Records indicate that the majority of religious leaders of all times gave their hearts to God in childhood.

"Polycarp, the aged martyr of the early church, has left it on record that he became a follower of Christ at the age of nine. Matthew Henry gives the age of ten as the date of his conversion. Isaac Watts accepted Christ when nine years old, while Jonathan Edwards dates the beginning of his Christian life from his seventh year. Out of seventy-one corporate members of the American Board of Missions, nineteen stated that they were converted at so early an age that they were unable to remember, while thirty-five were led to Christ before they were fourteen."⁹

Most of the present workers and many of the pioneers of our movement gave their hearts to God at an early age. The servant of the Lord declares that much of the closing work will be done by our children and youth.

"In the closing scenes of this earth's history, many of these children and youth will astonish people by their witness to the truth, which will be borne in simplicity, yet with spirit and power. They have been taught the fear of the Lord, and their hearts have been softened by a careful and prayerful study of the Bible."¹⁰

"As the children sang in the temple courts, 'Hosanna; Blessed is He that cometh in the name of the Lord' (Mark 11:9), so in these last days, children's voices will be raised to give the last message of warning to a perishing world. When heavenly intelligences see that men are no longer permitted to present the truth, the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth which the older workers cannot do, because their way will be hedged up."¹¹

Constructive plans for more intensive evangelism in the church school will help not only to boost our membership but to prepare the children for the great task ahead of them.

¹ Henry F. Brown, "Appalling Loss Among Our Youth," *The Ministry*, April, 1949, p. 36.

² R. R. Breitigam, *The Challenge of Child Evangelism*, p. 22.

³ Ellen G. White, *Education*, p. 271.

⁴ White, *Counsels to Parents, Teachers, and Students*, p. 132.

⁵ Matthew 19:14.

⁶ White, *Counsels on Sabbath School Work*, pp. 158, 159.

⁷ White, *Counsels to Parents, Teachers, and Students*, p. 41.

⁸ White, *Gospel Workers*, p. 207.

⁹ Clarence H. Benson, *Introduction to Child Study* (Chicago: Moody Press), p. 166.

¹⁰ White, *Counsels to Parents, Teachers, and Students*, p. 166.

¹¹ *Ibid.*, p. 176.

Rewards of Personal Work

Margaret Benedict
SUPERVISOR, GRADES 5 AND 6
EMMANUEL MISSIONARY COLLEGE

OFTEN the smaller school, with its opportunities to spend time with each child and to become acquainted with his interests and needs, makes personal work easier than a larger group. The teacher's consecration to the work of soulsaving, her earnestness in prayer, and her love for children make her alert to opportunities for giving help when and where it is needed. The Bible classes are probably the most natural situation for arousing the conscience and for creating a desire to be a faithful Christian. The opening exercises, a part of which is always worship, provide another seed-sowing time.

But not all the approaches to a child's heart are afforded by religious exercise as such. It is a privilege to help the teacher with various duties outside of regular school; and here, in an atmosphere of mutual trust and relaxation from routine formality, teacher and pupil become personally acquainted and many confidences come forth easily and naturally. This is an opportune time, not for preaching, but for encouraging confidences that will be valuable in guiding the young student. At another time, enough later to annul any suspicion of preaching at a particular child, a morning worship talk may be related to some problem revealed in such a friendly contact. At times the problem may be so acute that work must be laid aside for serious talking and praying together, that faith and hope may come to the troubled one. Playing together, hobbies, and music are other fruitful activities.

How fine it would be if all personal work could result in definitely satisfactory results. One eighth-grade girl was convicted that she should be baptized, and talked the matter over with her

teacher after school one day. She often sought the teacher's counsel in her many conflicts and problems; in fact, she told her mother, "Teacher and I are pals." They had shopped together, planned surprises for the mother, and often prayed together. This time the grandmother sought to dissuade the girl from her purpose to be baptized. "I want to be baptized," she concluded, "but I am not ready; and besides, grandmother says I am too young." We cannot know why she failed to make the right decision that day, and chose instead the wrong fork in the road. She has strayed far, and is about to marry a non-Adventist; yet she plans that the stepchildren whom she will soon acquire shall go to church school.

A boy under the same teacher yielded to the influence of the Holy Spirit. The teacher had prayed earnestly that the eighth-grade Bible lessons on "The Five Steps Homeward" might touch the hearts of her pupils. This one boy listened eagerly, and grew miserable over an unconfessed sin. After a sleepless night he tearfully confessed to his mother the burden of his heart. It was beautiful to see his earnestness and zeal in the glow of Christian love to which he had yielded.

Another teacher tells of Harry "Horse-face," as the other children called him. He felt down and out, a hopeless failure—a misfit socially and scholastically. But the teacher always held out hope, friendliness, and good counsel to Harry. One Sabbath, wishing to escape from his doleful thoughts, he turned to his friendly teacher, who, though he was a busy man, was not too absorbed in his own pursuits to recognize the opportunity to help the lad. He went walking with Harry and

—Please turn to page 30

Bursting the Pod

Rochelle Philmon Kilgore

HEAD OF ENGLISH DEPARTMENT
ATLANTIC UNION COLLEGE

THERE were some little peas that lived in a pod and thought all the world was green. By and by the pod burst, and they discovered that the world is red, blue, and gold, with a thousand varying tints. Elisha the prophet prayed for a certain frightened young man, "Open his eyes, that he may see"; and the young man saw "the mountain was full of horses and chariots of fire."¹

We must pray for our students, that the Lord will open their eyes; and we must use every medium for enlarging their vision. To do this we must continually broaden our own concept of our privilege and responsibility. Our training, with its groundwork of scholarship and research, is not enough. We must sometimes leave our ivory tower for the market place. We must see that our students' sympathies and understanding are broadened, not only for their individual development but for the successful spreading of the three angels' messages.

As a denomination we are mission-minded. Our students must catch the vision of our worldwide program and be inspired to go to the ends of the earth in service for God and humanity. If government officials recognize that one man well trained in foreign cultures is worth several physicists, how much more we should realize that to understand those for whom we work we must read their literatures and travel in their lands.

Dr. Samuel Johnson said, "The use of traveling is to regulate imagination by reality, and instead of thinking how things may be, to see them as they are."² Since Atlantic Union College students and the Dorcas Society had sent boxes and barrels of clothing to Finland,

nothing inspired me more in my travels through Scandinavia than to visit our schools there and to talk with the fine workers in charge. I also visited our training schools at Florence, Italy, and Collonges, France; and Middle East College, at Beirut, Lebanon. If more of our teachers could visit our mission stations and training schools, their courage and devotion would be increased and the fire in their souls would inspire many of their students to such service.

To get the most from travel, one must put the most into it before and during the experience. As the Spanish proverb says, "He who would bring home the wealth of the Indies, must carry the wealth of the Indies with him."³ Time spent in reading of places, peoples, and events; in studying maps, guides, travel folders, and government publications; in planning the itinerary and in correspondence with persons in countries to be visited will yield rich dividends.

Reading comes first, wide reading; but there is an education beyond that of books. Travel helps one to understand himself and the world in which he lives. It educates the mind away from egotism and exclusiveness; it frees one from provincialism, teaches tolerance, gives sympathy and respect for the viewpoints of others, and develops a warm sense of kinship with all humanity.

Alert teachers eagerly seize every opportunity for obtaining firsthand materials. Wherever I go I feel like a squirrel gathering nuts for winter—I am always gathering materials for my classes, whether walking in the footsteps of William Miller and Joseph Bates in New England; or loitering in the homes of

Emerson, Thoreau, Alcott, Hawthorne, or Longfellow, or in old Plymouth, with its crowding memories of our Pilgrim Fathers; or climbing to the retreats of Robert Louis Stevenson, Joaquin Miller, and John Muir in the Sierras; or, as a daughter of the South, visiting "My Old Kentucky Home" and finding on the road a son of "Old Black Joe." My students enjoy autographed volumes given me, accounts of interviews with living authors and their relatives, and letters such as the one I have from the granddaughter of Ichabod Crane.

What could be more inspirational for an English teacher than to traverse the British Isles from the Sir Walter Scott-Robert Burns-John Knox country in the north, through Wordsworth's lake country, Johnson and Boswell's Lichfield, Shakespeare's Stratford on Avon, Runnymede, where the Magna Charta was signed; Glastonbury, Tintagel, and Camelot, with their Arthurian lore; Bideford, whose men manned the immortal *Revenge* on its last voyage; Plymouth, whence the Pilgrims sailed; Olney, where Cowper wrote sixty hymns; Chalfont Saint Giles, where Milton wrote *Paradise Lost*; our own Watford sanitarium and Newbold Missionary College; Stokes Poges, which inspired Gray's *Elegy Written in a Country Churchyard*; Stonehenge; Tennyson's home on the Isle of Wight; the road of Chaucer's pilgrims to Canterbury Cathedral; and on to London Tower, Westminster Abbey, Houses of Parliament, and the British Museum. A few days or weeks in such environment may be of more value to the teacher than months of usual research.

Wherever I go I take pictures for classroom use. Much material can be purchased on the spot that may be used on bulletin boards or to illustrate lectures. But no amount of purchased material and no pictures, kodachrome or motion, can equal the actual experience of going down into the dungeon of the old Mamertine Prison in Rome, where

Paul wrote, "I have fought a good fight, I have finished my course, I have kept the faith";¹ or of speaking to our youth of Greece in a vesper service at Mars' Hill, on the side of which Paul's sermon is inscribed; or of reading the inscription on an Egyptian obelisk stating that Joseph's father-in-law lived there; or of crossing the Field of the Shepherds, where the angels sang, "Glory to God in the highest, and on earth peace, good will toward men";² or of lingering in the Garden of Gethsemane and on the Mount of Olives; or of praying in the garden tomb at the foot of Calvary.

Travel gives one a different perspective, a broader vision, and fresh classroom materials; it also quickens interest in language study, gives an appreciation of great books, and it furnishes opportunity for writing or for much-needed relaxation and change. Henry Van Dyke said that travel has two objectives, the goal and the enjoyment along the way. Therefore, whenever and wherever we may travel, let us enjoy every moment of it, projecting ourselves into the deeds and thoughts of those about us and encouraging them. It is a good thing for one to find the tables turned, to realize that he is the foreigner, with strange customs, manners, and speech.

"Oh wad some Power the giftie gie us
To see ourself as ithers see us!"³

Just as a ruler is responsible for the welfare of his people, so is the teacher for the vision of his students. Interest kindles interest; enthusiasm is contagious. A teacher whose horizon is constantly broadening, inspires his students—he bursts the pod! Such a teacher gains not only from research in libraries but also from wider research through travel; and such a teacher paraphrases—

I could not love research so much,
Loved I not teaching more.⁴

¹ 2 Kings 6:17.

² Piozzi, *Johnsoniana*, p. 154.

³ Inscribed on the facade of Union Station at Washington, D.C.

⁴ 2 Timothy 4:7.

⁵ Luke 2:14.

⁶ Burns, "To a Louse."

⁷ Lovelace, "To Lucasta, Going to the Wars."

Utilizing Our Wonderful Resources

Millie Urbish
ELEMENTARY TEACHER
HOUSTON, TEXAS

HOW can I make my teaching both interesting and profitable? This question is being asked by an increasingly large number of sincere teachers who can be content with nothing less than the best for the instruction of those under their charge. To make it quite practical, let's ask the question this way: What can I do that will cause my pupils' eyes to sparkle with intelligent interest, and their reasoning powers to focus willingly, even eagerly, on the problem at hand? That this can be done inexpensively through myriad resources available to all, is my theme.

I recall that especially happy day when our room (grades 4-6) demonstrated the model breakfast by preparing and serving a real breakfast, from milk and cereal to scrambled eggs and toast. The intense interest of each child in making his desk covering attractive, the planning and preparation of the menu, the rushing to and from the kitchen making last-minute preparations, those big happy eyes and contented smiles as the delicious food vanished rapidly—these things were unmistakable evidences that our general health unit, including field trips to bakery and dairy, would always be remembered as a delightful experience. Also contributing to the success of the health unit were posters, charts, models, children's booklets, and other outstanding free materials that we ordered, as suggested in *Elementary Teachers' Guide to Free and Inexpensive Materials for Curriculum Enrichment*, obtained from the General Conference Department of Education. We used the posters for room decorations, providing a suitable setting for the health classes; and the rich experience described above evolved from discussion of charts of ideal breakfasts.

Where did I find the resources used in this and other units? Everywhere. I used such audio-visual materials as films, filmstrips, recordings, pictures, museum exhibits, slides, and specimens, as well as charts, posters, pamphlets, and similar items. All of these I obtained either free or quite inexpensively.

With limited funds, special effort is required to enrich the curriculum. However, by observing other teachers, reading educational periodicals and newspapers, and listening to the radio, I have found openings that bring interest and enjoyment into the school program.

Upon arrival in a new town, my usual procedure is to make an inventory of the talents, hobbies, work, and interests of the church members. When aid is enlisted from parents and friends, they help willingly. This results too in improved parent-teacher relations.

For every class I have been able to obtain teaching aids to help the slow child learn more easily and to satisfy the curiosity of the brighter child, as well as to encourage both to explore the unknown.

When the time came to teach telephone courtesy in our English class, a neighbor suggested it would be interesting for the children to attend the open house of the new telephone building. Our trip started the wheel rolling, so to speak. For days the pupils discussed their findings on that occasion. After talking with the hostess, we found that it was possible to get both interesting films and booklets on telephone courtesy. We secured a real telephone, and each child was given the opportunity to practice all the telephone courtesies he had studied. In a few days the films arrived. These gave the pupils an understanding of the

—Please turn to page 28

Means and Ends in Social Studies

Louis W. Normington

ASSISTANT PROFESSOR OF ELEMENTARY EDUCATION
WASHINGTON MISSIONARY COLLEGE

THE topic assigned to me revolves around the answers to three questions:

1. What are social studies?
2. Why do we include social studies in the curriculum of our church schools—what are our objectives?
3. How can we best achieve these objectives?

Take the first. What is meant by the term *social studies*? One definition states: "*Social studies* is used to designate the school subjects which deal with human relationships." Notice it says subjects, not subject. Social studies constitute an area of the curriculum. It includes separate subjects that have separate identities and variations in content and purpose.

Geography, the same author goes on to explain, makes clear man's relation to his physical environment. History is the diary of humanity and the record of man's failures and successes. And civics describes the forms and explains the processes by which man governs himself.

Social studies cover a great deal of ground, don't they?

One elementary geography text, for example, contains more than ten thousand concepts, and a whole series of texts doesn't scratch the surface of the vast amount of information available. This means that we are going to have to do some selecting.

And that brings us to our second question. What are our objectives in teaching the social studies? What do we want our children to learn? What are the changes we wish to achieve in them as a result of the social studies program? The answer

depends on what we hope to accomplish by our total school program and what is our philosophy of education.

Take the public schools, for example. Their over-all objective, to quote one of many statements on the subject, is "the optimum development of the individual as a member of a democratic society." And the task assigned to social studies is "growth in the competences or skills essential to living in our democracy."

Now what is our over-all goal? Stated in the kind of terms used by the public schools, this might read, "the optimum development of the individual as a member of the kingdom of heaven." The function of the social studies stemming out of this would be "growth in the competences essential to living in the kingdom of heaven" or "growth in the skills essential to carrying God's last message to the world."

The book *Education* contains specific counsel on this. Of geography we are instructed to let the children "study all lands in the light of missionary effort." The reason for this is that the students may have awakened in them "sympathy and the spirit of sacrifice for the suffering millions in the 'regions beyond.'"¹ Rather different, isn't it, from the objectives you will find in the textbooks? Yet it suggests tremendous opportunities for utilizing geography to give Adventist children an understanding of our worldwide message and a desire to dedicate their lives to its proclamation.

Similarly with regard to history:

"As too often taught, history is little more than a record of the rise and fall of kings, the intrigues of courts, the victories and defeats of armies,—a story of ambition and greed, of deception, cruelty, and bloodshed. . . ."

¹Condensation of a talk given at the teachers' institute of the Columbia Union Conference, October, 1952.

"Far better is it to learn, in the light of God's word, the causes that govern the rise and fall of kingdoms. Let the youth study these records, and see how the true prosperity of nations has been bound up with an acceptance of the divine principles."²

Of course the better of today's history texts do not stress kings or battles. But neither do they emphasize the relationship between the prosperity of a nation and its acceptance of divine principles. That the Christian teacher must supply.

There is a second difference between the purpose of social studies in the public school and their function in the church school. Greatly concerned over the moral health of the nation's youth, educators are attempting to build into the curriculum a foundation for ethical conduct. And they propose to do this on the basis of man's experiments in the past. This is in part the reason they suggest that social studies, which contain the record of those experiments, should be the core or integrating factor in education. But on what do we Adventist educators pin our hope for the development of moral character in our boys and girls? On the Word of God as studied under the influence of the Holy Spirit.

Thus one of the main functions that social studies carry out in the public school, the Bible performs in the church school. This is not to say that we should drop this area out of our curriculum. As Christian citizens our boys and girls need many of the concepts, skills, and attitudes to be found in social studies. But they need them for a different purpose, and they need many of them with a different emphasis.

Suppose, for example, that a class knew every fact in the eighth-grade history textbook. Should we not still need to show them the evidences of God's hand in the history of our country—and the part it will play in fulfilling divine predictions?

The same is true of geography. Children whose destiny it is to dedicate themselves to the finishing of a worldwide task need more than the forty thousand

concepts contained in the average series of elementary geography textbooks, staggering though that number may be.

Illustrations could be multiplied. But enough has perhaps been said to suggest that the place of the social studies in our program must differ from that which they occupy in the public schools. It is both less and more important. Less, because this area of the curriculum is not designed as the foundation of our ethical program; more, because it must contribute to an understanding of God's dealing with the nations, and self-identification with a worldwide brotherhood and a worldwide task.

And now to our third question, how best to reach these objectives. Bearing in mind the fact that there is no orthodoxy in method, and without attempting to recapitulate the many excellent suggestions in the various books on teaching techniques, there are four points I should like to emphasize:

1. Make learning, rather than teaching, the point of emphasis.
2. Preserve a balance.
3. Make the text the servant and not the master.
4. Correlate whenever profitable.

The first of these may seem rather obvious, yet many a well-prepared lesson has proved a failure because it ignored the needs and maturity level of the pupils. Perhaps if we can learn to place the emphasis on what is taking place in the minds of the pupils rather than in the mind of the teacher, we may see eager, active learning replace what is so often an attitude of bored apathy.

One of our hardest tasks is to preserve a proper balance of the facts and concepts, attitudes and skills, that clamor for attention. This calls for a continuous awareness of our major objectives. And since no two classes are the same, the most exacting discrimination is required. Enough facts to provide a foundation for concepts are necessary, not so many that

—Please turn to page 29

Every Child Reads Successfully in a Multiple-Level Program

Kathleen B. Hester

UNIVERSITY OF MIAMI
CORAL GABLES, FLORIDA

EFFECTIVE grouping of children for instructional purposes is one of the most powerful keys to successful reading. When differences in reading achievement of children within a classroom began to be recognized in the 1920's, teachers started to assemble children into "fast," "average," and "slow" groups. After a short time, parents began to resent having their children labeled as "slow" learners. To overcome this difficulty, teachers attempted to camouflage the groups by allowing the children to select their own group names, as "Birds," "Butterflies," and "Bees." The pupils themselves were not misled by such names. To give an example, one child said to a special teacher, "Are you going to work with me?" When the teacher replied that she was, the child continued, "You don't need to bother, because I am in the 'dumb' group."

This type of grouping takes care of differences by means of acceleration only. It implies that every child has the same needs and that the difference is merely in how slowly or how rapidly the material is covered. Yet research studies tell us that various children have different needs.

Providing for Individual Differences

Numerous studies on child growth and development have been conducted in recent years. The findings indicate that the growth pattern of each child varies from time to time and is different from that of other children. If reading is to be one of the means used to help the child achieve his maximum growth, the teacher must recognize the varying needs of children and must pace each

pattern of growth by supplying instructional materials in accordance with the needs and interests of each child. The reading program must be set up to help every child feel secure in his school life and develop gradually and successfully into a competent, self-confident person.

If teachers accept this philosophy, it becomes necessary for them to do more than give lip service to the idea of providing for individual needs. They can no longer set up three or four reading groups among which the only differentiation is that of speed in covering the material. Providing for individual need means that the teacher must adapt the instructional program to fit each child in the classroom. This is not so difficult as it appears at first. It does not mean that each child must be taught separately. It *does* mean that the teacher must provide a flexible plan of grouping, since the needs of a child may vary from day to day.

The teacher of the elementary-school classroom says, "That is good theory, but how can it be done with thirty-five or forty children?" To find out, let us examine a few of the classrooms where the reading program is flexible enough to give each child the specific help he needs for maximum growth and development. These teachers, in both urban and rural schools, are enthusiastic about the excellent results obtained, not only in producing better readers, but in producing happy, well-adjusted children.

Classroom Experiments

Application in an urban school.—Mrs. P., a first-grade teacher in a large city in southern Michigan, met the needs and

interests of her children through "invitational reading classes." A glance at Mrs. P.'s diary shows the typical problems of a first-grade teacher.

It was late in the afternoon of September 6 when I entered the last child's name in my class book, and I stopped to reflect for an instant as to why! oh, why! had my mother ever consented to let me become a teacher.

As I glanced over the names, bits of information came back to me, given the first day of school by well-meaning parents, such as: "Billy is allergic to most everything; here is his medicine; it must be given every day at 10:30, and oh, yes, he will need a shot once a day. I will bring the hypodermic needle tomorrow. Please do not give it to him in front of the other children; he is very sensitive."

Another, "Be sure and let Jimmy go to the toilet whenever he wants to go. We have never insisted on habits at home. He still wets his bed at night and is very nervous."

Then, "Here is my son. I hope you can do something with him. He is spoiled, you know, but he is our baby."

And finally came big, smiling Ted, all alone. He had been a failure according to all reports, and this was to be his second year in the first grade. There was a question about his mental ability.

There were others with problems, but only these seemed to stand out very clearly. What was I going to do?

Mrs. P. observed the children carefully and noted on check sheets bits of information about mental, social, emotional, physical, and educational factors concerned with readiness. Standardized reading-readiness tests were given later. The following information was recorded:

I found there were eighteen children with scores between 50 and 64, which meant they were ready for reading and were rated high; one with a score of 38, which is average; and eleven below 35, in the low grouping bracket. Eight of these eleven would not be six years old until November. The scores ranged from a perfect score of 64 to a double zero, which means twenty-eight points below the lowest possible score marked on the test.

Mrs. P. set up three groups, as she had done in previous years. The results were unsatisfactory. She summed up the situation in the following way:

My poor little average pupils did not have a chance with the "ready to read." My below-average pupils didn't care if they ever learned to read. And I was slowly losing my mind.

It was at this time Mrs. P. sought help. Plans were made to experiment with the multiple-level instructional plan, or, as the children call it, "reading by invitation." Consent was readily given by the elementary supervisor and by the prin-

cipal. The parents were very much pleased with the plan.

To inaugurate the program, several interest centers were set up in the room. Peg boards, colored pegs, colored beads and strings, puzzles, clay, and drawing paper were provided. A library corner was set apart, with two portable screens, two tables, four chairs, two davenports, two bookcases (all constructed from orange crates and painted royal blue and cherry red), and a floor lamp. Attractive books were placed on the table and in the bookcases. A doll, a doll buggy, and play dishes were put in a playhouse in this corner, also. A painting easel afforded even the spoiled baby a chance to express himself.

Three reading classes were started: one which provided readiness work preparatory to beginning reading; a second in which more advanced readiness work was done; and a third in which formal reading instruction was given. During a pupil-teacher planning period, the children were told they might come to any or all of the reading groups, stay as long as they wanted, and leave when they were ready provided that they found a useful occupation elsewhere in the room.

Once a week, on a day chosen at random, each child was given an opportunity to tell a story he had read or to read the story written on the blackboard during the course of a "sweep-check" vocabulary test. The story on the blackboard contained all the new words introduced during the week. The checkup was not compulsory, but, after fourteen weeks of school, the pupils who had not wanted to look at a book in September were asking their turns to read or to tell about what they had read. The results were gratifying. By January every child in the room was reading successfully at his level. The child who had received a double zero on the standardized reading-readiness test was attending every reading class. Every afternoon at dismissal time he would ask, "Do we have to go

home now?" The child whose mental ability had been questioned was a well-adjusted boy who was reading successfully at primer level. Needless to say, the parents were strongly in favor of continuing the program.

Application in rural schools.—Rural teachers who teach nine grades—beginners through the Grade VIII—have used the multiple-level instructional program to meet the needs of each child in the school. Mr. Mac, who teaches a one-room school in rural Michigan, says of his work:

One year ago I was not as pleasant a teacher as I could be. I would not greet the children enthusiastically in the morning. I dreaded their coming to school. It meant seven trying hours and a good headache. My program was stiff and uninteresting. Today I am enjoying teaching, and, more important, my happiness has been reflecting in the children.

This change in attitude was brought about by the improved reading program. The usual number of reading classes were set up. At a meeting with the parents, the present-day philosophy of reading instruction was explained. Parents were helped to understand that reading-growth patterns of children vary, just as do their physical-growth patterns. The parents were asked to cooperate in the work, and the program was discussed with the children, also. Mr. Mac describes the working of the program in this way:

Our reading classes have changed from what they used to be. A fourth-grader may be found with a third-grade reading class, but this is his own choice. I do not force children to attend reading classes composed mainly of younger pupils; I invite them. Sometimes they refuse; sometimes they accept. Those that accept come with no inferior feeling, and we enjoy our reading classes to the utmost. Those who refuse at first soon join in because of the fun we have.

Many times a child who has been absent chooses to attend several reading groups until he has "found himself" again.

Mrs. B. has met similar success in her one-room rural school. She says:

The value of grouping children according to their reading needs has been brought more forcibly to my attention. I have found that my children enjoy reading more, read with less nervous tension, and

are more interested in learning to read when they are reading at their own levels. They do not feel they are being forced to do something that is too hard for them to do.

How the Children Are Grouped

The multiple-level instructional program allows the pupils to join any group or groups that meet their needs. It is explained to the pupils that everyone has specific reading needs. If pupils find the work too difficult in the group which they normally attend, they are invited to work with a group of pupils who are reading at a lower level. If one group is working on a specific reading skill, such as vocabulary development or some aspect of comprehension, any child who feels he can profit by the work is free to join them. In this manner the groups are flexible. The children soon become able to select the group or groups which best meet their needs. Many times a child chooses to work in two or more groups to satisfy his needs. There is no feeling of inferiority.

Many teachers question the ability of the children to select wisely. After trying the plan, however, they are soon convinced that often children sense their own weaknesses more accurately than do teachers. The basic psychological principle of success functions. A child, just as an adult, will participate in, profit by, and enjoy, work in which he is successful. Just as teachers welcome an opportunity to join a group working on a problem that is troubling them, so are children happy for the chance to gain the help they need for greater success.—*The Elementary School Journal*, vol. 13, no. 2 (October, 1952), pp. 86-89. (Used by permission.)

CARIBBEAN TRAINING COLLEGE (Trinidad, B.W.I.) concluded a quarter century of service last December 14 by graduating 19 junior college students—5 preachers, 5 teachers, 1 Bible worker, and 8 stenographers—most of whom have already been placed in the various missions and institutions of the Caribbean Union.

“Please Send Us a Teacher”

L. E. Smart
EDUCATIONAL SECRETARY
CANADIAN UNION CONFERENCE

PLEASE send us a teacher.” This plea comes not from a distant mission field where heathen seek to learn the way of life. This petition is not being presented to a careworn mission director charged with pioneering the work in some far-flung part of the earth. This call comes in ever-swelling chorus from scores of well-established Seventh-day Adventist churches in the homeland—moved by a sense of their responsibility before God to provide a Christian education for their own boys and girls.

How to supply teachers to meet the demands is one of the major problems facing the denomination today. It is staggering to consider the total need. Consider the number of churches that ask in vain for teachers because there are none available, together with the number of schools that are operating with untrained and unqualified teachers in charge, and we have an initial estimate of the need.

“Please send us a teacher.” This plea is not directed to the placement bureaus of our colleges and teacher training schools; they can supply but a small fraction of the demand. It is not a lack of staff or facilities but of the raw material that limits the finished product. Without an adequate enrollment in the departments of education, they cannot prepare an adequate number of graduates.

“Please send us a teacher.” This plea is directed to the only group of people who hold in their hands the key to the situation, the solution to the problem. This plea is directed to *you who are educators*; to the teachers who daily stand before their classes in church schools and academies, to the faculties of our colleges, to our school administrators, and to all others even remotely connected with our great educational program.

How can it be that the solution to the denomination’s major educational problem—the problem of teacher supply—is to be found within our own ranks? To face the facts squarely, we as school people have failed to “sell” our profession to posterity. We who are and have been in a position to make the teaching profession attractive and to draw into it the very best talent of the denomination, have failed to challenge our youth to step forward into the position of service wherein lies this church’s greatest need.

Of the many factors that influence youth in their choice of a lifework two have a most direct bearing on recruiting teachers: the teachers themselves under whose direction the youth move and study, and their conscious influencing of the youth’s thinking toward teaching.

The degree of success and satisfaction evidenced by the members of a profession is a strong deciding factor in the minds of youth who are considering that profession as a future lifework. The work entrusted to educators is of infinite importance. It is a work that must have the very best that is in us. Only when we give it just that, can God bless our efforts with real success. Satisfaction is a by-product of success, and it is a quality that cannot be simulated. The truly successful person derives a satisfaction and joy from his work that engenders contagious enthusiasm for that work. He has a healthy mental attitude and a progressive, positive outlook on his lifework. He is a person who sees in every difficulty a challenging opportunity. He is optimistic, cheerful, kindly, friendly, and above all else, loves and believes in the work he is doing. While our educators have in varying degrees achieved

—Please turn to page 31

Dear Diary . . .

Else Nelson

ASSISTANT EDUCATIONAL SECRETARY
PACIFIC UNION CONFERENCE

March 2, 1953

DEAR DIARY,

My head is so full of ideas tonight that it is all in a whirl! Want to hear why? Well, lend your paper ear for a few minutes and I'll confide in inky whispers.

It all started this morning at teachers' meeting when Dr. Baker, in his lecture, "Don't Short-circuit Live Wires," said, "It is important that teachers 'teach children better, even if it means teaching books less well.'"¹ He said we should remember that children are far more important than books we use or facts we teach. There are many factors that make up a happy classroom (he spoke of the "emotional climate" of the room), but he stressed only four:

1. An understanding and sympathetic teacher.
2. A variety of activities.
3. An attractive and functional classroom.
4. A cooperative spirit among children.

It was a stimulating lecture. I wonder—Do you suppose I've been too book-conscious and too unconscious of the needs of my children? Well, Little Diary, I intend to find out. Good night! SALLY.

March 3, 1953

HELLO THERE!

Guess who! Here I am again, with the first report on my attempt to emphasize the fact that children are people. Remember Biffy? I glanced back through your pages just now and find that my tale of woe labeled "Biffy" runs like a dark thread through all this year. That boy certainly has earned his nickname. He can do some things very well: he can fight; he can argue; he can brag in loud, strident tones that can be heard all over the playground. But Biffy doesn't shine very much when it comes to classroom

achievements. I've never been able to get him to stand up, look the class in the eye, and tell a coherent story. He mumbles and bumbles painfully. And his writing! Oh, dear Diary, his manuscript writing is the worst third-grade manuscript I've ever seen. I've tried hard too, but with few good results. Of course, I have never had much success with Biffy. Always he has treated me with the cold aloofness children give to adults who bore them.

But today was different. You see, we began the transition from manuscript to cursive writing; and Biffy can write! With shame I acknowledge that I did not know this before. Biffy's cursive writing was by far the best in the class. Thanks to Dr. Baker's lecture, I took time to notice and to praise. I wish you could have seen Biffy's face when I asked him to show his paper to all the other children! He fairly glowed with the sweet radiance of achievement. Then I took that paper, put it into a wide picture frame I had cut from wall paper, and mounted it on the little "Today's Special" bulletin board that is by the door. I shall not soon forget Biffy's joy. Why have I been niggardly with praise before? It took little time, but meant so much. I'll confess that I did have to borrow five minutes from our arithmetic drill to do it; but it was worth it. That's "thirty" for tonight. SALLY.

March 4, 1953

DEAR YOU,

Here is the second installment of the Biffy story. About five minutes before nine, various and sundry little moppets were clustered about my desk bringing me the morning edition of important

third-grade news. I love those few minutes before school starts, when I can have time to visit with the kiddies. It gives me a delightful feeling of "belonging," and I think it does the same for them, too. Just then Biffy burst into the room. He practically mowed his classmates down in his urgency to get to me. "Teacher!" he shouted, "I gotta dog! Dad 'n me got 'im from the pound! Boy, is he a beauty!"

O diary, what a deliciously beautiful morning we had! We gave Biffy the center of the stage. It was no tongue-tied, bumbling Biffy who told about his dog. He was a radiant little boy. No wonder. For once he had something important to tell. I made a mental note to provide my children with a variety of experiences. Poor little tykes! I've been expecting them to "grow" good stories from the sterile soil of a textbook-bound classroom. Well, I'll change that! There is no reason why we can't take a few "walkabouts" in our community, collect things for a classroom museum, ask some of our local characters to visit us and talk to us—Oh, Biffy gave me a fine new set of plans today, all because of his new dog-from-the-pound!

Afterward we had worship and got on with the business of the day. Biffy beamed and basked in his new-found glory. He can write; he has a paper on the bulletin board; he told a story; he has a dog! His cup of joy was full today—and so was mine, for Biffy is my friend.

That's all for this time. SALLY.

March 5, 1953

DEAR DIARY,

I feel so sorry for Annie. Not until today did I realize what a pathetically lonesome child she is. She's always such a "model" child, so quiet and well behaved, that I presume no one has ever suspected the loneliness underneath. It was quite by accident that I found out. You see, she isn't in my room. She out-

grew that three years ago. She is a lonesome, wistful sixth grader.

Annie came to me at noon, holding something awkwardly behind her. "Miss Lake, would you like these?" "These" were several stalks of fluffy pampas grass. Actually, I didn't need them, for I had just put fresh flowers in the room. Besides, I had two pretty green plants I'd brought from home after Christmas vacation. I had spent some time rearranging my room a bit, and really it looks very attractive. (Scuse a wee bit of bragging, won't you? I think an attractive classroom is important to the well-being of children, and I worked hard on this.) But I couldn't turn down Annie's offer, so we took it into the classroom to see what could be done. We found a low blue bowl and arranged the pampas grass in it. We decided to put it on top of the piano, with a little dime-store figurine beside it for balance. Annie was delighted. She timidly confessed that she had taken her gift to her teacher in the morning, but it was time for school to begin and the teacher had paid scant attention either to Annie or to her gift. She had told Annie crisply that if she intended to bring things to school she should come early enough to tend to them before time for worship. The pampas grass had been relegated to the storeroom and apparently forgotten. So, Annie brought it to me. "Y' know, Miss Lake," she confided, "it *shure* is nice when teachers take time to be friends. I want my teacher to like me, but I guess she's too busy." Annie sighed rather forlornly, and I made a new-year resolution—a fifth of March one. "Resolved, that I am going to be a friend." It is hard to know what these little people need. If only they came complete with directions! Bye now, SALLY.

March 9, 1953

HELLO, LITTLE DIARY!

Blue sky—fluffy white clouds—warm sunshine—mmmmmmmm! Today was a

day for the poets! At recess Patricia pointed to a billowy cloud and said, "See the castle in the sky!" That started it. Soon all the children were playing make-believe as they looked at the clouds.

All of a sudden I had a moment of pure inspiration. After recess I opened my copy of *Lessons in Literature Appreciation*, and read aloud Christina Rossetti's poem "Clouds":

"White sheep, white sheep,
On blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?"²

We had a good time talking about the poem, and later those who wanted to do so, illustrated. (I keep art supplies in a convenient spot for just such purposes.) Then we made a bulletin board display of their work. Biffy copied the poem and I mounted it on a large sheet of dark-blue construction paper. We put it in the center of the display.

When some of the mothers called for their children after school, I invited them to come in and see what their youngsters had done. Today was happy!

No time for more details tonight. Elder and Mrs. Harris are coming by to take me to the library on their way to an appointment in town. I want to get some more books of verse for young children. I've discovered that time spent in reading poetry in school is time well spent, indeed! Hastily, SALLY.

March 13, 1953

GREETINGS!

We've been reading about Brittany in our basic readers this month. I found several songs of that picturesque country in one of the books I borrowed from the library, and now and then we take time to sing these songs at the end of a reading period. I'm beginning to see that music related to something we're studying is ever so much more interesting than miscellaneous songs used at music pe-

riod. I have also discovered that the time to sing is not limited to music period—the time to sing is when the song fits. If you come around, you are likely to hear us singing at any hour that the mood is upon us. I like it, and so do the children! Musically yours, SALLY.

March 16, 1953

DEAR DIARY,

Today was Monday—blue Monday. Everything went wrong. The children were cross and unruly and irritated me almost beyond endurance. Jon spilled his crayons four times before lunch. Think of it—*four* times! At recess I had to blow my whistle three times before everyone was ready to come into the classroom. Then they were so noisy that I had to talk louder and louder, until my throat was so tired I could scarcely stand it. Finally I scolded them roundly and in no uncertain tones! I told them exactly what I thought of such conduct, and let them know that they'd better change right now—or else! I had order after that, believe me. But it was an unhappy day. After the last rascal had gone, I sat and cried. I really felt sorry for me.

There was a reason for it all. It was late last night when I finished sewing, so I slept later this morning. That meant I had to dash for school without breakfast and without my usual morning devotion. Tonight when I got home I was so blue and discouraged that I turned to my Bible for comfort. I found it too. If I had taken time for it this morning, today would have been different. I feel better now, for I've talked it all over with God, and listened while He spoke to me. I'm glad tomorrow gives me a clean, new page. I'm not afraid to face it—with God. Good night, dear Diary. SALLY.

March 19, 1953

DEAR DIARY,

Today was one of the nicest school days this month, even though it was dark
—Please turn to page 26

THE JOURNAL OF TRUE EDUCATION

Applying Professional Reading

Ruth J. Hirt

CRITIC TEACHER, PRIMARY GRADES
ATLANTIC UNION COLLEGE

CAROL LANE dropped her pencil in disgust on her unfinished lesson-plan. She could not think of anything tonight. How could she get some new ideas to make her lessons interesting and appealing? Her mind turned back to the office, where that afternoon she had heard the principal's measured indictment of her classroom teaching: "Too confined to the strait jacket of textbook routine—unimaginative, uninteresting, deadening! You haven't learned a new thing about teaching since you were graduated. The best of techniques—like the best of cars—can wear out."

"Yes, perhaps he is right; but what can I do now? I cannot think of anything new or different; I just can't be original. Besides, I'm tired now. Tomorrow I'll speak to Miss Cone and see if I can absorb inspiration from her. She always has something novel and fascinating."

"Miss Cone, you're recognized as a master teacher here at Buckley even though you've had only four years of experience. Tell me, how can I follow in your footsteps? What is the secret of imaginative and inspiring teaching?"

For a moment Miss Cone was silent. Finally she said, "Thank you, Carol. That's quite a question, one demanding a broad, comprehensive answer. I think the best teachers work the hardest to master the art and science of teaching, and then try to keep up with new developments. If I'm a good teacher today, it's because I've spent time, effort, and money to become one."

"In what way?" asked Carol.

"Reading books, magazine articles, and professional journals. Then if I find something I like that could be useful in my classroom, I classify and file it for fu-

ture reference. Conventions and conversations with other teachers reward me with many ideas, which I jot down in this little leather notebook that I always carry in my purse. I subscribe to a few teachers' magazines, such as *The Grade Teacher* and *The Instructor*, that I find most helpful in teaching my grades. At the end of the month I tear the magazines apart and file the units, pictures, or seasonal material I think will be useful at some later time."

"But how and where do you file these? Files are expensive," Carol interrupted.

"Some of them are, of course. But I began my file with a few Manila folders, duly labeled, standing upright in a covered cardboard carton 12" long, 8" wide, and 10" high, in which the *Dubl-Front* file folders are shipped. Any carton that will hold a few folders will do for a start, then you can go on from there and 'expand' as your collection grows. You will learn as you go along to use discrimination in what you save—and will later discard some things as impractical or outdated, to keep your file 'alive.'"

"That sounds much simpler than I thought it would be!" said Carol.

"Here are a few magazines I borrowed from the library. About once a month I stop there and browse around. You can gather lots of ideas this way, more than you'll have time to put to use; and you'll have to learn to choose those best suited to your class—and even good ideas must be adapted to fit your particular needs at the time. I confess that I'm not original; most of my ideas I've seen worked out and have jotted them down in my notebook; or read about them in the magazines to which I subscribe, and tucked them into my files. When you put these

—Please turn to page 27

The Teacher's Strongest Ally

Arabella Moore Williams

ASSISTANT SECRETARY
DEPARTMENT OF EDUCATION, GENERAL CONFERENCE

HOW thankful I am for this active Home and School Association, and how wonderful some parents are!" mused Miss Wayne, the new church school teacher as she recalled the visit she had just enjoyed with Mrs. High, the enthusiastic leader.

"We know you have more children in your room this year, and realize it must be more difficult to handle them. We mothers haven't had formal teaching experience, but we do know children, and there surely must be something more we can do to help," Mrs. High had said when she came in to discuss the possibilities with the teacher. Miss Wayne knew that already this active association had made and was caring for the choir robes; had helped with wastepaper collections and other money-raising projects, practices, costumes, and materials for stage settings for school programs; had helped plan hikes, excursions, and social events—in short was doing many things that no teacher could possibly do by herself. They had even relieved her of some noon supervision periods.

Together they decided that it would be wonderful if a mother could be on hand during cooking classes, to help supervise the rolling out of dough, to guard little fingers from being burned on the oven, to put salve on those that got burned in spite of the girls' best efforts, and so on. This year they would maintain a hot-lunch program. The words of her supervisor kept ringing in Miss Wayne's ears: "One of the biggest and best contributions the Home and School Association makes in many of our schools is the maintaining of a hot-lunch program, especially during the winter months. One does not realize the differ-

ence a hot lunch makes in a school day until he has seen the difference.

"In my supervisory work," says Miss Ethel Johnson, Columbia Union Conference elementary supervisor, "I have noticed that the best schools are those that have wide-awake Home and School Associations working on the principles and toward the goals outlined for such an organization. It builds school spirit and helps 'sell' the school to the church."

"The Home and School Association is one of the few unmixed blessings a teacher may have," comments an experienced teacher of the Sligo Training School. "It affords the teacher an excellent opportunity to get acquainted with the parents, especially the fathers who can seldom visit the school because of their work."

"After our Home and School Association meeting the parents come up to my room to see what their children are doing," reports another teacher in a large school of several rooms. "It gives me an unparalleled opportunity to talk with them about their children. Home and School meetings are essential for bringing parents and teachers together."

The teacher must know the parents and from them learn about the home environment, which naturally affects the child's behavior at school. The teacher needs to learn whether the child's impulses are indulged or unduly curbed; whether the economic situation ensures a reasonable degree of security and well-being. She needs to know about the child's experiences and interests, his out-of-school companionships, and whether there have been unusual periods in his physical health and growth. Parents are the best possible source of this kind of

information; hence the need to establish rapport with them, win their confidence.

If the teacher senses that a parent is emotionally unstable, she must consider what effect this may have on the child's behavior or his ability to concentrate upon school activities. Through frequent contacts with the parents she may discover why a child has sudden outbursts or persistent withdrawals; or she may become aware of an overzealous parent pushing a child beyond his ability and into frustrations; or of a jealous parent, or an overprotective parent. It is of the utmost importance that the teacher know what kind of parents each child has, so that she may intelligently supply the child's needs and counsel wisely with the parents themselves. The home and the school are partners in the education of the child, whether or not they recognize this; and the Home and School Association makes this partnership constructive and mutually helpful.

No school can make real progress without "taking the people along," seeing that they understand what the school is doing, and the reason for the methods the teacher uses. Hence it is important not only that the teacher know the parents but that the parents know and understand the teacher and thus build up confidence in her and the work she is doing. The teacher will then have the parents' support in whatever situations may arise, and through the parents she will have the support of the whole church. Where this fellowship exists, the problems of the parents become the problems of the teacher, and vice versa. Shared experiences are the heart of any successful program, and become the means of creating a three-way partnership of teacher, child, and parent.

Such partnership promotes better services for the school; a feeling of ownership toward the school and a vital interest in its problems, achievements, and goals; and in many instances higher salaries for the teachers. Teachers function better

when they work in an atmosphere that supports rather than threatens them. One successful church school teacher stated these facts thus: "It has given me a feeling of security, knowing that I have the interest and support of the parents of the children for whom I am working. It helps my morale as a teacher to know that I am a member of an organization whose one purpose is to help the parents and me to train these boys and girls to be the best citizens of this world and future inhabitants of the new earth."

Of course one great advantage to the teacher is that the Home and School Association carries a burden for the material aspects of the school, and her work is often made easier by equipment and supplies furnished by this sponsoring organization. The sympathetic ear of the association is an excellent place to divulge pressing needs—or even something not so pressing but very desirable. "Sometimes the teacher may even express a dream-wish that she does not really expect to come true," says one of them, "but when the Home and School Association hears of it—presto—sometimes it does come true!" Some organizations raise hundreds of dollars every year, the larger ones even a thousand or more. It has been observed that where a Home and School Association sponsors an improvement project each year, that school has more and better equipment.

Little wonder, then, that our progressive teachers put forth earnest efforts to keep a Home and School Association alive, so that they as well as the children and their parents may enjoy the resulting benefits and blessings. A well-organized and successful Home and School Association is unquestionably a moral as well as economic asset, since ideas for helping the school come from knowing its needs and the problems faced by its teachers. Then follows the determination to supply the needs and to solve the problems. Yes, a Home and School Association is the teacher's strongest ally.

Promoting Christian Education

Miriam Gilbert Tymeson

PRINCIPAL
JOHN NEVINS ANDREWS ELEMENTARY SCHOOL, MARYLAND

FRIENDS often ask me, "Why are you still teaching? Don't you get sick of it? Why don't you do something else?"

It has never entered my mind to give up teaching and take on some other profession. When I was a small child my parents dedicated my life to God and to the work of this denomination. When teaching became a great attraction to me, and I was ready to enter the profession, I started teaching. That was many years ago, and each year I am more convinced that teaching is a privilege, and that we do receive personal blessings from the efforts we put forth to help prepare boys and girls for the kingdom of heaven.

Why do we promote Christian education? How can we sell our school to others? There is a difference between promotion and bragging. Promotion is for a cause; bragging is selfish. Teachers are naturally generous, and if we have something that is good, of course we want to share it with others. The more we put into our school, the more we have to promote. The better we like our school, the more attention others will give it.

How do we know whether we have a school worth promoting? Here are a few tests:

1. Is our school accomplishing anything?
2. Is it holding high scholastic standards?
3. Does the school make friends among parents, church members, and community?
4. Does it serve as a center of activity?

5. Are the children *glad* that they attend?

6. Does the school create and teach loyalty?

7. Last and most important—Does it teach boys and girls what it means to be a Seventh-day Adventist?

On the last point I want to comment further. We must teach our children *how* to explain to their little neighbors why they do not go to the public school. They sometimes feel embarrassed over the "poor appearance and lack of facilities" of their small school, compared to the larger one in the neighborhood. Part of our responsibility as church school teachers is to give the child good reason for the security and loyalty he must have in order to "hold his own" with other children.

A teacher must stay with the school long enough to build up a program worth promoting. No problem is ever solved by running away. True, the grass always looks greener in the next field; but to exchange the present half-completed tasks for new and stranger ones is seldom the answer.

Our own enthusiasm is a major factor in determining whether we have a good school. We teachers are the ones who sell the school to the children first, then to parents, other church members, at times the pastor, and the entire community.

How can we assure the parents that we have a good school? "Know your business." That first day of school can be well organized or it can be bedlam. The parents will quickly decide whether the teacher has a program or is completely bewildered. Be prompt in all appoint-

Condensation of a talk given at the teachers' institute of the Columbia Union Conference, October, 1952.

ments with parents. If you announce that a Saturday evening program will close at nine-thirty, close it at nine-thirty, not ten! The necessity of telling the truth can never be overemphasized. In dealing with parents, we must always be frank but tactful. Parents want the assurance that their children are doing well. It is essential that parents have confidence in the teacher, and this necessitates their becoming acquainted early in the school year. The teacher must establish herself in the thinking of each family, so that if difficulty should come, the parents will be sure that the teacher is doing her best. Parents should be invited to the school on every possible occasion, so that they can become familiar with present teaching methods.

The pastor should be encouraged to understand and appreciate the school. The surest way to enlist his interest is to have his child in school. Then he will really be aware of all the school activities. If you want the pastor to be interested in your work, show an interest in his. Be an active member of the church and Sabbath school. That does not mean, however, that you should be expected to do more than you are physically able to do. The school is your first and foremost work. Invite the pastor to visit the school and talk to the children from time to time, other than the Week of Prayer. The school of today is his church of tomorrow. If the church takes so much of his attention that he needs to be reminded of the school, take occasion to keep him informed concerning school activities. Acquaint him with your program, stress your soul-winning experiences, so that he can pass them on to the entire church. It is the pastor who stands before the church from Sabbath to Sabbath and inspires the members to rejoice that they have a good church school.

Prepare the children to participate occasionally in the church service—a musical number, a memory selection, a mission experience. Every teacher should be

given opportunity now and then to tell a soul-winning experience in church. Keep the church aware of the fact that you are their teacher—and glad of it! Some teachers have said, "We couldn't do that, it would seem as if we were boasting." Maybe church school teachers should spend a little more time magnifying the work that is being done for the boys and girls of our church. After all, everyone will agree that the children in the church are its most precious possession. Make every adult in your church "school-conscious." Invite individual church members who have interesting hobbies, to enter into your Home and School Association programs. Leave no stone unturned to keep the school before the church members.

Last but far from least—sell the school to the children. Child by child, we build a school. Every child there is to his family the most important one in the whole school, and his interests are first. This must be true also with the teacher. How? Tell each child how much we depend upon him or her to make the school the happy, successful place we desire it to be. Give each child the confidence, the security, the happiness, that come from honest accomplishment. Appeal to his sense of fairness. There are many ways, too numerous to mention. You know them and use them every day that you spend in the classroom. I have not tried to present any learned, bookish-sounding, pedagogical material—as you have readily discerned. It has been my purpose simply to present in a very matter-of-fact, practical way a few of the opportunities that we have as church school teachers.

The secret of any success that we may enjoy is our complete dependence upon the Master Teacher. By His help we can be teachers with the "magic touch" that can be felt but not explained. There is no limit to the influence and power of a truly consecrated, well-trained teacher; and each year the challenge is greater.

An open letter
TO COMMENCEMENT SPEAKERS

Santa Cruz, California

DEAR SPEAKER:

It seems to be common practice for leaders in the higher echelons of education to give at commencements a counsel of despair and to make graduates aware that this is not the best of all possible worlds, especially that they cannot offer them any promise of security in this insecure world.

There is always the tendency to seek an escape, to turn in complexity to the idyllic past, to some magic Forest of Arden, and there live in a dream world, forgetting that every age has its problems, and that times that vex men's souls are not confined to the present day. The fact is no age, golden or any other color, became so because of an assured guarantee of peace and security.

Did Columbus make his voyages into the unknown because he felt safe in his ventures? Did our ancestors leave European shores because they well knew the country for which they were bound promised a safe haven? Were our forefathers motivated by a feeling that all would be well when they braved the perils of the encompassing wilderness and the enemy lurking within? Were Benjamin Franklin and his fellow patriots guided by an assurance of safety when they drew up the Declaration of Independence?

Rather, did not Franklin say, "We [the signers] must all hang together, or assuredly we shall all hang separately"? Was not our nation founded by stouthearted men who regarded dangers and uncertainties as a challenge and as a means of widening the horizons of freedom and democracy, and by heroic labors shaped a new nation on an alien shore, cleared the wilderness and carved out farms, founded cities and schools, and established a lasting government of, by, and for the people? Now suppose the founding fathers had considered the risk too great, the hazards of the untried too insurmountable, the outcome too uncertain, to warrant making the attempt? Because of their faith and their labor and their vision, this great land of ours has become a symbol of a democracy triumphant and a beacon to light the way for a world in doubt, confusion, and distress.

Security is not a product ground out of a machine, nor a hermetically sealed package handed down intact generation after generation, nor something achieved by wishful thinking. Like gains in democratic processes, it cannot be nailed down and clinched once for all time. Ours is the constant problem to hold our gains while struggling to add to them. Once we relax our vigilance and become indifferent to our liberties, we lose.

The essential fact remains that we can learn an inspiring lesson from the past and build into our lives as much security as we are willing to work and strive for.

Yours truly,

Ernest G. Bishop,

a retired teacher.

NEA Journal, vol. 41, no. 5 (May, 1952), p. 272. (Used by permission.)

SCHOOL NEWS

INGATHERING ENTHUSIASM RAN HIGH preceding and during field days, October 6 and 7, at Malayan Union Seminary (Singapore). The elementary children, too young to go out Ingathering, solicited their parents and friends and brought in almost \$2,000. Two standard seven boys secured \$725, and two national teachers gathered \$1,241.50. Altogether, \$13,585.24 was raised by the school and its friends! Last but not least, 2,500 seminary promotion leaflets and 1,500 Chinese and English *Signs of the Times* were distributed.

THE CARPENTRY CLASS of Southwestern Junior College built a 5-room-bath-garage house as a laboratory project last school year. This year their instructor, Lawrence Claridge, and his family are happily living in the house—and the boys are building another! They “do all the carpentry, wiring, plumbing, plastering, painting, cabinetwork, and everything”—of course under the watchful eye and guidance of Mr. Claridge.

THE SOUTHERN AFRICAN DIVISION reports an increase of 10,000 in enrollment in its schools during 1952. The total figures are: 1,572 schools; 1,990 teachers; 81,127 enrollment. Only about one per cent of those enrolled are above the elementary-grade level, but plans are developing to provide secondary and training courses for a much larger number.

CRUSADERS FOR CHRIST at Gem State Academy (Idaho) conducted a student Week of Devotion, January 19-23. They also present a weekly radio broadcast on Nampa's station KFXD, give weekly Bible studies, distribute literature from door to door, and conduct a literature mailing band.

THE ENTIRE STUDENT BODY AND FACULTY of Sunnysdale Academy (Missouri) solemnly took the MV Legion of Honor covenant on January 24, pledging to honor Christ in all they see, hear, speak, and do.

WITH ALL STUDENTS PARTICIPATING, Middle East College passed its 1952 Ingathering goal by raising 2,600 Lebanese lira, approximately \$780.

JESS ADAMS is the new farm and dairy superintendent at Maplewood Academy (Minnesota).

SANDIA VIEW ACADEMY (New Mexico) has raised \$1,594.60 Ingathering—well over the Minute Man goal for the church.

SEVENTY-TWO STUDENTS OF KAMAGAMBO TRAINING SCHOOL (East Africa) were baptized last November 8. V. E. Robinson is principal of this school, which trains most of the teachers for that area.

WISCONSIN ACADEMY was host to 35 colporteurs, representatives of the Review and Herald and Southern Publishing associations, and local and union conference publishing department leaders, as they met in institute December 29 to January 3.

THE NEW GYMNASIUM at Battle Creek Academy (Michigan) was initiated last December 13 by a holiday variety program and banquet, which yielded a net profit of nearly \$950 for outfitting the gymnasium and providing new school equipment.

SEVENTEEN STUDENTS ARE AT PHILIPPINE UNION COLLEGE this year because they earned one or more scholarships by colporteur work during last summer's vacation. In all 34 student colporteurs worked 9,493 hours and delivered 14,574.57 pesos' worth of books and periodicals.

HELDERBERG COLLEGE (South Africa) was host, during December and January, to the Southern African Seminary Extension School. A. L. White, R. M. Whitsett, and F. H. Yost, of the Seventh-day Adventist Theological Seminary and the General Conference, were the visiting instructors; and 41 ministers, missionaries, and teachers were enrolled for the 6-week courses.

THE DEPARTMENT OF APPLIED THEOLOGY at Pacific Union College is sponsoring new-type 10-day evangelism series, as intensive spearhead efforts to focus interests that have been developing during the years that Pacific Union College students have been giving Bible studies and conducting branch Sabbath schools. Personal evangelism finishes preparation of individuals for baptism.

CME'S PUBLIC RELATIONS OFFICE, in cooperation with La Sierra College, has set up a \$400 public relations scholarship plan sponsored by the two institutions for the benefit of La Sierra College upper classmen. The plan is established to help create an interest among young men and women in public relations techniques. Experience will be gained in both editorial and promotional work. First recipient of the award is Arthur Sutton, Korean War veteran and junior English major, from Denver, Colorado.

PACIFIC UNION COLLEGE DAIRY has been entered on the National Honor Roll of the Purebred Dairy Cattle Association, and awarded a diploma in recognition of having developed a herd of 112 cows producing an average of 437.1 pounds of butterfat for the year ending September 1, 1952. C. C. Krohn is manager of the college farm.

THE SOUTH AMERICAN DIVISION reports 473 elementary schools for the year 1952, with an enrollment of 17,677, which is an increase of 40 schools and 1,559 pupils over 1951. In addition, 1,097 pupils are enrolled in the 15 elementary schools operated in connection with secondary schools.

UNION COLLEGE is pioneering again! A class in the field of social work is being taught by R. K. Nelson, of the history department, on the principle that people are more willing to listen to the message of salvation after their physical and emotional needs are met.

SUNNYDALE ACADEMY MV SOCIETY (Missouri) spent Sabbath afternoon, November 8, distributing packets of literature, including Bible correspondence cards, to every home in Mexico—a town of 13,000 population, 24 miles away.

THE CORNERSTONE WAS LAID ON February 25 for the new girls' dormitory at Southwestern Junior College. Construction of this building is a month ahead of schedule, as reported by Superintendent E. J. Miller.

A WURLITZER ELECTRIC ORGAN was installed last October 30 in Anderson Hall of Helderberg College (South Africa), thanks to many generous contributors to the organ fund.

Dear Diary . . .

(Continued from page 18)

and gloomy, with rain falling in torrents. Together the children and I made a huge bulletin board about weather. We got the facts from our science book, but we took them out of the book and put them to work for us. We chose committees for various tasks. One group cut out letters for the slogan we agreed on; another group cut and mounted pictures; and a third group planned the arrangement. That bulletin board is a masterpiece of cooperation, and a joy forever to me.

Sleepily, SALLY.

P.S. Making the slogan was English, writing it on the chalkboard was handwriting class, spelling the words was spelling class, and executing the design was art; so I can very nicely get around the time we took for it!

March 31, 1953

HELLO AGAIN!

Yes, I know I have neglected you, but don't you leer at me out of your blank white pages! I have *not* neglected my children. Dr. Baker's lecture contained sound advice. I've done a better job of teaching children this month than ever before, and it has helped me to teach books better too.

A new month lies ahead. I wonder what it will hold. Whatever it is, I know we can face it together, my children and I. We'll stumble and we'll recover. We'll fall down and we'll get up again. But we shall do it all together. We'll make our classroom a warm, understanding place where love dwells. This we shall do because we believe in one another—and because we know that God is with us, and that He is love.

Very truly yours, SALLY.

¹ Mauree Applegate, *Everybody's Business, Our Children*, p. 31.

² Ethel Young and G. M. Mathews, *Lessons in Literature Appreciation*, p. 30.

Applying Professional Reading

(Continued from page 19)

novel ideas into practice, applying them to your lessons, they seem original in the classroom. Our pupils tire of having the teachers show or say things the same way the book does, just as we did in some of our college classes. But present the same lessons by using a different device or procedure, and the pupils apply their book knowledge with enthusiasm. The point I'm stressing," she emphasized, "is that my teaching is the result of what I've seen and heard—recorded in my book till I can apply it, and what I've read and put into my file till needed. Anyone can have equally good results, I'm sure, if she will work at it."

Then Miss Cone took Carol about her room and described the distinguishing features of her teaching. The class schedule (arranged in sentence form as pupils had described their subjects) was suggested by a small picture of a new school in a current professional magazine. The bulletin board, decorated as suggested in a recent *Better Homes and Gardens*, displayed the pupils' best writing. An Indian device, with pictures from a dime-store book, was used for the reading class.

"Our profession is blessed with many magazines, and we need to read to keep up with the latest instructions presented. I shall not be using these magazines tonight—why don't you take them along so that you can get acquainted with some of the current techniques?"

"Thank you so much! You just can't know what an inspiration this has been to me. I know I can't absorb and apply everything at once; but I'm going to make a start this very evening," said Carol, with a grateful sigh.

"You are most welcome, Carol," answered Miss Cone. "And if I can be of further help to you, don't hesitate to ask. I may not be able to answer all your questions—but we can study things out together sometimes."

Thus ended one of the finest and most helpful visits Carol ever had. In her arms she carried away the collection of magazines from the library. An amazing transformation began to take place that day.

Have you, like Carol, ever felt discouraged with the humdrum of teaching? It is so easy—but so uninteresting—just to cover the material in the textbook and to get through it in a perfunctory manner. But read, observe, find something you enjoy doing with the lessons, and the pupils will catch your enthusiasm.

In no other profession is reading, purposeful reading, quite so important as in teaching. Reading keeps us abreast of every progressive movement.

As a workman without his tools is of little value, so a teacher without her professional helps soon fails and drops out of the work. Even a few magazine articles, pictures, devices, units, stories, and plays filed away in folders classified and marked by seasons or subjects, can be quickly applied to enliven the classwork.

"Read, mark, learn, and inwardly digest" are the four imperatives with which *The Book of Common Prayers* sums up all the good advice on applying professional reading.

GEORGE W. GREER, whose outstanding success with the Australasian Missionary College choir for the past six years is well known, has recently connected with Atlantic Union College music department.

PHILIPPINE UNION COLLEGE students and other members of the college church distributed 15,000 English and Tagalog tracts last November 1.

MOUNT ELLIS ACADEMY (Montana) has a new farm manager this spring—Lester Taft, formerly at Adelphian Academy (Michigan).

BAPTISM OF 11 STUDENTS climaxed the fall week of devotion conducted at Campion Academy (Colorado) by R. L. Osmunson.

UNION COLLEGE reports a total of \$4,263.38 Ingathering funds raised in the 1952 campaign.

Utilizing Our Wonderful Resources

(Continued from page 9)

telephone that they would never have had otherwise. Extra booklets and films were shared with other rooms. All of this made a "telephone-conscious" school.

At times it has seemed rather difficult to make the music class interesting; then music appreciation has come to the rescue. I suggested that each pupil make a scrapbook of the various instruments of the orchestra. From a music store we secured inexpensive subject charts. After careful study of an instrument each pupil cut a new picture from his chart and pasted it into his scrapbook, writing under the picture brief notations of facts learned. We played records of various instruments until each child was able to recognize the different instruments by ear. Besides these the children enjoyed such records as "Peter and the Wolf" and "Rusty in Orchestraville." The most exciting time came when the children had the privilege of attending a real symphony and were able to see and hear all the instruments used simultaneously. This they thoroughly enjoyed. Each year the Houston Symphony Orchestra plans programs especially for students. Other cities offer similar opportunities.

One of our teachers at Houston Central utilized to the fullest extent available resources in the unit on Norway. To learn more about the country, she and the children planned an imaginary trip. This took careful, detailed work on the part of the teacher. After the children had learned something of Norway they started making plans to "sail." First, they took a field trip to the shipping channel, where they saw freighters, boarded an experimental boat, and secured baggage declarations from the customs officer. Later some of the children brought packed overnight bags to school and itemized the contents on the baggage-declaration forms. Next they filled out applications for passports, on blanks

obtained from the post office. This led to further study of passports, ships, and ocean travel. Free and inexpensive teaching materials helped the children learn more about these topics. Friends taught the teacher to pray and sing in Norwegian, and in turn she taught the children. Finally, on Norwegian Day the children dressed in Norwegian costumes. The unit was enjoyed immensely, and made a lasting impression on each child.

Our visits to the planetarium, library, zoo, arboretum, historical sites, and the Museum of Natural History have been most profitable. Even though we have taken advantage of many of our resources, we still have an inexhaustible store. May the Master Teacher direct our minds to the things close at hand that contain tremendous possibilities for fascinating educative experiences.

THE COMMERCIAL DEPARTMENT of Lynwood Academy (California) claims 124—more than one third of the total enrollment—taking classes in typing, shorthand, and bookkeeping. This should soon ease the current shortage of good stenographers.

A PARADE OF FIFTEEN FLOATS, music, and speeches in Huntsville streets and city square announced the \$150,000 campaign for a physical education building at Oakwood College. Two \$500 contributions were made on the spot by Huntsville merchants.

CME'S SCHOOL OF NURSING DEAN, Kathryn J. Nelson, has been appointed chairman of the Committee on Functions, Standards, and Qualifications for Practice in the American Nurses' Association.

SEDAVEN HIGH SCHOOL (for European children of the Natal-Transvaal Conference, South Africa) reports an enrollment of nearly 100, of whom 23 are members of the Teachers of Tomorrow Club.

INGATHERING FIELD DAYS at Philippine Union College last November yielded 11,568.67 pesos, exceeding the 11,000-peso goal.

LODI ACADEMY (California) this year leads all North American academies in enrollment—342 at latest report!

Means and Ends in Social Studies

(Continued from page 11)

the mind is confused and negative attitudes are developed, but a sufficient variety of activities so that many skills may be developed and varied minds and interests challenged. Also, significant Adventist concepts must not be slighted because they do not happen to be in the text.

The modern social studies textbook is well written and well illustrated. We should realize, however, that it is designed as a source of information and not as a statement of minimum essentials, each detail of which must be drilled and tested. We must help our children learn how to select those concepts or generalizations that are important. That will not happen if we only keep repeating, "Read it carefully"—and hope for the best. Good study habits will be developed only as we repeatedly indicate what our students are to look for as they read. And remember that the term "read" applies to pictures, maps, and statistical data as well as to verbal material.

It is perhaps equally important—and I hope you will not misunderstand this—not to be tied to the textbook. It should be the servant and not the master. We don't have to "cover the material" in class. We do have to learn how to select what is important. We have to know when to pass over sections rather lightly, and how to include other material that Seventh-day Adventist boys and girls need to understand.

The fourth and last point, correlation, concerns the combining of subject matter from different fields in order to make the topic either more interesting or more meaningful. Like many other devices in the field of education, correlation has occasionally been overstressed—with somewhat ludicrous results. One course of study, for example, seriously suggests the study of the heart in physiology in conjunction with that of oil wells in geography, on the grounds that both involve

the use of pumps! One can only imagine the perplexity of teachers and students in attempting to follow such a plan.

Used wisely, however, correlation can lead both to a saving of time and to increased understanding of the concepts involved. Consider prophecy and history, for example. Instead of trying to merge the Bible and history lessons, or to teach both in isolation, we can draw on each subject to illustrate the other. Many similar possibilities will no doubt spring to mind, such as correlating geography and the story of the Advent message. And it might be suggested that a file of old copies of the *Review and Herald* provides invaluable source material for a variety of projects and activities.

It should perhaps be added that no techniques, however useful, will, by themselves, provide the answer to our problem. What is important is that we take time, repeatedly, to reclarify our objectives in the teaching of social studies; and that, having clarified them, we make use of every possible resource to achieve those objectives where it is the most important to do so—in the lives and thinking of our boys and girls.

¹ Ellen G. White, *Education*, p. 269.

² *Ibid.*, p. 238.

EARL LATHROP, BIOLOGY TEACHER at Canadian Union College, will direct a five-day spring field trip for biology students to Banff National Park. The group will stay at the cabin owned by the college on the Bow River, at the foot of Mount Rundle.

ENTERPRISE ACADEMY (Kansas) was host to 100 lay workers attending the conference-wide institute last October 10-12. The conference workers also met there November 25-27.

P. W. CHRISTIAN, president of Emmanuel Missionary College, has been elected vice-president of the Michigan Association of Church-related Colleges.

UNION COLLEGE'S FIELD EVANGELISM CLASS of 21 are engaged in seven efforts in nearby towns. All report good attendance and excellent interest.

Rewards of Personal Work

(Continued from page 6)

helped him to enjoy God's out-of-doors instead of moping over himself. Somehow that personal interest turned the tide in the boy's life, and he began to feel that he could amount to something, for his teacher was interested in him. From that day a real change was observed in Harry. His parents saw and appreciated what was done for him by this earnest Christian teacher.

Timmy had a surprisingly large sacrifice offering after Miss Brown had appealed to the children to deny self in love to the One who had made the supreme sacrifice for each of us. Timmy's parents were poor and the child himself had few chances to earn money. Where did he get such a liberal offering? Miss Brown worried about it all day, and often prayed silently for guidance. As school was dismissed, she quietly invited Timmy to stay and help her with a little extra cleaning. He liked this warm-hearted teacher and was glad to help her in any way he could.

As they worked, they talked of many things. Finally they sat down to rest a bit, and the conversation turned to Timmy's future. They spoke of what he hoped to become, and of his ideals and dreams. In answer to Miss Brown's prayers, the Holy Spirit impressed Timmy to think soberly of the money he had given that day, and his heavy heart could no longer bear its burden. Suddenly tears came and with a choke he said: "O Miss Brown, I want to tell you about my offering. I took the money from the cash register in Mr. Jones's store. When I stop there on my way to school they are always eating breakfast; they trusted me, and I took a little money every day. What shall I do?"

Poor Timmy was so miserable that it no longer seemed hard to confess his fault. He longed for a clear conscience and peace with God. He knew Miss

Brown would understand and help him. After they had prayed together, they went to see Mr. Jones, who freely forgave the lad. His parents also were told the story, and were glad that Mr. Jones would let Timmy work for him to pay the debt. Timmy has grown to be an admirable Christian man, a faithful church worker, and a respected citizen.

Many adults look back to their church school days and think of the teachers whose personal interest helped them over difficulties and trials. They realize that the friendship and prayers of such consecrated leaders had a large part in influencing them to hold steadily to their faith in God and in His truth. Letters from former students, now in the Lord's work, testify to such benefits and bring new courage and warmth to the heart of the teacher who receives them. Often a discouraged one, almost in despair, remembers, "Teacher is praying for me; she believes in me; she will not give me up." Such a one looks up to God, where the teacher had always said to look, and finds courage to go on. The rewards of personal work are rich and full—both ways.

THOUGH MORE THAN 60 per cent of Hawaiian Mission Academy's 530 students come from non-Adventist homes, 26 joined the baptismal class formed following the Week of Prayer conducted by Andrew Fearing.

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.

THE JOURNAL OF TRUE EDUCATION

Nursing News — A BLACK BAND IN THREE YEARS

A new nursing curriculum is the big nursing education news on the West Coast. Completely accredited and approved by the State board of nurse examiners, the new course will attract many more high school and academy graduates into the wide-open profession of nursing. Here are the new features:

- **TOTAL TRAINING TIME IS CUT FROM FOUR TO THREE YEARS—INCLUDING PRENURSING**

This is done by careful integration of work in college and nursing school and by eliminating repetition and duplication—not by sacrificing thoroughness of training.

- **THE STUDENT CAN EARN BOTH THE R.N. AND THE B.S. DEGREE IN JUST FOUR YEARS**

First year is taken in college; second and third years in nursing school, completing work for the R.N.; the fourth year is taken in college, and the B.S. degree is awarded.

If you know students who should be in nursing but who have been discouraged by the long training road ahead, urge them to write for information to one of the following:

The School of Nursing
GLENDALE SANITARIUM AND HOSPITAL
Glendale, California

PACIFIC UNION COLLEGE
Angwin, California

LA SIERRA COLLEGE
Arlington, California

“Please Send Us a Teacher”

(Continued from page 15)

these ends, and done well, not until we make our good better, and our better best, shall we begin to approach the solution to the problem. Our youth must be so inspired by us that they will resolve to be like us and to follow in our steps.

Conscious direction of the thinking of the youth must be a part of our program. We must take every opportunity to point our youth to “the nicest work ever assumed by men and women.” *

One of the most fertile fields for recruiting teachers is in the elementary school. It is during those first eight years of school that many children set their life goal. At first it may be only a vague interest, a thing of the moment; but the alert teacher will foster this until it deepens into determined reality.

Some years ago a church school teacher organized in her little school a club

called, Teachers of Day After Tomorrow. It was a simplified version of the academy and college Teachers of Tomorrow idea. Carefully she developed the interest, and from that small beginning nearly all members of that club have continued to advance with a firm purpose to be teachers for Christ.

On the academy and college levels, opportunities abound for pointing our youth toward teaching. Here the Teachers of Tomorrow clubs should be used as a means of recruiting youth for the profession; but that is not enough. Every teacher must take a personal interest in each individual youth. By studying each student, by becoming personally acquainted with all, the teacher is in position to select the best talent for encouragement toward the teaching profession. In casual conversation and in formal counseling, he may help these youth to dedicate their lives to this noble task.

* Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 73.

Your Juniors Await



Let **LIFE AND HEALTH** Help Your
Juniors Go to Camp!

HERE'S HOW

Any Junior boy or girl who sells only 20 subscriptions to **LIFE AND HEALTH** at \$2.75, or 220 single copies at 25 cents, and turns the full price in to the Book and Bible House, will be credited with \$27.50 for his or her camp expenses and extra spending money.

ATTENTION — ACTION FALL IN LINE

Track and Trail • Nature Study
Swimming • Hikes • Fun Galore!

Don't Let Your Juniors "Fall Out," Help
Them "Fall In!"

ACT TODAY!

Write or phone your conference MV secretary or publishing department secretary for further information and supplies.

