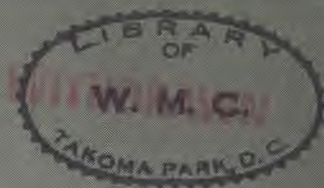


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# The JOURNAL of TRUE Education

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\* By request we are designating the classification of articles listed in our table of contents: (1) Elementary, (2) Secondary, (3) College, (4) General.

The habitual and discriminating reader will recognize that with this first issue of Volume 16 we are changing the style somewhat, also the type face and type size. We hope this new look will please the majority of our readers. We have been using Baskerville type; now we change to Garamond.

ISSUED BIMONTHLY, 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 Ministry of Teaching—An Editorial

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THE RESPONSIBILITY of bringing men and women, boys and girls, to Jesus Christ is a commission to the entire church, to the members of the flock as well as to the pastor-evangelist. In the discharge of this duty an indispensable ingredient is teaching.

All good preaching has in it the elements of teaching and personal guidance, otherwise the minister is not a shepherd. And all good teaching has in it the elements of evangelism and pastoral care, otherwise the Christian instructor is not true to his calling.

The Christian teacher is a minister, and the Christian minister is a teacher. The one calls men to repentance and salvation, teaches the doctrines, nurtures and leads the members of the church. The other teaches religion from the Word and other learnings according to the Word, calls boys and girls to repentance and salvation, leads the way to spiritual as well as mental maturity, and shapes the future of the church by molding its future leaders.

The ministry is a holy vocation to which both are called. They are equal in service potential and equal in responsibility. To the same degree, both need to be dedicated workers, versed in the Scriptures, men and women of prayer. Both need in equal measure the indwelling Christ and the daily guidance of the Holy Spirit.

Some feel that the ministry of the classroom and campus does not have the standing it deserves. This they attribute to lack of understanding in the church of the actual role of the Christian teacher, to wage differentials, to misgivings in the church about the workings of the academic mind, to a lack of teacher voting strength in policy-making councils, and to a number of other factors, most of which fit more accurately into place as results than as causes.

The church will recognize the value of the teaching ministry some time after the profession has given general evidence of recognizing its own responsibility. When individual teachers have proved their holy calling by their consecrated lives, their zeal for souls, and their faith-

fulness to God and the truth, they have not lacked for recognition.

Self-criticism, rather than criticism of the organization, is the way to better and larger service. Every teacher in a church-connected school might well ask himself these questions:

Do I live as close to God as a minister should?

Do I pray as much?

Do I study the Word of God with the same reverence and for the same purposes as the minister?

Do I keep myself as unspotted from the world as a minister should?

Am I deliberately and constantly seeking spiritual growth and maturation?

Have I cultivated courtesy and the other Christian graces of a minister?

Do I guard my reputation for rectitude and honor with the same care a minister must show?

Is my religion as real and as obvious as a minister's must be?

Is my spiritual influence dynamic and inspiring?

Does my love for people and my zeal for their salvation lead to direct action such as is expected of the minister?

Have I been as thorough and as zealous in preparing for my spiritual ministry as for my professional teaching career?

In weighing my loyalties am I first responsible to God and His church, second to the young people in my care, third to the school which employs me, and fourth to the community?

The leaders of the church have been instructed to select the teacher with the same care as the minister. And the teacher, on his part, has been instructed to prepare himself for the ministry, to live and serve as a minister. This is not entirely an individual matter, for to the extent that we come to it in larger numbers, and to a greater degree, we shall build up in one another the essential concept and qualities of the ministry of teaching.



# The BE-Attitudes of a Teacher

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BE A TEACHER who sees in all children the possibilities and the abilities which a loving God has placed in them. Each child, even those children with marked deficiencies, deserves love and hope. "Blessed, indeed, are the poor in spirit, for theirs is the kingdom of heaven."

BE A TEACHER who sees and sympathizes with the difficulties which all children—in some measure and in some areas—experience. The problems of childhood are large problems, and are not easy for children to solve without help. A teacher who helps his children through their difficulties is a true teacher and an ever-present friend. With such a teacher, "Blessed are they that mourn, for they shall be comforted."

BE A TEACHER who notices the shy, the reserved. The world needs followers, members of the team, in greater quantity than it needs leaders. Rarely do they make demands, yet their need for the teacher's highest skills is evident. "Blessed are the meek, for they shall inherit the earth."

BE A TEACHER who understands that the curriculum consists of many objectives in addition to those concerned with the mastery of the 3 R's. Man does not live by bread or skills alone. There is an innate craving in all people for food for the spirit. A high place in the hierarchy of teaching is reserved for those who can satisfy such cravings. "Blessed are they which do hunger and thirst after righteousness, for they shall be filled."

BE A TEACHER who sees that behavior is a matter for education rather than punishment. There are methods that hurt, warp, and malform. Such methods should be avoided. The effective teacher is a kind teacher. "Blessed are the merciful, for they shall obtain mercy."

BE A TEACHER who is worthy of emulation. Pupils learn best and most permanently from what a teacher is, not from what he says. Children are the most precious of a parent's possessions and of society's resources. It is therefore natural that the highest standards of character and conduct should be expected of teachers. "Blessed are the pure in heart, for they shall see God."

BE A TEACHER who shows his children methods by which conflicts can be avoided or minimized. Violence has always been considered the last resort. The world needs people who can settle controversies in better, more economic, and less disastrous ways than war and struggle. "Blessed are the peacemakers, for they shall be called the children of God."

BE A TEACHER who has the courage to insist upon the right to defend the weak and the oppressed, to keep faith with high moral values, even when a temporary unpopularity may be the result. A teacher who compromises the high qualities which teaching demands automatically curtails his effectiveness as a teacher. "Blessed are they which are persecuted for righteousness' sake, for theirs is the kingdom of heaven."

*Teacher's Letter* (Christmas issue, 1952), p. 4. (Used by permission.)



# STRAIGHT from the BLUEPRINT

The editors present here the first of a series of outline studies in Christian education, with references from the published works of Ellen G. White. The series begins with the Christian teacher, the human agent upon whom the success of the enterprise rests most heavily.

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## → This Is the Christian Teacher

### I. THE SPIRITUAL CHARACTERISTICS OF THE TEACHER IN THE CHRISTIAN SCHOOL

#### A. The indispensable qualification is to be a Christian.

1. The teacher should be "a living embodiment of truth, a living channel through which wisdom and life may flow." (CPT 31; see also FE 260)
2. He has personally experienced the regenerating power of God and knows Christ as a personal Saviour. (CPT 230)
3. He has accepted Christ as his teacher. (CPT 65; FE 267)
4. He is much in prayer, kindling his taper with living fire at the altar of God. (GW 255)

#### B. The teacher is a maturing Christian.

1. His spiritual life and experience are progressive. (FE 223)
2. He accepts daily instruction from Christ through His Spirit. (CPT 231)
3. Fully consecrated, he daily receives a new endowment of power from the inexhaustible supplies of heaven. (GW 112, 113)
4. The Spirit instructs him in the use of the powers he is developing. (CPT 361)

#### C. The teacher is sound in the faith.

1. The schools need teachers who walk with God. (6T 201)
2. He has "a close connection with God, and a thorough understanding of His Word." He not only knows the truth, but is a doer of the Word of God. (6T 153)

### II. THE PROFESSIONAL CHARACTERISTICS OF THE TEACHER IN THE CHRISTIAN SCHOOL

#### A. The teacher knows that proficiency is next to godliness.

1. He makes thorough preparation, feeling the sacredness of his calling, to which

he gives himself with zeal and devotion. (CPT 229)

2. He knows that his power lies in combining intellectual with spiritual development, piety with science. (CPT 66; FE 119)

#### B. The teacher develops progressively in service.

1. His goal is the possible, not the merely passable. (FE 120)
2. Love for the souls in his charge constrains him to advance step by step in efficiency. (FE 516)
3. "He is a Christian who aims to reach the highest attainments for the purpose of doing others good." (FE 119)
4. "All that he desires his pupils to become, he will himself strive to be." (Ed 281)

#### C. The teacher's personal qualities out- weigh his scholarly attainments if—

1. He understands and loves his work, labors untiringly, is progressing.
2. He has true insight into human nature and understands the individual needs of his students.
3. He is an inspiring leader, ever showing the way onward and upward. (Ed 279)

#### D. The teacher's loyalties are rightly placed.

1. He seeks first the highest good of his students for which he is accountable first to God. (Ed 281)
2. He does not divorce himself from the church work, but through work and influence strives to bring the church to a higher standard. (CPT 534)

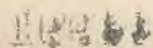
### III. THE CHARACTER AND PERSONALITY OF THE TEACHER IN THE CHRISTIAN SCHOOL

#### A. The teacher's life is an embodiment of Christianity.

1. He has a well-balanced and spiritually stable character. (CPT 65)



2. The Spirit of the divine Teacher has possession of his life. (Ed 282)
  3. His loving heart is seen in his looks, words, and acts. (FE 19)
  4. Young children respond to the spiritual atmosphere that surrounds them. (CPT 191, 197)
  5. He brings Christ's righteousness and peace into the classroom. (CPT 151)
  6. He attracts the young to Christ through himself. (CPT 197)
  7. He conducts himself as one aware that Christ has charge of the Christian school. (6T 134)
- B. The teacher's relations with students are characterized by Christian courtesy.**
1. "The teacher should ever conduct himself as a Christian gentleman." (CPT 93)
  2. He is a more mature fellow learner with the young people. (CPT 435, 436)
  3. He stands as a friend and counselor to the students. (CPT 93, 94, 269; Ed 280)
  4. Unfailingly he is patient and kind, lest he harm a child for whom God has great plans. (CPT 93)
  5. He is impartial, recognizing that every child is God's property, having been bought with the blood of Christ. (CPT 192, 193, 197; Ed 80, 280; FE 261)
  6. He knows that it is in his dealing with the faulty that he proves his right to be a teacher. (Ed 280)
- C. The teacher lives a disciplined life.**
1. He is "self-cultured, self-controlled, under discipline to Christ, having a living connection with the Great Teacher." (CPT 191)
  2. He has a well-balanced mind and a symmetrically formed personality. (FE 267)
  3. He keeps his feelings and temper under control. (CPT 191)
  4. He practices physical disciplines for health and for mental strength. (CPT 177)
  5. He will not, by exhibiting an unsanctified heart and temper, by being selfish, dictatorial, impatient, or harsh, turn the truth of God into a lie before the students. (CPT 194; FE 263)
  6. He keeps himself humble lest pride get the upper hand, and he be written in the books of heaven an unbeliever, one who intercepts the light. (CPT 235, 372).
- D. The teacher is vital and creative.**
1. His qualities of heart and mind gain for him the respect of the young. (Ed 278)
  2. He is not content with second-rate work in himself or in the students. (Ed 29)
  3. He is constantly seeking better methods to awaken and inspire children and youth. (Ed 278)
  4. His courage and enthusiasm are infectious. (Ed 279)
  5. "It is only life that can beget life." (GW 508)
- E. The teacher participates in practical affairs.**
1. He gives of himself generously for the work of the church. (CPT 534)
  2. He is proficient and active in the practical duties of life, qualified to educate those who need to learn. (CPT 234, 235)
  3. He participates with the students in their hours of labor, showing them how to work. (CPT 208)
  4. He wins the approval of the young people by participating in their activities and amusements. (FE 116)
- IV. THE RECRUITMENT OF WORKERS FOR THE MINISTRY OF TEACHING**
- A. The teacher must himself be a Christian.**
1. Only he should be employed who gives unmistakable evidence of loving God and fearing to offend Him. (FE 260)
  2. Only to the conscientious Christian is to be given the responsibility of instructing the children of the church. (FE 267)
  3. He is to abstain from even the appearance of evil. (6T 201)
- B. The teacher must have talent and aptitude for teaching.**
1. "Teachers are needed who are . . . 'apt to teach;' who can inspire thought, arouse energy, and impart courage and life." (Ed 279)
  2. "In selecting teachers we should use every precaution, knowing that this is as solemn a matter as the selecting of persons for the ministry. Wise men who can discern character should make the selection." (6T 200)
  3. "The very best talent that can be secured is needed to educate and mold the minds of the young and to carry on successfully the many lines of work that will need to be done by the teacher in our church schools." (6T 200)





# Developing a Wholesome Student Body

## Human Engineering on the Campus

V. E. Garber\*

BUSINESS MANAGER  
EMMANUEL MISSIONARY COLLEGE

ALTHOUGH AN ENROLLMENT is usually secured in one way or another, it is not necessarily true that a *wholesome* student body is acquired. The methods whereby a student body is developed into one that is wholesome and primarily spiritually centered involve numerous devices. These should be discussed briefly, because they have a definite bearing on the work of the staff in directing their activities into the most profitable channels of personal guidance.

One great need felt by all school personnel is that of educating the laity to the true importance of Christian education—that in saving our youth we are not only saving the church but also furnishing its future leaders. But a good church cannot become a better church until a whole generation of children can be educated to higher values. Christian education is the only means by which this can be accomplished.

Christian education "will teach the learner to become a coworker with Jesus Christ."<sup>1</sup> It "leads young men and young women to be Christlike, and fits them to stand at the head of their families in the place of God."<sup>2</sup>

To "sell" Christian education, some have found the following suggestions to be helpful:

Students may be the school's best advertisements. But they must be sold on the school, heart and soul, before they will be enthusiastic boosters, encouraging other youth to attend. The organization of the entire student body into a Booster club has been an excellent means of youth-for-youth endeavor. It is not unusual to have fifteen or more students each personally responsible for two or three new students. Many

students will encourage at least one other to attend. Appropriate rewards are given students for their successful efforts.

One could hardly expect students to be boosters if the teachers are indifferent. Every staff member should feel a responsibility to the school and the young people. Not only should the principal be considered a representative of the school, but teachers should have opportunity to visit the churches. Those responsible for the seminar and music groups may present Sabbath services and musical programs in churches. Every opportunity to give secular programs in churches or schools should also be accepted, and students and teachers should give their best talents on these occasions.

On the campground and at other large gatherings our schools should be well represented by attractive and worth-while exhibits. Here teachers will find many opportunities for personal contacts with young people and their parents. Every program or exhibit that represents the school should be of the highest order that will reflect credit on the work of Christian education. To do this will require a great deal of study, effort, and planning; but it will be most worth while and will bring results.

Personal contacts are the most fruitful. "In all true teaching the personal element is essential."<sup>3</sup> Everyone connected with a school should feel his personal responsibility to be friendly with all visitors and to show them the hospitality that will sell Christian education. One or two teachers alone cannot do this—it must be a united effort in order to be felt as a part of the normal campus life.

Every personal contact with a prospective student should be followed by personal letters, which may be most valuable and fruitful. Newsletters have also been found useful in main-

\* V. E. Garber was for fifteen years connected with Adelpian Academy, Holly, Michigan, first as dean of boys, later as principal. He knows whereof he speaks.



taining interest. The school bulletin, or catalog, if published in the form of a calendar, will become a most valuable piece of advertising in the homes of the people. These should be printed in sufficient quantity, so that good supplies can be sent to the churches in the spring for distribution to families who have children of academy age. In this way the events of the coming school year are kept before the prospective students, and they follow with interest the activities of the school year.

A visitors' day in the spring of the year will influence young people to decide to attend the academy. The day's program should be inspirational, representative, and wholly worth while; and no young person should leave without receiving a calendar for the coming year and an invitation to fill in an application blank. The many names received on such a day should form the basis of a mailing list. Let every teacher make as many personal contacts as possible throughout the day, and not limit the visiting to the principal. Interest in some particular class may determine whether or not a student will enroll in the fall. A few minutes spent with a teacher or a student may be more effective than an hour with the principal.

The duties and responsibilities of a faculty are many, and before they can be properly discharged the entire staff must act unitedly. This may sound simple, but staff unity is not always easily achieved. The molding of a wholesome student body is largely a staff responsibility. Many factors help to build staff unity in thought and action:

1. Regular weekly staff meetings are a must. Some have found it a good plan for the entire group to meet as a prayer band for a half hour preceding the business portion of the meeting. Teachers bring to these prayer meetings the names of students who may need special help, or problems over which the entire group will pray together. A prayer season *before* the business meeting brings unity of thought and action, and the business of the staff can then be more easily transacted. All staff members should be given opportunity to voice opinions, and everyone should be willing to acknowledge and support the decisions of the majority.

2. Personal influence is far-reaching. Basic principles are best stated by Ellen G. White:

"No work ever undertaken by man requires greater care and skill than the proper training and education of youth and children."<sup>4</sup>

"Let it never be forgotten that the teacher must *be* what he desires his pupils to *become*."<sup>5</sup>

"To gain their love, he must show by look and word and act that his heart is filled with love for them. At the same time, firmness and decision are indispensable in the work of forming right habits, and developing noble characters."<sup>6</sup>

"In dress, in deportment, in all their ways, they should exemplify the Christian character."<sup>7</sup>

The saving of our youth must ever be held before the staff as the primary aim of the school. Each teacher must have a real love for youth, and can never afford to be too busy to counsel personally with any student who comes to him. He must also take time to seek out those who need his help, and *pray* with them. Much more than we realize, young people recognize those who are sincerely interested in their salvation.

That a teacher must *be* what he expects his pupils to *become* is sometimes overlooked. Christian teachers should never underestimate their influence over the youth. They need to realize that students will grasp a teacher's seemingly insignificant, off-guard move to justify their own course of action. Is it too much, then, to expect teachers to abide by the same standards set up for the young people? We think not.

3. Every teacher must be a personal worker. "Christ in His teaching dealt with men individually. . . . It was in private, often to but one listener, that He gave His most precious instruction."<sup>8</sup> In a special way school home deans need to take time for counsel and prayer with individual students. The more time spent in prayer with students, the less time will be required on problems of discipline. Students have deep respect and love for the teacher who will pray with them.

The work of the deans is inseparably tied with that of the principal. These three must have implicit confidence in one another and must constantly work together harmoniously, never undermining the influence of one another before students. Since young people are quick to discern discord in a seemingly smoothly running organization, misunderstandings must be quickly corrected. If sincere Christian cooperation is not possible, a change must be made.

Other staff members cannot and must not rely on the deans and principal to do all the personal counseling and praying with students. The Christian unity of a staff will be definitely

—Please turn to page 29



## Your Biology Classroom Can Be a Museum

Charles W. Gouget\*

**M**OST YOUNG PEOPLE of high-school age have a natural instinct to collect and hoard all types of things. Put the collecting instinct to work in high-school biology classes, and the result can be a student-made natural science museum. Once the museum has been started, however, it is up to the teacher to keep interest alive and participation active until the project has been completed.

Perhaps one of the students has a collection of some sort, such as rocks or butterflies; or perhaps some of the parents may have vacation "treasures" which could make the nucleus of a good collection and get the natural history museum off to a good start.

Constant suggestion is the secret for success in student collecting. The teacher should be able to guide activities so that all the students will be interested and all of them will have jobs they are able to do. Often it is a good policy to team a poor student with a good student. The poorer student will get needed help and understanding which is more easily accepted from a student than from a teacher; the good student may receive added stimulus in sharing his learnings. Each will contribute according to his own abilities and interest.

The class project may soon develop into a community project. Parents and others who become interested may be able to add to the museum, with stuffed birds or animals, potted plants, water plants for aquariums, cocoons or insects, or fish common to the area, such as sunfish, minnows, or bullheads.

Nothing will hold more lasting interest in a biology laboratory than an abundance of living material collected by the students and maintained in a healthy condition. Living things

must be fed properly and cared for under artificial conditions that resemble natural conditions as nearly as possible.

Proper care, therefore, involves collecting a wide variety of aquariums and containers of different sizes to accommodate a variety of animal life. Much of this equipment can be obtained from donations of old wide-mouthed gallon jars and discarded aquariums. There should be at hand books related to biology such as tree or flower guides, copies of *National Geographic* and other magazines dealing with plants and animals, and industrial exhibits pertaining to biology. Some knowledge of the natural habitat of a living specimen is derived from field trips, and knowledge of its feeding habits learned through observation and study.

Miniature dioramas may be prepared, adding much interest and a variety of activities for a real group project. Although a diorama may be made any size, uniform cases 12 inches square and 8 inches deep will conserve space and produce a more professional appearance in the classroom.

Many students can cooperate in making the cases, since this involves cutting the wood, fitting, sanding, and painting. Those with special talents in art can model the figures, paint the background, and finally assemble the dioramas. Very realistic dioramas can be constructed from plastic clay and painted with oil paints or poster colors to which no water has been added. When a diorama has been completed and protected by glass in a case, it will last for years in the classroom museum.

Of course, collecting should not be done merely for the sake of collecting. Everything should be classified and mounted, when possible, so that it may be used in classroom work.

—Please turn to page 30

\* A teacher in the Austin High School, Chicago, Illinois.



## The Elementary School Library

*Catherine Shepard\**

**I**NSTRUCTIONAL PRACTICES of the day suggest the necessity of an abundance of supplementary material suited to varied needs and interests of children. Unit organization of instruction demands that every school have a classroom library that will provide opportunity for an enriched reading program in as many as possible of the content subject fields. The materials selected for such a classroom or reference library should be vital to the children's interests, and arranged to meet the needs of the varied grade levels in the school.

It is necessary for both teacher and pupils to become familiar with the sources of information, to be able to locate information readily and accurately, and to become acquainted with materials suitable to children's needs. Children enjoy locating information for themselves and by themselves, when guided to sources that are within their powers of comprehension; but nothing is more discouraging to a child than to attempt to learn from material presented in a vocabulary beyond his mental reach. For the sake of developing zest in gaining knowledge through individual research, children should be directed to sources that clothe the ideas in interesting, descriptive, living language. The vocabulary must be easy of comprehension—at least one or two grades below his current grade level—in order that he may read rapidly, joyfully, and with comprehension.

Gaining knowledge is a life quest, and at no time in the child's elementary school experience should supplementary reading become a task; rather, it should be a cherished privilege and opportunity to accumulate for himself a few of the treasures others have left and to use them actively in creating new values for himself and those about him. Success is the greatest motiva-

tion for continued success. This principle is recognized in every type of endeavor, and especially should the teacher recognize it as he enlists the children's enthusiasm to seek information from books, magazines, pictures, and maps.

In the one-teacher school, library facilities are oftentimes limited; but by the careful selection of books in relation to the instructional needs, a few volumes may add considerable efficiency to the work of the school. The alert teacher is always discovering materials of worth and promoting the enlargement of library benefits for his school. And he will make good use of the nearest public library. Though it is never wise to depend wholly upon such library, regardless of its excellence, I have found that cooperation with the community library affords wonderful opportunity for developing critical evaluation of standards, balanced thinking, and enlightened judgment. Librarians are trained to present their wares in an attractive form for each age group. Christian boys and girls who have been guided by principle to select the best, often astonish public librarians when making requests for book reviews, story hours, or reading clubs.

Every school should maintain some type of library of its own, and constantly strive to improve it. If perchance there is still a school without a single library volume of any sort, the teacher need not be baffled or discouraged because of the lack. It need not remain so, because many educational magazines often list valuable library materials available for the asking. A canvass of the home libraries of the community often proves a valuable aid in beginning to build a worth-while school library. By this means parents and friends become personally interested in promoting classroom efficiency, and also gain a new and keener sense of the recreational reading habits and needs of their children.

Not only should the school library foster the strictly instructional interests of the school,

\* Miss Shepard speaks with "the voice of experience," having taught elementary schools for fifteen years and served for twelve years as director of elementary education in three of our colleges.



but it should promote also the recreational reading program of each child. Which type of library should be of first concern depends upon the local situation. It is astounding, to say the least, to check the pleasure reading of many boys and girls in our church schools. This is an age of so-called comic magazines, and a surprisingly large group are ensnared and entranced as they wade through the worthless, demoralizing content, often becoming stupefied by its poison.

In one school where the library was almost nonexistent, the reading interests of the children were carefully checked and inventoried by the incoming teacher. She was amazed at the amount of worthless material these children were reading; scarcely one had any desire to read an informative story, a true-to-fact story, or anything that was not strongly flavored with tragedy, comedy, and unreal adventure. This teacher had an understanding heart, and in due time she opened the way for a frank discussion among the children as to the purpose of books, their possible values, and their influence on the life of the reader. The children were quick to say: "Books must have life if we are to read them; something must happen quickly." "We like Wild West stories of scheming and murder." "We like the villain." This teacher took the children's words at face value, without scolding or preachment; but hastened to alter the situation by carefully planned book reviews and presentations that captivated the imagination and held high interest value, yet revealed high moral worth in the heroes. These books were left lying about on the reading table, which was an innovation in that classroom.

The cooperation of an active Home and School Association was enlisted to provide financial aid and to support an inspirational reading program. Through a careful canvass of the home libraries more than three hundred books were contributed. A committee of parents, teacher, and child representatives set up criteria for the selection of books for a church school library, which eliminated many gift books. Courtesy in both acceptance and rejection was practiced, and offense seldom resulted. This was a beginning. A few attractive books of unusual interest were purchased and displayed where the children would notice them, and little by little a spark of interest was aroused and a few began reading the new books. The interest spread and became con-

tagious, until practically every child in that classroom had a new interest. Over a period of three years a definite, continuous program of developing children's interests was maintained, and the change wrought was nothing short of miraculous.

During the three-year period a library of more than twelve hundred volumes was built up, including both instructional and recreational materials. Because of the great need the recreational section received first consideration at the beginning of the program. It was thrilling, at the end of three years, to note the change that had been wrought in the minds of those children who had been challenged, intrigued, and enlisted into a completely different program of recreational reading through the establishment of ideals of discrimination—rejecting the worthless and accepting the worth while. The public library was still visited, but when an inventory was taken from the records there of the children's current reading habits, and compared with the inventory of the same children's reading at the beginning of the three-year period, a complete change was revealed. Several expressed regret that they had ever read the other type, and said they were happy to have such a grand school library. That teacher used library interest as a means of achieving success in management, not by competition but by presenting vital values in a challenging, appealing manner, and by giving opportunity for child participation in organizing, arranging, and managing the library properly. In the course of time the library was fully cataloged as a children's library, and a part-time librarian was necessary to meet the demands, and each member of the school took great pride in improving the library facilities.

Not every small school can develop a library as fully as the one described above, but another far-sighted teacher came into a school that had less than fifty books in its library, most of which were outdated texts and definitely not attractive to children. She began by interesting the pastor, the board, and other patrons of the school in providing instructional materials that would make the school more attractive. Next, an inventory was taken of the children's reading abilities, and a few supplementary reading books were bought to begin the building of a carefully graded supplementary reading library. A library period was initiated into the routine of classwork, and children were



encouraged to bring a favorite storybook to school and exchange it with a classmate for reading at this period of the day. In this way the children's individual interests and abilities were ascertained. Fathers and mothers became interested in what was going on at school, and initiated varied enterprises to raise money to supply some of the interests. The children's interest in the library period grew; books were added, and their circulation in the homes increased, until in four years the library had grown from less than fifty volumes of outdated texts—which had been thrown out—to five hundred volumes, and had a yearly circulation of between four and five hundred volumes among a group of eighteen children. This was aside from the instructional material and the books read at the regular library period in the day's program; it represented the books taken into the homes for recreational reading.

Wise teachers recognize that the best learning is accompanied by pure enjoyment, and that the reading of a good book for sheer pleasure is an invaluable experience for the child. To help a child to discover that it is fun to read, that there are thrills of beauty and adventure in books, is to open to him an avenue for development that few other mediums can provide. A good book is the companion of lonely hours, a challenge to new endeavor, a friend for life.

Every elementary teacher should aim to increase the library facilities of his school, to develop an appreciation for good books, and to encourage both recreational and work-type reading as a means of gaining culture, pleasure, and knowledge. Little is gained by reprimanding children for their actions when no provision is made for guidance into better paths.

Elementary school children do not learn by mere magic to use library facilities. They must be taught how to select and use books, and how to locate needed materials quickly and exactly. They should be helped to understand the value of books, and the care that good citizens will give to public property. As a preparatory step for further achievement, teach older children how to use a card catalog efficiently. Progressive intelligence in the use of the library and increasing awareness of its value will make it a growing concern in the life of every child.

Here are a few suggestions for improving any school library: Secure the interest of both

children and community; organize a committee of patrons to solicit books and funds from the community, and a committee of children who, with the help of the teacher, will arrange the present library in the most attractive way, culling out and discarding obsolete and worthless books. Secure the library manual and suggestive list from the General Conference Department of Education; check the instructional needs of the children, and purchase a few supplementary materials needful for efficient classwork in the social studies or reading program suggested by the "Course of Study." Check the recreational interests of the children, and purchase a few new books with strong interest appeal, being careful to get one or two for each grade level, so that no one is disappointed when the new books are presented or displayed. As soon as the books are ready for use, a librarian should be selected from among the older children. Decide upon the plan of circulation, and carefully direct the work of the librarian in harmony therewith. After these meager beginnings, an interest will be aroused, and surprisingly large dividends will result.

There are many possible sources of books. If approached in the right manner, parents and children will gladly donate Primary, Junior, and Senior MV Book Club books from previous years, storybooks, and many of our denominational books useful in the study of Bible, history, and other subjects. Visit the public library to ascertain how it can be of value to your class. Usually the librarian is glad to aid you in any possible way, by giving you graded lists, lending books by the month or six-week period, giving instruction on the plan and rules of the library, giving brief book reviews, and assisting the children in locating topics of interest and study.

When book lists other than those prepared by our denomination are used, great discrimination is needful in the selection of books. It is well to have a reading committee composed of parents and teacher to examine all materials carefully before placing them in the library for the children.

After years of experience I say without hesitancy that any teacher who is sufficiently interested to spend the necessary time and effort can have a well-organized, growing library enthusiastically used by the members of the school—and that within a few months after beginning the program. Try it!



# THIS IS TEACHING



*Ellen G. White\**

TEACHERS may learn a lesson from the experience of the farmer who placed the food for his sheep in a crib so high that the young of the flock could not reach it. Some teachers present the truth to their students in a similar manner. They place the crib so high that those whom they teach cannot reach the food. They forget that the students have only a small part of the opportunity that they have had to gain a knowledge of God. They are too high up on the ladder to reach down a helping hand, warm with tenderness and love and deep, earnest interest. Let them step down, and by their manner say to the students:

"I will no longer stand so far above you. Let us climb together, and we will see what can be gained by a united study of the Scriptures. Christ is the One who imparts all knowledge. Let us work together in an earnest effort to learn from God how to understand the truths of His word, and how to place these truths before others in their beauty and simplicity.

"Let us study together. I have nothing that you cannot receive if you open your mind to Christ's teachings. The Bible is your guidebook and my guidebook. By asking questions you may suggest ideas that are new to me. Various ways of expressing the truth we are studying will bring light into our class. If any explanation of the word differs from your previous understanding, do not hesitate to state your views of the subject. Light will shine upon us as in the meekness and lowliness of Christ we study together."

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\* *Counsels to Parents, Teachers, and Students*, pp. 435, 436.



# THE ART OF QUESTIONING

## What IS a Good Question?

*Mrs. Beatrice Coupland*  
ELEMENTARY TEACHER  
MARITIME CONFERENCE

WHEN WE THINK OF QUESTIONS or questioning we often think of Socrates, who was a good questioner. We should therefore ask ourselves what makes a good questioner or what constitutes a good question.

To some it may seem that questioning is a necessary evil that all teachers must suffer; to others it is a tool of efficiency. Whatever one may think of questions and the art of questioning, he must recognize that to question well is the highest development of a teacher. This being the case, we teachers want to learn the art of questioning.

The reason for asking questions is to promote learning. A good question should stimulate and guide the thinking of the one being asked, and the more thought and discussion we can raise by a question, the better.

There are three main types of questions: (1) to seek information, (2) to test knowledge, and (3) to stimulate thinking. We cannot say that one type alone should be used or that one is better than the others, because each has its place and serves a specific purpose.

The first type, to seek information, may be used in or out of school. It is the most common type of question, used by anybody and everybody. It is the type we ask when we inquire the way to the post office.

The second type, to test knowledge, is sometimes called a fact question. One may get a good answer to a fact question, even though the one answering may not know very much about the subject. In other words, a person may memorize a fact without getting the real trend of what is being considered or seeing the complete picture; whereas if one asked a thought question, this person might be at a loss for an answer, thus indicating that he does not know

the answer. However, this type has its use since by it the teacher can quickly get some idea of how the pupil stands. It also is a "lazy" way of giving a test, in that it saves the teacher work in correcting papers or saves planning well-worded and well-thought-out questions for oral discussion. This type of question is only topical; it does not lend itself to an extended answer, it does not make practical the subject under discussion, and it encourages mere memorizing. Because of these features it seems best not to rely too much on this type of question, though it is all right once in a while.

The last type mentioned, to stimulate thinking, is also called the developing question, and is much used by the up-and-coming teacher. This question is designed to develop the pupil's knowledge and to get his reaction to the matter under consideration. The teacher should word her question so as to draw out the pupil and help him to see the matter in a new and practical light. If properly stated, this type of question will help him to apply the knowledge he already has in a new and different way from what is stated in the text of the lesson on which he is being questioned, thus giving him a broader outlook and wider knowledge.

Thus far the discussion has been mainly on oral questioning. For testing purposes and for getting a pupil's grade, we naturally look at it from a different angle. We need to find out how the pupil has reacted to our teaching, and what he has received from the course, whereas in the class period our aim was to help him to get the utmost from his lesson and to help him to help himself and develop his mind.

When a pupil is being tested it is best to use short, to-the-point questions and few in number, but worded so as to get complete



thought-out answers. Be definite in what you ask. Refrain from questions that encourage guessing. Aim for a few questions that touch the high points previously drawn out during the class, to see whether the child has retained the general picture. After all, a pupil who can answer with many facts, without having the complete picture in his mind, is worse off than the pupil who can give a complete story of only half of what has been presented during his period of learning.

The methods of questioning should be carefully analyzed in both oral and written testing. Take into consideration the age group, the subject matter, the mental ability of the students, and their previous experience with the subject matter. There are a number of points one should keep in mind when preparing questions for class recitation or written test:

1. The question must be clear and in simple language.
2. It must contain no unnecessary or confusing words.
3. It should have definite bearing on the subject and mean something to the pupil.
4. It should stimulate the pupil's interest to "dig" for the answer.
5. It should be hard enough to challenge, but not hard enough to discourage.
6. It should be so stated as to require reflection, mental comparison, and reasoning.
7. It should have a definite aim.
8. The question should not be repeated, because this wastes time and encourages inattention. It should be distinctly and clearly stated the first time.
9. Approve the correct answer; or if incorrect, tactfully bring about the correct response so as to leave the right answer in every child's mind.
10. When preparing questions, think of all possible answers—or other questions that may arise from this one.
11. Do not "pump" the student; make him think. Do not recite for him; *he* needs the practice, not you. "Pumping" gives the student a nervous sense of frustration.
12. Encourage pupils to answer in complete, coherent statements.
13. Never question in a set order. Better to state question, pause, then ask a certain individual, encouraging all to think out the answer.
14. Occasionally have a pupil start the answer, then call another to finish.

15. The question should not suggest the answer. Avoid the Yes and No type of question and the alternative question. They are too easy, require no thought, and often suggest the answer.

16. Avoid unplanned, obscure, indefinite, trivial, scrappy, or perfunctory questions; they do not provoke thought and only cause confusion.

17. Avoid true-or-false questions, which encourage guessing and are likely to impress pupils with false information, *unless* they are asked to give reasons for their answers.

18. Matching and multiple-choice questions also seem to lead to guessing—and often get fairly good marks by the process of elimination.

There are many types of tests and questions. All have some good points, and all have disadvantages. It is well to use variety in questioning, since it holds interest and encourages further study. The teacher should make use of different methods, such as evaluating, recall, comparison, discussion, cause and effect, summary, analysis, decision, outline, illustration, and reports. However, each must decide what is his aim for his pupils, then question accordingly.

Good teachers will develop this art in the interest of their pupils, remembering that the highest development of a good teacher is to know how to question well, and the really indispensable mark of a good question is that it be concise and clear and necessitate the pupils' getting the right answer by thinking, not guessing.

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THE AUFBAUSCHULE MARIENHOHE (Germany), a secondary school attached to the Marienhöhe Missionary Seminary, has grown from 30 students in 1949-50 to 130 in 1952-53, with an expected enrollment of 160 this current school year. Following six years of elementary school, the Aufbauschule offers seven years' work, approximating the junior college in America. The students take active part in Ingathering and Big Week projects, and several earn their school fees by colporteur work; and *all* are members of the MV Society and Sabbath school. Since 1949, 14 students have been baptized and 10 are presently in a baptismal class. Dr. H. Werner, formerly in charge of the seminary, is now principal of the Aufbauschule.



# An S.D.A. High School in Australia



The Hawthorn School, Melbourne, Victoria

Seventh-day Adventists the world around accept the responsibility of conducting schools for the children of the church, with aims and a program built around a Christian philosophy of education. Basic in the program are the following concepts:

1. That the first purpose of Christian education is to bring young people to accept Jesus Christ as a personal Saviour, and thereafter to grow toward spiritual maturity—wherefore the teachers must be Christian in outlook, in insight, character, deportment, and experience.

2. That the second purpose is to assist the student to develop value judgment and the strength of character to choose and stand by the right—wherefore all learning must be appraised according to spiritual standards, and the Word of God must have first place in the program.

3. That education must be the harmonious development of the spiritual, the mental, the physical, and the social powers—wherefore each must have an adequate and appropriate place in the curriculum.

4. That the whole purpose of education is the maximum development of the individual for service to God and humanity—wherefore the program must include those elements and must lead to the development of those skills that will enable the educated Christian to be an effective member of society, living in this present world a godly and righteous and abundant life.

This concept of education is completely universal in its application. There is not a national system of education that cannot be built around it or through which its rich spiritual vigor cannot flow. It is, of course, easier to construct the program where there is complete freedom of curriculum and examination. But it can still be

done in countries where a heavy prescribed curriculum prepares the student for externally set examinations, as is the case in many countries of the world.

The curriculum of the Hawthorn Adventist School, in Melbourne, Victoria, is an excellent example of adaptation to the philosophy of Christian education. The teachers are Seventh-day Adventists. The spiritual program is Sev-

## SECONDARY TIME

	FIRST YEAR		SECOND YEAR
INTRODUCTORY AND TESTING YEAR	BIBLE ENGLISH SOCIAL STUDIES GENERAL SCIENCE MATHEMATICS HEALTH & PHYSICAL TRAINING MUSICAL APPRECIATION ART	COMPULSORY CORE	BIBLE ENGLISH SOCIAL STUDIES GENERAL SCIENCE MATHEMATICS HEALTH & PHYSICAL MUSICAL APPRECIATION ART
	BOYS   INSTRUMENT DRAWING WOODWORK I METALWORK I		BOYS   INSTRUMENT DR WOODWORK II
	GIRLS   SEWING I CRAFT I		GIRLS   SEWING II
	LATIN		
		ELECTIVE	BOYS   METALWORK II GIRLS   CRAFT II LATIN



enth-day Adventist. Instruction in the Bible is progressive, is given each year, and has the same allotment of time as any other subject in the curriculum. There is a good balance between the academic and applied-arts subjects, with variety in the latter, and considerable flexibility in the former.

The curriculum provides a common first year, the seventh grade in the Victoria system, followed by five additional years with a common core and electives, some free and some patterned.

The first year the student and his capacities are studied. As a result, and after consultation with his parents, during the remainder of his course he will study in one of three subject groups: Group 1, leading to the professions, with extra work in mathematics, sciences, and an additional language; Group 2, leading to a commercial or business career, with extra work in typing, accounting, and commercial principles; Group 3, leading to a technical occupation, with extra work in mechanical drawing, metalwork, and woodwork.

The school has both primary and secondary levels, with J. M. A. Ross as principal and Miss E. Clery as headmistress. Seven teachers, the equivalent of six full-time teachers, staff the secondary school, some carrying forty-two class periods a week out of a possible forty-four.

An active Parent-Teacher Association gives evidence of the interest of the Adventist community; as does the school board also, of which Pastor C. F. Hollingsworth is the chairman. The president of the Trans-Commonwealth Union Conference, Pastor T. C. Lawson, and his board have given the school good support through the years. To Pastor W. J. Gilson, former principal of the Hawthorn school, and now educational secretary of the union, goes the credit for fathering the school's program, which we present here in chart form.

The editors are glad to present this report from a part of the world where the church has many excellent schools, competent and professionally trained Adventist teachers, and an organization and constituency interested in providing Christian education for its children.

HAWTHORN ADVENTIST SCHOOL, MELBOURNE, VICTORIA, AUSTRALIA

		THIRD YEAR			FOURTH YEAR			FIFTH AND SIXTH YEARS
C	COMPULSORY CORE	BIBLE ENGLISH SOCIAL STUDIES GENERAL SCIENCE ARITHMETIC HEALTH & PHYSICAL TRAINING MUSICAL APPRECIATION ART	COMPULSORY CORE ADDITIONAL SUBJECTS	BIBLE HEALTH & PHYSICAL TRAINING MUSICAL APPRECIATION	COMPULSORY CORE	BIBLE HEALTH & PHYSICAL TRAINING MUSICAL APPRECIATION	EXAMINATION SUBJECTS	BIBLE HEALTH & PHYSICAL TRAINING MUSICAL APPRECIATION
		BOYS   INSTRUMENT DRAWING METALWORK II OR III		ENGLISH EXERCISES AND LITERATURE SOCIAL STUDIES GENERAL SCIENCE ARITHMETIC		ENGLISH		
	GIRLS   SEWING III	ART SEWING OR MECHANICAL DRAWING LATIN COMMERCIAL PRINCIPLES & PRACTICE MATHEMATICS	ELECTIVE EXAMINATION SUBJECTS	ART SEWING OR MECHANICAL DRAWING LATIN COMMERCIAL PRINCIPLES & PRACTICE MATHEMATICS	ELECTIVE	MODERN HISTORY MATHEMATICS I & II PHYSICS CHEMISTRY ART LATIN COMMERCIAL PRINCIPLES COMMERCIAL PRACTICE	EXAMINATION SUBJECTS	MODERN HISTORY MATHEMATICS I & II PHYSICS CHEMISTRY ART LATIN COMMERCIAL PRINCIPLES COMMERCIAL PRACTICE
	BOYS   WOODWORK III	TYPING		BOYS   MANUAL IV		BOYS   MECHANICAL DRAWING		
	GIRLS   CRAFT III	LATIN OR COMMERCIAL PRINCIPLES & PRACTICE TYPING OR MATHEMATICS	ELECTIVE ADDITIONAL SUBJECTS	TYPING	ELECTIVE	GIRLS   SEWING CRAFT	EXAMINATION SUBJECTS	GIRLS   SEWING CRAFT
	BOYS   CRAFT III	GIRLS   CRAFT IV		BOYS   CRAFT IV		BOYS   MECHANICAL DRAWING		



# The Collegiate Basic Program in Nursing

At the College of Medical Evangelists

*Kathryn J. Nelson*

DEAN, SCHOOL OF NURSING  
COLLEGE OF MEDICAL EVANGELISTS

IN AUGUST, 1949, the first group of students were admitted to the collegiate basic nursing program at the College of Medical Evangelists. The board of trustees had in November of 1948 authorized the development of an autonomous school of collegiate level with its own dean, to replace the two independent schools of nursing within the organizational structure of the college. The two schools had operated largely after the pattern of the hospital school. The reorganized school—College of Medical Evangelists School of Nursing—utilized all the facilities of the professional schools on the two campuses of the college (which included two hospitals, clinics in the respective clinical areas, and also numerous field agencies) in planning the courses of study leading to the Baccalaureate degree.

In building the curriculum the faculty took several factors into consideration:

1. Requirements that the curriculum committee (consisting of major faculty members working intensively for nine months) felt essential to prepare individuals to carry first-level work of nursing recruits for Seventh-day Adventist institutions, conferences, and overseas service in all first-level positions.
2. Scholastic standards in the Seventh-day Adventist colleges.
3. Requirements of the College of Medical Evangelists for professional schools.
4. Criteria for a curriculum in basic collegiate schools, as established by the National Nursing Accrediting Service.
5. Requirements of the California Board of Nurse Examiners in relation to legal regulations.

In general, nursing educators have agreed that the college curriculum, with a major in nursing, should show a balance of approximately 50 per cent courses directly or indirectly basic to an understanding of the major field, and 50 per cent professional nursing and allied health and medical science courses.

To meet the first requirement listed, the faculty found it necessary to develop a statement of the aim and objectives by which achievement might be measured. This development progressed during the months paralleling the emerging curriculum. After much study by the faculty the following expression of the philosophy, aim, and objectives of the new program appeared in the school bulletin in the following form:

## Philosophy

"The Philosophy of Nursing Education basic to the program leading to a Baccalaureate degree is embodied in the following statements:

"To aid in the restoration of man to his optimum level physically, mentally, and spiritually is also the work of the nurse.

"To understand how to give intelligent help to each individual, a knowledge of nursing based on the physical, biological, and social sciences must be part of the equipment of the professional nurse.

"To make use of this knowledge most effectively in the restoration of man physically and mentally and spiritually, the professional nurse must understand the social forces affecting the community and the world in which we live and know something of the experiences which have produced a diseased condition of the body and have influenced the thought, feeling, and actions of each individual in need of help.

"The specific aims and objectives of the College of Medical Evangelists School of Nursing are built on the philosophy of general education as interpreted by Seventh-day Adventists and on the application of this philosophy to nursing.

## Aim and Objectives

"In harmony with the purpose for which the college was established, it is the aim of the School of Nursing to prepare college youth of Christian character with ability to engage in any of the aspects of community or institutional nursing service. An anticipated outcome of this college course will be graduates of the school who will not only be skilled in the art and science of nursing, but will also be inspired to give Christian service and respond to calls for missionary



work in this country and in other lands. In the accomplishment of this purpose, the philosophy of education and service held by Seventh-day Adventists will serve as a basic guide in all curriculum planning. To achieve this aim the following statement of objectives will be used as criteria in measuring student progress and in evaluating the instructional program.

*Professional Skills.*—The professional graduate of the School of Nursing has acquired the basic and special manual skills of a professional graduate, with ability to make adaptation to meet changed situations. This includes skills in human relationships, skills in communication (conversation and writing), library skills, reading skills, and scientific skills.

*Application of Knowledge.*—Applies effectively relevant facts and principles from the biological, physical, medical, and social sciences to the field of nursing and to related problems in life.

*Teacher of Health.*—Uses scientific knowledge common to the allied professions in teaching others. A scientific vocabulary progressively increases throughout the course of study and reveals an understanding which enables its user to communicate its meaning to individuals and groups in every strata of society.

*Analytical Ability.*—Has the ability to interpret data and draw or evaluate conclusions to concrete problems as revealed in the evaluation of a pattern of habits in relation to health, in the analyzing of situations and planning nursing care, in the analysis of written data, statistics, and the locating of dependable information.

*Constructive Thinking.*—Has acquired the disposition to think clearly and constructively as shown by her behavior in meeting responsibilities as they arise. Openminded, sincere, organized, weighs facts and makes decisions as evidenced by reasonable adjustments from one activity to another. Is capable of thinking and acting intelligently in meeting emergencies.

*Professional Growth.*—Gives evidence of the growth of desirable traits which contribute to a profession as shown by a progressive, intellectual curiosity, by persistence in achievement, by loyalty to her college and its ideals, by active participation in class and school projects, and in student-faculty committees and activities.

*Emotional Maturity.*—Has acquired the emotional maturity and emotional stability of a normal adult, views successes and failures objectively, obtains joy and satisfaction in achievement, shows proportion and humor in evaluation of self, and meets situations beyond human control with Christian fortitude and courage as a result of a stabilizing religious philosophy.

*Positive Health.*—Has achieved optimum physical health through self-regulation of habits of life. This will be evident in college life in the ability to organize a weekly program of study, work, sleep, recreation, and worship, and in the utilization of reliable resources available to combat the inroads of disease.

*Christian Attitudes.*—Has developed Christian attitudes to social outlook, concern for others, sympathetic understanding of the viewpoint of others in social and professional life, acceptable social outlook as a student and as a member of the school and society. Can see the relationship and effect of prin-

ciples of government, institutions, and organizations to the larger social structure.

*Character Development.*—Has developed a well-integrated Christian personality with diversified appreciations, including an appreciation of the best in the fields of art, literature, and music; and a philosophy of life in which 'work, play, love, and worship' find expression in a character approved by God and by the enlightened consciences of mankind."

In order to meet the requirements of the profession, and of the denomination for twelve semester hours of Bible instruction, it seemed necessary to require approximately 131-135 semester hours for graduation. This semester-hour total is divided as follows:

Biological and physical sciences	23
Social sciences (psychology, sociology, history)	19
Humanities	12
Religion (Bible exegesis and Christian ethics)	12
Nursing	56
Allied health courses and medical science	13
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	66 69

Three factors affected the decision on the time required to complete the program:

1. Evaluation of a college load of class, practice, and study per week.
2. Evaluation of laboratory work in nursing for college credit.
3. Monetary evaluation of the student's clinical assignment to meet the cost of board and room.

It had already been agreed that the student's cash tuition and fees should approximate somewhat those of our liberal arts colleges per semester hour.

The academic value of nursing practice elicited much discussion. It is assumed in college evaluation that one college class hour requires two hours of study. In the usual college laboratory evaluation three laboratory hours equal one class hour. It was recognized that in the usual college science laboratories the students are dealing with controlled material, usually inanimate in nature. In the nursing field human beings are the materials that largely provide the laboratory experience for the professional student of nursing. So that the objective sought might be achieved, it was assumed that the variable factors involved might require a longer period of assignment in the clinical nursing laboratory than in the science laboratory. "Cases" for observation and practice in nursing cannot always be available or arranged at the precise hour when such experience would be most desirable for the student. The human personality



must be recognized and respected in the use of all individuals as teaching material, regardless of social status.

It was, therefore, tentatively agreed that the student assignment in a clinical course should not exceed thirty hours per week in any course requirement; and that, in addition to correlated formal clinical classes in the field of practice, approximately one hour of in-service planned instruction should be included in each fifteen hours of clinical nursing assignment. Although the faculty felt that the student needed this length of time to permit valuable patient nursing contact, they agreed that a portion of the time in nursing service should be evaluated as remuneration for board and room. Partial evaluation of practice as study time in clinical courses was also allowed.

With the exception of the first six months, when clinical assignments ranged from twelve to twenty hours a week, the program as evolved necessitated a typical weekly program of eight or ten formal class hours and thirty clock hours of clinical or related courses. In some areas, though still within the range of academic practice, the load each week of class, practice, and study seems heavy. It was agreed that each formal class in the clinical areas of the curriculum should require for each class hour one hour of formal study exclusive of clinical practice. Nonclinical courses were allowed two hours' study for each class hour in evaluating the weekly student load.

To allow for an even flow of students in each clinical area and to facilitate correlation and integration of all class instruction and clinical assignment, the faculty planned each semester to extend over twenty-six weeks. It was also agreed that two classes per year would be admitted, six months apart. This requires the usual round-the-year teaching of all clinical courses as well as some of the nonclinical courses.

In developing a program of collegiate level it is recognized that certain factors materially affect the caliber of scholarship:

1. Selection of students qualified to carry studies on a college level.
2. Qualified nursing and college instructors whose background of preparation and whose teaching load make possible a high quality of performance.
3. Adequate clinical facilities and teaching resources.

The addition of college courses, qualified students, and clinical facilities still does not of itself constitute a college program in nursing. A

broader concept of nursing must be accepted by every instructor in the faculty if the subject matter is to be integrated into the warp and woof of the professional courses and become an essential part of each candidate's concept of professional nursing.

To achieve this required also a close relationship in curriculum placement between professional nursing courses and nonprofessional related college courses. Although it was agreed that certain college courses should precede and others parallel the courses in the major field of nursing, it was also understood that all related knowledge should eventually be integrated into the major field in practice, so that the student will see the basic college work, not as a course apart from nursing, but as a vital factor in professional understanding of the need of every patient and every family with whom the nurse comes in contact.

So that this objective might be accomplished, each clinical course is accompanied by observation and experience in life situations. These include hospital experience, outpatient clinics, nursery schools, the homes, elementary church schools, community agencies, and churches. For example, when a student is studying the care of children, the thirteen-week clinical work includes experience in a nursery school, in the diet kitchen, in a children's outpatient clinic, and in the home, as well as in the hospital. The college course in developmental psychology comes to life, and the entire course in pediatric nursing becomes more meaningful when taught in the patient-centered atmosphere of real-life experiences.

Opportunity to become acquainted with the problems and the culture of various ethnic groups found in foreign mission fields is also included in the program.

One class of twenty-five students admitted in 1949 has completed the program as outlined. Forty-nine more students are completing the program in 1953. There has been, during the past four years, continuous evaluation of individual courses and also a study of student development at various levels in the curriculum.

Such studies will continue. Excluding the one college year of prescribed entrance requirements, and exclusive of vacations, we are at present giving the program leading to the Baccalaureate degree in thirty-five and one-half months. Study is being given to shortening this

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# A System of College Organization

## Through Functional Standing Committees

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ASSOCIATE PROFESSOR, HISTORY AND RELIGION  
SOUTHERN MISSIONARY COLLEGE

THE ORGANIZATIONAL STRUCTURE of a college must provide for the following three distinct functions:

*Legislative:* the formulation of the basic ideals and underlying principles of the institution. The authority to legislate should be vested in the faculty as a whole—the entire instructional and administrative staff—and should not be taken over by any officer or committee or minority group.

*Interpretative:* the detailed application of the ideals and principles of the college to specific projects and problems. In cases concerning which the formulation of ideals and principles is minutely explicit and detailed, interpretation may not be needed and application can be made an executive function. However, the policies of an institution are most often expressed in ways that make interpretation necessary; and such interpretation should never be the function of any one officer but should be accomplished by a committee qualified to study both the principle and the case, and capable of intelligent interpretation.

*Executive:* the application of policies that are unquestionably explicit or of interpretations that have been voted by a competent committee. This function belongs to the president, who may delegate certain areas or specific cases to individual officers. No committee can function executively; executive assignments should always be given to individuals.

The general faculty should not assume interpretative functions, but should devote itself to study and formulation of fundamentals. The working policy of the institution should provide that only the general faculty shall possess the power of finally approving the text of the

three basic documents embodying the fundamental ideals and principles of the college: the catalog,\* the student handbook, and the faculty handbook or staff working policy. Though various officers will serve as editors, the final approval, as well as authorization of changes, should be voted by the academic staff as a whole. Beyond this (and the authority permanently to expel students, which should not be vested in a minority group) the general faculty should devote its regular meeting time to professional studies, discussions, and demonstrations.

Further, a comprehensive system of standing faculty committees should be organized on the principle that all matters pertaining to the instructional and administrative functions of the college (with the possible exception of finance) should be permanently assigned for interpretation and study to specific committees. Each member of the faculty and staff should be a member of one or two of these committees; officers may be on three or four committees. One great time waster in college is the impulsive appointment of *ad loc* committees to deal with specific problems. A system of standing committees, the individual members of which gradually become expert in certain areas, can best deal with problems arising on a college campus. (How can faculty members find time for such extensive and intelligent committee work? By cutting down the time otherwise spent in general faculty meetings.)

Explicit and permanent distribution of areas should be made to the various standing committees, of which there might be from six to eight in a college with a staff of from thirty to seventy-five teachers and officers: academic standards, curriculum structure, course organization, student counseling, student personnel (discipline, residence hall government, leaves), library services, publications and public rela-

—Please turn to page 24

\*The parts of the text dealing with course description, personal data in connection with staff members, listing of prices and fees, description of location and buildings, et cetera, may well be left to the editor of the catalog. All matters pertaining to objectives, governing standards, academic regulations, curriculum organization, requirements, et cetera, should in each case be voted by the faculty as a whole.



# WHAT THE SCHOOLS ARE DOING



Education Display at Southern Asia Youth Congress Held at Spicer Missionary College, Poona, India, October, 1952.

STUDENTS OF FOREST LAKE ACADEMY (Florida) are 87 per cent active in temperance promotion. One of their projects was placing posters in Orlando city busses; another, placing "jingle boards" along the highway in front of the school which read: "The highway is for civil men—and not for men who drink—because it's only wide enough—for people who can think." These have brought much favorable comment from passers-by.

HELDERBERG COLLEGE (South Africa) has an enthusiastic ham radio club, under the dynamic leadership of Gwendoline Smith and Ray Foster. This was among the first college or university clubs in South Africa to obtain a license from the government to operate a station, which is now on the air under the call number ZS1HRC. The HRC stands for Helderberg Radio Club.

AN ELEPHANT for the Burma Union Mission has been provided by an \$800 fund raised by students of Washington Missionary College. In jungle areas an elephant is more valuable and more versatile than a horse or a jeep.

THE THIRTIETH ANNIVERSARY of the founding of La Sierra College was celebrated last April 20 by a special program presented by the alumni association.

THE 49 STUDENTS of Tacoma Junior Academy (Washington) last spring raised \$1,233.30 Ingathering—a little more than \$25 per capita!

MAPLEWOOD ACADEMY (Minnesota) farm workers are happy over new equipment, including a tractor plow, a tandem disk, and an elevator that will handle both grain and baled hay.

RE-COVERING 11,000 TEXTBOOKS and library books was only a part of the task accomplished by the 15 student workers in the Pacific Union College bindery during the summer vacation.

IKIZU TRAINING SCHOOL (Tanganyika, East Africa) actively fosters a number of branch Sabbath schools in the surrounding villages. Last April 18 was a high day, when 28 individuals were baptized, most of whom were brought in through the branch Sabbath schools.

\$12,000 INGATHERING FUNDS were raised by 900 pupils of the 25 elementary schools in the Washington Conference during the 1953 campaign—an average of more than \$13 per pupil—a junior Minute Man goal for each pupil! This is an increase of more than \$3,000 over the amount raised by the same schools in 1952.

NINE MODERN CHEVROLET TRUCKS manned by nine full-time salesmen feature house-to-house retail bakery service in the Boise Valley, distributing the products of Gem State Academy Bakery (Idaho). Two full-time bakers are employed, and from 25 to 30 students give part-time service, thereby earning a substantial part of their school expenses.



BUGEMA MISSIONARY COLLEGE (Uganda, East Africa) is offering two three-year teacher training courses—the vernacular and the primary (taught in English)—in an effort to meet the increasing demand for Christian schools. Fifteen young men are working enthusiastically in the two-year English evangelistic class, which includes practice in personal evangelism in neighboring villages. Vigorous MV work is done as a regular part of the program, preparing the youth to serve others. A first-aid class is also taught, with excellent results. Bugema aims to be "a light that cannot be hid."

PI LAMBDA THETA, national honor and professional association for women in education, selected Dr. Lillian Logan as the recipient of the 1953 award for significant research studies in education. The honor carries an award of \$400 for her research study, "Kindergarten Education in Mexico." Dr. Lillian Logan is director of the kindergarten department of Union College.

THE NEW LAMPSHADE INDUSTRY at Pacific Union College is growing and prospering. As many as 22 girls are employed during peak production periods. Already the school has established retail outlets in most of the Western States, Alaska, and Hawaii, and plans are under way to extend these contacts eastward.

ELEVEN BRANCH SABBATH SCHOOLS are conducted by students and teachers of Northeast Luzon Academy (Philippines), with attendance of 250-270 children. Interests have been aroused by these contacts, which are being developed by cottage meetings in several localities, attended by 120-130 adults.

THE MADRIGAL SINGERS of Maplewood Academy (Minnesota) added their bit to the success and inspiration of the Pan-American Youth Congress at San Francisco last June, and gave a number of concerts en route both going to and returning from the congress.

RUSANGU MISSION TRAINING SCHOOL (Northern Rhodesia, South Africa) graduated 25 senior students last May 25. All have been appointed to positions of service in the various fields of the Zambesi Union.

VOICE OF YOUTH EFFORTS conducted by students of San Diego Academy (California) last school year brought a harvest of more than 30 persons baptized at Chula Vista, and "a number" at El Cajon.

THE 1953 INGATHERING CAMPAIGN at Helderberg College (South Africa) was completed in two days, when 120 students and teachers secured the record sum of £1,290, which is approximately \$3,870.

OPERATION MEN'S DORMITORY last spring netted Union College more than \$22,000 for furnishing the new building.

ARIZONA ACADEMY students and teachers are happy to have a Hammond electric organ in the chapel, made possible by \$1,800 contributed during last year's campaign.

W. G. C. MURDOCH has joined the faculty of the S.D.A. Theological Seminary as associate professor of Bible and Biblical languages. Dr. Murdoch comes from Australia, where he was president of Australasian Missionary College.

LA SIERRA COLLEGE announced near the close of last school year accreditation with the Western College Association, in addition to full senior-college accreditation in the Northwest Association of Secondary and Higher Schools, which it has held for several years.

WALLA WALLA COLLEGE was host, last May 6-9, to the second West Coast Intercollegiate Workshop. Delegates were in attendance from La Sierra and Pacific Union colleges, to join with those of W.W.C. in discussion of mutual problems, exchange of ideas, and formulation of recommendations to their college administrations.

THE NEW LIBRARY AT CME brought a new librarian, Alfred N. Brandon, to the Loma Linda campus. A graduate of the University of Michigan, Mr. Brandon taught a summer class at Syracuse University, then came to CME in August to begin his work in the new building. The library is housed in one wing, and administrative offices are situated in the other.

CAMPION ACADEMY (Colorado) graduated 55 seniors at the close of last school year. The Ingathering campaign brought in more than \$1,500. A series of 8 Sunday-night meetings conducted by seminar and music students brought 16 to baptism before the close of the school year, with more to follow. MV activities were strongly promoted; and just before school closed 5 Master Guides, 12 Guides, 6 Companions, and 8 Friends were invested.

FOUR MAIN BUILDINGS of San Pasqual Academy (California) were officially named, and identifying plaques were unveiled during open house last May 10. Honoring those individuals who have contributed most generously to the establishment of the school, they now have Minnie Hittinger Chapel and Minnie Hittinger Library, Anna E. Gaylord Hall (girls' dormitory), and Howard H. Hicks Hall (boys' dormitory). In addition a monument in front of the administration building honors "all those who have made San Pasqual possible."



## A System of College Organization

(Continued from page 21)

ARIZONA ACADEMY opened this school year in its new home—the former Thunderbird Air Base. The 720 acres of land will provide ample opportunity for varied industries and recreational facilities, as well as farming. The large buildings are of cement stucco, well arranged and adapted to the purposes of a boarding academy. One of the 105' x 200' hangars will be used as a gymnasium, and the 130,000-gallon swimming pool is a great attraction. Some remodeling will need to be done when funds are available and opportunity affords.

P. J. VAN ECK, who has served for a number of years as director of teacher training at Helderberg College (South Africa) has responded to a call to be principal of Sedaven High School, in the Transvaal. W. R. Quittmeyer, formerly director of teacher training at Lower Gwelo Training School (Southern Rhodesia), is the new director at Helderberg College.

A FOLDING ORGAN for India was made possible by gifts of \$125 from students of Pacific Union College. "The organ will be dedicated to branch Sabbath school work," says Charles Thomas, "and I pray that many boys and girls of my country will see their way to Christ . . . because of your liberality."

BAPTISM OF 12 PERSONS, including 2 complete families, crowned the effort conducted last school year at Fairbury, Nebraska, by students of evangelism at Union College. Five more were looking forward to baptism, and very likely have by now received the rite.

THE £1,060 INGATHERING FUNDS raised by students and teachers of Newbold Missionary College (England) in the annual three-day campaign broke all previous records for the school.

L. W. WELCH, associate professor of religion at Union College, received the Ph.D. degree from University of Nebraska last June: major, educational psychology and measurements.

OAKWOOD COLLEGE raised \$5,000 in the 1953 Ingathering campaign, winning for the third time the distinction of being the only Minute Man college in America.

A \$6,000 LANDSCAPING PROJECT at Atlantic Union College includes extension of lawns, improving of drainage, and the making of parking space, driveways, and 500 feet of sidewalk.

LODI ACADEMY (California) graduated 72 seniors last May—largest class in the school's history.

SCHOLARSHIP AWARDS won by students of CME totaled \$1,100 for the 1952-53 school year.

tions (including recruitment), social education, health and recreation, student labor and coordination of industrial training, student organizations and leadership education, sanitary and safety problems, and religious interests and missionary activities. Questions of jurisdiction should be settled by the president or the administrative dean. Each committee should have a regular time and place for meeting every three or four weeks, with perhaps extra meetings at the opening of the year.

Two functions should be assumed by this system of committees: interpretation of the ideals and policies of the college, and study of the best means of carrying out the policies and applying the ideals. The latter function vests in the committees the authority to initiate studies; the committees need not wait for assignments. When the matter under advisement is exclusively within the area of the particular committee, its recommendation should go to the president, or by arrangement with him it could go directly to the officer concerned. If the matter touches also other areas under the jurisdiction of other committees or is otherwise far-reaching, it should be referred to a coordinating body.

In some institutions such a coordinating faculty body is named the faculty senate, including the administrative officers and the chairmen of the standing faculty committees. Recommendations and reports from the various committees should be considered; if they imply revision of the basic documents of the institution, the recommendations are referred to the general faculty; if they imply executive action, they are referred to the president, who assigns them to the suitable officer. This coordinating body should meet regularly every two or three weeks to ensure an even flow of matters to and from the various standing committees and the officers of the institution.

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PACIFIC UNION COLLEGE and Australasian Missionary College have entered into an affiliation whereby P.U.C. degrees will be given to qualifying A.M.C. graduates. Two P.U.C. teachers, Dr. George Caviness and W. T. Hyde, will go to A.M.C. to give strength to the program there, beginning with the Australian scholastic year in February, 1954. The plan will be given a trial run of four years to test its benefit to both schools.



MALAYAN UNION SEMINARY (Singapore) was host to a memorable teachers' institute last April 8-29, the first of its kind. Six-hour sessions were held daily, attended by 42 registered teachers from Indochina, Thailand, Sarawak, and Malaya, and a number of seminary students. Special emphasis was given to the plan for Christian education, and progressive methods and techniques of teaching were studied with adaptations made for our schools.

A CAROLYN HARDING VOTAW MEMORIAL STUDENT LOAN FUND is announced by Washington Missionary College, whereby upperclassmen may receive loans at a low rate of interest. Several thousand dollars will be made available for this purpose over the next four-year period.

THE NEW SOUTHWESTERN BRANCH of Harris Pine Mills, at Cleburne, Texas, provides employment for many students of Southwestern Junior College. The school bus daily carries the students to and from work at the mills.

LODI ACADEMY (California) announces new staff members: Elizabeth Eitel, matron; J. Byron Logan, science; Milford Perrin, dean of boys; Norman J. Roy, music; Enid Wilson, commerce.

OAKWOOD COLLEGE graduated 71 seniors last May 21, and presented more than 12 scholarships and awards in recognition of scholarship or special services during the year.

THE GOLDEN CORDS CHORALE of Union College traveled 3,500 miles and presented 16 concerts on their sixth annual tour last April.

BAPTISM OF NINE STUDENTS climaxed the Week of Prayer at Monterey Bay Academy (California) last April.

LAWRENCE M. STUMP is the new president of Atlantic Union College.

FIVE STUDENTS of Adelpian Academy (Michigan) were baptized by Principal V. E. Garber in the Flint church last May 16.

MAPLEWOOD ACADEMY (Minnesota) graduated a class of 38 last May 24. A few weeks earlier Ingathering field day yielded \$1,015.

VEJLEFJORD, DANISH MISSION SCHOOL, has a staff of 11 teachers and 12 other workers, and an enrollment of 120, including 50 from Norway.

SOUTHERN MISSIONARY COLLEGE graduated the largest class in its history last May 31, when 64 received college degrees and 18 received two-year certificates.

THE GIRLS OF WISCONSIN ACADEMY are delighted over the fine new furniture and accessories that make their dormitory parlor "a thing of beauty and a joy forever"—all made possible by the generous response to their campaign last school year.

HENRY R. EMMERSON, instructor in building trades at La Sierra College, has been elected to membership in the University of Southern California chapter of Chi Epsilon, national honorary scholarship fraternity in civil engineering. Mr. Emmerson received his B.S. degree from U.S.C.

TWENTY ATLANTIC UNION COLLEGE musicians, including the string ensemble, under direction of Virginia-Gene Rittenhouse, visited Washington, D.C., during the weekend of April 17-19. Programs were given on Friday evening and Sabbath afternoon in the Sligo church, and on Sunday evening at Washington Missionary College's Columbia Hall, to enthusiastic audiences.

## REMEMBER AMERICAN EDUCATION WEEK

The central theme of the 1953 American Education Week—November 8-14—is "Good Schools Are Your Responsibility," with daily emphases upon "Moral and Spiritual Foundations," "Learning the Fundamentals," "Building the National Strength," "Preparing for Loyal Citizenship," "The School Board in Action," "Your Child's Teachers," and "Parent and Teacher Teamwork."

To secure special helps for a fruitful observance of this week in your schools, write to National Education Association, Division of Press and Radio Relations, 1201 16th St. NW., Washington 6, D.C. Some of these materials are free; others are at very nominal cost.

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



MORE THAN SEVENTY COMMISSIONED Naval officers attended a symposium on ocean survival and tropical hygiene at the School of Tropical and Preventive Medicine, CME, August 18. They were sent to Loma Linda by the Office of Naval Research to hear a discussion of marine biological hazards and their potential danger to military personnel in tropical waters. The symposium was under the direction of Dr. Bruce Halstead, head of the department of ichthyology and herpetology at STPM.

ENROLLMENT AT PHILIPPINE UNION COLLEGE (Manila) has passed the 1,000 mark: 515 college, 344 academy, and 289 elementary. Work experience in the various industries is provided for 240 students to earn part of their expenses. Students come to Philippine Union College from Indonesia, Korea, and other sections of the Far Eastern Division, as well as from all parts of the Philippines.

COMPLETION OF ANDERSON HALL, named in honor of a veteran missionary and pioneer worker in Africa, is a welcome addition to the facilities of Helderberg College (South Africa). The new building houses an auditorium with a seating capacity of more than 700, the library, teachers' offices and four classrooms, one of which is designed for daytime projection of pictures.

WALLA WALLA COLLEGE conferred 126 Bachelor's degrees, 5 Master's degrees, and 1 honorary Doctor of Laws degree at its commencement exercises last June 6. At the close of the summer session in August, 25 more Bachelor's degrees and 3 Master's degrees were given.

LAST MARCH 31 10,000 seedling trees were planted by students on the campus of Battle Creek Academy (Michigan). Blistered hands and aching backs were very "popular" the next few days. Doctors John Cooper and Ed Hansen donated the seedlings as a school investment.

BRAKEWORTH JUNIOR ACADEMY (Birmingham, Alabama) raised more than \$3,500 Ingathering funds in the 1953 campaign. A cafeteria and two classrooms have been added to the original building of four rooms and gymnasium-auditorium.

THE MEN'S GLEE CLUB of Atlantic Union College, directed by Wilbur A. Schram, last April made a concert tour in New York State, giving programs at Union Springs Academy and at Jamestown, Buffalo, and Rochester.

AN INGATHERING GOAL of \$1,000 was set by the 33 pupils of fifth and sixth grades in the Seattle Junior Academy (Washington). The goal was reached and passed, with a per capita of more than \$32!

MORE THAN \$5,900 was received on Southern Missionary College's 1953 Ingathering field day.

GOLDEN CORDS WERE HUNG last May 15 for 23 former students of Union College who entered foreign mission service since the 1952 "hanging."

FRESNO UNION ACADEMY (California) reports 25 elementary and academy students baptized during the 1952-53 school year, and 18 seniors graduated on June 7.

THE NATIONAL FUND FOR MEDICAL EDUCATION in July appropriated \$27,000 to the CME School of Medicine for its general operating budget for this year. One sixth of this amount has been assigned by the donors to the college building fund.

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## The Collegiate Basic Program in Nursing

(Continued from page 20)

period to thirty-three months. This will be done provided the following strong points in administration in the present curriculum can be retained. Two of these are:

1. Close correlation of theory and practice.
2. A college load not to exceed forty-eight hours in class, practice, and study, allowing two hours of study for each class hour in all courses. It is agreed that to accomplish this would require shortening the approved clinical practice hours during the regular school year and requiring service during a given period of the summer months, in partial payment of board and room.

The faculty feel a thrill of satisfaction in the accomplishments of the past four years, but we are keenly aware that only by continued study and analysis of the results achieved can we hope to approach the high standard expected in the life and professional performance of every graduate. We realize also that intellectual achievement must be accompanied by a commensurate spiritual insight and experience.

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- SMITH, ALICE E., "Students Recruit Students," October, 1952, 14.
- SMITH, BRUCE, "The Christian School," June, 1953, 7.
- "Solusi Mission School," J. V. WILSON, June, 1953, 40.
- SPALDING, MAUD WOLCOTT, "Volunteers of '97," June, 1953, 8.
- "Students Recruit Students," ALICE E. SMITH, October, 1952, 14.
- "Teacher Education in the Early Days," JESSIE BARBER OSBORNE, June, 1953, 11.
- "The Teacher's Strongest Ally," ARABELLA MOORE WILLIAMS, April, 1953, 20.
- "Teaching in Ethiopia," V. E. TOPPENBERG, June, 1953, 36.
- "They Also Serve," E. E. COSSENTINE, December, 1952, 4.
- TOBIASSEN, LEIF KR., "Principles Relative to Student Organizations," October, 1952, 12.
- TOPPENBERG, V. E., "Teaching in Ethiopia," June, 1953, 36.
- TYMESON, MIRIAM GILBERT, "Promoting Christian Education," April, 1953, 22.
- URBISH, MILLIE, "Utilizing Our Wonderful Resources," April, 1953, 9.
- "Using Community Resources," VERNON HICKS, December, 1952, 8.
- "Utilizing Our Wonderful Resources," MILLIE URBISH, April, 1953, 9.
- "Vocational Opportunities in the Field of Medicine," W. A. SCHARFFENBERG, JR., M.D., October, 1952, 19.
- "Vocational Training," H. KARSTROM, December, 1952, 7.
- "Volunteers of '97," MAUD WOLCOTT SPALDING, June, 1953, 8.
- WHITE, EDWARD E., "A Lesson From History," December, 1952, 10.
- WHITE, ELLEN G., "Proper Education," June, 1953, 4.
- WILLIAMS, ARABELLA MOORE, "The Teacher's Strongest Ally," April, 1953, 20.
- WILSON, J. V., "Solusi Mission School," June, 1953, 40.
- WOODFIELD, A. J., "The Promotion of Christian Education," December, 1952, 5; "Rise and Progress of Educational Work in England," June, 1953, 26.
- "Young Man With a Satchel," WALTON J. BROWN, June, 1953, 22.
- "Your Partner the Holy Spirit" (editorial), October, 1952, 3.

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THE SPECIAL ENGLISH DIVISION of Hawaiian Mission Academy (Honolulu) is registered with and recommended by the U.S. Immigration and Naturalization Service as a place for Orientals to learn English in pursuit of an education in the United States. Students in this division engage in a concentrated day-long program of English reading, writing, conversation, and spelling before being placed in their correct grade level, which may be anywhere from elementary to university work.



THE PH.D. DEGREE was granted last summer to Dr. Edward Wagner, head of the department of parasitology, School of Tropical and Preventive Medicine, on the Loma Linda campus of CME. Dr. Wagner received his degree in the field of zoology from the University of Southern California Graduate School. His department has been doing original research on the problem of schistosomiasis, supported by a U.S. Army contract of \$8,700 last year.

COLEGIO ADVENTISTA DE LAS ANTILLAS (Cuba) has completed installation of a milk pasteurization plant—the first in the province—which is attracting much favorable interest among businessmen and government officials. This should become a productive industry for the school and provide remunerative work for a number of students.

THE GERMAN DEPARTMENT of the Seminaire Adventiste du Saleve (France) has been transferred to the Schloss Bogenhofen (Austria). Pastor P. Steiner, supervisor of that department, is moving to Bogenhofen to continue the work for the German-Swiss young people.

THIRTY STUDENTS of Golden Gate Academy (California) were baptized during last school year. The total enrollment was 111 academy, 198 elementary. At the close of the year 14 received twelfth-grade diplomas, while 27 completed the eighth grade.

LAST JULY 130 temperance advocates from 40 States and 20 foreign countries attended the fourth annual Institute of Scientific Studies for the Prevention of Alcoholism, held on the Loma Linda campus of CME.

THE 1953 GRADUATING CLASS of Atlantic Union College presented an identifying sign, which was placed on the campus on Founder's Day, April 19, with appropriate ceremony.

LYNWOOD ACADEMY (California) graduated its largest senior class last May 31—74 in all. A few weeks earlier students and teachers raised nearly \$2,500 Ingathering funds.

EMMANUEL MISSIONARY COLLEGE is this year expanding its offerings in art and in home economics to permit students to major in these fields for Bachelor's degrees.

LA SIERRA COLLEGE conferred Bachelor's degrees on 88 seniors at the spring graduation, June 7, and 15 more were members of the summer graduating class in August.

TEN YOUNG MEN AND WOMEN were baptized at Helderberg College (South Africa) on Sabbath, June 20, and received into membership of the college church.

## Developing a Wholesome Student Body

(Continued from page 8)

reflected in the personal work all do with students.

4. Making first things first is important in starting the school year properly. A religious emphasis week in the first month of school has a profound influence on the youth. Those who do not quite know where they stand find it much easier to decide for the right when they see the majority witnessing for God. Teachers can make observations during such a week that will enable them to work intelligently with those who need special help. A list of students who are not church members also serves as a basis for special work by teachers and youth leaders. The most wholesome outcome of an early religious emphasis week is that of the youth themselves organizing voluntary prayer bands. A great deal of good is accomplished through these voluntary prayer groups.

With a student body raised to a high spiritual level through the religious emphasis week, the time is ripe to give them opportunity to put their zeal to work. When launched after a religious emphasis week, the Ingathering field day has an added impetus and the enthusiasm of the youth knows no bounds.

By remembering throughout the year to put first things first, the teachers may take important steps toward molding a wholesome school group.

That good spirit which pervades a campus and the fine feeling young people have when they know they belong to a group of youth who represent high standards, who may even be a bit proud to be different, do not come by accident; and they cannot be fully achieved in a short time. It usually takes a year or more for the reputation of a student body to measure up to its character. Cheerful, patient, prayerful effort is the basic requisite for this achievement. Absolute unity, self-forgetfulness, and a loving, Christlike spirit on the part of the staff are the ingredients to be used.

<sup>1</sup> Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 11.

<sup>2</sup> White, *Fundamentals of Christian Education*, p. 467.

<sup>3</sup> White, *Education*, p. 231.

<sup>4</sup> White, *Fundamentals of Christian Education*, p. 57.

<sup>5</sup> *Ibid.*, p. 58.

<sup>6</sup> *Ibid.*, p. 59.

<sup>7</sup> *Ibid.*, p. 191.

<sup>8</sup> White, *Education*, p. 231.



A MEDICAL STUDENT FELLOWSHIP of \$400 was awarded last summer to Roy Berglund, a senior medical student at CME, for his research work in brucellosis (Bang's disease in cattle, undulant fever in man). The money came from the National Foundation of Infantile Paralysis. Mr. Berglund, a 1949 graduate of La Sierra College, has been doing laboratory research in brucellosis under the direction of Dr. C. E. Winter, assistant professor of microbiology on CME's Loma Linda campus.

THE FIRST EIGHTH-GRADE GRADUATING CLASS in the Navajo Mission was presented by the Navajo Mission School last May 10. There were two boys and seven girls in the class, representing the Hopis, Navajos, Maricopas, and Pimas. They had completed the regular required subjects in the regular required manner, looking forward a little way to serving as teachers and workers for their respective tribes on the reservation.

KAMAGAMBO TRAINING SCHOOL (Kenya, East Africa) reports 510 students enrolled, of whom 54 are teachers in training—25 in the final year. A ten-day refresher course ("the best ever") was conducted last April for 47 primary teachers who came in from the various missions of the Kenya field.

REPRESENTATIVES FROM THE FIVE ACADEMIES in the Atlantic Union participated in the fifth annual music festival at Atlantic Union College last May. The combined choirs, totaling 180 voices, sang two numbers, accompanied by the full college band of 53 instruments.

ALONZO J. WEARNER, head of Union College's religion department, retired at the close of school last June, having spent 38 years in denominational service. Arnold Wallenkampf, member of the religion staff for seven years, is the new chairman of the department.

LAST JUNE 115 seniors received degrees in the 69th commencement exercises of Pacific Union College—69, B.A.; 43, B.S.; and 3, M.A. The summer class, graduated September 1, included an additional 13, B.A.; 7, B.S.; and 1, M.A.

MORE THAN \$12,000 raised by students and teachers of Lodi Academy (California) last spring assured the long-desired swimming pool, now a thoroughly enjoyed reality!

COLUMBIA ACADEMY (Washington) celebrated its golden anniversary the weekend of April 11, with 800-1,000 attending the various services.

BAPTISM OF THIRTEEN STUDENTS climaxed the spring Week of Prayer at West Indian Training College (Jamaica, B.W.I.).

## Your Biology Classroom Can Be a Museum

(Continued from page 9)

Organization is one secret of successful teaching, especially in laboratory courses such as biology where materials must be used each day with a minimum of loss and breakage. Collected materials, therefore, should be classified, grouped, and filed so that they may be found quickly and easily, with a minimum of searching or confusion.

Better "brands" of biology are taught with this student-made museum in which the teacher and all the students share in the joy of their accomplishments. An empty classroom often indicates that a course is founded on passive textbook humdrum, that the teacher may lack energy and initiative, and that the students lack the necessary interest for active participation.

Probably no other course in our secondary schools is richer in opportunities for such participation of both teacher and students than biology. Group work on a project such as a natural science museum provides the opportunity for everyone to contribute according to his needs, interests, and abilities.

When everyone contributes, everyone is interested. When a student can point to a collection or a diorama and say, "That is my work; I did part of that!" he becomes an integral part of the classroom activities.—*The Education Digest*, vol. 17, no. 5 (January, 1952), pp. 48, 49. Reported from *Illinois Education*, vol. 40 (November, 1951), pp. 98, 99. (Used by permission.)

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