

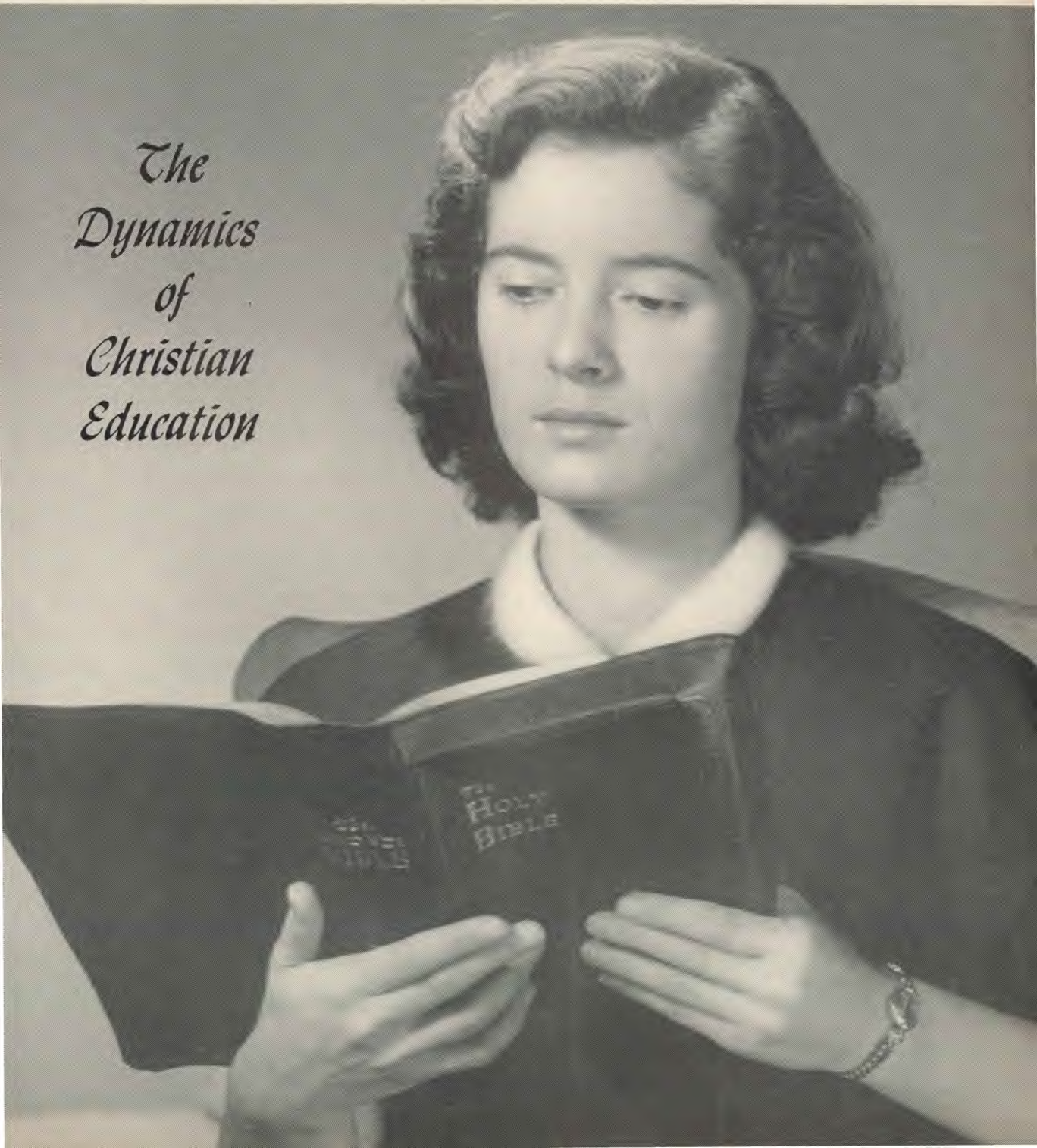
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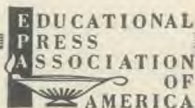
# The JOURNAL of TRUE Education

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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.

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.

# Education Is Training—An Editorial

SOME educationists have relegated the word "training" to zoos and circuses, where animals are trained to perform routines that have been carefully thought out beforehand by the trainer. But it is still true that *there can be no education without training*. The human mind is not developed into a thinking organ without learning a number of specific skills, which are then perfected and established by drill and use. It is still very much a fact that *education trains the mind!* The truly educated man withholds judgment until he has the facts in hand, and has organized, compared, and evaluated them. This type of mental process must be learned, then practiced until it becomes the standard procedure when one is confronted with problem situations. Subjects such as mathematics and science provide many excellent situations for training in such mental processes, provided these processes are identified and used again and again in varied life situations.

Likewise, in the acquisition of specific *motor abilities*, such as learning to write or pitch a curved ball, the pupil engages in a period of training. By verbal directions, by demonstrations, and by other means, the instructor endeavors to inform the student concerning the muscular movements essential to mastery of the ability. During the initial learning period the student is guided and helped to perform the correct muscular movements in the right sequence, otherwise he learns and practices incorrect movements. Once the student has the "feel" of the right procedure, skill and speed come only by practice and actual use in real-life situations. We can think of no better word to describe this whole business than training.

Closely related to the process of acquiring motor abilities is the process of *memorizing associations*. Under this type of learning may be included the memorization of dates, the mastery of addition and multiplication tables, the learning of vocabularies, et cetera. Once meaning and understanding are given the student, it is necessary for him to engage in a training period until the expression of the memorized matter becomes automatic.

It may be asked, "Can *feeling* be trained?" Every educator knows full well that feeling plays a much larger part in the life of the student than many realize. Feelings are emotional responses to stimuli that continually play on the student. Some experiences make him feel happy, high-spirited, appreciated, and liked. Others make him feel unhappy, dispirited, unwanted, and disliked. Is it possible for education to change any of these reactions? There is abundant evidence that it can. For example, a literary selection that students previously disliked may later be greatly enjoyed by them, provided it is taught skillfully. By the use of rhythm, rhyme, humor, choice of words, action, description, plot, figures of speech, et cetera, a skillful instructor may change the emotional reaction of a student from dislike to appreciation. But rarely is this accomplished in a single experience. There must be many periods of enjoyment. Here again we see that the emotions, aye, the feelings, may be changed by a period of training.

Lastly we shall deal with the *will*. Admittedly, this is the most important activity of the mind. Can the will be trained? Yes, it can be trained—and must be trained if the person is to achieve anything worth while. How is it done? Since willing involves making choices, it also involves values. When a student clearly understands that one activity is more valuable *to him* than another, he will exercise his will in choosing the more desirable activity. Here the instructor has two important functions. The first is to make clear to the student the real value *to him* of the activities in which he is interested. The second is to guide him through many training periods of practice in forming purposes and in holding to them in the face of distractions and pseudovalues.

God has ordained that the young of the human family shall grow into maturity much more slowly than those of any other animal, to provide the time and opportunities for the training period necessary to produce rational, mature human beings.

G. M. M.

**KELD J. REYNOLDS**  
Editor of **THE JOURNAL**  
Goes to C.M.E.



—*A Tribute*

THIS is the first issue of **THE JOURNAL OF TRUE EDUCATION** since that of February, 1947, in which the name of Keld J. Reynolds does not appear as editor. During the eight years of his editorship, **THE JOURNAL** has been a clear, strong voice for the Adventist philosophy of Christian education. Furthermore, to the thousands of Adventist teachers who read it regularly, it has come to be known as a really professional organ. The articles have been practical, positive, and informative; they have been scholarly, interesting, and readable; they have been inspirational, stimulating, and challenging. A balance has been maintained among the several levels of education served by **THE JOURNAL**, as well as among the various interests of each level.

Through the years Dr. Reynolds' editorials have been sparkling examples of practical idealism. They have been interesting, clever, and pointed. They have been impregnated with a spiritual quality that properly reflects the author's own experience. They have given us all a vision, an inspiration, and a determination to improve the quality of Adventist education at all levels.

A distinctive and most valuable contribution to Adventist education has been a series of thought-provoking articles in the last seven issues of **THE JOURNAL**, entitled "Straight From the Blueprint." These highly condensed but comprehensive outlines have resulted from long hours of painstaking research which Dr. Reynolds has done—in addition to a heavy load of regular duties—because of his unswerving devotion to these great principles divinely given to the Adventist Church.

Yet all the work connected with THE JOURNAL has been but a fraction of the total labors of this indefatigable, self-forgetting educator. As an associate secretary in the Department of Education of the General Conference, he has left his stamp on an impressive list of accomplishments in special projects assigned to him—in the office, in the field, and on committees. Possibly chief among the office projects is a personnel file, which provides up-to-date classified and cross-referenced information concerning all college and academy teachers in North America—information vital to our placement service and exchange of workers. Dr. Reynolds served as secretary of the department councils, coordinated the work of the office secretaries and stenographers, and did or directed most of the statistical work of the department.

He served on a large number of official subcommittees of the General Conference Committee, for which he often did the time-consuming work of gathering and organizing the exhaustive data required for intelligent action.

To his extensive field work, including official visits overseas as well as throughout North America, Dr. Reynolds brought the same scholarly thoroughness and full preparation. The inspiration and helpfulness of these visits are attested by many letters of appreciation received at headquarters.

Dr. Reynolds was the chief researcher for a number of important projects; among them: (1) Evaluative studies of foreign education (both Adventist and public)—a scientifically devised plan to enable the registrars of our North American academies and colleges properly to evaluate credits from overseas schools; (2) *S.D.A. Youth at the Mid-Century*—a graphic and pictorial presentation of the statistical treatment of the Adventist census taken in 1949; (3) "Christian Education"—an organized compilation, in sixty-three mimeographed pages, of Spirit of prophecy quotations on Christian education; (4) "Opportunities for Training in Certain Occupations in Non-Adventist Colleges and Universities"—a carefully sought-out list of schools where Adventists may attend without meeting religious conflicts; (5) "Survey of Occupational Opportunities for Adventists"—the results of a survey of Adventist parents in various occupations to determine which occupations they could recommend from experience; (6) "Department of Education of the General Conference"—a six-page leaflet describing and explaining the organization and work of the General Department of Education; (7) Numerous historical documents; (8) *Public Relations for Schools and Colleges*—a monograph prepared by the General Conference Departments of Public Relations and of Education.

When a man of Dr. Reynolds' ideals, talents, and energy, withdraws from a team, he leaves a big gap! We have all been blessed by knowing him and working with him. Those of us who are left to carry on, already miss his sunny disposition, his inimitable wit, his inspiring companionship, his wise yet inconspicuous leadership, his infinite patience and talent for details.

We earnestly bespeak for Dr. Reynolds a full measure of the Holy Spirit as he puts these rich and varied talents to work in his new responsibilities as Dean of the Faculties of the College of Medical Evangelists.

THE DEPARTMENT OF EDUCATION STAFF



Pathology Building, Loma Linda

**I**N THIS year of 1955 the College of Medical Evangelists celebrates its fiftieth anniversary. From small beginnings it has grown to nine schools with more than seven hundred students, and two teaching hospitals with a combined bed capacity of nearly five hundred and with related clinics. It operates on two campuses: Los Angeles, with six and one-half city blocks; and Loma Linda, with four hundred acres. Its physical assets are 260 times what they were in 1905. It employs one out of every nine Seventh-day Adventists working for the denomination in the North American Division. It has qualified more physicians to practice medicine in other lands than have all other medical schools in America combined.

There are three major schools, each with a dean at its head. The newest of these is the School of Dentistry, now in its second year of instruction. The others are the Schools of Medicine and of Nursing, the former with supplementary graduate and postgraduate programs, and the latter with a graduate level. The college also includes the internationally famous School of Tropical and Preventive Medicine, and the Schools of Physical Therapy, Medical Technology, and X-ray Technology. A Graduate

\* This informative article, written by the former editor of THE JOURNAL, was prepared at our special request for this issue. We felt all would want to have an up-to-date account of the College of Medical Evangelists and of Dr. Reynolds' new work there.

## This Is Your College of Medical Evangelists

*Keld J. Reynolds\**

DEAN OF THE FACULTIES  
COLLEGE OF MEDICAL EVANGELISTS

School of Dietetics and a Graduate School of the College of Medical Evangelists are in process of development.

For the present the Graduate School is a horizontal organization across the other schools, and responsible for the graduate programs of all of them, under its Council on Graduate Studies. The graduate offerings are in nursing, in basic medical sciences, and in clinical medical sciences—fields that do not compete with graduate work in the liberal arts colleges.

Serving all the schools is one of the best visual education facilities to be found in a college of this kind. Likewise benefiting the entire institution, and its several publics, is one of the finest institutional public relations services.

The College of Medical Evangelists was founded by the Seventh-day Adventist Church to be a member of its worldwide sisterhood of higher schools. In order to meet the needs of the denomination and to maintain the essential spiritual emphasis throughout the college, the Division of Religion serves all the schools; the Alumni Association of the School of Medicine conducts an efficient placement office to assist the graduates in establishing practice in locations that will be profitable to the church as well as to themselves; and the Medical Department of the General Conference maintains a Medical Extension office with a full-time secretary to counsel graduates in establishing practice with the help of conferences or in denominationally owned institutions. The Medical Department of the General Conference also assists the Appointees Committee to place Christian physicians, nurses, and dentists in other lands, either in denominational employ or in self-supporting medical mission work.

An organized effort is made to enlist and train C.M.E. students in Christian service during their student days. Primary responsibility

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for this training rests with the Division of Religion, and in this activity the division staff is rendering significant service. On the Loma Linda campus, of the fifty members of the board of deacons of the College church, thirty-one are students. Seventeen young women, students and wives of students, are on the board of deaconesses. Forty students are serving as officers and teachers in the Sabbath school. On both campuses there is much missionary activity, some organized, some individual. From the Los Angeles campus many students serve as elders, deacons, ushers, teachers, organists, choir leaders, and youth leaders in the various metropolitan churches. Nine students are currently engaged in public evangelism. A visit to almost any church in the Los Angeles area on a Sabbath morning finds from one to a half-dozen C.M.E. students, with their wives, active in church work and leadership. They take their memberships with them and identify themselves with the congregations where they worship. The elders of several of these churches have told the writer that C.M.E. students are the very life of the churches they serve, and when they are graduated or go into military service, the college is asked to make replacements; and there are always those who will volunteer to go, in spite of the heavy program under which they work through the week. In the hospitals the students are taught to pray with the patients and to work with the chaplains. In the course of study, instruction is given in ways and means of cooperating with Christian leaders in the communities in which they will practice their profession.

It is the plan of the administration officers to bring together the members of the several faculties for a series of group discussions of the spiritual and professional objectives that led to the founding of the college, and which give it significance in the church. Basic in these fellowship sessions will be the newly stated objectives proposed in the Autumn Council of 1954, and approved by the Board of Trustees of the college and by the administration officers:

"1. To maintain in its attitude and policies of operation the standards of the Seventh-day Adventist Church.

"2. To provide the student opportunity for building a solid foundation of knowledge, to assist in the attainment of professional skills, to motivate a spirit of sound research and a desire to participate in the advancement of knowledge.

"3. To assist in the development of a well-balanced sense of values as revealed in spiritual, intellectual, and ethical attitudes. To guide students in the formation of a Christian character as the first requisite to life's work. To engender and nurture the desire to give selfless service to mankind, and in particular to give service in the activities sponsored by the Seventh-day Adventist Church in this country and in all lands of the earth.

"4. To conduct a school where the true principles of Christian education shall be recognized in training young people to go out as representatives of the Great Healer. The well-trained intellect, as well as the skillful hand, is essential to the most efficient service in ministering to afflicted, sin-burdened humanity; and yet in acquiring this knowledge and training, the essential thing is to maintain that close, vital connection with the Source of all wisdom and skill, apart from which the best efforts can be of no avail in advancing the cause of the Master.

"5. To combine the healing art with the preaching of the gospel, which was first accomplished in the life, teaching, and practice of the Great Physician, of whom it is written: He 'went about . . . preaching the gospel of the kingdom, and healing all manner of sickness and all manner of disease among the people.'<sup>1</sup> It is the firm belief of the Seventh-day Adventist denomination that the healing ministry must include the spiritual, mental, and physical.

"6. To give students a thorough education and training such as will equip them for medical missionary work either in foreign fields or in medical missionary enterprises that are being carried on in this country by the denomination."<sup>2</sup>

These are the foundation principles and the cornerstone of the College of Medical Evangelists as it passes the fifty-year mark, and as it enters upon the larger area of service authorized by the recent Autumn Council. To these principles the officers of administration and the hundreds of Christian men and women—the faculty and staff members—pledge their loyalty and their best efforts under God.

<sup>1</sup> Matthew 4:23.

<sup>2</sup> *Actions of the Autumn Council of the General Conference Committee*, Oct. 21-28, 1954, pp. 25, 26.

New Library and Administration Building, Loma Linda





## Following in the Footsteps of the Master Teacher

*W. M. Starks*

HOME MISSIONARY SECRETARY  
SOUTH CENTRAL CONFERENCE

CHRISTIANITY espouses Jesus of Nazareth as the Son of God. Although not unanimous in agreement with the claims of Christianity, the world at large recognizes Him as the greatest teacher of all time. This teaching gift was evident from the beginning of His earthly ministry. Recognition of the soundness of His methods has not grown less with the passage of time. Instead, His methods have become the criterion for the world's sages and philosophers.

Nicodemus recognized something of this great quality when he said, "Rabbi, we know that thou art a teacher come from God."<sup>1</sup> Also the officers who failed to make the arrest so much desired by the priests, when asked why they had not taken Jesus, replied, "Never man spake like this man."<sup>2</sup> What was it that made Christ so successful in His teaching that even now, almost two thousand years after, no teacher, no sage, no philosopher has been able to approach His excellence, let alone excel His mastery of the teaching art? Although a complete analysis of His success is beyond human comprehension, there are certain evident methods and facts that, if followed and imitated, will add immeasurably to any teacher's success.

First of all, no personal ambitions lured Jesus from the one purpose to which He had dedicated Himself: "teaching . . . and preaching the gospel of the kingdom, and healing every sickness and every disease among the people."<sup>3</sup> He was not only dedicated and consecrated to His work but also satisfied with His calling; and this enabled Him to concentrate all of His spiritual, intellectual, and physical energies upon the success of His profession. There was in His dedication no hit-or-miss element, no searching about for greener pastures or higher positions. He knew what He was about. When asked whether He were a king, He answered, "To this end was I born, and for this cause came I into the world."<sup>4</sup>

Second, Jesus was prepared for His work. Even though eighteen years of His life—from twelve to thirty—were given to working with Joseph in earning a livelihood for the family, this period was not spent in intellectual idleness. He found time to become acquainted with the world about Him; and though He was the Creator of it all, He studied as one who was just being introduced to his environment. This study was not a spasmodic effort but a continual



process. It is recorded that "the child grew, and waxed strong in spirit, filled with wisdom: and the grace of God was upon him. . . . And Jesus increased in wisdom and stature, and in favour with God and man."<sup>5</sup>

Ellen G. White wrote of Jesus' educational progress thus:

"He who had made all things studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature. He studied the life of plants and animals, and the life of man. From His earliest years He was possessed of one purpose; He lived to bless others. For this He found resources in nature. . . . The parables by which, during His ministry, He loved to teach His lessons of truth show how open His spirit was to the influences of nature, and how He had gathered the spiritual teaching from the surroundings of His daily life."<sup>6</sup>

That He learned His lessons well is evidenced by the discomfiture of His enemies, who through sophistry and subtle cunning sought to trap Him into violation of Roman law or of supposedly sacred tradition. Scripture record bears witness that "no man was able to answer him a word, neither durst any man from that day forth ask him any more questions."<sup>7</sup>

No surface perusal of truth could ever satisfy Jesus. He dug deep for nuggets of truth. His dissertations were alive and pregnant with truth, ever unfolding, ever applicable; as the ages of time roll on toward unlimited eternity the truths He uttered grow in beauty, grandeur, glory, and freshness, as the "dew of Hermon" and the "rose of Sharon." So convincing was His presentation, so keen His analysis, so gripping His themes, that men, astounded by His teaching, exclaimed, "How knoweth this man letters, having never learned?"<sup>8</sup> and concluded, "Never man spake like this man."<sup>9</sup> Yes, "never man spake like this man" because never was man so prepared, so dedicated, so consumed by his calling. Never man so thoroughly mastered his subject material, for "continually He was seeking to draw from things seen illustrations by which to present the living oracles of God."<sup>10</sup>

Jesus did not seek to exalt self; He was no boaster, no show-off. Always His concern was for His listeners; and to make sure that they would understand, He chose for His themes the simple, familiar things of everyday life. He was not seeking worldly praise or honor. His concern was for the salvation of men. The wise man said, "Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding."<sup>11</sup> Salvation calls not only for wisdom but for understanding.

"Christ never flattered men. He never spoke that which would exalt their fancies and imaginations, nor did He praise them for their clever inventions; but deep, unprejudiced thinkers received His teaching, and found that it tested their wisdom. They marveled at the spiritual truth expressed in the simplest language. The most highly educated were charmed with His words, and the uneducated were always profited. He had a message for the illiterate; and He made even the heathen to understand that He had a message for them."<sup>12</sup>

Although Christ drew forth the best that was in His hearers, and opened up to them endless avenues of truth, He was not a slave driver. He did not take His listeners or His helpers faster than they were able to go. He recognized the principle of temperance; He realized that men needed rest, as shown by His admonition to His disciples when they returned from a strenuous itinerary: "Come ye yourselves apart into a desert place, and rest a while."<sup>13</sup> His infinite patience is illustrated in this conversation: "Then came Peter to him, and said, Lord, how oft shall my brother sin against me, and I forgive him? till seven times? Jesus saith unto him, I say not unto thee, Until seven times: but, Until seventy times seven."<sup>14</sup> He could have written Peter off as a bad risk, an unprofitable student. Especially when through fear he so ignominiously failed his Lord after the betrayal. But Jesus' look of love and compassion rather than censure brought forth such repentance, conversion, and transformation in Peter's life that he became the fearless preacher and eventually the bishop of the apostolic church. Jesus' patience is further illustrated in His dealing with Judas. Even though, as the Son of God, Jesus knew all things—knew that Judas would finally betray Him—nevertheless He bestowed upon Judas the same kindness, tenderness, and patient effort so unselfishly manifested to each of the other eleven. Jesus knew each disciple personally.

"Jesus watched with deep earnestness the changing countenances of His hearers. The faces that expressed interest and pleasure gave Him great satisfaction. As the arrows of truth pierced to the soul, breaking through the barriers of selfishness, and working contrition, and finally gratitude, the Saviour was made glad. . . . When the truth, plainly spoken, touched some cherished idol, He marked the change of countenance, the cold, forbidding look, which told that the light was unwelcome. When He saw men refuse the message of peace, His heart was pierced to the very depths."<sup>15</sup>

"His messages of mercy were varied to suit His audience. He knew 'how to speak a word in season to him that is weary.' . . . He had tact to meet the prejudiced minds, and surprise them with illustrations that won their attention."<sup>16</sup>

—Please turn to page 29

## IN 1891

*Ellen G. White*

THERE is great need of elevating the standard of righteousness in our schools, to give instruction after God's order. Should Christ enter our institutions for the education of the youth, He would cleanse them as He cleansed the temple, banishing many things that have a defiling influence. Many of the books which the youth study would be expelled, and their places would be filled with others that would inculcate substantial knowledge, and abound in sentiments which might be treasured in the heart, in precepts that might govern the conduct. Is it the Lord's purpose that false principles, false reasoning, and the sophistries of Satan should be kept before the mind of our youth and children? Shall pagan and infidel sentiments be presented to our students as valuable additions to their store of knowledge? The works of the most intellectual skeptic are works of a mind prostituted to the service of the enemy, and shall those who claim to be reformers, who seek to lead the children and youth in the right way, in the path cast up, imagine that God will be

pleased with having them present to the youth that which will misrepresent His character, placing Him in a false light before the young? Shall the sentiments of unbelievers, the expressions of dissolute men, be advocated as worthy of the student's attention, because they are the productions of men whom the world admires as great thinkers? Shall men professing to believe in God, gather from these unsanctified authors their expressions and sentiments, and treasure them up as precious jewels to be stored away among the riches of the mind?—God forbid.—*Fundamentals of Christian Education*, pp. 174, 175.

There is need of separating from our educational work an erroneous, polluted literature, so that ideas which are the seeds of sin will not be received and cherished as the truth. . . .

One tiny seed of infidelity sown by a teacher in the heart of a student may spring up and bring forth a harvest of unbelief. . . .

It is a mistake to put into the hands of the youth books that perplex and confuse them. The reason sometimes given for this study is that the teacher has passed over this ground, and the student must follow. But if teachers were receiving light and wisdom from the divine Teacher, they would look at this matter in a very different way.—*Counsels to Parents, Teachers, and Students*, pp. 389, 390.

# Problems of Seventh-day Adventist

## Young People\*



Charles E. Wittschiebe

ASSISTANT PROFESSOR, PRACTICAL THEOLOGY  
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

IN 1952-1953 the writer made a survey of the problems of students in a Seventh-day Adventist college and in a Seventh-day Adventist academy. Five hundred thirty-five forms furnished more than twenty-six thousand items of information. The purpose of the study was to secure a "map" of the problem world of Seventh-day Adventist students, with as much clarity and detail as was possible from an analysis of their *expressed* concerns.

The conclusions derived from the investigation may be of interest to teachers on all levels and to administrators and personnel workers responsible for policies and procedures. It should be kept in mind, however, that the relatively small school population involved, and the many variables inherent in this type of study, do not permit generalizations that would be equally valid for all other groups of Seventh-day Adventist students. Many surveys, using the same instrument and conducted under similar conditions, could provide the material for such interpretations.

The following conclusions represent an analysis of the previously mentioned data:

1. It is evident that the students are driven by an almost relentless desire to get more done than they have time or energy or even ability to do. Many labor under the illusion that the equation for college reads "work plus study equals education." Particularly is this true for the married men. Students think they do not have time for the cultural aspects of well-spent leisure. They seem to feel that pressures beyond their control force them into a way of life contrary to their ideals and sound judgment. Tension, frustration, and fatigue follow. Obviously this is poor mental hygiene.

\* Adapted from the last chapter of a thesis entitled, *Expressed Problems of Students in a Seventh-day Adventist College and in a Seventh-day Adventist Academy*, available at the Seminary library.

Part of the intense desire to get an education, and to get it quickly, may arise out of the minority position of Seventh-day Adventists. In an effort to compensate for some of the disadvantages incurred by going against established culture, Seventh-day Adventists possibly overcompensate in the matter of education. Blocked off by religious principles from avenues of activity open to the average man, and with recognition and success possible in a more limited number of fields, they may tend to use education as a means of achieving status, and consider it as a symbol of prestige. Because of the importance attached to mental culture even in the religious realm, many may even regard it as an indispensable prerequisite for acceptance with God.

Another cause for the intense activity could be the doctrine of perfectionism, wrongly interpreted. Many feel that perfection demands ceaseless activity—that time spent in relaxing, in meditation, in learning how to live, is wasted and will incur condemnation in the judgment. "Work, for the night is coming" crowds out the thought of "quiet rest, near to the heart of God." The fairness of God revealed in the parable of the talents, and His desire to be worshiped *in spirit* are overlooked. This compulsion to ceaseless activity, with continued effort to reach the unreasonable goals of a self-imposed schedule of living, often results in rigidity and tension. And the growth of such a personality pattern is the root cause of many breakdowns in later life. Such mental illness is just as common among Seventh-day Adventists as among non-Adventists. A recognized authority in this field informed the writer that in the five years from 1948 to 1953 he treated six ministers, six ministers' wives, and thirty to thirty-five other workers—all desperately ill. He stated that they suffered from profound depression, that some had suicidal and homicidal tendencies, and that

many broke with reality. These patients came from the ranks of those who drive themselves hard, who keep in mind past mistakes, and who seek to attain perfection so quickly and so completely that they fail to practice moderation.

Experience teaches that the introduction and application of sound principles of mental hygiene in the school-life period will do much to prevent formation of habits that would later lead to serious illness and often to permanent impairment of personality. This can be done by curing whatever weakness can be cured, and by building fortifications against tendencies that arise out of characteristics in the personality.

2. A second marked element in the survey is the frequent expression, among the college students, of a desire to feel close to God. This intimates a loneliness in the spiritual sphere, a sense of insecurity arising out of an unsure relationship with God. Summed up in one word it may be termed "isolation." Some may interpret the desire to feel close to God as the commendable longing of young people with high ideals. While this probably accounts for part of this longing, its presence to such a degree among college students is somewhat disturbing. Presumably, they are more mature, have clearer insights, and are more firmly established spiritually. Even interpreted in its lowest terms, the desire implies that the individual does not feel as close to God as *he thinks he should*. Here is a definite indication that for many religion has resulted in acceptance of belief and conformity to practice but not in fellowship with God. For them religion may be largely externals and a legal code of living.

A phase of isolation appears on the human level. Relatively few wish to discuss their problems with staff members, and not many can name a definite person to fill that role. The establishment of an atmosphere in which every student chooses at least one staff member for a counselor is hardly a realizable goal. Certainly, however, a far greater willingness to communicate needs to be cultivated. The limited data on hand for comparison definitely reveals that Seventh-day Adventist young people feel more isolated from their teachers in this sense than do non-Adventist youth in secular schools. And yet a prime reason for the establishment of a denominational system of education is the intention to provide a setting in which true Christian living can be taught and exemplified in close teacher-student association.

Breaking down this wall of reserve will do much toward producing better spiritual tone and mental health (technically, of course, one includes the other). Out of the confidence created, many significant counseling relationships can arise. In such a "climate" many persons with serious problems will identify themselves for help. Some require immediate and sustained attention. A number obviously need the services of a trained counselor. Many statements describe or hint at conditions that contain the seeds of future maladjustment and illness.

3. A third impression created by the survey findings is that the program for the students' social development is not entirely adequate. Social standards for the Seventh-day Adventist are an inseparable element of religion. Students who, because they lack the religious motivation, find the standards repressive, will either render only surface conformity or simply fail to comply. With them the problem is one of education and, in one sense, of conversion. However, many students who attempt to maintain high standards as a natural consequence of willingly accepting the religious philosophy underlying them, often find it easier to recognize and reject negative outlets than to provide in their place positive forms of expression.

Some, with the best of intentions, find their opportunities for social expression insufficient. Perhaps this is partly due to the belief of many adults that children reared to live a good clean life and brought up in the way they should go will automatically make all social adjustments without any hitch or difficulty. There is a failure to sense that, laudable as this program is, it will, in today's social world, increase the need for adjustment. Problems of wholesome recreation and of satisfactory association with non-Adventists are accentuated. The conscientious young person finds that the higher the standards he maintains, the more limited his circle of friends. For this type of student—whose ideals are a credit to his profession—much has been done to foster balanced social development; quite evidently much more remains to be done.

4. The survey also brings to light a considerable feeling of inadequacy. Many consider themselves poorly equipped to meet the demands of scholastic life. They stress weakness in the three "R's" and in the techniques of study. Uncertainty about vocational abilities and indecision about vocational choices appear fre-

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## A Teacher of Teachers Discusses

# Fundamental Principles

## of Proper Discipline

*Arthur D. Holmes*

ASSISTANT PROFESSOR OF EDUCATION  
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SEVERAL students gathered about my desk one day after class, of whom I now remember but one girl. She was the kind who is a bit hard to love. Some persons have fine personalities, are attractive, neat and clean, well-dressed, courteous; they are easy to love. This poor girl was just the opposite—crude in manner and habits, careless in her dress, and quite untidy. I turned first to her and asked, "What can I do for you?" Backing away, she said shyly, "I want to be last." After the others had left she stepped closer, unshed tears glistening in her eyes, and said, "You don't like me, do you?"

What was I to say? I had never told anyone that I didn't like her. Somehow she knew. At first I felt resentful—that was an unfair question! I didn't want to tell a lie, and I didn't want to tell the truth. In my dilemma the only thing I could think of was to evade the issue. I said, "How did you ever come to such a conclusion?" I don't remember her reply; but somehow I was sure that she left with the feeling that her first conclusion was correct.

As I thought over the experience, resentment still ruled—she had no right to ask such a question! At last truth and justice prevailed; she did have a right to ask that question, for had not the Master Teacher said, "Love your enemies"?<sup>1</sup> How much more should I love this girl who was so anxious to do right and to be an accepted member of the class! On my knees I asked God to help me to love this girl and all others, without respect to external unattractiveness. After all, "They that are whole need not a physician."<sup>2</sup>

We have been instructed that "the teachers are to bind the students to their hearts by the cords of love."<sup>3</sup> We all believe that statement, and subscribe to it most heartily, at least in theory; though unfortunately theory and heart service are not always synonymous. Now I should like to give the foregoing quotation in its entirety: "The teachers are to bind the stu-



dents to their hearts by the cords of love and kindness and strict discipline."

First, "teachers are to bind the students to their hearts." I am glad that with Christians teaching is a matter of the heart. I am glad, too, that the cords that bind our students to our hearts are the cords of love. Teaching is not a matter in which force is supreme. Yet many teachers feel that a show of strength or force is their most effective means of classroom control. Moses, the mighty leader of Israel, and Paul, the great apostle to the Gentiles, both men of much learning, had to learn the futility of the "law of force" and the power of the "law of love."<sup>4</sup> Love is the strongest emotion that operates in our being. It is the power that brought the Son of God down to this earth to save men, and it is the supreme force that operates in connection with true discipline.

Even as a disciplinary measure, kindness and sympathy are more effective than is any penalty.<sup>5</sup> It doesn't cost much to be kind and courteous. A genuine interest in the problems of a discouraged student will help him to feel that you are his friend. Perhaps he is a slow learner, and it takes time and effort to help him learn how to study and to solve his problems. God sees "infinite possibilities" in every human being, for He sees men as they may be, transformed by His power and grace."<sup>6</sup> We should share with our students their problems, their joys, and their sorrows. I know a very successful teacher who insists that one secret of the good order in his classroom is the practice of being on the playground with his boys and girls during their recreational hours, not as a policeman, but as one who is actively interested in the *whole* school program.

The last cord mentioned as a means of binding our students to our hearts is strict discipline. That qualifying word "strict" is important. How can discipline, especially strict discipline, draw our students to our hearts and to the Saviour? When I first read that statement it seemed I must have read it incorrectly. "Love"—yes, we must love everyone, even the ill-favored. "Kindness"—yes, that seems appropriate. But "strict discipline"—that seems out of place. Yet the next sentence declares that "love and kindness are worth nothing unless united with the discipline that God has said should be maintained."<sup>3</sup> Love and kindness are not incompatible with strict discipline. It is a law of life that penalties follow transgressions.

God loved David, yet sorrows and troubles befell this man of God as a penalty for his great sin. His child was to die. For seven days David fasted and prayed, pleading with God to spare the child; but the promised penalty of transgression followed. Yet God later gave David a son to sit on the throne, and foretold the glory of that future reign. He was both kind and firm. Love ruled all the way, and it was not incompatible with the penalty for transgression.

What would any one of us have done in the Garden of Eden? Adam and Eve had sinned. Would I have done what God did? or would I have said something like this?—"Adam and Eve, you are in difficulty. When first I placed you in the Garden I mentioned the prohibitions regarding this tree. Now you have eaten the forbidden fruit. It should not be necessary for

me to call your attention again to this matter. Further infractions of the rules will subject you to penalty." Is that what God said? In effect, He said: "Adam and Eve, you have violated the commands of your Creator. You must leave your Garden home." He did not say, "Be more careful next time." Though "they earnestly entreated that they might remain in the home of their innocence and joy,"<sup>7</sup> a flaming sword and an angel guard barred any further entrance. However, even here the love of God was evident in a marked degree. Before Adam and Eve were sent from the Garden, God presented to them the plan of salvation—the promise of restoration of all that was lost.

A very common error is to allow irregularities and transgressions to persist in the classroom rather than to deal with them promptly and decisively. This tendency is especially prevalent when the transgressions seem minor or infrequent. Yet large difficulties grow from small difficulties. During the first days of the school year, the students conduct themselves appropriately; then gradually, with a wary eye on the teacher, their behavior changes. Infractions become more frequent, more widespread, and more disturbing. As a fire spreads over the open prairies, disorder spreads through the room, until the situation demands drastic action. Most prairie fires are small at first; but if not stopped immediately, they move with increasing fury through the dry grass and are soon out of control with devastating results.

Back on the farm, when the weather became warm in the spring, we took each young calf out of the barn, tied a rope around his neck, and picketed him. This was a new experience. Seeing the wide-open prairie, he shortly realized that he was no longer boxed up in the barn. Sensing freedom, he would kick up his heels and start running as hard as he could. But suddenly coming to the end of the rope, he would experience a violent fall. Righting himself and blinking his eyes, he would take off in the opposite direction—and experience another fall! The number of repeat performances varied with the calf's intelligence; but within the first half day each had learned the length of his rope. Why did they learn so quickly? Every attempt to go beyond bounds brought a penalty—prompt, certain, and appropriate. Our students are no less adept than are calves.

In an academy church some years ago a good

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# Successful School Programs

*Alyce M. Follette*  
ELEMENTARY TEACHER  
TENNESSEE

IF A person has a product that he wants to sell, what does he do? Of course—he advertises it! Think for a moment of products with which you are familiar because they have been jingled into your thinking by radio, television, newspapers, and magazines. You would have to go a long way to find anyone who has not heard, for instance, of Gerber's baby foods, Carnation milk from contented cows, Mars candy bars, or even Loma Linda health foods; not to mention scores of objectionable products that seem to dominate the field of advertising. I was quite amused when a young pupil received a number of birthday cards. He examined these closely, and as his eye fell on the "Hallmark" of one he mused, "And she cared 'enough to send the very best.'"

We church school teachers have something good, and the world should know about it. Christian education should be the most coveted possession for a Christian. We have this prized article, and we should advertise it. Programs presented by our schools offer an effective means of advertising Christian education. When we begin to plan a program, therefore, we should ask ourselves, "How can each part of this program be made to advertise Christian education?" The answer is, "Make it Christ centered!" After our purpose is well defined, three problems remain: sources of material, manner of presentation, practice to ensure success.

In my early years of teaching I used to rush from store to store in search of a book with program material suitable for our elementary pupils. I seemed never to find just what I wanted. Thanksgiving programs starred the turkey; Christmas programs centered around Santa Claus. Later, I found suggestive programs at Baptist and Methodist publishing houses that suited my purposes much better. However, after many years I came to realize that the best source for program material is right in one's

own schoolroom. It is a case of dipping down right where you are.

The manner of presentation will depend on the abilities of the group with whom you are working. With either a small or a large number of pupils it is not difficult to give each one a place in the program by using choral readings and group songs, with some solo and duet parts. No matter how simple the part, if it is perfectly learned and presented with expression, it will be well received. Plan the program to take not more than an hour; then be sure to keep it within that time.

Thorough preparation is a key to the success of any program. I believe you will enjoy trying this plan:

1. Select all material to be used on the program.
2. Arrange the parts in the order in which they are to be presented.
3. Type all material in sequence, with enough copies so that each participant may have one.
4. Make sure that each participant not only knows his part but knows exactly when it comes in relation to the program as a whole.
5. From the first practice to the last, the program should follow the order in which it will be formally presented.

If this plan is followed, even the first-graders will know exactly when to speak and when to keep silent. Practicing the program should not take more than an hour of your daily schedule during the period of preparation. You will be richly rewarded when the program is presented, by being able to sit on the front seat in the audience and enjoy your pupils' performance without fear that this or that may go wrong. I have samples of two such prepared programs that may be had for the asking.

On page 24 of the October, 1954, issue of *THE JOURNAL* is a news item about a school-closing program presented by the Shreveport, Louisiana, church school last spring. As a result of this pageant every child in the church is this year enrolled in the church school! If every school program were truly Christ centered, we might expect to see in many more churches a fulfillment of Isaiah 54:13: "And all thy children shall be taught of the Lord; and great shall be the peace of thy children."

\* Paper presented at elementary teachers' institute of South Atlantic and South Central Conferences. Miss Follette teaches the elementary grades at Riverside Sanitarium church school, Nashville, Tennessee.



THE work of the teacher, whether elementary or secondary, is to furnish opportunities for the children to learn how to use their talents aright. The better the opportunities a teacher makes possible for the advancement of his students, the better are his chances of success. The fewer opportunities he has to offer, the less will be his chances of teaching them what they should know.

The Home and School Association furnishes many delightful opportunities for the school to accomplish that which would be very difficult—if not impossible—through any other agency. Let's review some of the various activities fostered by this organization.

#### Items on a Balanced Program

1. Opening (5-10 min.)
    - Song
    - Prayer
    - Key Thought (quotation, motto, poem, Scripture reading)
  2. Special (5-20 min.)
    - A Film
    - Children's Demonstration
    - Musical Number
    - Guest Speaker (for children and adults)
- } Select one
- Children pass to their rooms—small children to their activities and juniors to their work.\*
3. Business (5-15 min.)
    - Secretary's Report
    - Financial
    - Exchange Library Books
    - Discuss Parents' Problems
    - Other Business

## Do You Know What The Home and S

*Archa O. Dart*

ASSISTANT SECRETARY  
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

4. Projects (5-20 min.)
    - Report of Last Month's Activities
    - Plans for Present Month
    - Announcement of Future Plans
  5. Topic for the Day (15-30 min.)
    - As provided in *The Adventist Home and School*
    - Original
    - Guest Speaker
- } Select one
- Total time for any one meeting, 60 minutes.

#### \* The Children's Corner Program

1. Child Crafts (20-40 min.)
2. Delightful Drills (5-15 min.)
3. Games (5-15 min.)
4. Story Circle (5-15 min.)

It is not consistent for us to neglect the children while we are learning how to care for them properly; therefore we do not approve of their being left at home unsupervised while father and mother attend a meeting of any kind whatsoever. We do invite and welcome the children, as well as every adult, to the regular meetings of the Home and School Association. To be sure, if we invite the children we must provide something especially for them. It is unfair, to say the least, to require them to sit still for an hour while the adults discuss subjects above their interest or comprehension. It would also be a sad mistake to go to the other extreme and allow the children to "run wild" all over the place while we are studying how to train them aright.

The well-planned program is divided into two parts: The first is general, and has a universal appeal for married or single, parents or children; the second is more specific in nature, and is designed for separate group study or activity.

In the first part of the program the children themselves can occasionally

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—R. E.  
Baltimore



# Home and School Association

## What Can Do for the Teacher?



take part and so help make the meeting both interesting and informative. What better motivation could a teacher have for thorough work? If the children know that they may be asked to diagram the 2300 days for their parents at the Home and School meeting, they will take greater interest in their Bible class, and will want to know the facts; they will not be satisfied with mere guesswork. When the girls know that they will model their dresses before the assembly, they will be careful with every stitch they take. The students will never think of history as dull, dim records of the dead past if they are given the privilege of depicting certain scenes in pantomime and having the audience guess their historical significance. Even the younger pupils will be delighted to show how well they can read, and will be thrilled to demonstrate one of their phonic games. All the children would be happy to sing some of the lovely songs they are learning at school or to demonstrate their skill on the rhythm-band instruments.

These demonstration periods should not be to exhibit only one or two brilliant pupils, but should include the entire class or room or school. Usually the more children who take part on the program the better. If these exercises are to benefit the pupils, plenty of time should be allowed for practice and drill. Nothing is gained by the children or the audience from an "impromptu" program. Each child should learn to do his part well. There is real educational value in learning to work

with others in giving a demonstration, to speak so that others can hear and understand, and to explain a situation clearly to a group.

A short, interesting, informative demonstration wins friends for the school, benefits the children, delights the parents, and richly rewards the teacher. Every progressive teacher will prize these opportunities afforded by the Home and School Association meetings.

The practice of occasionally showing a good educational film to the children at school is to be commended; but showing the same film at the Home and School meeting is even better. When parents also see the picture, they can more intelligently discuss this part of the schoolwork with their children, thus greatly strengthening the work of the teacher. Knowing definitely what the children are learning gives the parents a greater interest in the school and a stronger desire to cooperate.

Visual education is a forceful way of teaching, and our boys and girls should not be deprived of this effective method simply because the schoolroom is not equipped for daytime showing. Having these pictures at a Home and School meeting takes care of this situation. Incidentally, advance notice of a good educational film will help to increase the attendance at the meeting. Your Home and School leader will welcome your suggestions regarding the kind of film you wish to see—another opportunity for the teacher to better her school.

Now with the general part of the program completed, we turn our attention more directly to the functions of the three major separate groups. All three affect the school directly or

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indirectly, therefore we should know what is going on in each. First, what is taking place in the children's room? We find them busily engaged in activities that are delightful as well as instructive. Under supervision of the leader appointed for this work, the children are learning to use their hands in an interesting and useful way. The girls may be sewing doll clothes while the boys are making kites. Or the entire group may be making scrapbooks: one child making his book on birds, another on trees, still another on automobiles, and someone else on houses. Each child works on his own book and cuts his pictures from the various magazines provided for this purpose. Of course the children will enjoy the Home and School meetings when such delightful activities are planned for them. True, it may require the time of several meetings to complete a good scrapbook, but what of that? An unfinished project will encourage them to come back time and again. And when the children are eager to attend, it is easier for the parents to come.

In another room the junior-age group and their leaders are busy working on crafts, MV classwork, MV Honors, or Pathfinder projects.

Now, with the young children and the juniors properly occupied, let us see what the adults are doing that will be of special interest to the school. Oh, they are taking up the offering! Every Home and School Association is a real financial asset to the school. Whether money is earned by giving a supper, showing a film, running a store, operating a cafeteria, or by free-will offerings, the lion's share goes to the school. Many things are thus made available that otherwise might never be acquired. Thoughtful Home and School Association leaders are anxious to purchase items that will accomplish the most for the school, and they do appreciate helpful suggestions from the teachers. This is worth remembering.

The Topic for the Day is the real heart of the Home and School program. This is the main dish of the meal. Everyone attending this part of the meeting should receive practical instruction that will make him a wiser person, a better-informed parent, and a more cooperative member of society. Nine well-prepared programs appear each year in *The Adventist Home and School* magazine. These offer a variety of subjects that deal with problems of the home and of the school.

The special Home and School projects rec-

ommended for each month of the year—twelve in number—will be of interest to the teacher. Four are explained in detail in each issue of *The Adventist Home and School*. Each separate project will benefit the school in proportion to the success of that particular project.

The wise teacher will know what books are in the Home and School library, and will be able to recommend these to parents with specific problems. A lone teacher sometimes wages a losing argument with some misinformed parent. But frequently that tough disciplinary problem can be handled smoothly and most effectively by referring the parents to certain leading authorities. A good Home and School library is a most valuable asset to the school.

Sometimes the work of the teacher is practically nullified by certain home situations. Where there is misunderstanding and friction between parents and teachers, the child becomes confused and is greatly crippled in his achievements. The Home and School offers the ideal situation in which the teacher may make a "casual" remark or suggestion that would save hours of future conference, or clarify a small matter that could become a major problem. The commingling of parents and teachers at a Home and School meeting is of mutual benefit. The better acquainted they are with one another and the purposes and plans of one another, the easier it is to cooperate intelligently. The closer parents and teachers work together for the advancement of the child, the surer each is of success.

Everything that affects the child's attitudes has a direct bearing on his progress in school. The greatest influence is exerted by his home, therefore anything that improves his home conditions will help him and bless the school. Anything that benefits the child benefits the school, and anything that strengthens the home strengthens the school.

Speak well of the school.  
Uphold the teacher.  
Cooperate faithfully.  
Come often and visit.  
Earnestly pray.  
Support the school.  
Send all the children.

—*School Manual*

# Courtesy, the Lubricant in Teacher-Student Relations

Leonard L. Nelson\*

THE world's great teachers have possessed, among other virtues, the appealing quality of true courtesy. It was the outward action springing from the inner well of kindness and love which gave them power with those they taught. Not only did students attend their lectures and sit in their classrooms in daily routine, but children and adults often followed them on the street just to be near.

When Socrates was brought to trial, and accused of corrupting the morals of the young, what had he done? He had walked downtown in the morning, and the youth, seeing him in the street, forgot their duties and followed him. During the day they listened to him and tried to find the answers to his questions. Sometimes one thinks of the hard questions Socrates asked, and forgets that it was his inner kindness that caused the youth to follow him.

When Pestalozzi was trying out his educational principles with young children, attempting to establish self-supporting schools using student labor, he found that children would follow him anywhere he went. The venture was not a success financially, but Pestalozzi learned how to deal with children. His winning kindness and courtesy with little children earned for him the name of a founder of modern education, and it is not at all uncommon now to see schools named for him.

We admire Jesus' courtesy in dealing with people, and especially with the children. No doubt some of the adults came to see Jesus' miracles and to eat of the loaves and fishes; but not the children—they were too sincere for that, too fundamentally honest. They came in response to His gentle grace and winsome temper. They swarmed about Him, knowing He would not rebuff them or send them away unrecognized. And even now, "all the real tenderness and courtesy in the world, even among those who do not acknowledge His name, is from Him."<sup>1</sup>

It is natural for one to think of some person as an example of courtesy—or perhaps a composite ideal made up of all the best traits of all one's courteous friends. Each of us knows someone who emanates true courtesy, that positive attitude of benign concern showing in "smile wrinkles" at the corners of the eyes and in a sweet radiance of unstudied deference toward age and honor, appreciation of excellence, charity toward defects, and sympathy for the unfortunate. There is something compelling about the courteous heart and the winsome temper.

Who knows on what small incidents hinge important events, turned one way or the other by an act of courtesy? Conversely, failure to show courtesy may rise up to reproach one all the days of his life. Especially is this true in the teacher-student relationship. Ironically, we used to say that we must treat the students right, for in time they would graduate and some of them would very likely be on the school board. A much more fundamental reason than that for treating the students right is that their whole future attitude toward life and religion may turn on a teacher's word or act.

Several years ago I was connected with an academy where it was the custom for the teachers to take turns supervising the play period that usually followed supertime—from 6:30 to 7:00 P.M.—a time when we all wanted to be somewhere else. For some reason, the students liked to couple off and stand around and talk rather than engage in group play. But we had our orders to keep them moving. I fear that sometimes we were rather brusque with them—thinking of our own waiting supper. One evening a little red-headed Irish girl did something on the playground that I did not like. I asked her to go into the dormitory, but she was not of a cooperative disposition and refused to go. I finally got her to go in, but the more I thought of her attitude the angrier I became. After the play period was over I went to the dormitory to speak to her about her conduct. I might better have spared my effort, for we

\* Mr. Nelson taught for seven years in two academies.

were both angry and we said things which should not have been said. She was only a little orphan girl, and I was supposed to be mature and in charge of such situations. She stamped out of the room in a blaze of anger, and a few days later left the school; I never saw her again. It is all like a bad dream. May God forgive me for the incredible folly of that angry hour!

The teacher has the most pleasant of all occupations, for he is always dealing with youth. Yet all the more, the teacher needs to be courteous, for a chance kind word or act may turn out for great good. One day I left my classroom-office to encourage some of the young men to enter the temperance oratorical contest. Up to then, the contestants were very few, and I was trying to recruit others. I found one boy sweeping the gymnasium; but he was too busy with all his classwork, he said, and besides it was too late. However, after we talked a bit about it he seemed to catch the vision. He went home and wrote his oration, stayed up all night to practice and polish it—and won first prize in the contest the next morning! Some conference men who were there heard his speech, and they hired him to give his oration in the principal cities of a Western State during the summer. When fall came he went East to study, and later I heard that he had given his oration at several Eastern camp meetings and at a union youth rally. An interesting result from a small effort *at the right time*.

It is important that a teacher or parent keep *en rapport* with the child. My father made it a habit, as a church leader, to speak to the little children whenever he saw them. He said he did this so that later when the children grew into adolescence and had hard problems to meet, he could get through to them and be of some help. It is often too late to try to be friendly when a crisis has been reached. The youth will listen best to those who have earned their confidence earlier. So many parents find that they cannot get through to their child when he most needs help. It seems to me that a spirit of consistent courtesy and interest on the part of parent and teacher toward the child will do much to win the confidence that will be so much needed later on.

One incident in the life of Jesus shows how a teacher may correct a student without embarrassing him, and yet have the suggestion enormously effective. One day Jesus was invited to the house of Simon for supper. There were

many guests, and Jesus was ostensibly the honored guest. Yet it is quite evident that Simon intended himself to be the center of interest, perhaps asking Jesus a few questions to draw Him out for his friends. The whole affair has a rather shabby air of condescension. Jesus, the courteous guest, came to the table without having been given opportunity to wash and refresh Himself, as demanded by the customs of Eastern hospitality. I do not say that Simon purposely neglected this; I should rather suggest that he was too preoccupied with how he would handle the affairs of the banquet. It was inexcusably thoughtless of Simon, yet we should not have heard of it except that his rudeness cropped out more seriously later on. While the banquet was proceeding, and Simon was no doubt setting forth his ideas with an occasional question or comment directed to Jesus, a woman quietly entered, bearing a stone box of expensive, fragrant ointment, which she poured on Jesus' head and feet and began wiping His feet with her luxuriant hair. The fragrance at once permeated the room; it was impossible to ignore it. Simon, in irritation, said within himself, "This man cannot be a prophet or he would know who it is that washes his feet." Jesus, knowing Simon's thoughts, took this opportunity to reach him and to point out the hidden plague in his life. With the simple rebuke for not having furnished water or oil for the weary traveler, Simon could not be offended; but then the blinding truth struck him that he was more guilty than Mary. Yet Simon's heart was touched that Jesus did not openly rebuke him for his sin. By indirection and under the veil of a parable, Jesus saved Simon's "face" and won his heart.<sup>1</sup> So with our students—no one likes to be rebuked in public, and the humiliation of it may harden a heart that could otherwise be won.

By exercising a winsome temper in courteous words and acts, let us bind our students to us; for without that bond of understanding love and confidence, our precepts can do little good. Let us constantly renew and strengthen the bond, that our work may be more and more effective. May it never be that we should labor with warp and woof, yet never complete the tapestry—a life won and prepared "for the joy of service in this world, and for the higher joy of wider service in the world to come."<sup>2</sup>

<sup>1</sup> Ellen G. White, *Education*, p. 242.

<sup>2</sup> See Luke 7:37-50.

<sup>3</sup> White, *op. cit.*, p. 13.



Teachers of Tomorrow, M.V.C.

## Teachers of Tomorrow in the Philippines

"A new chapter has been added to the Teachers of Tomorrow, in Mountain View College, Southern Philippines," writes Priscilla Jiminez Moreno, sponsor of the club. "The Ethel Young Chapter" has been chosen as the name of this enthusiastic group of fifty future teachers. Miss Elena T. Turiella (indicated by \* on the picture opposite) is the active president for the current school year.



Elementary Laboratory School



Elementary Teachers and Pupils

### General Education

With many there is a disposition to restrict their study to certain lines, for which they have a natural liking. This error should be guarded against. The natural aptitudes indicate the direction of the life-work, and, when legitimate, should be carefully cultivated. At the same time it must be kept in mind that a well-balanced character and efficient work in any line depend, to a great degree, on that symmetrical development which is the result of thorough, all-round training.—ELLEN G. WHITE, *Education*, pp. 232, 233.

A knowledge of God is the foundation of all true education and of all true service. It is the only real safeguard against temptation. It is this alone that can make us like God in character.

This is the knowledge needed by all who are working for the uplifting of their fellow men. Transformation of character, purity of life, efficiency in service, adherence to correct principles, all depend upon a right knowledge of God. This knowledge is the essential preparation both for this life and for the life to come.—ELLEN G. WHITE, *Ministry of Healing*, p. 409.

# MEDITATIONS of an ADMINISTRATOR

Raymond S. Moore

PRESIDENT  
JAPAN MISSIONARY COLLEGE

**AS AN** educator, I am charged with eternal responsibilities. My calling is as high as the stars. I am preparing citizens for heaven. How do I measure up?

**Do I Keep Close to My God?** This does not mean merely a morning and an evening prayer, an endearing clasp of my Bible. It means a constant searching of His Word, with mind always alert to the guiding voice of His Spirit. This is my conversation with Him, a two-way proposition, my walk with my God. This view translates my profession from troubled pedagogy to happy, selfless service.

**Do I Keep Close to My Teachers?** The loftiest ideals phrased in the cleverest way are no substitute for personal contact. Do I often shed the formalities? Do I serve as a servant? or act like a god? Respect may bar familiarity, but will never interfere with my true concern for the welfare of others. And they know whether I am concerned, impartial, and loyal, or given to borrowed integrity and political charms.

**Do I Hold the Standard High?** This is not easy in today's educational framework of accreditation, government requirements, and traditional practices of study, sport, and social relationships. God's standard is absolutely single; His plan is *very* simple. But I must not let its simplicity catch me short; the simplest things are the deepest. Do I take God at His word? Is He the source of *all* my wisdom? That is where faith comes in; and courage is born of the faith that has been enlightened by drinking at the fountain of God. Have I learned to discern the basic principle in any problem or controversy, and to reason to expediency only when consistent with highest principle?

**Do I Keep Abreast of Current Educational Development?** Do I follow several well-selected journals in my field? Do I evaluate *every* item in terms of the principles of the Spirit of prophecy and the Word of God, swallowing *nothing* whole and without examination? The Master Teacher provided eyes, teeth, and saliva for a purpose. Good digestion of well-selected food means life. I must not underestimate the application.

**Do I Remember That I Am a Public Relations Officer?** Whether I like it or not, it is my responsibility to keep my constituency informed. It is to my advantage, and will avoid endless problems, to have an enlightened clientele. Am I earnestly interested in the problems and interests of others? Do I try to understand their points of view? If I cultivate the golden rule in this, I know it will bear golden fruit—and avoid many tares.

**Do I Conduct an Orderly Administration?** From my office and its reports and procedures, throughout the functions of the school down to the last closet and washroom, is all sweetness, order, and light? A Christian school is no harbor for filth, carelessness, or disorder—of any kind. If I have not time to do a given job, do I delegate it to the member of my staff who is best qualified to do it—reserving the right of kindly inspection, which is the authority that must go with responsibility?

**Do I Use My Imagination?** In a sanctified mind, ideas are the seeds of progress. Too many treat the imagination as an unholy, explosive thing, not becoming to a Christian. It is only "vain" imagination that the Scriptures condemn. My imagination is a talent, entrusted to me by God. I must multiply it. Do I occasionally step away from traditional procedures? If my imagination is sanctified, this process is not only unlikely to be dangerous, but may mean real progress for God. (*But I must not be too much disturbed if not all my ideas are immediately recognized for the pearls that they seem to me to be.*)

**Do I Live My Creed?** Are all aspects of my life consistent? Example's voice is well heard. My impassioned pleas for the "blueprint" in education may fall on deaf ears if I am known to sit down to a meal that doesn't line up with the specifications; if my language, my robe, my life, do not measure true.

"Of all institutions in our world the school is the most important!"\* In view of this, how do I measure up to the plan of God?

\* Ellen G. White, *Fundamentals of Christian Education*, p. 226.



## What the SCHOOLS ARE DOING

- ▶ When Shirley Webster received her diploma from the two-year teacher training course at Helderberg College (South Africa) last November 6, an extraordinary record was completed by the W. G. Webster family. For twenty years the Websters have had one or more of their four children in attendance at Helderberg! Now all have been graduated from the college; and, thanks to their own and their parents' faith in, and loyalty to, Christian education, all four are denominational workers in South Africa.
- ▶ Students of Mount Pisgah Academy (North Carolina) are conducting a series of Sunday-night evangelistic meetings in the auditorium of nearby Sand Hill High School. The Medical Cadettes in uniform act as usherettes, and the music is provided by Charles Pierce and his music students. The World Bible Picture films are being used.
- ▶ The youngest taxidermist at Pacific Union College is 18-year-old freshman Jim Benson, who has been stuffing birds as a hobby for the past five years. Now working for Dr. Hemphill in the PUC museum, Jim has an assignment to do 70 birds—of which more than 40 are finished.
- ▶ Representatives of the seminar, speech, and music departments of Adelpian and Cedar Lake academies (Michigan) exchanged weekend meetings and programs last January and February—Cedar Lake at Adelpian on January 29, and Adelpian at Cedar Lake on February 12.
- ▶ The traditional Christmas gift of Walla Walla College students to an overseas sister institution went this year to the Indonesian Union Seminary, in Java. The total gift was \$369, which will mean much to the struggling school in Java.
- ▶ The 90-voice choir of Auburn Academy (Washington) gave a 45-minute sacred concert in Seattle's Palomar Theater last November 7 in connection with the Spillman-Lyman evangelistic meetings.
- ▶ Valley Grande Academy (Texas) was host to the Texas Conference teachers' institute last November 18 to 22.
- ▶ Union College students and faculty gave \$1,635 as their 1954 Week of Sacrifice offering for missions.
- ▶ With 67 new registrants for the second semester, enrollment at Washington Missionary College totals 745.
- ▶ Nine students of West Australian Missionary College were baptized on November 6, following the Week of Prayer.
- ▶ Ingathering at Philippine Union College last November and December brought in 12,383.12 pesos, which was a substantial amount in excess of the 10,000 peso goal!
- ▶ Increased efficiency of operation in the furniture factory at Union College has been achieved by application to key machines of an air-pressure control invented by two members of the factory staff, Paul Pierson and George Irwin.
- ▶ C.M.E.'s Junior Wives Auxiliary and Associated Dental Wives recently completed a two-month series of Sunday-night workshops in medical evangelism from the standpoint of a doctor's wife. Study materials included Sabbath school work methods and nutrition fundamentals.
- ▶ The Oakwood College laundry employs 32 students and a number of full-time nonstudent workers, and does \$900 worth of business each week for a public that seems "enormously pleased with the quality of work done."
- ▶ The dome-shaped addition atop Science Hall at Washington Missionary College looks like an observatory. And that's exactly what it is. Built and assembled under the watchful eye of physics professor C. B. Smith, and with a 16-inch telescope, this is the largest and most complete observatory among Seventh-day Adventist colleges in North America.
- ▶ Colegio Vocacional de America Central (Costa Rica) reports a very successful school year, with a total enrollment of 160 students from 9 countries. The year was climaxed in December by graduation of 8 from the junior college course (subsequently employed in the Central American Union), and 18 from the secondary course. The new bakery provides bread for the school and some for sale; the carpenter shop makes many kinds of furniture; and the poultry department provides eggs for the school family and 1,500 for sale each week.

- ▶ Mount Ellis Academy (Montana) suffered heavy loss by fire in the early morning of January 14, when the boys' dormitory, the boiler plant, and the music studio were completely destroyed. Insurance on the buildings covered only about one fifth of the \$100,000 estimated cost of replacing the buildings. Temporary installations were quickly made, and schoolwork was resumed after a two-week interruption, with all but five students returning to complete the year's work.
- ▶ The director of education for the Gold Coast (West Africa) visited the Bekwai Seminary last November, and was much impressed with the excellent, though simple, building and equipment. The seminary makes no appeal for students, since they can accept in their teacher training department each term only 30 to 35 of the 500 students whose applications are on file.
- ▶ Sedaven High School (South Africa) reports an enrollment of 93 pupils in standards V to X, 20 of whom are attending baptismal classes. About 70 per cent speak Afrikaans, 30 per cent English. £430 (\$1,200) was raised in the 1954 Ingathering campaign.
- ▶ Southern Missionary College has organized student teams of twelve, and trained them to share their temperance faith by presenting a basic, scientific, unemotional program in churches, schools, and open forums.
- ▶ Oakwood's newest industry, the college bakery, has been a profitable enterprise since its opening last March. A new electric oven and a delivery truck were purchased, and vocational opportunities were provided for several students.
- ▶ Last January 16 the Crusaders for Christ, of Gem State Academy (Idaho), began their annual broadcast series of 30-minute Sunday-night programs over Nampa's Station KFXD.
- ▶ More than 250 students of Adelpian Academy (Michigan) have enrolled in one or another of the MV classes, from Friend to Guide, under the general direction of Mrs. C. E. Perry.
- ▶ Thirteen senior students of Union College will be listed in the 1955 edition of *Who's Who in American Universities and Colleges*.
- ▶ "Maturity in Christ" was the theme of the student-sponsored Week of Devotion at La Sierra College last January.
- ▶ On Ingathering field day at Monterey Bay Academy (California) the \$1,000 goal was topped by \$60.
- ▶ At West Visayan Academy (Philippines) 51 students were baptized after the Week of Prayer.
- ▶ Lila Rae Frederick is the new head of the department of English, Philippine Union College.
- ▶ The American Red Cross blood bank received 149 pints of life-giving blood from Walla Walla College students last January 25.
- ▶ Indiana Conference reports 26 church schools, with 33 teachers and an all-time-record total enrollment of 533 boys and girls—53 more than last year.
- ▶ Twelve senior students of Pacific Union College will be listed in the 1955 *Who's Who in American Universities and Colleges*.
- ▶ The Week of Prayer at Atlantic Union College, conducted by Naval Captain Lawrence E. C. Joers, began a strong and continuing spiritual revival on the campus.
- ▶ Ten English III students of Auburn Academy (Washington) received awards in the 1954 *Instructor Pen League* contest—2 firsts, 2 seconds, 1 third, and 5 honorable mentions.
- ▶ Capacity and efficiency of the Union College furniture and broom factories are greatly increased by the \$12,000, 24-by-54-foot, 2-story addition to the Don Love Industrial Building.
- ▶ The new bartile factory at San Pasqual Academy (California) is furnishing profitable labor to its students, who in turn are producing an exclusive roofing product for homes and factories.
- ▶ When Roger McNeily joined the Faith for Today staff in New York, Mount Pisgah Academy (North Carolina) was fortunate to secure Charles Pierce—recently returned from Brazil, South America—to head its music department.
- ▶ Two Canadian Union College students received \$50 prizes for their entries in the international essay contest sponsored by the American Temperance Society: Orrene Sahly, first prize in the academy section; Lothar Ganz, first prize in the college section.
- ▶ To meet the trend in India toward required attendance at *approved* schools, the Southern Asia Division committee has recommended that each union conference should seek recognized status for at least one high school, in order that students may obtain certificates prerequisite to professional studies. At the same time the distinctive denominational pattern of education is to be safeguarded and no religious principle is to be sacrificed. In addition, Spicer Missionary College is to seek government recognition of its work up to the intermediate level, that certified teachers may be prepared to serve our schools in Southern Asia.



► Even with its new \$65,000 addition, which provides four large, well-lighted classrooms, two washrooms, and some much-needed storage space, the John Nevins Andrews School (Takoma Park, Maryland) is full to overflowing with its more than 360 pupils in grades 1 to 8. There are twelve full-time and two part-time teachers; and three buses transport 150 pupils to and from outlying areas. Mrs. Miriam Gilbert Tymeson is the principal.

► The new furniture manufacturing industry fills a great need at Canadian Union College, offering work to a large number of students who would not otherwise be able to attend school. After only three months' operation, orders were so large that a night shift was started. Now a Vancouver firm has contracted to take as much furniture as the plant can produce.

► Three Union College students won prizes in the American Temperance Society's poster and essay contests: first and third prizes for posters went to Ernest Chan and Wayne Hayes, and the second-prize essay was submitted by Marieda Blehm.

► Lewis Stout, pastor-teacher of the church and church school at Konnarock, Virginia, last year led his flock in an Investment project (growing beans and sorghum cane) that netted \$200 for needed furnishings and equipment in the school.

► The C.M.E. School of Dentistry has opened its first clinic in the basement of the Pathology Building, temporary quarters for the school until completion of the new School of Dentistry building.

► After the Week of Prayer at Armona Union Academy (California) last December 6 to 10, fifteen students enrolled in a baptismal class. Six of these have since been baptized.

► Oakwood College reports a total enrollment of 317 (190 college, 91 academy, 36 elementary), representing 27 States and the District of Columbia, and 6 foreign countries.

► H. Lloyd Leno, instrument instructor at Union College, received the degree of Master in Music Education last December 22 from Teachers College, Columbia University.

► In the Southern California Conference 30 elementary schools, staffed by 130 teachers, have an enrollment of 2,712, which is 175 above last year's total.

► Seventeen senior and junior students of Walla Walla College will be listed in the 1955 *Who's Who in American Universities and Colleges*.

► San Pasqual Academy (California) reports 75 students working toward investiture as Master Guides.

## CAUTION, PLEASE!

Many of our schools, churches, and other institutions are receiving what purports to be a "recommended" list of feature films for S.D.A.'s or "films approved for S.D.A.'s." These lists are published by a large film corporation that deals in films produced in 35mm., primarily for regular theater showings, and reduced to 16mm. for so-called nontheatrical presentations.

**DO NOT BE MISLED!** This company is sending out information on the basis that any film that has been ordered at least three times by Seventh-day Adventist churches or schools is accepted by the denomination, and the title of that film is placed on this list—in spite of the fact that those who ordered the films, after previewing them, may never have shown them!

For the sake of our youth, *please preview any and all films* you intend to show, even though you may have heard that this or that film has been shown by one or more of our churches, schools, or institutions. They may regret having shown the film, but you would not know this.

The General Conference has published a leaflet (MV No. 47) entitled "*Motion Pictures and Television*," which gives the needed information and determining standards by which your preview committee can adequately decide on a film. This leaflet may be obtained without charge from your union conference MV department.

To date, neither the General Conference nor any union or local conference has published any recommended list including feature films portraying emotional story plots such as are shown in the theaters. On the contrary, we have consistently condemned such films.

The Pacific Union Supply offers a free catalog of 16mm. sound films, some in color and some in black and white, carefully selected by the film preview committee. In some cases they have made films appropriate by deleting objectionable portions; in other cases the films have been made appropriate by the producers' shooting special scenes to comply with our standards. These *special versions* are available only from the film rental library of the Pacific Union Supply Company. These character-building motion pictures—on education, health, nature, recreation, temperance, travel, doctrine, and missions—are suitable for schools, evangelistic services, church socials, and other gatherings of our people.

Know your film and its source before you show it!

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► "Highroads to Happiness" is the theme of a series of Friday- and Sunday-night Bible lectures being conducted at Weston, Oregon, by members of the evangelism class of Walla Walla College.

- ▶ Rowena E. Purdon, whose name is almost synonymous with Atlantic Union College, died December 24, 1954, at the age of 85. She was a member of the first graduating class of South Lancaster Academy, and through the years has served as instructor in history and mathematics, director of the normal school, and librarian. The new library is named for her. Miss Purdon's long and intimate knowledge of the development of the Seventh-day Adventist church and educational work, particularly in New England, has been preserved in her *Story of a Church, Story of a School*, and the forthcoming history of Atlantic Union College, *That New England School*. Thousands of her former students, now scattered to the far corners of the earth, will long remember her in love and gratitude.
- ▶ Pursuant to the aim of the Seventh-day Adventist Theological Seminary to serve the needs of the local churches and to give its students practical experience, during the 1954 autumn quarter students visited in 624 homes, preached 111 sermons, taught 139 Sabbath school classes and gave 69 mission talks, conducted 19 prayer meetings and 149 Bible studies, and participated in 44 Missionary Volunteer meetings.
- ▶ Because a government inspection revealed overcrowding and a completely inadequate staff, Ikizu Training School (Tanganyika, East Africa) was required to close the girls' section of the school. There is urgent need of buildings and certain types of teachers to restore, strengthen, and expand the educational program of this our only teacher-training center in Tanganyika.
- ▶ Efficiency and volume of work at Pacific Union College Press have been increased by the recent addition of Vari-typer and Xerography process machines. Approximately \$175,000 worth of business is done annually by 42 students and other local employees.
- ▶ The Nature Club at Canadian Union College has discovered, examined, classified, and arranged for display, fossils for which the region is noted, including fossil leaves, petrified wood, and petrified sequoia cones.
- ▶ Ingathering field day at Southern Missionary College added \$4,477.59 to the sums previously solicited, to bring the total to nearly \$6,000 toward the goal of \$11,500.
- ▶ Washington Missionary College will be represented in the 1955 *Who's Who in American Universities and Colleges* by the listing of nine senior students.
- ▶ Albert E. Smith, assistant professor of physics at Union College, last December received a Ph.D. degree from Michigan State College.
- ▶ A spacious, well-lighted new library at West Australian Missionary College has been much enjoyed and appreciated by students and teachers during the 1954 school year.
- ▶ December 18 was a happy day at Plainfield Academy (New Jersey) when eight academy students, six pupils of the church school, and two adults were baptized and welcomed into church fellowship.
- ▶ Thanks to the new one-ton electric oven (built in England) with a capacity of sixty two-pound loaves per baking, the baker at Helderberg College (South Africa) needs to bake only one batch a day instead of five.
- ▶ The men of Grainger (Pacific Union College) are delighted over the new \$3,180 Hammond church organ recently installed in their worship room. The men raised the money for the organ by solicitation and various other activities.
- ▶ The new \$2,750 Bolting saw recently installed in the woodshop at Union Springs Academy (New York) makes opportunity for 10 or 12 more students to earn school expenses and to increase the shop's output of fruit and vegetable crates.
- ▶ Seventh-day Adventist church school children of the Washington, D.C., area last winter collected a truckload of clothing for needy public school children in Appalachia, Virginia, whose fathers—mostly coal miners—were hard hit by the decreased demand for coal.
- ▶ Four church school pupils of Kansas City, Missouri—Andy and Keith Hansen and Billie and Herbie Sorenson—went caroling for Ingathering every night (except Friday evenings) from November 27 until December 26, and received more than \$2,140—ten Minute Man goals each!
- ▶ The beautiful new dormitory for boys at Laurelwood Academy (Oregon) is another completed step in the replacement of the old original buildings. The new sewage disposal plant is also completed. The old boys' dormitory has been remodeled, redecorated, and refurnished to make a fine music building, with choir room, band room, and ample teaching and practice rooms.
- ▶ Philippine Union College was host, last October 19-27, to a most profitable institute for the 103 elementary and secondary teachers of the North Philippine Union Mission. Division educational secretary L. E. Smart directed the activities, assisted by R. S. Moore, president of Japan Missionary College; L. L. Quirante, of the editorial and translating staff of Philippine Publishing House; Miss Nellie Ferree, of the college department of education; and the educational superintendents of the local missions represented.

► Junior students in the C.M.E. School of Medicine, and their wives, are participating in a family health education program. Initiated in January in the Baldwin Park area under the direction of Dr. Harold N. Mozar, head of the Department of Preventive Medicine and Public Health, the plan provides for Sunday-afternoon health programs for the public, and classes for the students relating to the tools and techniques of health education. Practicing physicians are cooperating by referring families in need of health instruction to the Family Health Education Center.

► After more than fifty years of joyful and successful teaching in Wisconsin's Bethel, Walderly, and Hylandale academies, Rosma M. Whalen passed to a well-deserved rest on December 31, 1954, lacking only three weeks of reaching her eightieth birthday. She was one of the founders of Hylandale, and served there until a few weeks before her death.

► December 22 was moving day for the library at Adelphian Academy (Michigan). Chapel was dismissed early and, through well-organized assembly-line cooperation, approximately 3,500 volumes were taken from the old library and put in their proper places in the new. The entire operation took less than thirty minutes!

► Just before Christmas the A Cappella choir of Philippine Union College, directed by Mrs. Colin Fisher, sang for President and Mrs. Ramon Mag-saysay, who shook hands with each member of the group and graciously gave their autographs to several of the singers.

► La Sierra College prep school was moved, during last Christmas vacation, from its old quarters under Hole Memorial Auditorium into the new \$140,000 one-story, U-shaped building on Rindge Road, near the college. Teachers and students are enthusiastic over its appointments and equipment.

► Enterprise Academy (Kansas) is grateful for the very practical gift of fifty large serving bowls, presented by A. M. Moore, of Larned, Kansas. With 128 students enrolled, many bowls are filled—and emptied—three times a day!

► Caribbean Training College (Trinidad) is this year permitted to offer the two-year government teachers' training course, upon completion of which the students receive a government teaching certificate.

► Following the Week of Prayer conducted at Forest Lake Academy (Florida) by Captain L. E. C. Joers, 12 students were baptized and received into church fellowship.

► Lodi Academy (California) boasts a Medical Cadet Corps of 45 students training for service.

## Fundamental Principles of Proper Discipline

(Continued from page 14)

brother assumed the responsibility of dealing with irregularities on the part of his children during the Sabbath service. When a child made a slight disturbance, the father's muffled bass voice was heard, "Shut up!" After a brief interval came a louder disturbance, and another less muffled "Shut up!" was heard over a slightly wider area. This procedure was repeated several times during the hour, with ever-increasing volume on the part of each participant, until near the close of the service the father's aggravated voice could be heard throughout the small chapel, "Shut up! Do you want me to take you out?" I think he never did, for this was a regular Sabbath occurrence.

It is a mistake to threaten or to repeat requests for good behavior. Undoubtedly the first request was heard. Why should one believe that a repetition, in louder or more aggravated tones, would bring the desired result? Why repeat a measure that has already proved ineffective? Yet this procedure is all too common in both classroom and home.

The vast majority of behavior problems in the classroom involve minor breaches of discipline, and frequently originate in the classroom situation itself. However, such disciplinary problems are symptoms of underlying weakness in the total learning situation. Classroom control and learning efficiency are products of good teaching. Interest in work for which students see a purpose is its own discipline. One writer states that roughly 50 per cent of all disciplinary problems should be charged to poor technique and teaching methods and inadequate preparation on the part of the teacher.<sup>8</sup> But it must be remembered that in spite of high interest in learning, some incidents will occur. Skill and promptness in handling each incident will prevent its growth into a major problem. A friendly attitude with a sprinkling of good humor will go far toward winning the regard and cooperation of the class. Respect is a much more desirable mold of behavior than is fear.

<sup>1</sup> Matthew 5:44.

<sup>2</sup> Luke 5:31.

<sup>3</sup> Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 265.

<sup>4</sup> White, *Education*, p. 65.

<sup>5</sup> N. L. Bossing, *Progressive Methods of Teaching in Secondary Schools*, p. 174.

<sup>6</sup> White, *Ibid.*, p. 80.

<sup>7</sup> White, *Patriarchs and Prophets*, p. 61.

<sup>8</sup> Bossing, *op. cit.*, p. 115.

► The Associated Student Bodies of La Sierra College raised \$700 for charity through Christmas-carol singing. Boxes of food were taken to many needy families, and the final \$200 was spent for a ton of potatoes, which were delivered to the Elsinore alcoholic rehabilitation center. The self-supporting institution was in dire need—they had not had potatoes for three weeks!—and tears of gratitude were shed by some. The young folk also left 125 copies of *Steps to Christ* with the home inmates.

► Richard Syme is the new headmaster of Stanboroughs Secondary School (England), replacing A. J. Woodfield—headmaster for 14 years—who has joined the staff of Newbold Missionary College as English master. W. G. A. Futchter has returned to the Stanboroughs as mathematics and Latin master, following a term of missionary service in Nigeria.

► According to a tally kept by the public relations offices of C.M.E., more than 1,200 persons toured its campuses in 1954. Visitors included military leaders, scientists, clergymen, world travelers, educators, members of local and distant community groups, and young people interested in some phase of medicine as a profession.

► New staff members at Fletcher Academy (North Carolina) this year include Mrs. Lawrence Vollmer, French 1 and 2; George Kent, biology, general mathematics, and general business; and Mrs. Kent, grades 1 to 4 in the elementary school.

► A course in home and community nursing has been added to the curriculum of nurses in training at the Walla Walla College School of Nursing. This will prepare the nurse to care for patients in the home and to give instruction on the prevention of disease.

► The Vejlebjerg Højskole (Denmark) reports an enrollment of 115, of whom 49 are from Norway. The new girls' dormitory also provides facilities for teaching cooking and sewing. Woodwork and metalwork are taught in the new workshop.

► Commencement weekend at Helderberg College (South Africa) last November, brought coveted diplomas to 18 graduates, five of them with honors. Six of Helderberg's seven courses were represented in the class.

► The Christmas tree at Lynwood Academy (California) was decorated with \$271.18 in dollar bills and coins, as an offering for maintenance of the Voice of Prophecy broadcast.

► Students of Adelpian Academy (Michigan) made a Week of Sacrifice offering of \$421 for missions.

## Problems

(Continued from page 12)

quently. One third of the college students wonder whether they will be successful in life. The impression created is that a relatively large percentage do not feel adequate to meet the demands of their present situation, and are strongly inclined to think that the same will be true in the future. Such persons, deprived of achieving status by scholastic success, often move on in life with deep-seated feelings of insecurity and inferiority.

5. One hesitates to form generalizations on too few facts; but, assuming that the material cited was sufficient, the conclusion follows that Seventh-day Adventist college and high school students have more problems than similar groups of non-Adventists. Causes for this can be found in the contrast between high goals and actual performance, in the wide spread between religious ideals and daily living. Seventh-day Adventist young people, because of their religious philosophy—including stewardship, a belief in the imminence of Christ's second coming, and a striving for the goal of perfection—naturally tend to be self-critical and more keenly aware of deficiencies and weaknesses. For many, without a true understanding of the dynamics of conversion and sanctification, the effort to live Christian lives creates tensions and conflicts. Spiritually speaking, however, the presence of more problems among them does not need to be interpreted as a "pathological" symptom.

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► West Indian Training College (Jamaica) graduated a class of thirty last December 19.

► Student representatives of Golden Gate, Lodi, Monterey Bay, and Mountain View Union academies (in northern California) attended Governor Knight's council on narcotics last December 13.

► The Puerto Rico Academy reports an enrollment of 182 in grades 1-11, 66 of whom are baptized members of the Seventh-day Adventist Church. This nonboarding school enjoys government accreditation.

► Walla Walla College is this year offering a prelaw course, in affiliation with Willamette University, Salem, Oregon, whose law college is the oldest in the West. Other new courses are majors in interior decoration and in graphic arts; and minors in political science, social science, and recreation.

► For the second consecutive year, the 360 children and 14 teachers of John Nevins Andrews School (Takoma Park, Maryland) placed their "exchange" Christmas gifts on the school tree. The \$1,000 given in 1953 paid for the adjoining lot on which the new \$65,000 addition has since been built. The 1954 gift of \$845.51 was used to help furnish the new classrooms.

► Doctors Mervyn Hardinge and Lester Lonergan, associate professors of pharmacology in C.M.E.'s School of Medicine, presented a four-week series of health talks in connection with Robert Boothby's evangelistic effort at San Bernardino.

► On Ingathering field day 200 students of La Sierra College distributed more than 10,000 pieces of gospel literature, enrolled more than 100 persons in a Bible correspondence course, and received over \$3,300 for missions.

► Daar El Salaam school (Baghdad, Iraq) reports a record enrollment of 335 for the 1954 school year. Yousif Fargo is the principal, assisted by an able staff of 11 teachers.

► Twelve students of Hylandale Academy (Wisconsin) went Ingathering the evening of December 20, and came home several hours later, tired, happy, and thankful, with a total of \$100.

► Maplewood Academy (Minnesota) reports completion of a new sidewalk, an addition to the craftshop, and a weekend meeting of Minnesota Pathfinder Clubs.

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## Footsteps of the Master Teacher

(Continued from page 9)

Last but not least, Jesus not only loved His work, He loved people. His bearing, His countenance, His mannerisms, His voice, all testified to His love for fallen humanity. He steadfastly declared, "For God sent not his Son into the world to condemn the world; but that the world through him might be saved."<sup>14</sup>

"His tender compassion fell with a touch of healing upon weary and troubled hearts. . . . The beauty of His countenance, the loveliness of His character, above all, the love expressed in look and tone, drew to Him all who were not hardened in unbelief. Had it not been for the sweet, sympathetic spirit that shone out in every look and word, He would not have attracted the large congregations that He did."<sup>15</sup>

The Christian teacher is called to follow his Lord. "For even hereunto were ye called: because Christ also suffered for us, leaving us an example, that ye should follow His steps."<sup>16</sup> We are not called to match wits with the philosophers or the great intellectuals of our time. Our

work is of a dual nature: we labor not alone for time, but for eternity; we wrestle not only with men's minds but with their souls; we prepare not only to live a few years in this present world, but to live eternally in heaven and the new earth. We must, therefore, be prepared and skillful teachers; and even more diligent as Christ's undershepherds.

Today, amid the rush and confusion of this atomic age, we need so much the spirit and methods of Jesus, the Master Teacher. We need His alertness, that from the wellsprings of nature and every phase of our environment we may constantly draw lessons of truth that will prepare students for time and for eternity. We need His keen, penetrating insight, to help us analyze and understand those who come under our influence, that we may know by what means to bring from their hearts the greatest response to learning and to truth. We need His patience, that we might not give up in despair on the very threshold of success. We need His spirit of temperance, so that achievement and success shall not overwhelm our capacity for sympathy and compassion.

We need Jesus' humbleness of spirit, lest in an hour of apparent triumph we glory in self and forget the Source of our strength. We need His unquenchable desire for greater knowledge, that we may not stagnate in the still pools of glorious yesterdays. Above and beyond all, we need His love: love for our brethren, love for fallen humanity, love that will lift the mind above false values and false concepts of living, love that will reconcile man to his brother and to his God.

It is said of Jesus that He devoted more time to teaching than to preaching. To be associated with Him in teaching and directing minds heavenward is one of the highest of callings; for "they that be wise [margin, teachers] shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars for ever and ever."<sup>18</sup>

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<sup>1</sup> John 3:2.

<sup>2</sup> John 7:46.

<sup>3</sup> Matthew 9:35.

<sup>4</sup> John 18:37.

<sup>5</sup> Luke 2:40, 52.

<sup>6</sup> Ellen G. White, *The Desire of Ages*, p. 70.

<sup>7</sup> Matthew 22:15-46.

<sup>8</sup> John 7:15.

<sup>9</sup> Proverbs 4:7.

<sup>10</sup> White, *op. cit.*, p. 254.

<sup>11</sup> Mark 6:31.

<sup>12</sup> Matthew 18:21, 22.

<sup>13</sup> White, *op. cit.*, p. 255.

<sup>14</sup> John 3:17.

<sup>15</sup> 1 Peter 2:21.

<sup>16</sup> Daniel 12:3.

## EDUCATION IN THE NEWS

*Religious heritage:* Indianapolis has introduced units on "religious heritage" for seventh- and eighth-grade pupils. The units fit into the social studies. "They do not teach religion," says Supt. H. L. Shibley, "they teach *about* religion." The materials were produced in the school system of Indianapolis. They are being tried in ten of the city's schools.

The seventh-grade unit is called "Our Religious Heritage." Among its objectives are those of helping pupils understand the search of the Europeans for religious freedom and the influence religion had upon the founding of America and upon the history of our country.

In the eighth-grade course, "Religious Influences in the Development of Liberty," pupils are to learn how religious groups influenced the writing of our Constitution and the Bill of Rights, the connection between religion and an oath of office, and the ways in which leaders have invoked God's aid in history-making public addresses.

Dr. Shibley believes in the value of the experiment. Results were most gratifying. Evaluations by the teachers showed parents, teachers, and pupils were highly pleased with the course.

*Research needed:* There's too much emergency research in science, not enough basic, general-purpose research. So says a committee set up by the American Council on Education. The committee said the Federal Government should allot more money for "pure" research; should take off unnecessary secrecy restrictions on research; and should not dictate to colleges and universities the kind of personnel to assign to research projects.

*Religion in the classroom:* Teachers attending the NEA convention in Chicago during the summer of 1955 who wish to study how public schools should deal with religion will have that opportunity in a workshop at the University of Chicago just after the convention. Robert E. Havighurst will lecture on how character is formed. R. L. Hunt will discuss the role of the public schools in religious development. For information address Dr. Harold Anderson, University of Chicago, Chicago 37.

*Playground on wheels:* A new kind of playground is in use at Cedar Rapids, Iowa. It's on wheels. It's rolled up to areas where there are no permanent play areas and after children have had their fill, the playground is folded up and rolled away. The Playmobile consists basically of play equipment mounted on a trailer. It carries swings, seesaws, ladders, and many types of balls for outdoor sports.

*The PTA and the tax collector:* When a PTA gives a program and charges admission, does the Federal tax collector take his cut? He does if the proceeds go to the PTA group. He does not if the PTA holds the event specifically for the benefit of the school. To be eligible for the tax exemption, however, these conditions must exist: 1. The PTA must designate the school as the beneficiary of the proceeds before the program takes place. 2. The money must be turned over to the school immediately after the event for which an admission fee has been charged. [Home and School Association officers take note!]

*Freedom of information:* One of the most dramatic developments of the eighth UNESCO Conference [Montevideo, Uruguay, November 12 to December 10, 1954] was the approval of a resolution calling on UNESCO's member states "to assure freedom of expression and to remove barriers for the free flow of undistorted information." This so-called "Freedom of Information" resolution had the support of the Soviet delegation and its five satellites.

Congressman Hugh Scott (R.-Pa.) called this "the most important resolution approved by the Conference." "If the resolution is implemented by a freer flow of information among nations it will give us reason for considerable if guarded optimism," he added.

As a result of United States emphasis that "high priority should continue to be given to major problems on fundamental and public school education," it is expected that UNESCO in future years will concentrate its efforts on extension of free and compulsory education at the primary level; fundamental education; easing of racial, social, and international tensions; mutual appreciation of Eastern and Western cultures; and scientific research for improving living conditions.

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THE JOURNAL OF TRUE EDUCATION

## THE BOOKSHELF

*The Student Looks at His Teacher*, by John W. Riley, Jr., and others. New Brunswick, N.J.: Rutgers University Press, 1950. 166 pp. \$2.75.

The subtitle, "An inquiry into the implications of student ratings at the college level," succinctly sums up the substance of this informative report of a large-scale survey in student rating of teachers conducted in 1946-47 by the graduate sociology department of Rutgers University on the campus of Brooklyn College, at the request of the latter institution. Over 90 per cent of the student body—6,681 students—filled out questionnaires and individual rating sheets for 391 faculty members. Each student made a rating for five of his recent teachers designated by the examiners. In line with the objective of the survey, scores of individual teachers were reported not to the administration but to the teacher himself, because the main purpose of such surveys is to help teachers improve their teaching.

The survey showed a striking uniformity in the various student groupings. Differences in sex, veteran status, scholarship, and all other measured variables failed to modify the ideal traits most frequently demanded. Students with low scholastic standing were more critical in their judgments than were the better scholars. However, only in the area of fairness in examinations was there outstanding evidence of bias exerted by the student's grade position. The attribute upon which the faculty received the highest evaluation by the students was knowledge of subject, while the lowest score was upon ability to stimulate thinking. Teachers of social sciences ranked higher in tolerance to disagreement than did the general faculty, but lower on speaking ability. Advancement in college reflected a desire for greater instructional emphasis on ideas. Most students preferred the factual approach in sciences but thought-stimulating presentations in social sciences and arts.

In the chapter entitled "Who Are the Good Teachers?" (according to student opinion), the authors state that on the average younger teachers rate highest. Older teachers ranked highest in knowledge of subject, but tended to be judged harshly in other respects. Full professors were considered the best teachers; and in nine out of ten good-teaching qualities Ph.D.'s surpassed all others.

After stating what seemed to them the logical conclusions to be drawn from their survey, the authors described the faculty reactions to the student rating at Brooklyn College. The researchers felt that the whole project was a success only to the extent that it stimulated the faculty to better teaching. Two out of three faculty members approved the study, and found the results helpful; a few took the position that their students could

tell them nothing about teaching. One teacher who retorted that he was a better judge than his students of what to present and how, had been rated by his students as intolerant toward those who disagreed with him. The whole purpose of student ratings was made evident in the reply of one teacher who stated: "Regardless of who was right, the ratings showed me some ways in which I was failing to make contact with my students in the manner or degree intended."

It seems to me that this book makes an excellent contribution to a subject the discussion of which usually produces more heat than light. Not only does it present vividly the implications of the data revealed by a large experiment in student rating, but it outlines clearly the theory and practice of student evaluations. I believe that such ratings can give the open-minded teacher his students' image of him—and many a teacher will be surprised at the image!

RICHARD HAMMILL, *Dean,*  
*Southern Missionary College*

*Meet the Allens*, by Lola B. Hoffman. Los Angeles 53: American Book Institute, 1954. 158 pp.

For a long time there has been great need for materials dealing with the subject of alcohol that are intelligent, scientific, sound, and prepared in an interesting way for the elementary grades. Many books have been prepared, many pamphlets and study outlines distributed, but none has met the requirements of good school materials. It is now my happy privilege to recommend to elementary teachers the first good book in this area that has crossed my desk.

*Meet the Allens* is an interesting story text, built around the experiences of one family, all the members of which, in the course of their adventures, become directly or indirectly involved with some phase of the alcohol problem. Each of these very natural happenings serves in a most interesting way to present facts and information with respect to alcohol. The book was tried on small children in my home, and met an excellent reception.

Sound scientific material is presented in the story by a doctor, a police officer, and a judge—persons who are able to show how their professions are affected. I have never found a simpler, more honest presentation of some of the basic scientific experiments done on alcohol.

This book is completely honest in its approach, and meets the standards of our church and educational system. It should find a place in every school library, and perhaps in the curriculum.

E. A. BEAVEN, Ph.D., *Associate Secretary,*  
*American Temperance Society*



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