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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 BI-MONTHLY, OCTOBER THROUGH JUNE, BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, \$1.75 A YEAR. PRINTED BY THE REVIEW AND HERALD PUBLISHING ASSOCIATION, TAKOMA PARK, WASHINGTON 12, D.C., TO WHOM ALL COMMUNICATIONS CONCERNING CHANGE OF ADDRESS SHOULD BE SENT, GIVING BOTH OLD AND NEW ADDRESSES. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

THE CHURCH MEMBER AND THE SCHOOL

An Editorial

THE continuing success of our denominational system of schools depends largely upon the live interest of our church members. The reasons for this are obvious. The more than \$35,000,000 that was spent in 1955 on our colleges, academies, and elementary schools in the United States and Canada, *for operating expenses alone*, came from the pockets of our church members. Many other millions were used during the same year for new school buildings, for expansion, and for maintenance. The annual paying in of these millions is evidence enough that many of our Adventist people are actively interested in our schools.

However, the increasing enrollments of the next few years will bring new demands for expansion and for operating funds of such magnitude as few Adventists realize today. The only way the staggering bill can be met is to make sure that *all* church members actively support our school system. Observation indicates that those of our people whose children are grown, or who have no children, contribute relatively little toward the denomination's huge annual investment in schools. Frequently members newly won to the faith have not been helped to understand why we have our own schools, and therefore they feel no responsibility to support the schools. This group alone is sizable.

After long consideration the following suggestions are offered for gaining the support of new members and those without school-age children and for sustaining the interest of already loyal supporters. It is hoped that teachers, school administrators, and school board chairmen will try them out on all levels.

1. Present to the whole congregation on Education Day in the local church, to the constituency at camp meetings, and to as many parent-teacher groups as possible, the fundamental issues facing our schools. Following the basic rule of military tactical planning, first explain clearly the objectives of Adventist schools, then state frankly the apparent obstacles in the way of reaching those objectives. Inform the people of the needs for more space, better equipment, and adequate pay in order to attract and hold teachers of ability and promise. Third, and most important, ask for the active support and cooperation of the members in helping to remove the obstacles and thus to reach our heaven-assigned objectives.

2. Invite the church, the school board, or the conference to join you in laying plans to make better schools. Encourage them to appoint a committee to survey the educational needs of the area and to report back to the appointing body with recommendations for improving the services of the schools, and for reaching the objectives. Laymen should be in the majority on these survey committees.

3. Conduct some open school board meetings, inviting all the constituency to observe the board as it grapples with the problems of the school. Publicize in advance the date and the agenda of such open meetings. There are few good reasons why the majority of board meetings should not be open to visitors.

4. Organize study conferences modeled after those that prepared the way for last year's White House Conference on education. These could begin at the local

church level, and widen out to include the local conference and perhaps the union conference. Or such conferences might be organized by the local or union conference educational man, and carried down to the church level. The important thing is to get them started at re-examining school problems and progress. Besides the value of the recommendations such study conferences might make, a major outcome would be heightened interest in the school and much better financial support.

5. Conduct at least one and preferably two school visitation days each year for all church members. This suggestion has relevance for academies as well as for elementary schools. Inexpensive printed or written invitations should be sent out, not relying on verbal group announcements alone. This visitation day would include a special program, but by all means should also provide opportunity for visitors to see classes in actual operation.

6. Encourage visitation on the part of constituents at any time. Teachers must remember that often visitors are made to feel unwelcome when they call at the school. If the teacher acts ill at ease, ungracious, or embarrassed when callers come, word gets around and constituents will not visit the school.

7. Encourage the use of the school buildings as church centers for social events and other worthy purposes. The more our people see and use their schools, the more likely they are to support and cooperate with them.

8. Educate students while they are in school so that their interest in schools will remain after they have finished and have taken their places as adult members of the church. Every year, in classes or chapel talks or by bulletin boards, students should be made acquainted with the objectives of Seventh-day Adventist schools. They should become informed concerning the history of the country's school system, and the history of our own parochial school system. They should be taught that inasmuch as schools serve the people, they are to be supported by the people. We must make sure they understand that in our school system control of and responsibility for the schools rests upon local leaders. Through forums and discussions, student viewpoints about the school and its needs and problems should be regularly elicited, not necessarily because their wisdom is presently needed, but to educate them to be interested in and to accept responsibility for the schools. It may be that the apathetic attitude of many toward their schools is due to the way their opinions about the school were ignored when they were enrolled as students. Let us remember that today's students will be the constituency of the schools tomorrow, and let us do all we can to educate them to be interested, active supporters of our educational system.

Before launching a program to obtain the people's continuing interest in our schools, we educators must be prepared to accept full consequences of such interest if and when we obtain it. The first consequence of heightened interest will be stronger control on the part of the local constituency and school board. The constituency will ask more questions and make more

Please turn to page 7



The Christian Teacher*

Alma E. McKibbin

The faithful, devoted teacher will have a great reward. It may not be that in this life she will see the results of her labor, but she surely will in the life to come. Here there are many heartbreaking disappointments. There is much hard work and unceasing prayer before we can expect a reward.

When I began teaching, I thought I would see favorable results at once, but the years went by—two, three, four—and in the discouragement of my soul I had to acknowledge to myself that my pupils seemed no better than when I began, and in some cases even worse.

My health, which was never too good, broke down completely, and I was taken away to a sanitarium. There, after months of illness, I began to see the matter more clearly. It seemed that the Lord spoke to me and said, "You did this work for Me, and did it the best you knew how. I am responsible for results. Do not say your work is either a failure or a success. You do not know."

We sow the seed; God gives the harvest. We teachers all make many mistakes in our work. But God is our rearward. If we are humble and sincere, He goes behind and makes up for our failures, for our lack of skill and wisdom and tact.

In our early church school work the salvation of each boy and girl was our aim. I hope that vision has not been lost. In our study of fundamental principles we learned that it was God's plan in the beginning that parents themselves teach their children. "God had commanded the Hebrews to teach their children His requirements, and to make them acquainted with all His dealings with their fathers. This was one of the special duties of every parent,—one that was not to be delegated to another. In the place of stranger lips, the loving hearts of the father and mother were to give instruction to their children."¹

Because of changed circumstances and conditions, it is now necessary that parents have assistants in their work, and these assistants are called teachers. Teachers supplement the work of parents and oft-times must do far more than parents themselves in the training of the children. This heavy responsibility must be performed under great handicaps. A substitute is always at a disadvantage. But if we must

I AM a church school teacher first, last, and always. I was called to this work, and though I spent many years as an academy teacher, my heart has always been in the church school.

I was a teacher in the first teachers' institute and summer school ever held in California. That was in 1899. There were but thirteen in attendance, including the instructors.

The source of a teacher's joy is in her love for children, and it arises from the instinct of parenthood, for teachers are only substitutes for parents. Without love, teaching is a hard and joyless task. It seems many times that the efforts of the teacher are not appreciated and that there is no reward for long hours, yea, years, of tiring labor. But this is not true. The reward is sure, for God has promised.

The Cross Before the Crown

God knows the importance of our work and the spirit in which it is done, and He rewards according to the value of the work done. There is a reward for teachers, whether we recognize it or not. It may not come today or tomorrow, or the next day—for before a crown is ever given there must be a cross. The heavier the cross, the brighter the crown.

* Reprinted by request from *The Review and Herald* of March 18, 1943, pp. 17-19.

share so great a responsibility, do you not think that we shall have part in the reward?

Loving the Children

For myself, I accepted this principle very literally. By the grave of my only child I promised the Lord that henceforth all the children of my people should be my children. For them I would spend and be spent as if they were my very own—the children of my schools were mine, not for a day, nor a year, but so long as life should last.

The love and care of parents follow the child all his life; so it is with the Christian teacher. When one has a child in his care, even for a short time, he leaves his impress upon him. Forever after that child reflects that influence, and influence is a shoreless sea. It never ends. Therefore, our love and interest and prayers for these adopted children of ours must never end.

There is a great deal to disturb our love and tire our patience. The will of children, even very young ones, is often very perverse, but "love suffereth long, and is kind; . . . beareth all things, believeth all things, hopeth all things, endureth all things. Love never faileth."² The heart of the teacher is broken over and over again, but we must not fail nor be discouraged, for "we shall reap, if we faint not."³

You sit alone, and perhaps lonely, at the close of your life's day. There is a ring at the door and there stands a man. You do not remember at first ever having met him before, but you take a second look, and the eyes, yes, the eyes! the same always! Now you know. It is one of *your* boys. And he speaks: "Yes, I have returned from my mission field, where I labored long among the unfortunate who do not know Jesus, and I taught them the lessons you taught me." Then you are lonely no longer and you say life is sweet. You forget the heartaches, the disappointments, the trials, the tears. You remember only that the harvest is good from the seed sown so long ago.

I have been asked to relate some personal experiences. Let me give one that will, I think, illustrate how God, in answer to our earnest prayers, will make up for our blunders and mistakes—for I made many mistakes. I knew so little. I did not understand children, especially boys.

Learning From Mistakes

A teacher, as we said before, is at a disadvantage as a substitute for a parent or parents—she did not bear these children; she does not know their inheritance, constitution, temperament, environment, habits, health, or inclinations. The teacher should seek God for discernment. It is one of the gifts of the Spirit. The Spirit is a wonderful teacher and will give us understanding hearts like the one for which Solomon prayed.

All my life I had a great ambition to be a teacher. My mother said, "You can never teach unless you learn to manage children. When you are left alone with your sisters, you do not control them. You let them do much as they please. You cannot even discipline a cat. You spoil all the cats on the place."

But I thought I would make their work so interesting and would love them so much that my pupils would just naturally behave; but alas! they did not behave, and my first school almost ran away with me.

In my second school I resolved to change my methods and be more firm. The second week a beautiful poem was assigned in a reading class, to be studied and read the next day. A little boy in the back seat said, "I do not like poetry. I will not read poetry. It is sissy stuff." I tried to show him the use and beauty of poetry and hoped to have no further trouble with him. But the next day he refused to read. He had not studied, would not even open his book in class. I told him positively he must read the poem.

The little girls in class loved poetry, and I hoped that he would listen to them and decide to read. If he should still refuse, I did not know what to do; but I had a real conviction that I must compel him to obey, even if he must be punished.

While I was wondering just what I should do for the boy or with him, he solved his own problem. Behind him was an open window. He rose from his seat, mounted his desk, and went out through that open window. I expected him to come back soon, and then we would settle the matter.

He did return in about an hour on his horse, galloped past the window, and with a cowboy yell vanished down the street. He never came back to school. He was never in school again anywhere. His parents left town a few days later. He refused to go to school; so they returned to their home in the hills, and Duke became a cowboy. He had been in church school only two weeks, and now he would never go again. I reproached myself bitterly for not knowing how to keep him.



From that day I prayed as never before that God would help me learn the secret of control over children and how to hold them in our schools. I did not want to drive another boy out of school. Duke was never out of my mind; he was always on my heart. I prayed for him and asked God to forgive me and to go behind me and undo my mistakes.

Ten years went by. Then my brother-in-law, who was working on a road project, came home one evening and said he had worked that day with a man named Duke, who knew me and said that he had made a mistake in leaving school. He had said, "How is Mrs. McKibbin's health? I hope she is well. Does she still teach?" What a relief! What a load off my heart! He felt kindly toward me and now wished he had read poetry in the long ago.

Five years later I learned that he and his wife had been converted and baptized. Fifteen years is quite a time to wait for results, but it was worth it. Was that not a great reward for two weeks' work—two weeks and a mistake? He remembered the Bible lessons he had learned in those two weeks and could repeat each one. He said, "We have worship in our home now." The great burden lifted. He was a converted man and had family worship in his home. He read the Psalms. He loved to read them, which was his way of telling me he now read poetry and loved it.

I am not a childless woman. I have many children. Do you want to know how many I have? The name of every child or youth I ever taught is here in this book which I call my "Book of Remembrance." It is greatly worn from much use. There are 1,300 names in this book—yes, I have 1,300 children. They are all mine, mine now and mine forever.

A Little Infidel

There is one name among these which, when I look at it, fills me with strange memories. She was only ten years old, yet an infidel. She was determined not to believe in God, not to be a Christian, and, also, to hinder any other child in that school who might desire to be a Christian. I have never seen another child like her. She was pretty, talented—sang like a bird. She led the singing in school. (I cannot sing. It was one of my greatest handicaps as a teacher, but the people in the community said there never was such singing among school children as in my school.)

Katie led the singing in that school of fifty children. She sang all the time—for sing she must. We used only religious songs, and these seemed the only hold we had on her.

She made my life miserable for three years. Her influence was detrimental in every way. I went to the president of the school with this word from the Testimonies: "Among those who attend the school there will be some who are nothing less than Satan's agents. They have no respect for the rules of the school,

and they demoralize all who associate with them. After the teachers have done all they can do to reform this class, after they have, by personal effort, by entreaties and prayer, endeavored to reach them, and they refuse all the efforts made in their behalf, and continue in their course of sin, then it will be necessary to separate them from the school, that others may not be contaminated by their evil influence."⁴

He looked straight into my eyes and said, "Do you mean to say that a ten-year-old girl has a greater influence in that school than you have?" That was all he said. I went back to my work and this is what I said to the Lord: "Dear Lord, the power of that girl is greater than anything in me, but You are greater than the one who controls her. Give me power to help the other children. Save them from her influence, and save her if it is possible."

Soon after this a revival was held in our school, and a wonderful work was done for the children. All responded but Katie. She sat in her seat, pale and rigid, steeling herself against every good impulse and influence. Twenty children were baptized. Then Katie went to work to undo it all. She worked carefully, but I saw its effect. Some were influenced by her and gave up their efforts to be Christians. That broke my heart. As before related, I was taken from that schoolroom to a sanitarium, where I lay for many months. But I took my prayer list with me, and Katie's name was there next to Duke's.

Katie's next teacher got on better. He was a good singer, very magnetic. He persuaded her to apologize to me, because she let him know how much she disliked me.

She said very stiffly, "I have come to apologize. Will you forgive me?"

I said, "I forgave you long ago. I believe in not letting the sun go down until all is forgiven."

"You do not dislike me?"

"No, I love you. You are one of my children, and a mother never turns from her child. She would even follow a child to San Quentin to help him. So would I."

Katie rose to leave. At the door she turned and said, "You have a prayer list, don't you? If my name is on that list, will you please take it off?"

"Katie, if there is any other thing you would like me to do for you, I shall be glad to do it. But this one thing I cannot do."

She left without another word.

She married a fine young man, and made his life as miserable as she had made mine. After a while, however, for some reason, she came to church and finally joined us. She became very religious, but her heart was not changed. Finally her husband left her. I do not believe in divorce, but I believe this man was justified in his action. Some people make light of

situations so unfortunate, but I can never jest about a broken home.

Converted at Last

I still continued to pray for Katie. Her mother died, and Katie's health failed. A friend wrote me, "I went to visit Katie. She is very ill. She may not live. Her heart is broken. She said, 'Will you please write to Mrs. McKibbin and tell her that at last I have been converted? I almost killed her years ago!'"

"Yes, you shortened her life," said my friend.

Katie continued, "Ask her whether she believes God can ever forgive me."

When repentance is as sincere and deep as hers was, God freely forgives.

Two years ago I went back to that church. I saw a crippled woman coming down the street, supported by a younger woman. The younger woman's hair was gray, her face wan, her beauty gone, but her face was kind, sympathetic. It was Katie. She who once had seemed to live only to hurt others was now helping an old lady to come to church.

A woman sitting beside me said, "Katie has the kindest heart in this church." Who would want greater joy than mine! Who could ask for more?

That day in the Sabbath school she sang a solo. She was older now; yet the song rose clear and full, with a new meaning in it. There was a "something" there that was never in her voice as a girl. I believe that when the Lord makes up His jewels, Katie will be one of them.

God has said, "My word . . . shall not return unto Me void, but it shall accomplish that which I please."¹

Yes, "we shall reap, if we faint not."²

In that last year of work in the church school my health was very poor and the work was hard. There were two invalids to care for at home, a younger brother to look after, and each evening lessons to prepare and books to write. One day as I walked home, over a mile in the mud and rain, I wondered whether I should ever be able to go to my school again.

That night I had a dream which was a great encouragement to me. Some of my friends smile at them, but my dreams help me when the way is very hard.

I thought it was the judgment day. I saw the Judge on the throne and beside Him the Master Teacher and a great glory all about them. In my damp earth garments I sat unnoticed on a cold stone, far away in the shadows. Presently the children of my school appeared. They were in three groups. First came children with their parents. The Master spoke words of commendation and smiled upon them. He spoke to them but looked at me, far away in the shadow, and I felt warm and comforted—no one else seemed to know that I was there.

In the next group the parents were alone, and I understood the children were lost. This I could not bear. As I sat with my head bowed in grief, I heard

the Master speak. He asked me to come up to the throne. As I did so, my heavy garments fell away; I was clothed in light, airy raiment, and all my weariness was gone.

In the third group were the children whose parents were not saved. The Master said such kind words to me as He gave all these little children to me that I forgot all my trials and remembered only the joy of serving His little ones.

It is just a dream, but it helped me. I hope it will help you, too.

¹ Ellen G. White, *Christian Education*, p. 60.

² 1 Corinthians 13:4-8.

³ Galatians 6:9.

⁴ White, *Testimonies for the Church*, vol. 4, p. 422.

⁵ Isaiah 55:11.

Church Member and School

(Concluded from page 3)

suggestions relative to operation of the school. The influence of the local church will be felt immediately in formulating major policies and in making important decisions. For a while there may be more criticism of teachers and administrators, but this will recede as the people better understand the operation of their school, and its difficulties. In the long run, such interest (perhaps certain teachers call it interference!) will help the schools.

Some educators, particularly those connected with elementary schools, have felt it would be better not to allow the school board a strong hand in operating the school. Some have hailed as an advance the recent trend to curtail the local congregation's influence in hiring teachers and in determining wages and financial policies. This is not a good trend; it will eventually dry up the financial and moral support the schools so desperately need. Certainly there must be conference- and union-wide policies that safeguard the teacher on these matters. On the other hand, we cannot expect or conscientiously solicit stronger lay interest merely to use it to our own ends. Laymen will not long support a program in whose direction they have no voice. After all, to whom do the schools belong? and who is paying the bills for them? We must allow the laymen a bona fide place in school affairs, and we must avoid any feeling of superiority over or independence from the local constituency and its duly elected boards. The common attitude of, "What do they know about running a school?" is not commendable in any educator. Teachers should be adept in the art of communication. By careful thought and planning we can educate the laity to their proper sphere in school activities—that of formulating major policies, then leaving their administration to those whom they have hired to do the job.

Thriving schools, we have observed, are those in which there is much planning activity on the part of laymen. Heightened lay interest may bring more criticism and more lay direction on basic problems and issues, but less criticism on the trivia so often the source of greatest irritation to teachers. This interest will help to solve these major problems, and will gain the needed support for immediate expansion of our schools and services. We welcome stronger and more active direction from our constituencies, for it will mean stronger schools and better times for educators.

So This Is College!*

M. E. Mathisen

DEAN
PACIFIC UNION COLLEGE

COLLEGE means different things to different people. It is a soft bed to the lazybones. To the socially ambitious, it is a Student Association office or a position in a dormitory club. To the social wallflower, college affords the meager-but-never-relinquished prospect of a mate. The immature adolescent sees college as a place for fun and freedom.

To the man with ideas, college is an invitation to mature fellowship, an opportunity to exchange ideas and viewpoints with other people. The young person who is looking and yearning for the best that life has to offer, recognizes attendance at college as the command to rise and shine, academically.

How varied we are in our attitudes toward and concepts of what college has to offer us! There are the Johns and Evas—young folks who want to know the right people, so as to join the right groups to learn to say the right things at the right time.

Then we have the Bills and the Judys—delightful young people. Likable, easy going, always ready for fun. They study just enough to get by without any "wasted effort"—they seem almost to have made a study of this problem! They have found the rather delicate balance between acquiring a passing grade and the minimum effort required to maintain such a grade. Bill and Judy have a lot of fun. They are always ready to make up a tennis foursome or to fill in with spontaneous chatting during a conversational lull at the dining table. They make perfect fair-weather companions, but they lack basic loyalties or commanding convictions.

Then, of course, there are the Freds and the Janes. Shy, self-conscious, ever fearful of blundering, they feel outside the group while their great desire is for a sense of belonging. And so on and on we might go, describing the various dispositions, personalities, attitudes, and foibles common to a college group.

"So this is college!" says mixed-up Frank Freshman, in all the newness and wonder of his early college experience: new classes, new teachers, new student friends, a new daily routine. Amid all this newness, he pauses to exclaim, "So this is college!"

"So this is college!" It's the voice of Sally Sophomore. Just a little more self-assured than a year ago now. It is rather amazing how much one can learn in a year. I am not certain just how Sally did last year,

but the ring in her voice seems to indicate her readiness to meet the challenge of another year. "So this is college!" she says, as she determines to get off on the right foot for the work of another year.

"So this is college!" Dead serious now, Joe Junior is speaking. He is a veteran in the ways of college life. At the midpoint of his college career the road ahead seems long and hard, but with a firm-set jaw and a look of pleasant determination he picks up his Junior-Senior check list and dashes off to counsel with his advisor about the upper-division course work of the next two years. "So this is college," he mutters as he walks briskly along. He is finding college life serious business. Competition in this day and age is keen, you know. Of course he has been told this all along by his teachers, but somehow it takes on new significance as he passes the midpoint and enters upon the last half of his college experience. Perhaps he is a premed or pre dental student, or planning to teach or to enter graduate school. Whatever this chap plans to do, he is now assured that the job will require the very best he has to give.

"So this is college!" says Susan Senior, with the suggestion of a sigh. She draws a deep breath, looks at one with a slight twinkle in her eye, and says, "Yes, this is my last year." Even now she has mingled emotions. She is glad because she will soon have the privilege of joining the hundreds of men and women—alumni—who today are demonstrating the spirit and purpose of the college as, in one way or another, they minister to the needs of humanity.

During your years at college you have been taught that "true education means more than the pursuit of a certain course of study. It means more than the preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come."*

Topping the list of the objectives of our Christian schools are the spiritual. This, it seems to me, marks the essential difference between our Seventh-day Adventist colleges and the typical secular colleges and universities. SO THIS IS COLLEGE in a Christian institution of higher education.

* A chapel talk at Pacific Union College near the beginning of the 1955-56 school year.

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

Counseling the School Dropout

R. L. Reynolds

DIRECTOR OF PUBLIC RELATIONS
PACIFIC UNION COLLEGE

ACADEMY and college dropouts pose a major problem for our educators. Many students are lost to our schools and to our church, not only because they leave school, but because, at a critical time in their lives, there is no concerted effort or studied plan to help them to overcome the discouragement and despair that come with dropping out of school, regardless of why they dropped out.

The reasons for school dropouts are many, ranging from scholastic and financial difficulties to disciplinary actions. Whatever the reason, it is a major event and decision for the student, and no teacher should minimize its importance. Many students leave our schools—and often the church—with bitterness, owing to a lack of interest and counsel at this time of crisis.

The dropouts can be divided into two groups—the voluntary and the forced; and the forced dropouts can be grouped into those due to disciplinary action, scholastic failure, and financial failure.

The disciplinary dropout is probably the most difficult to handle, and possibly needs the most careful attention. The student must be disconnected from the school. He realizes that he has made a mistake and has disgraced himself and his family, and still he is often bitter and inclined to blame the school. Especially is this true if he has not been treated patiently and kindly. He needs a friend *now*, and thoughtful, kindly help from a generous and understanding Christian teacher can give him courage to face his problem fairly and realistically, and to use it as a steppingstone to better things. At a time like this his plans have gone awry, and the course of his life must be immediately redirected. The warm concern and friendly counsel of a teacher will show him that even though he has made a mistake, someone still believes in him and is anxious to help him make a new start.

John was dismissed from school with a curt notice that his presence was no longer wanted on the campus and that he should leave within a prescribed few hours. He was given no counsel or help. Years later he stated that since then he had not been near a school or a church.

Joe also got into difficulty and was dismissed, but he received the kindly help of an interested teacher,



PHOTO BY GLENN FILLMAN

who assisted him with plans for the immediate future and instilled in him the desire and determination to return and make good. Joe came back and finished his college work, and is now a valuable worker.

The following suggestions, if carried through at the time of a student's dismissal, will encourage him, and show him that someone has an interest in him:

1. Make certain that the student has money enough to get home.
2. Help him to make definite plans for further schooling. In some cases a transfer to another school can be worked out. If not, his return to the same school can be suggested as a possibility when the proper adjustments have been made. Many have successfully returned.
3. Help him to secure employment.
4. Communicate with his parents; help them to realize that their child needs their understanding help and encouragement at this time.
5. Turn the student's attention toward something in which he can develop an interest—possibly a different course of study upon his return to school.
6. Above all, give him your time and interest. You may be the only interested and trained person from whom he will have an opportunity to receive help.

The young person who drops out because of inability to maintain a proper scholastic record needs to be redirected into a type of activity that he can successfully complete. Assistance in analyzing the problems and working out a program in keeping with the student's interests and capabilities often helps a great deal. Counsel from the writings of the Spirit of prophecy helps the discouraged student to realize that there is a place for him in some line of

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Educating Women for Life*

Mercedes Habenicht Dyer

DIRECTOR OF COUNSELING AND ORIENTATION
WASHINGTON MISSIONARY COLLEGE

BEFORE 1860 colleges were restricted to men. But the woman suffrage movement and similar campaigns stirred the hearts of intelligent and vigorous women to desire equality with men. Women began seeking advanced education, though many believed them incapable of college education. In order to prove that women could acquire the same mental skills and meet the standards of a duly accredited college, women's colleges were forced to offer the same curriculum as men's colleges. This new movement was established on the assumption that women were equally deserving of all opportunities then open to men. It was for this reason that the women's colleges undertook to meet all the requirements of previously denied professional careers, which they sought to gain for women. When State universities opened their doors to women, no concessions were made, or asked—on the assumption that the only way to be exactly equal was to be exactly alike.

For several decades few women attended the colleges, and the curriculum remained the same. As time passed, some electives came in that catered to the women's interests. Finishing schools still flourished. Later, junior colleges met the needs of the less-courageous women. But, on the whole, the pattern of education remained the same for men and women. Then, after the turn of the century, the college population expanded phenomenally. As the physical frontiers disappeared in this country higher education was acclaimed as the new frontier. To get ahead in the world and to get the good jobs, one must go to college. Here women began to find their education inadequate. They too needed vocational training; though not so unanimously as men, since the earning career of women is frequently interrupted or delayed or sometimes terminated by marriage. Today, women as well as men feel that unless college prepares them for their vocational life it is not essential.

Would it be more feasible to set up different cur-

riculums for men and women than to set up different curriculums for the rich and the poor or for the extrovert and the introvert? Hardly. The individual differences among members of any group in abilities, talents, opportunities, nullify the very concept of one educational program for that group. Those who argue that education should be different see one significant difference: woman's primary function is homemaking, therefore they would put the emphasis of women's education on homemaking. The courses should include nutrition, clothing, household management, child guidance, and family relationships. These would be enriched and enhanced so that homemaking would acquire in our society a high prestige, a truly appropriate value. Our college women would be made to see homemaking as a remunerative, satisfying, enviable career, far more significant than nursing, teaching, or secretarial work.

In our colleges it is still often true that a young woman is expected to prepare for a career aside from homemaking. We offer courses in home economics, but the girls are not all required to take them. A woman can obtain a B.A. degree without taking a single course in the home economics department. Do the courses we teach meet the needs of a young woman who must live on a worker's salary? Many women can finish college without any courses in the curriculum designed to help them to be good homemakers.

No one method of education can be generalized into a single program that will fit all college women. There are too many different kinds of girls, too many individual needs. The girl whose home training has been carefully guided by her parents may make a better homemaker without a college education than the girl who has had little or no home training but who holds a college degree. It is impossible for the college to give each girl individualized training through the curriculum. Each girl brings to the school a challenge that the school must meet. How shall we meet it? Perhaps partly by the intelligence of the classroom teacher who knows how to bring practical application to the ideals he can draw from his subject matter, partly by the school-home dean,

* A paper presented at the fourth biennial meeting of the administrative officers of Seventh-day Adventist colleges, Boulder, Colorado, July 22-28, 1955. Mrs. Dyer was then dean of women at Washington Missionary College.

partly by the influence of the environment in a college situation. Here again, an intensive, dynamic, enthusiastic guidance program would help.

Recently Jane Berry, under the sponsorship of the American Council on Education, studied the life plans of 677 freshman and sophomore college women. Among these were women enrolled at fifteen schools of higher learning, including coeducational liberal arts colleges, State universities, and women's colleges. Thirty per cent of the courses preferred by these women were education, home economics, and nursing. Only one of the 677 young women reported that her life plans did not include marriage; about 40 per cent considered it possible that they might marry before they finish college. The preferred age for marriage was 22-23 years; only 9 said they planned to marry after the age of 26. These college women are also looking toward motherhood. About 84 per cent desire to have 3 or more children. Here are the reasons they list for attending college: (1) to be a well-rounded person and a better wife and mother, (2) to occupy my time until marriage, (3) to be prepared in case I have to earn my own living, (4) to meet men that have the same interests and would be good husbands and fathers. Of this group, 90 per cent plan to work after college. It is plain to see from this sampling that college women expect college to prepare them for both marriage and work.¹

Another recent study, by Donald Horning, examined the wives of 100 Indiana University faculty members. Ninety-six of these had attended college, 74 had completed the B.A. degree, 24 hold the M.A. degree, and 4 have the Ph.D. degree. We might take this study as an indication of how the college graduate feels about her college course: 26 wished they had studied something else; 65 thought their education was too impractical. All of the 100 had been working at the time of marriage, and 43 continued after marriage. One significant point was that 70 per cent expressed a negative attitude toward housework.

We might question whether a college education helps to make a young woman a happier, more contented homemaker, or whether the college graduate feels frustrated because she must spend part of her time doing housework when she could be earning. In these recent studies on women's evaluation of what college should do for them and what it is doing, all agree that college should prepare for a vocation and also for marriage and homemaking. The majority of women college graduates agree that college is impractical and deficient in training for marriage and family living.

Our schools are to be patterned after the schools of the prophets. The sons of the prophets were to be prepared to perform the practical duties of life

and to have a vocation by which they could earn their living. We have no record that women attended these schools, but we do have definite instruction regarding the education of our girls. Eighty to 90 per cent of our young women will become homemakers. What training are we giving to prepare them for this important lifework? Many homes have broken down, and many of our present college women have not had adequate home training. Should we supply more opportunity for learning these skills through the curriculum? or will our girls receive sufficient training vicariously in the school environment? Resident students miss the school-home training that the dormitory students receive.

The purpose of our schools is to save the young people who attend, and to prepare them to be efficient workers for God. We need trained teachers, nurses, physical therapists, Bible instructors, secretaries, and other trained women in almost every branch of our work. Our homes and our children deserve the best mothers and homemakers. Our churches need educated women who can do the kind of home missionary work that will give our message the noble, elevated place God designs it should occupy. Have we placed so much stress on the professions that our women have no time for Dorcas work? no time to go out and teach the poor how to live, how to cook, and how to sew? Our welfare work should do more than give food and clothing. Godly women should enter the homes and lift the people toward God, combining spiritual lessons with practical application. Why is it so hard to get good teachers and leaders for our children's divisions in the Sabbath school, for Pathfinders, and other activities?

Have we neglected to stress the opportunities for an educated woman who is "just a homemaker"? Missionary work begins at home. Unless our women are missionaries at home, they will find foreign mission work difficult. One complaint of missionary wives is that they do not mingle with the people they go to help. They have not learned to *give themselves* for the cause of God.

We need to encourage our women to prepare both for an occupation and for homemaking. We need to restudy our curriculum and so integrate it that this may be accomplished without sacrificing the liberal education that will provide the fundamental concepts and ideals of a rich ethical, cultural, and spiritual way of life. Our society is largely molded by the values held by women. Let us not forget to instill in our young women the spirit of self-sacrifice, the spirit of missionary endeavor, and the zeal to finish God's work quickly here on earth.

¹ Jane Berry, "Life Plans of College Women," *Journal of the National Association of Deans of Women*, January, 1955, pp. 77-80.

² See Ellen G. White, *Education*, p. 254; *Fundamentals of Christian Education*, p. 141; *The Ministry of Healing*, pp. 303, 380; *Testimonies for the Church*, vol. 3, pp. 141, 562, 563.

Must There Always Be a Winner?

*Charles A. Bucher**

America is rapidly becoming a nation of "winners." Do we ever stop to realize what we are doing in always stressing the winner? We are glorifying and publicizing a few talented individuals at the expense of the many. We are interpreting success to mean blue ribbons, trophies, high grades, purses, power, prestige, and material possessions. Children are growing up with the feeling they must prove superiority, have great influence, and be a winner rather than just participate and live for the values inherent in an activity and in life itself. It is no longer enough to play; one must play to win, be a champion.

The alarming and shocking part of this consuming desire to be "on top" is that the schools are largely to blame. The nation's centers of learning are continually urging youngsters to prove themselves to their classmates.

What happens to school children in this mad race for first place, prizes, awards, prestige, and power? Experts tell us that some children can participate in an activity and accept inability to excel better than others. Some take it as a matter of fact. Others become overly ambitious and frequently are high strung and nervous. They fight and push ahead, climbing and grabbing, never reaching the goal, never satisfied, continually striving to achieve and excel more and more.

Dr. Arthur T. Jersild of Columbia University, noted authority in the field of child psychology, says, "Competitive attitudes acquired in childhood frequently make life harder at the adult level. A person may be so driven that he is unable to enjoy his work or his play but is compelled instead with each new success to expend new effort in protecting his reputation and in increasing his power."

On the other hand, the individual who never wins often becomes discouraged and views himself as a failure in the eyes of the world. He may give up entirely, throw up his hands and say, "It's just no use." Children lose the feeling of belonging and security and often take on a defeatist attitude when

they fail to achieve in accordance with adult standards.

There are other evils which make the practice of stressing the "winner" educationally unsound. This is true especially in the area of sports. Undue pressure is placed on the participants, parents become over-enthusiastic, immature children become overstimulated, the health of the individual is overlooked, excessive publicity oftentimes is bad for the "star" contestant or the "star" team, unsportsmanlike play is resorted to, and a sound standard of values is disregarded.

Stressing "winners" has had an unfavorable influence in international athletic relations. During the last Olympic Games, American sportswriters kept a day-to-day tally on points, playing up the rivalry between the U.S.S.R. and the United States, trying to give the American public what it wanted—a winner. The world criticized the Nazis for the same thing when the games were held in Berlin.

The Olympics were never meant to be a contest to prove the superiority of one nation over the other. They were designed to promote international good will—not tear it down. As Baron Pierre de Coubertin, founder of this modern international festival, said, "The important thing in the Olympic Games is not winning, but taking part; the essential thing in life is not conquering, but fighting well."

PHOTO BY KLOPFENSTEIN



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This desire to prove superiority, engendered in the school, does not end there or with children and youth. It carries over into adult years and distorts the real values that life has to offer. This is reflected in the stress on material possessions so evident in society, the desire to make the social register, and the struggle to keep up with the Joneses.

But the schools and parents can show young people what the real values in life are. Children then will realize that rewards do not come only to those who win first place. In fact, many benefits accrue from failing or making mistakes. And certainly, one should be able to make mistakes in school. That is a part of education.

Boss Kettering, vice-president and head of research for General Motors, is quoted as saying, "If only there were a million more boys being taught what it takes to be a researcher, what a world this could be! Think of the poor kids, from the time they start to school, they're examined three or four times a year, and if they flunk, it's a disgrace. If they fail once, they're out. In contrast, all research is 99.9 per cent failure and if you succeed once, you're in. Here's what we ought to teach them: The only time you don't want an experiment to fail is the last time you try it."

Schools should stress that the real values in life come from participating. Instead of striving to be a star in a play, a child should realize that joy and satisfaction come regardless of whether he gets top billing or is in charge of stage props. Instead of working only for the "A" in an English essay, youngsters should be more aware of trying to improve their ability to convey their ideas and thoughts to others.

And, instead of being obsessed with the idea of winning a loving cup symbolic of supremacy, the coach and team should be more concerned with the development of worthwhile skills, strength, of healthy bodies and sportsmanship. Everyone does not have to be a winner—the real values come to all who participate, not only to those who achieve first place. One does not have to justify his existence on this earth. This is one of the most important lessons that youth should get from schools.

It is encouraging to find that some schools are recognizing the evils associated with the practice of always having "winners." Some schools have discarded the old-fashioned report card with its "A's," "B's," and "F's" and are sending home descriptive statements of students' progress. Schools have "Play Days" when children from many different schools play together. The teams are comprised of students from every school. In looking back at such events, the participants can't remember who won or lost, but they never forget the fun, joy, and social benefits of the experience.

A superintendent of schools in a midwestern state



PHOTO BY A. DEVANEY

was disturbed that only a few students were "getting the breaks" in school-activity programs. His schools now conduct the kind of program in which every student is given an opportunity to participate in dramatics, dancing, singing, art, archery, or one of the many other activities. "Everyone gets into the act," he says. And, as a result, "they are learning to work out problems together; they are gaining respect for the achievements of others; they are . . . getting the kind of experience that will make them worthwhile, resourceful citizens."

Perhaps these are signs that in the years to come the success of a school will not be judged by the number of political leaders, business tycoons, and "All-American" athletes it turns out, but by the number of well-adjusted, useful, and happy individuals it sends into the community. When this comes true, there may be fewer "A's," more of the games may be in the "lost" column, and the newspapers may be deprived of some sensational news. However, at the same time, hospitals will lose a lot of patients, athletic stadiums will have fewer seats in the stands but more participants on the field, and Cadillac dealers will sell to the Joneses instead of those who are trying to keep up with them. Such a goal is a worthwhile challenge for 20th-century schools.—*The Education Digest*, vol. 21, no. 2. (October, 1955, pp. 25-27. Reported from *Your Life*, XXXV (May-June, 1955), 15-20. Copyright 1955, The Kingsway Press, Inc. (Used by permission.)

Admitting Students to the School of Medicine

W. B. Clark

SELECTING the members of the freshman class of the School of Medicine is a difficult and delicate task. After World War II, with the return of veterans to their interrupted educational pursuits, the number of qualified applicants for admission each year exceeded the capacity of the facilities available. The peak years in point of numbers were 1949 to 1952, following which there was a gradual decline until 1955. Present indications are that the number is again increasing. This is to be expected in view of the nationwide increase in high school and college enrollments.

Inasmuch as the facilities of the medical school can handle only ninety-six freshman students, the committee on admissions addresses itself to the task of selecting those applicants whom they judge to be best qualified for the study of medicine. The criteria used in this determination are:

1. Stability of Christian character and citizenship as evidenced by the student's experience in college and his manifest interest in the work of the church.

2. Personality qualifications and suitability for the medical profession.

3. Grade point average of not less than 1.5 in science and nonscience courses calculated separately for the entire college record. For the benefit of those who had difficulty in adjusting to college work, resulting in slightly lower scholarship in the first year or two, a two-year record of 2.0 or better with a full scholastic load is accepted in lieu of the over-all 1.5.

4. Satisfactory performance on the Medical College Admission Test.

5. Completion of four full years of college—128 semester hours, 40 of which must be upper biennium. This requirement must have been met by June of the year in which application is made.

The selection of students for the College of Medical Evangelists is unique among professional schools, in that practically all applicants come from our denominational colleges. The near-uniformity in standards of citizenship, content material of courses, and method of grading in these colleges makes possible a reliable comparison of the qualifications of all applicants from our colleges. The performance at the medical school of students from the respective colleges is observed with interest. At the conclusion of each year a report is submitted to the deans of the colleges, indicating the performance of freshman and sophomore medical students. In addition to this, a cumulative comparative report is also made of

student performance by colleges. This now includes a nine-year period, and with the increasing number of both students and years, this report takes on added significance. While there are some differences, which are of interest to the colleges, the relative uniformity of performance indicates a gratifyingly high quality of preparation provided by our colleges.

The committee on admissions is constantly alert for indications of criteria that may become a more reliable basis for selection of students for the School of Medicine. Premedical students seeking counsel have raised many questions relative to the most important factors in premedical training: Is it better to select a chemistry or a biology major? Does the inclusion of certain elective courses enhance one's chances for admission? Is it more important to participate in extracurricular activities than to stress good grades? It is difficult to answer these and other questions positively. Numerous factors must be taken into account, and of course individual differences must be considered. It is the purpose here to deal more specifically with the validity of scholarship records and results of the Medical College Admission Test in predicting success in the study of medicine.

In presenting to the committee on admissions the scholarship records of all applicants, the performance in science and nonscience courses is indicated separately. The over-all grade point average is also included. Performance in specific course requirements is considered more significant than that in elective courses, for two reasons: (1) These subjects are fundamental prerequisites to courses in the medical school, and it is reasonable to assume that they indicate in general one's interest and ability in scientific subjects; and (2) they are usually taken in competition with other preprofessional students, many of whom are also preparing for medicine.

The Medical College Admission Test, as administered by the Educational Testing Service, Princeton, New Jersey, covers four areas: verbal ability, quantitative ability, understanding of modern society, and science; and is required by most schools of medicine. Approximately fourteen thousand applicants to schools of medicine take this test each year. The verbal and quantitative ability tests cover general scholastic aptitudes, particularly emphasize

ing ability in the use of fundamental reading and arithmetic skills. The scores of these areas should indicate the student's ability to do advanced work in general. The section on understanding modern society is designed to measure the student's social awareness and general information in the field of history, economics, government, and sociology. The science section is designed to reflect the student's grasp of the foundation principles presented in basic college courses in biology, chemistry, and physics. Every applicant's scores in each of these areas, as well as his over-all average, are reported to the committee on admissions.

The 1956 edition of *Admissions Requirements of American Medical Colleges* includes the following statement:

"The Medical College Admission Test gives evidence of the capacity and attainment of an applicant. The MCAT should be taken 'in stride.' It provides some information about the capacity of the applicant, his brightness, or the speed with which he will learn, and how well he has mastered certain basic work in college. It is usually, and properly, interpreted in conjunction with the college transcript and other records.

"The MCAT does not indicate how interested a student is in the study of medicine, how strong his motivation is to study, or what kind of a person he is. Since these factors are all very important in determining the probable success of a student, the Medical College Admission Test is used with other devices in evaluating the applicant."

We are frequently asked, "Which factor is the most valid in predicting how a student will perform in the study of medicine?" As applied to any given person, it should be recognized that this question cannot be answered with any degree of certainty. Using any of the above factors, there have been marked deviations, thus pointing up the danger of attempting such predictions. However, that does not rule out the value of any or all of these factors, for they are, indeed, the best objective criteria available to indicate an applicant's ability.

For several years a study has been made of the correlation of these factors to performance of freshmen in the study of medicine. The coefficient of correlation may not appear as high as might be anticipated, but a comparison of these factors does have significance. For a five-year period, 1948-1952, the following correlations were determined:

Correlation of science grade point average to freshman performance	.53
Correlation of nonscience grade point average to freshman performance	.38
Correlation of Medical College Admission Test to freshman performance	.26
Correlation of premedical science section of MCAT to freshman performance	.30
Correlation of psychological test to freshman performance	.19

The College of Medical Evangelists has not used the Medical College Admission Test scores as an initial screening of applicants, as some schools do. We have used these scores in connection with the grade

point averages, which obviously are more significant inasmuch as they do measure performance under fairly constant conditions.

For purposes of selection the importance of the MCAT scores within the normal range is considered to be relatively insignificant, if the grade point average is in a safe category. However, inasmuch as there is a positive correlation between the Medical College Admission Test and performance in the study of medicine, an applicant whose grade point average is marginal but whose MCAT scores are good is considered a safer risk than one who has the same grade point average but whose MCAT scores are low.

The observation is that the Medical College Admission Test takes on added significance when the test results are extremely high or extremely low. During the past nine years, two applicants were accepted whose grade point averages were good, but whose MCAT results were extremely low. Both students failed in the freshman year. Though not quite so marked, students whose scholastic record is average but whose MCAT results are extremely high tend to perform better than their grade point average would indicate.

It is obvious that performance in the science courses is more significant than any other single factor. However, to be assured of a well-rounded preparation, an applicant is considered qualified only when he has at least the minimum grade point average in nonscience as well as in science courses. The applicant who has a relatively high performance record in premedical science courses and a marginal record in nonscience courses is judged to be a safer risk than one whose record is the reverse.

In counseling premedical students, therefore, stress may very appropriately be placed upon the importance of earning good grades in the science courses; though a proper balance of good quality in all is, of course, most desirable.

It should be further observed that the total grade point average at completion of preprofessional work does not always project an accurate picture. Adjustment to college is more difficult for some than for others. Experience has demonstrated that the student who gets off to a poor beginning in college, but who shows consistently marked improvement in the upper biennium is a safer risk than the one who maintains the same grade point average throughout the college course. Decline in scholarship in the upper biennium courses may well be regarded with concern unless some unusual factors have contributed to such a decline.

A psychological test has been administered as a part of the registration procedure for the past eight freshman classes. While obviously this has had no bearing on acceptance to the medical school, and the

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Bible Teachers—Summer, 1956

NOW in its twenty-second year, the Seventh-day Adventist Theological Seminary draws an increasing number of students "from all the world" and in turn sends them "into all the world," refreshed by Christian fellowship, confirmed in faith and devotion, built up in the truths of the Advent message, and strengthened in the skills essential to the proclamation of that message.

The Seminary is organized in five departments: Old Testament, New Testament, Systematic Theology and Christian Philosophy, Church History, and Practical Theology.

Old Testament. To the average person of the twentieth century, those who lived in the dim and dusty antiquity of Old Testament times often seem unreal, and the study of people who so long ago passed off the scene of action appears drab and uninteresting.

The purpose of the studies offered in the Old Testament Department is to "bring to life" the peoples of the ancient past, both Israelites and those of surrounding nations. Only in this way can the messages God gave through His prophets of old be understood in their fullness and beauty. A dealer in precious stones spares no pains to examine his jewels in minutest detail, and to polish them to intense brilliancy. In addition to this, he gives careful attention to the background upon which he displays his valuable gems. Likewise those who deal with the precious truths of God's Word should pay particular attention to the background in which the Bible was produced.

People who lived in the time of Abraham, David, or Daniel were real people, who lived in real places and toiled at real jobs. If we can but reproduce and revitalize those ancient races and nations, we shall have gained a fuller sense of the authenticity of the Old Testament record of a real God dealing with actual people. By studying the Old Testament as well as the New, we may gain invaluable insights into the Lord's dealings with men today.

"From All the World"

Those who profess to keep all the commandments of God should, above others, understand and appreciate Old Testament backgrounds and times. It is our hope in the Old Testament Department of the Seminary to present an enlarged concept of God's messages for men—yesterday and today—together with a greater understanding of the history, languages, customs, and peoples of the colorful Biblical lands of antiquity.

New Testament. Jesus Christ and His disciples lived in a real world. As His apostles labored to spread the gospel and organize the church they met theological and practical problems; and in their writings they answered these problems realistically. The purpose of the New Testament Department is to recreate that world—linguistically, historically, and theologically—and to apply the divinely inspired writings of the apostles to current theological and practical needs which today's Bible teacher and minister constantly meet.

The department offers courses in Greek grammar and reading, the historical and literary backgrounds of New Testament times, the problems raised by higher criticism, and the history of the canon. For advanced students there are classes in Sanskrit, the language of ancient India that is basic to Greek and all other Indo-European languages; in the Greek papyri, which reveal the everyday language of apostolic times; in the Greek Septuagint, the Bible used by the writers of the New Testament and the Apocrypha; and in textual studies. These courses prepare the minister and teacher for the courses in exegesis (or interpretation), which cover virtually the whole New Testament.

Though Greek is basic to the scientific exegesis of the New Testament, a number of exegesis courses are offered in English that do not

School Home



nto All the World”

Charles E. Weniger

DEAN
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY



Ordained Ministers—Summer, 1956

require a knowledge of Greek. In all exegesis courses minute study is made of the text, blending language, history, and theology to show the true import of the apostolic writings, that today's teacher and preacher may be prepared to apply them to the problems of our times.

Church History. In our preaching of the Advent message there is no substitute for church history; it remains the backbone of the prophetic word. Church history is particularly the history of New Testament Christianity, from its inception to our day. Far from being a dust-covered collection of useless, lifeless, and cumbersome antiques, church history belongs. It is life and power, an eloquent and moving witness of what the church has done. It records what happened to the church when it grew arrogant, rich, and increased in goods; it witnesses the martyrdom of leader and layman; and it reveals the church's achievements and triumphs.

The church is in constant motion. No two events, movements, or personalities are identical. It is in constant development because the church grows on until the preaching of the kingdom shall have filled the earth.

The purpose of teaching church history in the Seminary is not to encumber the student's memory with facts, nor is it to stress historical erudition *per se*. An accurate recognition and appraisal of the facts of church history are but the necessary canvass on which Christian philosophy of history can be drawn. The aim is to develop a taste for the history of the church of which we are members. The Department of Church History endeavors to lead the student into intelligent research methods; and to introduce him to the exciting adventure of research, satisfying to the mind and helpful to the student and to his

fellowmen, those with whom and for whom he works.

The history of the church does not consist exclusively of creeds, documents, and institutions; it consists of men. God does not anoint plans or creeds; He anoints men. Thus the human element is not overlooked, or the part played by master craftsmen in word and art.

In connection with some courses church history is studied in its own environment. Thus in tracing the beginnings of certain nineteenth-century movements in America the class in American Revivalism visits places in Maryland and Pennsylvania where significant events took place. The class in Studies in Denominational History has, on various occasions, toured many places in New England, where our Seventh-day Adventist denomination had its rise, and where its pioneers gave an example of sacrifice and of vision that cannot be obtained from books.

Systematic Theology and Christian Philosophy. Any naturalistic or idealistic approach to religion inevitably falls short of reality. It is only as we walk in the light that shines from revelation that we can safely arrive at the goal of truth. In the Department of Systematic Theology and Christian Philosophy the Word of God is taken as the foundation of all study. In this Book is found a harmonious and complete system of Christian doctrine and the true philosophy of life. Such a system, however, is comprehended only by diligent research and continuous effort, enriched by a knowledge of the Biblical languages, church history, and archeology.

Today there is a revival of interest in the study of systematic theology. The atomic age is leading men as never before to think on religious themes and to work out for themselves a philosophy of life that will give them faith and courage in this uncertain time. This is our opportunity to prepare ourselves to present our message in such a way as to command respect and acceptance.

One aim of the department is to engender in the

ummer, 1956



student a love for theological learning, so that he will continue his study when he leaves the Seminary. Above all, the goal of study is that his love may be deepened for the Author and Founder of all true wisdom. To this end we offer a variety of courses in doctrine, prophecy, Biblical literature, contemporary religious thought, and Christian philosophy.

The Department of Practical Theology includes studies in Christian education, church polity and organization, preaching, evangelism, pastoral ministry and counseling, worship, speech, and sacred music. As the Seminary workshop, it provides laboratory practice and field experience in the various activities of the curricula.

A student may major in practical theology with emphasis on any one of the above areas; or, as a fifth-year theological student, may follow a prescribed sequence of studies in the department, with concurrent field work as assistant pastor in churches of the Washington-Baltimore area or as an evangelistic assistant.

During the 1956 spring quarter, opportunities for field work on a credit basis were afforded 23 students, working in 23 churches. During the 1955-56 winter quarter 50 credit and noncredit students reported 1,243 calls and visits, 124 sermons preached, 147 Bible studies given, 51 other meetings held, 1,861 hours of field activity, and 14,119 miles of travel. Thus classroom theory and actual experience are coordinated in teaching procedures.

In this department all students are offered continued clinical opportunities for speech development and rehabilitation. Voice-recording apparatus and other equipment are constantly used. Likewise, all students are eligible to sing in the Seminary chorus, which assists in church services by invitation, presents programs of sacred music, and provides a refreshing fellowship for its members.

During the 1956 summer quarter, emphasis was placed on Christian education, school home administration, and counseling and guidance. A workshop in school-home administration was given June 13 to July 19, under the chairmanship of Lowell R. Rasmussen, associate secretary of the General Conference Department of Education, with the collaboration of several experienced administrators.

Supplementing classroom studies in counseling, clinical opportunities are offered in nearby sanitariums, under skilled medical and psychological guidance. During the 1956 spring quarter four Seminary students engaged in this increasingly important phase of Christian service.

It is the aim of the Department of Practical Theology to teach the students by active demonstration to funnel the materials of all the other Seminary departments into the business of preaching and teaching the gospel.

The Teacher's "More Excellent Way"

(A Parody on 1 Corinthians 13)

Zaber Farag*

THOUGH I speak with the language of learned men and of philosophers, and have not love, I am become as sounding brass, or a tinkling cymbal.

And though I have the gift of leadership, and understand all mysteries, and all knowledge of books and subject matter; and though I have all faith, so that I can remove mountains of ignorance and misunderstanding, and have not love, I am nothing.

And though I teach the best of material, and try to be helpful and stick to principle at the risk of position or life, and have not love, all this profiteth me nothing.

A loving teacher suffereth long with students, and is kind to all; envieth not colleagues; is never rash, never puffed up,

Doth not behave himself unseemly in the classroom or on the playground; seeketh not good for himself, is not easily provoked by students' failings or misbehavior, thinketh no evil of any student or colleague;

Rejoiceth not in iniquity that critics do, but rejoiceth in finding truth;

Beareth all things (whether they be insults from others or lack of funds, equipment, or pay), believeth all things are possible for the improvement of the students, hopeth all things, endureth all things.

A loving teacher never faileth: but whether there be trends, they shall fail; whether there be criticisms, they shall cease; whether there be difficult problems, they shall vanish away with the passing of time.

For now we have imperfect knowledge and leadership, and we teach imperfectly.

But when the perfect state of things is come, then that which is imperfect shall be done away.

When I was a child, I spake as a child, I understood as a child, I thought and reasoned as a child: but when I became a teacher, I put away childish attitudes and ideas.

For now we comprehend situations with difficulty; but when the Master Teacher comes we shall understand clearly. Now I teach imperfectly; but then I shall be taught by the Master with no obstruction.

Now abideth faith in the students, hope in their ability and accomplishments, love for their souls' salvation through Christian education and service, these three; but the greatest of these is love for the students and the work of God.

* Mr. Farag is a 1956 graduate of Middle East College, Beirut, Lebanon, and is now a teacher at the Nile Union Academy, near Cairo, Egypt.

Phyllis Kellogg*

Making the Chapel Hour Effective

For

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EDITORIAL NOTE.—This is an article to which our academy principals should give careful consideration. Our observation has been that too many principals handle the chapel hour in far too haphazard a manner. This period may and should be one of the most enjoyable and fruitful hours of the day, to both students and faculty. If it is not, the probable cause is careless planning and indifferent execution.

THE value of the chapel period should not be underestimated. As a molding factor it shares importance with the Friday evening students' meeting. In a day academy—or in a preparatory school operated on a college campus, where the academy students are submerged in the larger group—the chapel period becomes of paramount significance. Students may acquire information and experience of tremendous value in the various classes they attend; but if school spirit is to be developed or if the entire student group is to be unified, frequent assembling of all students is essential. No exceptions should be made. Nor should the administrative officers follow the modern trend toward reducing the number of chapel services per week.

How, then, can the chapel period be made to accomplish the desired ends? Issues of great importance require careful planning to assure their accomplishment. The chapel period cannot be left to last-minute preparation; but rather, plans should be made far in advance. Before school begins, the first semester's chapel services should be planned and assigned, leaving an occasional unassigned day for necessary adjustment. The principal of the school is primarily responsible for this planning, but the successful accomplishment of the plans involves every member of the faculty. The principal should never think that all wisdom resides in himself, but should welcome—and solicit—suggestions from all his teachers.

To be effective, the chapel periods must be interesting. This does not necessarily mean that they

must be entertaining, though an occasional chapel period of entertainment may relieve a heavy program. "Variety is the spice of life" is as true of chapel periods as of anything else. Monotony will kill the most worthy efforts. Whole-wheat bread and pasteurized milk may contain all the ingredients essential to physical well-being, but would not be generally relished as a continuous diet. It is equally true that even strawberry shortcake might become distasteful if indulged in to the exclusion of other more substantial foods.

The following schedule worked well at one academy where I taught. The chapel periods of the week were assigned to different activities. Monday belonged to the principal, when he might talk on any subject appropriate to the occasion or call in outside speakers—district leaders, conference workers, the local or union educational secretary.

Tuesday was teacher-student conference day. Students assembled at chapel time and, after a brief devotional period, if not called to a conference with some teacher, used the time for study or for necessary committee meetings. This enabled teachers to talk with students whose daily programs afforded no other time. It also provided opportunity for student committees that might otherwise find it difficult to meet. When senior and junior classes were organized, this period was used for class meetings.

Wednesday was prayer-band day. After the opening exercises and the principal's brief remarks on prayer, small bands would meet in various classrooms. Because of congested conditions, one week the boys went to these small prayer bands, while the

Please turn to page 26

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Principles of Bible Teaching

George M. Mathews

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III. BASIC PRINCIPLES OF BIBLE TEACHING

A. The teacher must maintain a proper attitude toward the Bible and Bible teaching.

1. Word of God. (See 2 Thess. 2:13; Ps. 126:6; COL 38 [II-B-4-b-] (2) this outline.)

2. Reverence—treat it with dignity, reverence, respect, honor, demonstrating your love for it. (See Job 23:12; Jer. 15:16.)

3. Faith, belief—positive teaching, no doubts or unbelief.

"Never utter sentiments of doubt. Christ's teaching was always positive in its nature." CPT 434

4. Teacher always on God's side, defends God.

"In meekness, yet fearlessly and firmly, Abel defended the justice and goodness of God. He pointed out Cain's error, and tried to convince him that the wrong was in himself." PP 74

5. Learner.

"The student of the Bible should be taught to approach it in the spirit of a learner. We are to search its pages, not for proof to sustain our opinions, but in order to know what God says." Ed 189

6. Voice and manner—tone of voice, facial expression, whole attitude should express deep interest, earnestness, enthusiasm for subject.

"Voice and manner and the expression of the face, have much to do with our success or failure. Avoid a 'preachy' tone and manner, an assumed affectation of speech not used at other times. A low tone with proper inflection of the voice is a powerful element in impressing truth, in awakening conscience, and in inciting to obedience. Let us not be actors in a play but sincere teachers who 'allure to brighter worlds' and lead the way."—*Teachers' Handbook on the Elementary Curriculum, Bible*, p. 17.

7. Chief purpose soul winning—the Bible to be taught as no other book. The Bible class to be taught as no other class. It is to be taught so that pupils will believe and receive it into their hearts to transform their lives.

B. The teacher must maintain the proper attitude toward the pupils. Since his chief role in the Bible class is a soul winner, his attitude toward pupils will be marked by—

1. Confidence in them.

"But if you can obtain the confidence of the youth [a troublesome pupil], and bind him to your heart through cords of sympathy and love, you may win a

soul to Christ. The wayward, self-willed, independent boy may become transformed in character." ChE 242

2. Love and tenderness.

"If these lessons are presented in love and tenderness, they will leave a lasting impression upon the minds and hearts of the youth." CSW 107

3. Gentleness.

"Children must be drawn toward heaven, not harshly, but very gently." GW 209

"In dealing with your children, follow the method of the gardener. By gentle touches, by loving ministrations, seek to fashion their characters after the pattern of the character of Christ. Encourage the expression of love toward God and toward one another." DA 516

4. Patience and perseverance.

"Patiently and perseveringly will the godly mother instruct her children, giving them line upon line, and precept upon precept, not in a harsh, compelling manner, but in love, and in tenderness; and thus will she win them." *Solemn Appeal*, p. 135

5. Sympathy.

"We should seek to enter into the feelings of the youth, sympathizing with them in their joys and sorrows, their conflicts and victories." GW 209

6. Prayer for and with the children.

"The teachers should often pray for and with the children and youth, that they may 'behold the Lamb of God, who taketh away the sins of the world.' They should teach the youth their accountability to God, and help them to understand what Jesus expects of them. Exert every influence you can possibly command to interest them in the Scriptures." TSS 83

7. Personal work.

"Devote a portion of the time you consume in long addresses, to personal labor for the youth who need your help. Teach them the claims of God upon them; pray with them." 5T 589

C. Since the teacher is God's representative, his personal life will be above reproach; he will maintain a close relationship with God, and his conduct will always be exemplary.

1. Consecration.

"If the teacher is connected with God, if he has Christ abiding in his heart, the spirit that is cherished by him is felt by the children." FE 260

"Our teachers need to be converted men and women, who know what it means to wrestle with God, who will not be at rest until the hearts of the children are turned to love, praise, and glorify God. Who will be earnest workers for souls . . . ? Who will take the youth separately . . . , beseeching them to yield their heart to Jesus?" CSW 74, 75

* Sections I and II appeared in the October issue of this JOURNAL.

2. Example.

See 2 Timothy 2:6.

"So with his servants: those who would teach the word are to make it their own by personal experience. They must know what it is to have Christ made unto them wisdom and righteousness and sanctification and redemption." COL 43

"Let them never have occasion to doubt your sincerity and exact truthfulness." 1T 157

D. The teacher's preparation for teaching the Bible classes will be thorough and regular.

1. General preparation.

a. Thorough, accurate, firsthand knowledge of the Scriptures, including historical, geographical, social, and cultural backgrounds.

b. Overview of the year's work at each level.

c. Teaching materials at hand: books, reference books, maps, pictures, etc.

d. Master outline and time schedule prepared.

2. Daily lesson preparation.

a. Preparation of lesson plan.

"The teaching of the Bible should have our freshest thought, our best methods, and our most earnest effort." CPT 181

b. Prayer.

This preparation cannot be acquired by human effort alone. "A true knowledge of the Bible can be gained only through the aid of that Spirit by whom the word was given." Ed 189 Therefore, "never should the Bible be studied without prayer. Before opening its pages we should ask for the enlightenment of the Holy Spirit, and it will be given." SC 91 (Pocket ed.)

c. Adapting the lesson to children's language and concepts.

"These precious lessons may be so simply taught as to be understood, even by little children." Ed 114

"Those who are imbued with the word of God will teach it in the same simple way that Christ taught it. The world's greatest Teacher used the simplest language and the plainest symbols." CPT 433

3. Outlining the lesson.

"Introduction—finding the foundation stone on which to build.

"Presentation—story or subject matter of lesson.

"Summary of points covered in lesson, and comparison with previous knowledge to focus on theme.

"Conclusion—crystallizing the theme, stating the underlying law.

"Application—fitting the theme to the lives of the pupils. 'Some people have a good aim, but they never pull the trigger.'"—*Agenda for Child Evangelism Institutes*, p. 73

E. The effective Bible teacher will make the Bible class period—

1. Pleasant and attractive.

"Religious instruction should be given to children from their earliest years. It should be given, not in a condemnatory spirit, but in a cheerful, happy spirit." 6T 93

"The lessons taught in His word should ever be kept before the youth in the most attractive form." CPT 174

2. Interesting.

"In all that men have written, where can be found anything that has such a hold upon the heart, any-

thing so well adapted to awaken the interest of the little ones, as the stories of the Bible?" Ed 185

"In order to do effective study, the interest of the child must be enlisted. Especially by the one who has to do with children and youth differing widely in disposition, training, and habits of thought, this is a matter not to be lost sight of." CPT 181

3. Not too long or tiresome—a "little" here, a "little" there.

"If there are those who prolong religious exercises to weariness, they are leaving impressions upon the mind of the youth, that would associate religion with all that is dry, unsocial, and uninteresting." FE 115

"Those who give instruction to children and youth should avoid tedious remarks. Short talks, right to the point, will have a happy influence. If there is much to be said, make up for brevity by frequency. A few interesting remarks, every now and then, will be more helpful than to give all the instruction at once. Long speeches tire the minds of the young." GW 208, 209

"Do not weary them with long prayers and tedious exhortations, but through nature's object lessons teach them obedience to the law of God." DA 516, 517

4. Not a period for moralizing, preaching, haranguing, arguing with the children or making constant appeals for them to accept Christ.

5. Not a period of forcing truths on unreceptive minds.

"Do not force spiritual truth upon an unreceptive mind. Each lesson contains some important spiritual truth, but the hearts of pupils are not always open to receive these truths.

"The soul can sustain no greater injury than to become intelligently conscious of a principle while the heart refuses to respond. It is thus the human mind becomes hardened and finally incapable of perceiving divine truth.

"It is better to close the lesson with only a drill upon the mere facts of the story than to force upon careless, inattentive, irreverent children the sacred and solemn truths that the lesson teaches. But pray, dear teacher, yea, work and pray, to the end that they may become responsive to the word of God."—*Teachers' Handbook on the Elementary Curriculum, Bible*, p. 15

6. An opportunity of encouraging the pupils to—

a. Engage in earnest, taxing study.

"To skim over the surface will do little good. Thoughtful investigation and earnest, taxing study are required to comprehend it. There are truths in the word which are like veins of precious ore concealed beneath the surface. By digging for them, as the man digs for gold and silver, the hidden treasures are discovered." FE 390

b. Believe the Word, receive it into their hearts, obey its precepts; discourage them from expressing unbelief. (See Ed 126 [II-B-4-a] this outline.)

"And in order to gain this knowledge we must live by it. All that God's word commands, we are to obey. All that it promises, we may claim. The life which it enjoins is the life that, through its power, we are to live. Only as the Bible is thus held can it be studied effectively." Ed 189

F. The effective Bible teacher will, with the pupils, engage in such activities as—

1. Telling Bible stories, and illustrating Bible truths with other stories.

Outline for telling a story:

"1. *Know Your Story.* Must know ten times more than you tell, geography, people, customs.

"2. *See Your Story.* Do not memorize. Make an outline. Keep a picture in your mind.

"3. *Adapt Your Story.*

"a. For age, omitting unsuitable material.

"b. For environment, snow—tropics; sheep—city; subway—country.

"c. For emphasis on theme.

Joseph

(1) Results of conceit and favoritism.

(2) God's way of testing His workmen.

(3) All things *work together for good.*

(4) Reward of faithfulness.

"4. *Tell Your Story* logically. Don't backtrack. . . .

"5. *Live Your Story.* Psalm 23.

"6. *Feel Your Story.* Exodus 2:1-4. 1635 B.C. Amram—Jochebed—Miriam—Aaron—Moses—decree—Princess.

"a. Like taking a snapshot.

(Draw the rural scene on a chalkboard without the blocking-out lines. Call attention to the scope of the scene. Then draw the blocking-out lines. It is black and white, but the real scene reveals a green hill, a white house with red roof. The tree is a dark green. The road is brown, sun yellow, sky blue, etc.)

"b. Coloring the story.

(1) Inflection of voice.

(2) Probable conversation:

'So long, honey, I'll be back about five o'clock.'

'Bye, Ma!' (boy to mother)

'Bye, bye, Sweetens!' (Grandpa to three-year-old granddaughter)

"7. *Have a Climax.* Develop the theme. Don't moralize. . . . 'Look before you leap!'—*Agenda for Child Evangelism Institutes*, pp. 78, 79.

2. Memorizing Bible passages.

We are instructed to hide the Word of God in our hearts. The best method of doing this is by memorizing verses and chapters of the Bible. Memory is most active in childhood, and this period should be used for a reasonable amount of memory work.

First, the teacher should memorize what she wishes the children to learn.

Second, she should explain the meaning of the verse to be memorized.

Third, she should use some device such as a flash card or picture to drill on memory verses. Writing is also an aid to memorizing.

Two cautions should be mentioned: excessive memory training—neglecting reasoning and independent thinking—is disastrous (see Ed 230, 231); never punish children for failure to memorize Bible passages. This may create a dislike for everything connected with the Bible.

3. Reasoning and problem solving.

"Our reasoning powers were given us for use, and God desires them to be exercised." Ed 231

Encourage independent thinking and reasoning. Use the "problem" method of teaching. Encourage pupils to make personal decisions on the basis of their own thinking. This is basic to character building. Assist the pupils to apply the lessons from the Bible to their personal lives.

4. Comparing scripture with scripture.

"There should be most faithful teachers, who strive to make the students understand their lessons, not by explaining everything themselves but by letting the students explain thoroughly every passage which they read. Let the inquiring minds of the students be respected. Treat their inquiries with respect. . . . One scripture is the key to unlock other scriptures." FE 390

5. The verse-by-verse method, with questions.

"In daily study the verse-by-verse method is often most helpful. Let the student take one verse, and concentrate the mind on ascertaining the thought that God has put into that verse for him, and then dwell upon the thought until it becomes his own. One passage thus studied until its significance is clear, is of more value than the perusal of many chapters with no definite purpose in view, and no positive instruction gained." Ed 189 (See also Ed 186.)

6. Appreciation lessons.

"Help them also to appreciate its wonderful beauty." Ed 188

"As the beauty of these precious things attracts their minds, a softening, subduing power will touch their hearts." Ed 188

7. Writing stories, making notebooks and scrapbooks.

8. Making assignments.

9. Using meaningful drill.

10. Using reviews and examinations.

G. The effective Bible teacher will use such tools as—

1. The Bible, Bible textbooks, workbooks, scrapbooks, and notebooks.

2. References, such as Spirit of prophecy volumes, Bible dictionary, Bible atlas, Bible concordance, and *The Seventh-day Adventist Commentary*.

3. Audio-visual aids and devices.

"The use of object lessons, blackboards, maps, and pictures, will be an aid in explaining these lessons, and fixing them in the memory." Ed 186

Objects may be used to advantage. For example, a bow and arrow make clear the occupation of Ishmael. Camel's-hair cloth represents an ancient prophet, and a few pods of the carob tree reveal one of the chief items of food of John the Baptist.

There are many effective devices for memory work drill and progress listed in the Bible manuals.

► On Friday evenings and Sabbath mornings, groups of students go out from Mountain View College (southern Philippines) to hold meetings and give Bible studies in surrounding villages. In one of these villages more than 70 persons have been baptized, and a fine church building has been erected by the new believers and Mountain View College students.

► Walla Walla College campus has been greatly improved by the judicious placement of more than 300 evergreens, gift of the Milton Nursery Company, who are also cooperating in the trimming and conditioning of existing plantings.

► Emmanuel Missionary College has "double trouble" quintupled this year—five pairs of twins in the freshman class! There are four pairs of sisters and one sister-brother team.



What the SCHOOLS ARE DOING

- ▶ More than a thousand guests joined in celebration of the completion and dedication of Oregon's new Milo Academy, last October 7. This million-dollar school plant is situated on a 447-acre farm bordering the South Umpqua River. The governor of Oregon and the mayor of nearby Grants Pass were present and participated in the exercises, as did also the 114-voice academy choir directed by W. R. Wheeler, the presidents of Oregon and North Pacific Union conferences and Walla Walla College, and E. E. Cossentine, secretary of the General Conference Department of Education.
- ▶ Last August 21 was "Rehearsal for Disaster" day at Denver, Colorado, in which Porter Sanitarium and Hospital and the Union College Department of Nursing collaborated with community agencies in caring for 100 simulated casualties resulting from a mock bombing raid on the city. The demonstration was part of the college curriculum aimed to prepare every graduate nurse to work intelligently in case of a disaster.
- ▶ Five years ago there was no work at Canadian Union College for student John Bidulock; but, undaunted, he made a job for himself, rebinding books for the library—using borrowed tools. Now the bindery is a completely modern and efficient industry, employing 20 students and annually doing more than \$11,000 worth of business. "Where there's a will, there's a way."
- ▶ At Bekwai Seventh-day Adventist Seminary (Gold Coast, Africa) students cooperate in regular "Share Your Faith" programs and activities in local towns and villages; 34 students were baptized last school year; and 44 of last year's graduates have entered denominational work as teacher-evangelists.
- ▶ Nevada-Utah Conference is next to the smallest in the North American Division, in point of membership, but it has more than 300 pupils enrolled in its 14 church schools, where 22 Christian teachers are "conducting 14 intensive evangelistic efforts," besides teaching the three R's.
- ▶ La Sierra College sponsored a five-week tour of Europe, under the guidance of Prof. John T. Hamilton. The 33 members of the group will long enjoy in retrospect the memorable and impressive sojourn in nine countries.
- ▶ Alice Smith, director of the Union College department of nursing, has been appointed to the Women's Advisory Council to the governor of Colorado for Civil Defense.
- ▶ Students and teachers at the Haitian Seminary are happy over the new chapel building recently completed on the campus.
- ▶ B. P. Wendell is the new principal of Gitwe Mission Training School, Belgian Congo, Africa.
- ▶ The Inca Union Mission (South America) reports 297 primary schools with an enrollment of 14,338.
- ▶ Philippine Union College has a total enrollment this year of 1,214: 693 college, 277 academy, 244 elementary. More than 350, mostly college students, live in the dormitories.
- ▶ Two commodious greenhouses on the farm of the training school in Finland provide labor for several students, and the superior cucumbers and tomatoes grown are a source of income for the school.
- ▶ During the Week of Prayer at Japan Missionary College last May, 103 students requested baptism. Of these, 16 were baptized at the close of the week, and the other 87 were organized into classes to prepare for baptism.
- ▶ Sales of furniture from Arizona's Thunderbird Academy Wood Products last August and September went beyond \$20,000 each month. More than \$22,000 a year is paid to the 55 student workers in the industry, thereby partially supporting them and their education.
- ▶ Office, laboratory, and classroom space for the teaching of printing at Walla Walla College are provided in the 35- by 40-foot addition, which connects the two existing industrial arts buildings. Equipment formerly used by the College Press is installed in the new laboratory for practice in printing.
- ▶ From our North American church schools 3,306 pupils were baptized during last school year. By comparison, 25 North American local conferences and missions have a smaller membership! How many more there might be if *all* our children and youth were enrolled in our own schools!
- ▶ Cynthia Diane Gibbs, Union College freshman from Oklahoma, has received a \$2,000 scholarship from an educational fund provided by the Phillips Petroleum Company for children of its employees. Under this scholarship, Miss Gibbs will receive \$500 for "each of four years of college attendance at an accredited institution of higher learning."
- ▶ Pine Forest Academy and Sanitarium (Mississippi) might almost be called Johnson Academy and Sanitarium, since C. A. Johnson is the academy principal, and Drs. Reuben and David Johnson (brothers) conduct a strong medical program in the sanitarium and hospital on the same campus. The 400-acre tract provides ample campus, garden, and farm land, as well as a fine stand of pine and other forest trees which furnish lumber for building purposes.

- ▶ New teachers this year at Pacific Union College include: Maria Ahlkvist, secretarial science; Kraid I. Ashbaugh, speech; Ralph C. Ballard and Ervil Clark, biology; Keith Bartling, John Chu, and Stanley Holmes, accountants; Arnold Boram, Elmer Moore, and Paul Schlund, agriculture; Mrs. Helena Herrington, cafeteria matron-hostess; Gerald Hetzer, industrial arts; Ivan D. Higgins, dean of men, with Herman Johnson, assistant; G. C. Jorgensen, head of the chemistry department; Mrs. Fred Lorenz and Mrs. JoAnn Sargent, secretarial science; E. J. McMurphy, religion, and Mrs. Kathleen McMurphy, English and literature; Alban W. Millard, counseling; Mrs. Dorothy Millard and Blanche Demerice, supervisory teachers in the demonstration school; Robert C. Mogis, business administration, and Mrs. Ruby Mogis, assistant dean of women; Lee Taylor, secondary education; C. Warren Becker, chairman of the music department; Mrs. Yvonne Caro Howard, instructor in piano; Arthur W. Rowe, band director; Elmer Herr, history, and Mrs. Herr, bookkeeper.
- ▶ Lodi Academy (California) welcomes W. T. Will, principal; Maurice Bascom, Bible, world history, and assistant dean of boys; Elmer Diede, press foreman, and Mrs. Diede, English; H. E. Greer, Bible and Spanish; Arthur Hagele, German, and Mrs. Hagele, school nurse; J. W. Hottal, dean of boys; Louise Roberson, assistant dean of girls; Lawrence E. Wolfe, industrial arts, medical cadets, and maintenance supervisor.
- ▶ Union College reports new staff members: Eleanor Attarian and William Haynes, music; James Engel, chemistry; Paul W. Joice, business administration; Mrs. Autumn H. Miller, elementary education; Leif Kr. Tobiassen, religion; LaVerne McClatchy, girls' physical education and recreation.
- ▶ Students and teachers of Malayan Union Seminary (Singapore) distributed more than 3,000 Ingathering pamphlets on field days, last July 3 and 4, and brought in a record sum of M\$21,536.17, nearly doubling their goal of M\$12,000.
- ▶ Canadian Union College Furniture Products paid nearly \$31,000 to the more than 50 student workers who last school year turned out \$191,168.37 worth of furniture—more than four times the output of the preceding year.
- ▶ Ingatherers of Adelpian Academy (Michigan)—240 of them—topped all the school's previous records by raising \$4,500 on field day, September 25.
- ▶ With more than 460 freshmen, Walla Walla College enrollment of 1,250 closely approaches the peak-year total of 1,264 in 1948-49.
- ▶ A new Baldwin electronic organ has been anonymously presented to the music department of Washington Missionary College.
- ▶ Emmanuel Missionary College reports total enrollment of 1,137: college, 830; academy, 99; elementary school, 208.
- ▶ On Arbor Day at Helderberg College (South Africa), last August 13, 185 students and teachers planted 6,500 young trees.
- ▶ Southern Missionary College, with 52 teachers, is prepared to give thorough, individual attention to its 460 students—an average of nine to one!
- ▶ Broadview Academy (Illinois) is using guest rooms, storage rooms, and sick rooms of both dormitories to house the record enrollment of more than 200 students.
- ▶ In a memorable Investiture service at Indonesia Union Seminary (Java), 22 Master Guides and 21 juniors received pins signifying completion of requirements for their respective classes.
- ▶ Oakwood College campus was host to more than 2,000 guests last May 16-20, in celebration of its sixty years of growth and development, combined with the graduation services for the class of 1956.
- ▶ Cedar Lake Academy (Michigan) welcomes new staff members: Marion Merchant, commercial; Russell Hieb, band director and teacher of instruments; Alma Du Bois, dean of girls; J. F. Bohner, accountant.
- ▶ The Yugoslavian Theological Seminary (near Belgrade) last year enrolled 28 fine young men from different parts of the country. Vegetables and flowers are grown on the seven-and-one-half-acre tract, and sold.
- ▶ Emmanuel Missionary College, its academy, elementary school, industries, campus workers, and community, turned out en masse on the Ingathering field day, last October 3, to bring in more than \$14,000 for world missions.
- ▶ New instructors in the Pacific Union College prep school include Eugene Erickson, Bible and U. S. history; Mrs. Betty Rehgren, home economics; Ned McMurray, English; and Darrell Robinson, physics.
- ▶ Washington Missionary College has acquired an almost-new 29-passenger "luxury liner" bus, which will enable touring choir or band members to travel, arrive, and return together. A number of educational tours are also contemplated.
- ▶ Brazil College (South America) proudly announces that this year for the first time every one of its 45 teachers is fully certified by the Brazilian Government—and it is the only school in Brazil that can make that statement! The total enrollment is 636—a 13 per cent increase over last year.
- ▶ Konola Seventh-day Adventist Academy (Liberia, West Africa) reports progress along several lines: three new teachers, a new administration building and a new clinic, \$500 worth of new science equipment, planting of a 10-acre rubber "orchard," a student-campaign to raise money for a moving picture projector, and baptism of 17 students during last school year.
- ▶ New staff members at Atlantic Union College include Martha Lorenz, assistant dean of women and instructor in home economics; Julian Lobsien, instructor in music; W. R. A. Madgwick, associate professor of religion; John Morris, instructor in natural sciences and mathematics; E. W. Tarr, dean of the college and professor of history; L. E. Tucker, assistant professor in evangelism; George Yamashiro, assistant professor of languages and history; Norma Lou Sanborn, home economics.

Admitting Students

(Concluded from page 15)

results have been used only for counseling purposes, it has been interesting to note the validity of this test in predicting success in the study of medicine. It will be observed from the foregoing list of correlations that it is the least reliable of all factors considered. The short form of the California Mental Maturity Test has been used for this purpose, though it is not generally considered as reliable as individually administered tests.

The wide variation possible in the college program tends to make grade point averages less reliable than they would be under more standardized conditions. Scholastic load, work program, and participation in extracurricular activities are factors that make it difficult to interpret the true significance of college grades. An attempt is made, therefore, to learn as much as possible of the student's background and over-all college program. The college faculty is in the best position to evaluate these factors, and the assistance of its members is invaluable to the interpretation of grades.

To summarize, it may be stated that all information is valuable in considering one's probable success in the study of medicine. Performance in college, and especially in the premedical science courses, is, beyond question, the most reliable of all factors considered. The Medical College Admission Test serves as a valuable check, and helps to make a total picture, which is carefully considered in studying the qualifications of applicants to the School of Medicine.

► Construction of the new \$51,000 Industrial Arts Building at Pacific Union College, of prefabricated integral steel concrete frame, was completed in eight days by the Basalt Rock Company, of Napa, California.

► Oak Park Academy (Iowa) thanks God for His blessing on students and teachers on their Ingathering field day, when more than \$1,100 was secured for world missions.

► Lake Titicaca Training School (South America) reports 220 students enrolled, 52 of whom joined a baptismal class during the Week of Prayer.

► Adelpian Academy (Michigan) has enrolled this year more than 300 students from nine States, 84 of whom are registered as seniors.

► Auburn Academy (Washington) welcomes as Bible teacher, R. W. Wentland, a missionary returned from the Philippines.

► Union College reports an opening enrollment of 764, which is an increase of 45 over the corresponding period last year.

► The opening enrollment at Washington Missionary College was 672.

► At Helderberg College (South Africa) attendance at first aid and home nursing classes is required of all.

► Wisconsin Academy is bursting at the seams with the largest enrollment in the history of Wisconsin and Bethel academies.

► Madison College graduated a class of 87 on September 2: B.S., 32; nurses' training, 25; and various pre-professional courses, 30.

► Richard L. Litke, instructor in Biblical languages at Walla Walla College, has completed work for his Ph.D. degree from Yale University.

► On Ingathering field day, last October, students and teachers of Sunnyside Academy (Missouri) topped their \$850 goal by more than \$300, with a total of \$1,154.

► Student enrollment at Antillian College (Cuba) is approximately 250. Walton J. Brown is president of the college; Mrs. Dorita Thomann Lessard is the new normal director.

► The business administration department of Union College is this year introducing a new course designed to fit the needs of ministerial, pre-professional, secretarial, and liberal arts students.

► Richard E. Fisher, head of the department of industrial education at Pacific Union College since 1945, received the Doctor of Education degree last August from the University of Missouri.

► Columbia Academy (Washington) this fall welcomed new and returning boys to a beautiful and modern new dormitory. The old dormitory has been remodeled to accommodate the music and science departments.

► Emmanuel Missionary College has secured 20 housing units from Camp Attebury, Indiana, and is reerecting these two- and three-bedroom houses for married students. The total cost of the project is approximately \$20,000.

► New staff members at Monterey Bay Academy (California) include J. D. Marshall, Bible teacher and church pastor, and Mrs. Marshall, library supervisor with Mrs. O. C. Baldwin assisting; Gilbert Halstead, garage superintendent; Fay Walter and Joan Reese, secretarial science.

► Students and teachers of Upper Columbia Academy (Washington) are most grateful for the gift of a model 185 Bell & Howell 16 mm sound motion picture projector, from Dr. John Easton of Pendleton, Oregon, and an accompanying 6' x 8' beaded screen from the Upper Columbia Conference.

► La Sierra College welcomes Ronald D. Drayson, dean and director of personnel and guidance; Fred Hoyt, social science; Mrs. Mary Groome, education; Mrs. A. J. Olson, English; Royal Sage, religion; Elwood Mabley, assistant librarian, and Mrs. Mabley, secretarial science; Mrs. Theodora Lambeth, assistant registrar; J. W. Bielicki, dean of men; Dorothy Dixon, assistant dean of women; Mrs. Marie Van Scyoc, cashier.

- Pacific Union College announces many faculty changes: D. V. Hemphill has been named head of the biology department upon retirement of H. W. Clark; after several years' absence, serving other colleges in Australia and the United States, George W. Greer returns as instructor in voice and director of choir and chorus; W. H. Meier, instructor in history, represents PUC at Australasian Missionary College; and G. L. Cavinness has returned from AMC to resume his duties as head of PUC's department of German and French; R. L. Nutter, assistant professor of physics, returns after a study leave at the University of Iowa.
- Colombia-Venezuela Union Training School welcomes home Ignacio Carillo and family from three years at Union College, where Mr. Carillo received the B.A. degree in education, and he is now heading the departments of education and natural science. Mrs. Carillo, a graduate nurse from Mexico, is the school nurse and teaches health subjects.
- Hylandale Academy (Wisconsin) welcomes two new families to the campus: Mr. and Mrs. George Kendall and Mr. and Mrs. F. Arthur Wheeler. Among them are a dean of boys, a nurse to supervise the Health Haven, a supervisor for the orchard and garden and the boys' afternoon work; plus 7 children.
- Since last July the bi-weekly *Canadian Union Messenger* has been printed by Canadian Union College press, which added responsibility necessitated purchase of a new linotype, stitcher, and type cabinet—and furnishes work for several more students.
- Oakwood College welcomes Malcolm J. Dean as the new dean of men, and William A. Osborne as assistant professor of economics and business administration. The latter received his Ph.D. degree last June from Clark University, Massachusetts.
- Arrangements have been made between Atlantic Union College and nearby Worcester Junior College, by which A.U.C. students may pursue courses in electrical and mechanical engineering at Worcester, yet receive their degrees from A.U.C.
- Maplewood Academy (Minnesota) welcomes new staff members: Virgil L. Bartlett, religion; Jerry Beem, dean of boys; Kenneth Benjaminson, accountant; Kenneth Juhl, Bible; Carol McClure, music; Betty H. Tope, home economics.
- West Indian Training College (Jamaica) began its 1956 school year with an enrollment of over 300 students. New staff members include Elder and Mrs. Garfield Newman, Mr. Tennent, and Marion Brodie.
- Newbold Missionary College (England) began its new school year on September 12 with a capacity enrollment of 125 students from 23 different countries.
- Thunderbird Academy (Arizona) welcomes Roy Johnson, assistant superintendent of wood products, and Mrs. Johnson to teach the primary grades.
- Students and faculty of Walla Walla College raised more than \$3,500 for world missions on Ingathering field day, last October 9.
- Mountain View College (South Philippines) reports 303 students enrolled.
- Sunnydale Academy (Missouri) welcomes Roy E. Perrin, principal, and Evaline West, dean of girls.
- Canadian Union College reports 100 per cent membership in the college chapter of the American Temperance Society.
- D. Glenn Hilts, librarian at La Sierra College announces that the library has now accessioned more than 40,000 volumes, with many more in process.
- Pacific Union College is offering a B.S. degree course in interior design this school year, directed by Mrs. Chester Westphal, who managed her own interior design studio in Washington, D.C.
- New staff members at Adelpian Academy (Michigan) include Mrs. Bowron, cafeteria director; Robert Greve, science and mathematics; Virgil Lewis, driver training, English, and Bible, and Mrs. Lewis, study period supervisor; Maurice Wright, farm manager, and Mrs. Wright, grades 5 and 6 in the elementary school.

Making Chapel Effective

(Concluded from page 19)

girls remained in the chapel for one large prayer group; the next week the order was reversed. Attendance at the small bands was not compulsory, yet nearly all did attend. Those who did not were required to go to the library reading room.

Thursday provided for student participation. On alternate Thursdays a seminar-directed student program was given, with talks on doctrinal and inspirational topics. This gave opportunity for student development, which is a most important phase of secondary education. The alternate Thursday chapel period was devoted to music appreciation. The Treble Clef Club arranged programs of good music and interesting facts concerning the lives of composers. This program was student directed, though faculty members occasionally contributed selections.

Friday was faculty day. No specific topics were assigned, but each teacher might speak on any subject he chose, which assured variety.

With a different type of program each day, variety was attained. However, lest there should be too much uniformity even in variety—like the boarding house corned-beef-and-cabbage on Monday, hash on Tuesday, and so on—special functions broke the regularity, such as holidays, various campaigns, Weeks of Prayer, health week, good English week.

Brevity remains to be emphasized as essential to a successful chapel period. Care should be exercised that it shall not encroach upon the succeeding class period. It is better to have the students surprised (even disappointed!) that the chapel period is over so soon, than to have them watching the clock for the moment when they shall be released.

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► New staff members at Emmanuel Missionary College this year include: Lloyd C. Davis, dean of men; Elaine Giddings, speech; Willard D. Jemson, manager of the college press; Eldon L. Spicer, dairy husbandry; Leonard L. Wheeler, physical education; Wilton H. Wood, education, and Minnie Iverson Wood, voice; Wm. F. Young, music, and Bruce Lee, science and mathematics in the academy; Mrs. Barbara Stevens and Mrs. Vernon Flory, assistants in the library; Virginia Eakley, Charles LaCount, and Donald Van Duinen, grades five to eight in the elementary school.

► The opening enrollment at Colombia-Venezuela Union Training School was 210: 40 in college classes, 150 secondary, 7 unclassified, 13 elementary. Of 84 students who worked during vacation time as literature evangelists, 43 returned with full or partial scholarships. One young man made 10 full scholarships.

► Northeast Brazil Academy (South America) reports enrollment of 212 students, and the East Brazil Academy registered 173. Both schools are "suffering growing pains," but making valiant efforts to alleviate crowded conditions by construction of new buildings or enlargement of existing facilities.

► Church school children of Fayetteville, North Carolina, are active in various projects: 40 of the 53 were invested in several MV classes last April; the school raised \$143.24 in Ingathering funds; 8 were baptized during the school year, and 5 were graduated from the eighth grade.

► Mount Pisgah Academy (North Carolina) reports a capacity enrollment of 116, and welcomes several new staff members. Three new faculty homes have been completed, and extensive remodeling and improvements have been done about the campus.

► The second unit in the new science building at Atlantic Union College is fitted with many of the newest household facilities as well as equipment designed to help in training institutional workers, and fills a long-felt need at AUC.

► E. E. White, president of Australasian Missionary College, after a six-month period of doctoral study into the history and philosophy of science, at England's University of London, has returned to his administrative duties in Australia with a Ph.D. degree in hand.

► The Southern African Division reports a total of 1,626 schools (including senior college for Europeans and 1,591 African mission, central, and village schools), with a total enrollment of 95, 225, and a teaching staff of 2,154.

► At Platte Valley Academy (Nebraska) Mr. and Mrs. Glenn Wheeler are newly in charge of the music department; Lewis C. Brand is the new dean of boys; and Don Weatherall is teaching physical education and social studies.

► San Pasqual Academy (California) welcomes Mr. and Mrs. Burton Jackson and Mrs. Russell Jensen to care for the music department.

► Washington Missionary College students and teachers ran up a score of \$6,001 on Ingathering field day.

► Southern Missionary College announces promotions in rank for six of its staff members, welcomes home Clyde Bushnell from a year of graduate study, and extends the hand of fellowship to four new teachers: R. A. Underhill, dean; J. A. Upchurch, dean of men; Wayne VandeVere, assistant in business administration; and Joseph Cooper, director of physical education.

Editorial News and Views

(Concluded from page 32)

Missionary Orientation Course The Autumn Council approved also a plan to establish in connection with the Seminary, and in close correlation with the General Conference, a missionary orientation program to be required of all Seventh-day Adventist workers going into mission service for the first time. Furloughing missionaries and others who desire may elect to take the program, which will be six weeks in length and will be offered three times within each calendar year, or as circumstances indicate. It is intended that the course be very practical in nature, and that it be fully in touch with developments and trends that affect missions throughout the world. A full-time, experienced missionary educator will be added to the Seminary staff to direct this program.

Included in the program will be a Bible course especially designed for missionaries; personal evangelism, with special emphasis on how to win peoples of other religions and cultures; the contemporary mission task; methods of language study and phonetics; healthful living for missionaries; and area studies (concentrating on the area to which each missionary is appointed) in geography and political history, current economic and cultural status of the country, indigenous religions and educational systems of the country, missionary history and activities in the area.

Daytime nursery care will be provided for children of mission appointees, so that wives and mothers may attend these classes.

It is hoped that this orientation course will be the first step toward a full Master of Arts curriculum in the field of missions. Extra budgetary provisions have been granted to the Seminary for books and for a staff member to direct this program. In addition to the instructor in missions other individuals who are members of the General Conference and the Seminary staffs or, in special cases, workers from overseas may be asked to teach a course or parts of a course as the need arises.

Research Grants An official of a large philanthropic foundation, speaking at the recent meeting of the Association of American Colleges, stated that any college that is not receiving assistance from one of the multitudinous educational foundations is not on the job. There is no doubt that our colleges could receive some of these grants if they tried diligently. True, these grants are not outright gifts, such as made last year by the Ford Foundation, but are usually grants for specific survey or research projects. Word just received from the United States Department of Health, Education, and Welfare indicates that they too are offering more than a million dollars to colleges for cooperative educational research.

THE BOOKSHELF

Guidance in the Curriculum, by the Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St. N.W., Washington 6, D.C. 1955. \$3.75.

The authors of this 1955 ASCD Yearbook—a committee of 16 guidance-minded educators—put the classroom teacher in a new light. Classroom teaching is regarded as inseparable from guidance. An integral part of this concept is the flexible program; that is, "fitting" the school program to the pupil. But the chances for a good "fit" are poor when the classroom teacher either does not or is not permitted to guide as he teaches.

If every student in the class were equally alert and vigorous, equally intelligent, adjustable, and interested in school learning, there would be no case for curriculum flexibility and far less need for guidance, they concede.

But, of course, we must reckon with individual differences. There is no argument with the authors' premise that "the common responsibility of all school personnel, under whatever title they operate, is to see to it that the school program in its entirety is of maximal benefit to the pupils and to the supporting society." Just how this is being accomplished is something else again.

The Yearbook committee believes that in many schools this problem is not being satisfactorily resolved. The reason? Because guidance and teaching are looked upon as separate functions. Unhappily, guidance is a supplementary service to the instructional program in too many schools.

Two main reasons are given for making guidance and instruction inseparable:

1. Teachers may overlook a variety of adjustment problems children normally face in the process of growing up.

2. Where counseling is separate, children promoted to the next grade are assumed to be ready for that grade while, in fact, they may not be. After referral to a specialist, the student is returned to the class with the expectation that he will do better. What happens, frequently, is that such an arrangement does not work well, the student becomes discouraged and leaves school early.

The Yearbook lays the blame for most failures and dropouts in high school at the feet of faulty counseling programs in the lower grades where, it argues, "it is clear that no outside person—principal, school psychologist or counselor—can accomplish as much as the teacher who effectively assumes his role as a guide to individual boys and girls."

Despite the apparent firmness of its convictions, the committee readily agrees that some aspects of guidance must necessarily be separate from instruction, principally because teachers are not trained to deal with them. Among these are technical therapeutic techniques which properly belong in the hands of specialists trained in psychology or therapeutic work. The Yearbook lists various ways in which teachers themselves can use the services of counselors, psychologists, and other guidance specialists in the clinical and social case-work field.

One chapter entitled, "Organizing the School for Guidance," discusses a pooling arrangement among teachers, listing examples of how different subject-matter teachers can contribute their specialized skills and knowledge to the pool. The idea is that teachers can reinforce one another's guidance services.

An especially vital chapter deals with the role of

supervisors, superintendents, and principals as resource persons in guidance. Those three administrators "should give strong support to teachers as they provide an atmosphere of wholesome group living for children and youth. In order to guide as well as instruct, a teacher must feel confident that he will receive generous help from an administrative and supervisory staff," the authors contend.

The report sets down a series of "goods" and "bads" among existing guidance practices in the schools.

It also discusses the role of the parent as an excellent resource person for teacher.

Guidance in the Curriculum is important reading. It may also set some ears tingling with its "if-the-shoes-fit-then-wear-it" approach.—HAROLD EIDLIN, *Edpress News Letter*.

► New staff members at Walla Walla College include: Joseph Battenberg, instructor in engineering; Russell Dahlbeck, instructor in physical education; Melvin W. Davis, assistant professor of music; Zeph H. Foster, principal of the elementary school as Bernice Searle takes over direction of elementary teacher training on the college level; Robert Ludeman, instructor in physics laboratory; Robert E. Silver, instructor in secondary education; Evelyn Wright, assistant professor of home economics. R. L. Litke, instructor in Greek and Hebrew, has returned to the W.W.C. campus after graduate study leave.

► Frank L. Marsh, head of the biology department at Emmanuel Missionary College, recently received word that his third book manuscript, *Biology's Blueprint*, has been accepted for publication by Pacific Press, and should appear in the spring of 1957.

► Completion of the new wing to Angwin Hall, women's dormitory at La Sierra College, provides for 70 students, as well as recreation room and kitchen facilities, lobby, parlors, guest rooms, dean's and monitors' rooms.

► From the garden at Plainview Academy (South Dakota) the matron and her student helpers have filled every available can, totaling 1,150 quarts of fruits and vegetables, and frozen 775 pounds of corn and green beans.

► New staff members at Canadian Union College include: Lillian Gabel, librarian and assistant registrar; Wm. A. Haynes and Gem O'Brian, music; N. O. Matthews, biology; George Smith, French.

► Pacific Union College was host September 13-15 to a medical-ministerial institute attended by more than 400 doctors, dentists, ministers, and other workers of the Northern California Conference.

► Design for a sewage disposal plant for Columbia Academy (Washington), drawn up by Walla Walla College engineering students, was approved last May by Washington State officials.

► Middle East College (Lebanon) welcomes June Soper to teach music.

► The total enrollment at La Sierra College is 846.

► New staff members at Washington Missionary College include Frank Araujo, piano; Elizabeth Bentley, dean of women; Frances Fickess and Evelyn Morse Wasli, instructors in nursing education; Stephen S. Hiten, speech; Holger S. Lindsjo, behavioral and social sciences; Ruth Rittenhouse Murdoch, education; Richard F. Rideout, religion; Edith Stone, English; Corinne Wilkinson, secretary of admissions; Frank Wood, English. Mercedes Habenicht Dyer, former dean of women, is director of counseling and orientation.

► Hawaiian Mission Academy announces new staff members: Mr. and Mrs. Charles Yoshida, home deans; Alice Kondo, grade 4, and Barbara Maxson, grade 1, in the elementary school. Mr. and Mrs. Stoops have been the home deans, but now Mr. Stoops is baking instructor and manager of the academy bakery, and Mrs. Stoops is teaching English.

► Charles O. Smith has retired, after 11 years as associate professor of religion and languages at Atlantic Union College, preceded by many years in educational, pastoral, and evangelistic work in Canada. Elder and Mrs. Smith are at home in Washington State.

► Union College has received a \$1,000 grant from the United States Steel Foundation, Inc. The unrestricted grant is part of the corporation's Aid-to-Education program, and will be used for faculty and staff development and incentive.

► Thanks to the 1955 rehabilitation offering, of which Korea's share was \$87,500, the Korean Union Training School has restored 11 units; Kyung San Academy, 6 units; and Kwang Ju Academy, 3 units.

► New equipment and tools, and more classroom and shop space for science, mechanical drawing, and woodwork at the Ethiopian Union Training School enable both teachers and students to do better work.

► Philippine Union College has this year enrolled 46 "overseas" students, coming from Hong Kong, Taiwan, Indonesia, Korea, Japan, Thailand, Singapore, India, Burma, and West Caroline Islands.

► Thunderbird Academy (Arizona) is this year offering courses in flying and air mechanics. Five planes are available for instruction and practice, and the school is ideally located for this on a former army flying field.

► With a freshman class of 275, Pacific Union College has the largest enrollment since the post-war "bulge," including students from 25 States, and 54 representatives from 26 nations.

► AGA women of Walla Walla College shined shoes, washed cars, and sold desserts the weekend of October 5-7 to raise some \$90 to help pay for their newly acquired organ.

► Enterprise Academy (Kansas) welcomes Mr. and Mrs. Daniel Peckham—him as assistant business manager and accountant, her to teach the elementary grades.

► Wilmoth Benson, instructor in voice at Emmanuel Missionary College, received the Master of Music degree from Butler University last August.

Counseling the School Dropout

(Concluded from page 9)

work that does not require a college degree. Here again, interested counsel from a teacher will help a student through a dark period in his experience.

Financial dropouts also need careful attention. Such students are often embarrassed, and sometimes feel that the school is interested only in keeping the paying student. Discussing the school's financial problems, and pointing out the importance of not allowing the student to go too deeply into debt, will be a great help. Assistance in securing work will encourage the student to plan for returning to school at a later time.

The voluntary dropouts are many. The first thing to do in counseling with one in this group is to find the real reason for dropping out of school. The given reason is not always the real reason. A young woman wanted to leave school, and gave as her reason that she planned to be married. During a lengthy discussion with a teacher the real reasons were found to be financial difficulty and a lack of friends. More work was arranged for her; a quiet word to two or three girls took care of the other—and she remained in school. The voluntary dropouts should receive the same careful treatment as those in the other groups. Their numbers can be reduced; and with assurance that someone is interested in their progress, many of those who do leave will later return.

In counseling with students who must leave school—regardless of the reason—the main point to remember is to give the student something toward which to work. He must never be allowed to leave in discouragement and not knowing what to do next. He must be given confidence in himself, and must be convinced that there are those who have confidence in him and a genuine concern and interest in his future.

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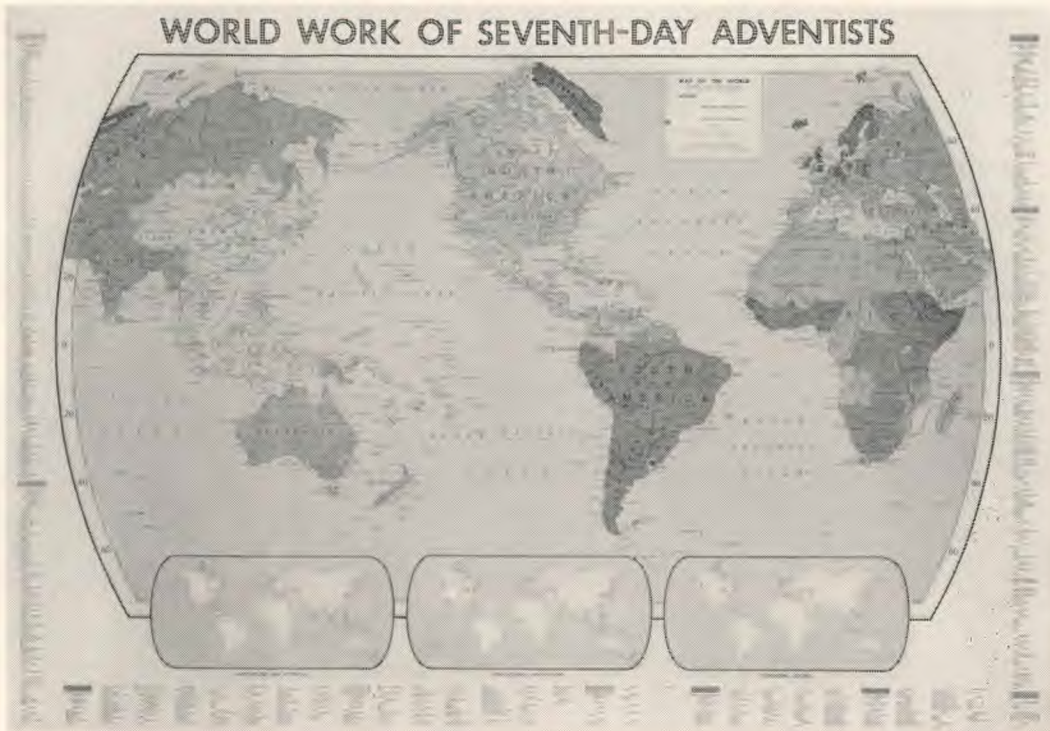
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Editorial

NEWS AND VIEWS

Good Will The incarnation—the birth of the Son of God in human form—was God's supreme effort to convince men of His good will toward them. "On earth peace, good will toward men" was His birth announcement. At this holiday season we should remind ourselves that the very essence of Christianity in action is an attitude of good will, kindness, and gentleness.

Good will manifests itself in love for and confidence in colleagues and fellow workers. Sometimes distrust is observed among workers in our cause, particularly between those engaged in different lines of denominational endeavor. Francis Bacon once wrote: "Suspensions amongst thoughts are like bats amongst birds, they ever fly by twilight. . . . There is nothing makes a man suspect much more than to know little; and therefore men should remedy suspicion by procuring to know more."—"Of Suspicion," *Essays*. Surely, teachers with good will in their hearts will consider that a doctor, a nurse, a minister, an administrator, "is just as conscientious in his work as they are in theirs."—ELLEN G. WHITE, *Counsels to Parents, Teachers, and Students*, p. 157. By pulling together we can get the job done faster, and be happier in doing it.

Good will manifests itself also in love and forbearance toward students under our care. Concerning this the servant of the Lord has told us: "The manifestation of undue severity on the part of the teacher, may thrust a student upon Satan's battleground. . . . It were better not to live than to exist day by day devoid of that love which Christ has enjoined upon His children. . . . We are living in a hard, unfeeling, uncharitable world. . . . In dealing with their students, teachers are to show the love of Christ. Without this love, they will be harsh and dictatorial, driving souls away from the fold. . . . The greatest of teachers are those who are most patient, most kind."—*Ibid.*, pp. 266-269.

New Ph.D. Programs at CME The 1956 Autumn Council approved the request of the College of Medical Evangelists to offer curricula leading to the Ph.D. degree in the fields of microbiology

and physiology. These curricula will be launched in the near future, at a time determined by the college administration. Authorization for doctoral programs in anatomy, biochemistry, and pharmacology was granted at a previous Autumn Council, and these programs are under way. Besides Master of Arts degrees in the fields mentioned, CME gives the M.A. in nursing and in nutrition.

Educators' Conferences Past and Future From August 22 to 28 this past summer, teachers from our various colleges and schools of nursing in the North American Division met at Union College (Lincoln, Nebraska) for six-day conferences. The departments represented were physics, chemistry, biology, mathematics, engineering, and nursing. Early-morning and late-evening meetings were devoted to presentation and discussion of general subjects affecting the work of all the departments. The

remainder of each day was given over to section meetings, in which papers were read and specific problems of the several departments were discussed. Topics of major interest in these meetings were the extreme shortage of nurses within the denomination, and the lack of preparation for and declining interest in scientific studies.

Earlier in the year, from March 25 to 28, the directors of elementary education in our colleges held their quadrennial section meeting at Kansas City, Missouri, in connection with the meeting of the union and local conference secretaries and superintendents of education.

Looking ahead to the summer of 1957, the academy principals will hold their quadrennial conference in late June or early July, at Monterey Bay Academy, in California. Following immediately, at the same place, the advisory council of the General Conference Department of Education will meet.

Also scheduled for the coming summer is a conference of college librarians and college teachers who are heads of the departments of secondary education, English, speech, modern languages, and physical education. This conference will be held August 21-27, at Washington Missionary College, in Takoma Park, Maryland.

Conference-wide Councils of Elementary School Board Chairmen

In the past our leaders have wisely provided for in-service training and growth of the administrators and teachers in our school system. There has been, however, a great need to provide in-service growth opportunities for our laymen and ministers who bear responsibilities in our educational system as chairmen of school boards. Much needless friction has been experienced in operating our schools, particularly on the local elementary school level, because earnest, well-meaning school board chairmen were not fully cognizant of the responsibilities and techniques of school board administration.

It is particularly gratifying therefore to note that in the Ohio Conference last year educational superintendent E. J. Barnes, assisted by the conference president M. E. Loewen, G. M. Mathews of the General Conference, and E. A. Robertson of the Columbia Union Conference assembled all the school board chairmen of the conference at Mount Vernon Academy for a full day of discussion and instruction. The main topic of study was the philosophy of Seventh-day Adventist education and the specific denominational policies outlined to implement it. Other topics included recruiting and employment of teachers, new school building programs, the relationship of the school board chairman and members to the teacher, school improvements, school rating, the budget, and community use of school facilities.

The long-range results of annual councils of this sort could hardly be overestimated. It is to be hoped that many more conferences will adopt this excellent plan.

(Continued on page 28)