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RICHARD HAMMILL, EDITOR

Associates

ERWIN E. COSENTINE
LOWELL R. RASMUSSEN

GEORGE M. MATHEWS
ARCHA O. DART



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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.

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THE PROBLEM OF THE JUNIOR HIGH

An Editorial

RECENT studies indicate that in the public school system the trend toward junior high schools has passed its peak. At the same time, some leading educators are questioning the advisability of associating seventh- and eighth-grade pupils with high school students, particularly with the juniors and seniors.

Up to the beginning of the present century the school and grade organization below the college level was generally on an eight-four plan, though in Southern States the seven-four plan was prevalent (and still continues on a smaller scale), and a number of New England schools operated on a nine-four arrangement. In 1892 a committee of ten, appointed by a council of the National Education Association, recommending that the secondary-school period should begin earlier, advocated a six-six grade arrangement. Following that report, the Department of Secondary Education of the NEA appointed a Committee on College Entrance Requirements, to study the matter. They, too, advocated a six-six plan. But this never became popular.

However, beginning about 1910, there was a strong movement toward organizing school systems on a 6-3-3 plan, with the seventh, eighth, and ninth grades becoming known as the junior high school. The most recent study of grade system trends, conducted by Arthur G. Clevenger of the University of Illinois, among accredited high schools of the North Central Association of Colleges and Secondary Schools, indicates that the trend toward junior high schools started about 1910, as noted above, reached its peak of popularity in the latter 1930's.¹

Mr. Clevenger noted a trend, beginning about 1931, away from the four-year high school toward a six-year high school. At that time only 9.17 per cent of the accredited high schools in the North Central Association were six-year schools, whereas twenty years later, in 1951, 22.28 per cent of all high schools, public and private, that were members of that accrediting association were of the six-year type. That percentage has increased slightly since 1951. The survey revealed that among privately controlled secondary schools in the North Central Association there had been no discernible movement away from the four-year type. Private schools appear to be stabilized on an 8-4 year system of grade organization. Mr. Clevenger concludes that the most noticeable trend during the past twenty-five years has been toward the six-six plan

of elementary-secondary school and grade organization.

These facts are significant in the light of recent diagnoses of the typical attitudes of children at various age levels. By now many readers are acquainted with the excellent book *Youth, the Years From Ten to Sixteen*, which is the fruit of years of research at the Gesell Institute of Child Development and at the Yale Clinic of Child Development. Dr. Frances Ilg, a noted psychologist at the Gesell Institute and one of the authors of the aforementioned book, advises against mixing junior and senior high school pupils. According to her findings, it is definitely harmful for seventh- and eighth-graders to attend high school with older students.

"Dr. Ilg pointed out, in a report issued by the school study group, that in association with older students, seventh- and eighth-graders tend to imitate juniors and seniors in sexual and moral matters—but lack the capacity to handle these problems.

"Consequently, seventh- and eighth-graders miss much of the intellectual satisfaction they desire, are forced into social situations for which they are not psychologically prepared, and may suffer later because of the increased pace.

"Actually, Dr. Ilg noted, seventh- and eighth-graders need regular contact with one teacher. They like and enjoy younger children, and both age groups benefit from the association. The best environment for seventh- and eighth-graders, she concluded, is in the top grades of elementary school, with a greatly enriched program with the best possible teacher."²

Anyone who has observed the harmful, accelerated social and dating program of seventh- and eighth-graders who attend an elementary school connected with one of our secondary schools or colleges will quickly concur with the sentiments of Dr. Ilg, that such pupils do try to imitate the older students in moral and social matters, at a time when they are absolutely unprepared for such issues and associations. Our educators, conference presidents, and school board members would do well to reflect prayerfully on the implications of these trends and findings as we plan our expanding system of parochial schools.

¹ *Trends in School and Grade Reorganization—Major Departures From the Traditional Eight-Four Plan*. Published by the Office of Field Services of the University of Illinois, and printed in abridged form in *The North Central Association Quarterly* of January, 1956.

² *The Education Summary*, Jan. 5, 1957.

"The Bringers Up of the Children"

Taylor G. Bunch

PASTOR, SLIGO CHURCH, MARYLAND

CERTAIN portions of the Scriptures seem to some readers a sort of dry spiritual desert; but even deserts are blessed with an occasional beautiful and refreshing oasis. Likewise in the midst of seemingly dry and monotonous chronology we often come upon a spiritual fountain or a glittering gem of truth well worth the effort of discovery.

Such is the scriptural record that contains the title of this article, where we read that King Ahab had seventy sons in Samaria, and that Jehu, in his work of reformation, wrote letters "unto the rulers of Jezreel, to the elders, and to them that brought up Ahab's children"—Moffatt has it "those in charge of the royal family"—asking for their cooperation. Later he called the latter group "the bringers up of the children."¹ They were the teachers in charge of instructing and training the children of the royal family, in whose school were seventy boys, and a large number of girls, who are not mentioned, since they were considered unimportant.

The teachers, "the bringers up of the children," of the royal family of God in modern Israel, constitute an important class in the church, embracing the great army of parents and teachers who have the most to do in child guidance and training. The term "the bringers up of the children" indicates that they must not be left to *grow up*, like trees and animals, but must be *brought up*, which training requires careful planning and discipline.

The wise man said, "Train up a child in the way he should go: and when he is old, he will not depart from it."² A child is not to be brought up in the way he *would* go or *wants* to go, but in the way he *should* go; he is to be trained on the basis of his future good, the knowledge and experience of parents and teachers, and the accepted principles of right essential to the development of character. The text indicates that the child does not know how to choose for himself and needs the guidance and control of those who have been over the way. The modern philosophy that children should be permitted to make their own decisions and choose their own course of conduct without interference from parents and teach-

ers, is both false and dangerous. In fact it is largely responsible for the present rising tide of juvenile delinquency which plagues modern society and which is producing the almost impossible disciplinary problems in so many homes and schools.

Partly because of the disciplinary difficulties, thousands of teachers are seeking other employment, and many more are held to their positions only because their age and experience will soon entitle them to retirement and a rewarding pension. The situation is made more impossible, as far as discipline is concerned, because of the current laws prohibiting the use of the "rod" in punishment. Years ago teachers had all necessary authority to enforce discipline, which produced not only the atmosphere of quietness necessary to study, but also the respect for the teacher so essential to success in the schoolroom.

Strict and just discipline are of first importance in both the home and the school, a *must* in the qualification of a parent or teacher. "Before he [the child] is old enough to reason, he may be taught to obey."³ Without obedience spirituality cannot live and flourish, and character development becomes impossible. It comes *first* because of its bearing on all achievements in the spiritual, moral, and intellectual realms. It must be given first place in order to produce results that are of lasting and permanent value.

In fact, discipline is an important part of God's program in dealing with all His children in the great school of experience. The apostle wrote: "You have quite forgotten the encouraging words which are addressed to you as sons, and which say, 'My son, do not think lightly of the Lord's discipline, and do not faint when He corrects you; for those whom the Lord loves He disciplines: and He scourges every son whom he acknowledges.' The sufferings that you are enduring are for your discipline. God is dealing with you as sons; for what son is there whom his father does not discipline? And if you are left without discipline, of which every true son has had a share, that shows that you are bastards, and not true sons.

"Besides this, our earthly fathers used to discipline us and we treated them with respect, and shall we

not be still more submissive to the Father of our spirits, and live? It is true that they disciplined us for a few years according as they thought fit; but He does it for our certain good, in order that we may become sharers in His own holy character. Now, at the time, discipline seems to be a matter not for joy, but for grief; yet it afterwards yields to those who have passed through its training a result full of peace—namely, righteousness.”⁴

John the revelator recorded the words of Jesus to the church of the Laodiceans, “As many as I love, I rebuke and chasten.”⁵ “The ones I love I correct and discipline,” Berkeley Version; “All whom I hold dear, I reprove and chastise,” Weymouth translation; “I reprove and discipline those whom I love,” Moffatt translation. The greatest of all evidences of parents’ genuine love is the administering of needed discipline in the light of present and future character development. It is far more an evidence of wisdom and foresight than is sentimental affection and the bestowing of lavish gifts, which often do more harm than good. Even overstrictness is better than the soft, slushy sentimentalism that many parents substitute for genuine love. The parent who withholds the necessary discipline demonstrates that he really “hath his son.”⁶ It is not love in any sense of the word, for genuine love keeps in mind the future happiness and usefulness of the child. Those who learn to obey parental law in the home find it much easier to obey civil and divine law in later life.

“Just as the twig is bent the tree’s inclined”⁷ is an excellent truism. A wise father often quoted this to his son, with apparently no results. In the back yard was an old apple tree with crooked limbs, into which the boy delighted to climb and play. One day the father brought the team of horses and his hired man, and, fastening a rope to a large and crooked limb, seemingly attempted to straighten it. It looked as if the limb would break or the tree be uprooted, and the boy cried out in alarm and asked what they were trying to do. When told that they were trying to straighten the limb, he declared that was impossible because of its age and size, and that it could have been done only when it was real small. The father then pressed home the intended lesson, and the boy acknowledged the point of the illustration. A tree or limb can be trained into almost any possible shape if this is done early enough, and then it is fixed for life. Likewise if children are kept in place till their habits are fixed and their course established, they “will not depart from it” in later life.

When the barren wife of Manoah was visited by the angel of the Lord and told that she would have a son, Manoah prayed that the Lord would send the angel again to “teach us what we shall do unto the child that shall be born.” Manoah asked, “How shall we order the child, and how shall we do unto him?”⁸

“What is to be the boy’s manner of life, and what is he to do?” is the rendering in the R.S.V.; and the Moffatt translation reads, “How is the lad to be trained? What is he to be?” Every parent and every teacher should ask those questions, for God alone knows how a child should be trained and what he should be and do in life. He has given “to every man his work,”⁹ and He alone knows what is “in man.”

No two children are alike—not even so-called identical twins—and never will be alike, for that would be contrary to God’s plan. Each child therefore presents to the parent or teacher a new experience, demanding a different approach and special wisdom. Therefore on the answer to Manoah’s question depends the destiny of the child, the home, the church, the nation, and the world. Someday every parent and teacher must answer the searching question of the Eternal, “Where is the flock that was given thee, thy beautiful flock?”¹⁰ To many it will be an embarrassing moment.

Character is molded chiefly in childhood, when life’s habits are fixed and its talents largely determined. The best swimmers and skaters, musicians and students, are those who began early in life. Theodore Roosevelt declared that “if you want to do something for the average man, you must do it before he becomes a man.” Most people who become Christians do so in childhood and youth, and most of those who bear responsibilities in the church gave their hearts to the Lord in early life. At a convention of leading ministers of a certain denomination, a poll was taken to determine when they accepted Christ, and it was found that, of the 900 present, 892 became Christians when they were children. Since few character changes normally take place after the first twelve years, the chief work of teachers is to build on the foundations already laid by the parents.

Our greatest influence is over those who love, respect, and have confidence in us. Such are the teachers who have had the greatest influence for good in *our* lives. Confidence is the greatest of all leadership assets in church or state. A little boy asked, “Daddy, is God as nice as you are?” “Oh, He is a lot nicer,” answered the father. “Then,” replied the child, “He must be awfully nice, and I certainly love Him.” May this be the experience of all the fortunate men and women, the parents and teachers, who are “the bringers up of the children” in the household of God, the royal family of heaven.

¹ 2 Kings 10:1-6.

² Proverbs 22:6.

³ Ellen G. White, *Child Guidance*, p. 82.

⁴ Hebrews 12:5-11, Weymouth’s translation.

⁵ Revelation 3:19. ⁶ Proverbs 13:24.

⁷ Pope, *Moral Essays*, Epistle I, line 150.

⁸ Judges 13:8-12. ⁹ Mark 13:34.

¹⁰ Jeremiah 13:20.

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Maintaining a Fundamental Christian Philosophy*

E. A. Robertson

SECRETARY, DEPARTMENT OF EDUCATION
COLUMBIA UNION CONFERENCE

PROBABLY no other institution among us will shape the future of this denomination as much as will this Theological Seminary. Whether or not the fundamental concepts of the Advent message are maintained in their purity and wholeness will depend largely on this institution that has molded, is molding, and will mold the thoughts and spiritual concepts of many of the present and future leaders in this denomination.

It is of paramount importance that here on this campus and in these classrooms the purity and simplicity of Bible faith and doctrine shall find its greatest champions. There is an overwhelming need today for more men and women who can and will champion the superiority of the Christian way of life, aggressively as well as defensively, and in an intelligent, competent manner.

We live in a society that, in many respects, is reverting to paganism. This trend is reflected in its art, music, and literature; in its educational system, its morals, and ethics; and even in its religious practices. It is a society that is Christian in pronouncement and pagan in practice. It is a sort of "baptized" paganism, with a Christian vocabulary and terminology, in which lip service to God and verbal acknowledgment of belief in His existence are substituted for obedience to His will. It is a culture in which the divine law has been set aside in favor of a code of ethics based on pagan concepts and majority opinion—whatever has become acceptable to the majority of people in a given place at a given time.

This neopaganism, with all its modern refinements, has been the great deception of the age, and has well-nigh destroyed the spiritual effectiveness of many large church fellowships and religious institutions. This Seminary avowedly stands as a great barrier to the intrusion of these influences into the Adventist Church, and I believe it is performing that service to the denomination to a commendable degree.

Here students are grounded in the verities of God's truth. No "untempered mortar" must go into the living edifices built here. Students must go out from these halls and classrooms better equipped to give

the trumpet a *certain sound*—with uncertainties cleared away and with stronger and more enlightened faith in the Word of God.

It is said that upon the occasion of Thoreau's graduation from Harvard, Emerson was talking with him and remarked on the greatness of the university, and the privilege of studying there all the branches of learning. Thoreau is said to have answered thoughtfully, "Yes, all the branches, but none of the roots."

In this Seminary many branches of learning are studied; but the chief concern is with the roots, the wellspring, the fountain, the source of all wisdom and knowledge. There is safety in that approach to any branch of art or science, philosophy or doctrine.

In the days ahead of us in the Advent Movement, as the conflict with evil intensifies and accelerates toward its final climax, there will be increasing need for an enlightened leadership in our schools and churches; leaders who can discern between the counterfeit and the genuine; who are able to make a proper distinction between the holy and the profane; who are competent to test new movements, philosophies, and doctrines that will arise.

Even now there is a dearth of that quality of leadership. We need more of those who have learned to depend not so much on their own judgment and reasoning powers as upon the will of God revealed in the Bible and through the Spirit of prophecy, and who will test every standard and doctrine by that will.

The secular, materialistic, and collectivist philosophies of the day must never be allowed to shape or influence the doctrines of the church or in any sense to dictate its spiritual or moral standards. It is just as true today as it ever was that when men speak contrary to the divine testimony, "it is because there is no light in them."¹

It is not for us who are exponents of Christian faith and doctrine to adjust our positions so they will dovetail with popular thought or be more acceptable to the world. Tactful presentation of the message must never obscure the truth. We must not attempt to bring our way of life into conformity to worldly thought and practice, whether it be in our educational system, our social and recreational life, our doctrines, our methods of evangelism, or whatever. We have too often been inclined to think that

* In harmony with our plan of occasionally publishing outstanding chapel talks, we present this truncated form of a chapel talk delivered at the Seventh-day Adventist Theological Seminary in the autumn of 1956, by the Columbia Union Conference secretary of education.

when we have attained likeness to or parity with worldly institutions we have made great progress.

One great need today is a revival of an adherence to the principle that Adventists are, by their very nature and calling, different from the world. We should derive no satisfaction from similarities between us and the world. This Seminary is in a position to furnish the church with an increasing number of men and women possessed of a thoroughly Christian philosophy, untainted by modernism in any degree. The church needs more skillfully trained men and women who believe and live and teach the Christian way as *the* way. We must not by word or act give the impression that the philosophies and interpretations of the world are superior to Biblical Christian teaching, even in such a simple matter as whether it is right to inhibit or spank a child, or whether at proper times there is efficacy in "thou shalt not."

Just as our philosophy of life is different, so our practice of life will also be different. As long as we are in a sinful world it will be impossible for Christians to conform to it. Worldliness and worldly reasoning must never be allowed to infiltrate our institutions and churches. Our institutions are not established that we may *conform on a higher cultural level*; but on the contrary, to ensure that we may retain our distinctiveness.

If any teaching that we have as a people needs to be re-emphasized above another at this time, it is that we are "a peculiar people," set apart by God for a special work in His service for humanity. As our denomination grows into maturity, and we are able to match the world in our fine churches and institutions of learning, the danger arises that we shall also want to match the pomp and display and ritual, the social customs, and other ways of the world.

There is great need for more dissent from popular trends. Modern education seems to have as its goal the *adaptation* of men and women to the group—pushing individuals toward conformity to the crowd—without regard to absolute standards of right and wrong. There seems to be an attempt to standardize conduct on the level of the mores of the masses, in America as well as in other lands, aided and abetted by political organizations, labor combinations, ecumenical movements among churches, mass media of communication and propaganda, as well as by mass educational systems.

All these processes focus attention on the dissenter: the man who will not sign a political oath, who doesn't want to join a union, who observes the seventh-day Sabbath instead of Sunday, who does not wish to send his child to a public school. The world is binding itself into bundles, and those who are not in the bundles, by that very fact are conspicuous. Then, there is a tendency to be intolerant of those who are not "bound" as the majority are. The majority feel that

these free ones must be bound too, and they exert pressure to make them like all the rest.

America has evolved a secular, materialistic mentality with a distorted sense of values, and the dissenter (so called only because he is in the minority) is considered to be maladjusted and to need guidance of a psychiatrist or some other person or group that will give him a more acceptable—conformist—philosophy of living. In such a society the rugged individualist is regarded as a misfit; the scrupulously conscientious, as prudish; and the devout, as fanatical.

Seventh-day Adventists do not fit into this leveled-out standardization. In most cases one can't be a genuine Seventh-day Adventist without displaying some characteristics of rugged individualism. He must be different; he must dissent, protest, be militant. He must aggressively strive against the influence of the world. Like the Hebrew worthies, he must have in him the "ability . . . to stand." He cannot follow inclination; he cannot follow the crowd. He must follow Christ, however unpopular that may be. He must have an intelligent, educated conscience, which he will not violate. He must know how to set his "face like a flint."²

Modern educators hold that each youth, each individual, must work out his own philosophy of living, compatible to the environment in which he finds himself. In a limited sense this is true, but in a fuller sense "the way of man is not in himself."³ As Christians we adopt the philosophy of life perfected by divine competence. There is an immeasurable gulf between the philosophy an individual may work out and the philosophy of the divinely revealed will and purpose of God. "It is not in man that walketh to direct his steps."³ The Christian submits his life to divine direction.

As we come nearer to the close of time, and sin becomes more prevalent, the distinction between Seventh-day Adventists and the world will become more pronounced. We shall be known by our contrast to the world rather than by our similarity to it. The measure of popular acceptance we now enjoy will disappear. Our apparently stubborn positions on matters involving spiritual life and practice will evoke stern denunciations and the most determined opposition. According to the Spirit of prophecy writings, "when we reach the standard that the Lord would have us reach, worldlings will regard Seventh-day Adventists as odd, singular, strait-laced extremists."⁴

"Why is it, then, that persecution seems in a great degree to slumber? The only reason is, that the church has conformed to the world's standard, and therefore awakens no opposition. . . . It is only because of the spirit of compromise with sin, because the great truths of the word of God are so indifferently regarded, because there is so little vital godli-

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Can Counseling Help These?*

Mrs. Thomas A. Little

ASSISTANT PROFESSOR OF ENGLISH
LA SIERRA COLLEGE

ANYONE who has done even the most casual counseling of young people knows that the problems of college youth are very real, very poignant, even though they sometimes seem trivial to the seasoned adult, who worries about the "really important things: meeting payments on homes and automobiles, balancing budgets, building a clientele. The sympathetic and understanding adviser of youth knows, however, that Mary's bad complexion can be as devastating to her as the loss of a big customer, and that Bill's failure to be accepted by the group he admires is as heartbreaking as bankruptcy.

The wise counselor never belittles or laughs off these problems. He remembers that he, too, had problems when he was young; and he tries to help the young person work out a solution, the finding of which is sometimes much more difficult than making the books balance.

True Christian teacher-counselors will always lead the youth to find an ever-present help in Jesus, to take life's problems to the Wonderful Counselor. But the teacher-counselors have further work to do. They are not to be "father (or mother) confessors" to their counselees. Rather, they may, "through the grace of Christ imparted to them, be the living human agency—be laborers together with God—to enlighten, lift up, encourage, and help to purify" so that the character is "transformed by the grace of Christ."†

When Providence has placed one as a leader of youth—"the living human agency"—it is not enough to voice pious platitudes to the young person, to tell him to pray about it, and then send him on his way. Certainly we must urge him to pray about his problem, and we should pray *with* him. We may even need to teach him how to pray. Then we need to enter into our own closets and pray that God will give us wisdom and use us to help the young person find the solution to his problems.

Sometimes the difficulties relate to very mundane things: trouble with a roommate, outmoded or inappropriate clothes, awkward mannerisms, failing

grades, lack of friends. At other times they have to do with faults of character and personality. Sometimes both or several kinds are mixed together, so that one can hardly tell which is which.

For example, here are four typical college-age young people: Susan Quisenberry, Peter McNary, Jane Glum-mere, and George O. (for Oppenheimer) Straus.

Susan Quisenberry is from Ashhurst Academy. She comes from a fine Adventist family above average in refinement, culture, and economic status. She is an excellent student in all her classes, liked by her teachers and fellow students, well behaved in all campus relationships, active in campus affairs, mature in her attitudes. Susan has an intelligent awareness of her abilities—and of her ineptitudes.

Susan is not the "pretty" type. She is larger than average, but is trim, nice looking, and well dressed. Furthermore, she sings well. Now what more could a coed need for a happy life? Only one thing we can think of, but such an important one—a real *sine qua non*, it seems—a boy friend. Her dates are few and far between. Oh, is *that* all! "That can come later," Aunt Annie or Grandma Snodgrass will say. "She should concentrate on her studies. And someday Prince Charming will come riding by." Well, let me tell you this: Aunt Annie has read too many romantic tales, and Grandma Snodgrass is still roaming around in the nineties.

Let's look at Susan's associates. There's Sally, who is gay and can banter with the boys. Susan can't—but Sally has a boy friend. Then there's Alyse, who is petite and appealing with her soft, come-hither looks. Susan simply can't put on an act—but Alyse has a boy friend. Susan's roommate doesn't have a "steady," but she never lacks a date for a student banquet or any other event that comes along. All this is disconcerting for Susan. She is brave about it, and her friends are sympathetic—which makes matters much, much worse! Her cousin nobly offers to try to get her a date with his roommate; but Susan, who has good sense, knows that won't work. And to make matters worse, Susan has become self-conscious when she is around campus men, for she is fearful

* What counsel would you, a Christian teacher, give to the students described in this article? We should appreciate receiving thoughtful, well-considered guidance for the types of persons herein described.—EDITOR.

of appearing eager; so she goes to the other extreme and appears aloof.

"If I could only be natural and at ease," Susan wails to her adviser, Mrs. Muchmore. "But I *can't*. I can't think of a *thing to say*." She adds: "It was the same way in the academy—the girls who had dates there have them here now. I had hoped that at college—" and her voice trails off in despair. You see, Susan is intelligent and can discuss her troubles, but many another girl couldn't.

So Susan digs into her studies, and tries to find compensation in making A's and doing behind-the-scene drudgery for student-run campus events. She announces one day to her adviser that she thinks she'll go to another school next year—to broaden her educational experience. But the perceptive Mrs. Muchmore knows that Susan is grasping at a straw, the straw that "maybe in a new place—" She is aware of the heartache in a fine young woman of character.

Susan's personality is the type that wears well. She will make an excellent wife—the kind men don't divorce. She will be a cheerful woman, sympathetic, loyal, easy to get along with, interesting to a man of intelligence. But all of this will have to be *discovered* later. Right now Susan needs to know how to get acquainted with campus men and to generate a few dates.

How would you advise the adviser to advise Susan?

Peter McNary is a lovable lad. Everyone likes him, teachers not excepted. He is passably good-looking, but his main forte is an appealing charm. Peter is gifted, too. His A.C.E. and reading tests put him near the top. He does things well: sings, makes a good speech, leads the student group in the college song as no one else can do. Once, in an unwonted burst of energy, he wrote an outstanding term paper for Professor Smathers. But alas, Peter cannot long sustain interest in a project, though he just *loves to do things*.

Peter is always late. He comes to his 7:30 class at 7:35 about two thirds of the time, and always for excellent reasons. He has reregistered twice because of chapel absences (he had to see a fellow on important business). Term papers due? Outside reading due? On time for his job at the service station? You know Peter!

So from the personnel office goes a notice to Peter to see his adviser. Peter makes and meets the date with his adviser (arriving ten minutes late, by the way). "You're sure right, Prof.," says Peter. "Boy, I'm really going to get in the groove and cool some grades," he vows—and means it! Professor Hewson congratulates himself on being a good counselor. "I really handled that boy," he says to himself.

Comes the next grade report. Peter's grades that aren't incompletes are merely lukewarm, not "cool"

at all. So the personnel office goes through its routine again: "Mr. McNary, we are requesting that you interview your adviser, et cetera, et cetera." Peter is repentant. "You're sure right, Prof.," he says (only eight minutes late this time). "I'm just an undependable, immature jerk. But this time I'm *really* going to do it."

"Now what?" says the deflated Professor Hewson.

How can we help Peter to develop some sort of dependability? some degree of will power? If we cannot, Peter is due to become a charming, ineffective ne'er-do-well. Is his type hopeless?

If you felt sorry for Susan Quisenberry, you'll break your heart over Jane Glummere. She is plain to the point of being homely. She has a bad complexion, poor posture, and doesn't know how to do her hair or how to dress. She is only an average student, and is awkward in practically everything she does. Jane is a good girl, quiet and faithful. Of course she has no boy friend—not even a hint of a date in all three years of college thus far. But that isn't the most tragic part. Poor Jane can't even attract girl friends. She goes to meals alone. She goes to vespers and to Sabbath school alone. If she goes to a Saturday night affair (which she seldom does any more), she goes alone.

Now if only Jane were stupid, too, she might be blissfully unaware of all this, or at least only dimly aware. Actually, she is painfully conscious of all her insufficiencies. She knows, for example, that her clothes aren't right, but she doesn't know why; so she keeps buying new ones, hoping she'll hit it right once. But her clothes are too fussy, simply not her type, and are frequently most inappropriate for the time and place.

A sympathetic dean tried to get energetic and ordinarily sympathetic Doris to take Jane with her to meals at the cafeteria now and then; but Doris, in dismay, cried, "Miss McClanahan, I can't do that or the kids will cut me out, too." Miss McClanahan sighed, for she knew what Doris said was true. After all, Jane must be helped within the environment of the school as it is, not as Miss McClanahan wishes she could make it by a wave of a magic wand. The fact that other students *should be* more helpful will not help Jane right now when she needs help. So Miss McClanahan is especially gentle and friendly with Jane, and occasionally invites the girl to accompany her to some event, though she knows that she is a poor substitute and that Jane knows why she is invited. Naturally, Jane's personality is becoming warped. She goes around with an unsmiling, morose look. She is more and more withdrawn into herself.

Oh, the pure unadulterated misery of a lonely,
Please turn to page 25

How to *Visit*

Your Classroom

*Thomas O. Lawson
and Emery Stoops**

Some tips on improving supervisory visits and follow-up conferences with teachers.

The word "supervision" is neither adequate nor accurate to convey the meaning of the process whereby the improvement of instruction is effected.

It is a holdover from the days when teachers were considered semiskilled workers. Supervision then meant inspection, rating, imposed improvement, and the superior-inferior relationship between groups of co-workers.

Classroom supervision is now seen as a co-



One should be just as inconspicuous as this during a supervisory visit.

operative, continuous process directed toward the improvement of classroom instruction.

Since the ultimate phase of education—teaching—normally occurs in a classroom, it follows that the effective supervision of teachers will occur in the classroom.

With this in mind we present on these pages, in pictures and text, some objectives and techniques of the supervisory visit and follow-up conference.

The Supervisory Visit

The objective of the supervisory visit is to obtain general impressions and relate them to curriculum work in progress. Establish rapport with the teacher before you visit her classroom. When you have created a classroom situation that is relaxed and free from strain, ask yourself:



Are the facilities adequate in this classroom? Check visual aids, instructional materials and bulletin boards. Is the room comfortable? Note general appearance, temperature, lighting and ventilation.

* Mr. Lawson, pictured in the accompanying photographs, is boys' vice-principal of Richard Henry Dana Junior High School, Los Angeles City High School District. Dr. Stoops is head of the department of educational administration at the University of Southern California.



How do the pupils react to their teacher? Are they interested in their activity? Are they being motivated? Is their attention held? Are all of the pupils participating?



The Follow-up Conference

Objectives of the follow-up conference are to help the teacher secure deeper insight and understanding of the problems of education, to satisfy her need to know if she is doing well, and to provide her with an opportunity to develop and carry out plans which will bring about progress.

You know that her job isn't easy, so always think, "How would I feel if I were the teacher?" Approach her as a peer; show interest in her as an individual, not as a room number. Put her at ease by creating an air of informality, inject a how-can-I-help-you attitude. Request her opinions and suggestions. Criticize methods rather than intentions—wise use of criticism leaves the door open for further discussion. And close the conference on a friendly note, with praise or commendation. In short—visit, confer, commend, suggest, comment.—*The School Executive*, March 1957, pp. 47-49. (Used by permission.)

Is the teacher personable? Observe her appearance, voice, mannerisms, personality and enthusiasm. Is she emotionally healthy? Improvement of instruction is impossible when tensions debilitate her effectiveness. Make mental observations only at this time; notes to be used in follow-up conferences should be written after leaving the classroom.



Does the teacher handle her class well? How does she control discipline? Does she establish rapport with children? How does she handle such routine as roll? Is she prepared for the class activity? Are instructional aids ready and available? Be aware of pupil differences, especially in a homogeneous grouping.



Temperance Education

Jesse O. Gibson

ASSOCIATE SECRETARY
AMERICAN TEMPERANCE SOCIETY

SINCE joining the Temperance Department a few months ago and attending the American Institute of Scientific Studies for the Prevention of Alcoholism, I have been profoundly impressed with the problem we face in relation to narcotics and alcohol. Certainly we need to understand this problem better and then we need to do more about it.

"Because the principles of health and temperance are so important, and are so often misunderstood, neglected, or unknown, we should educate ourselves, that we may not only bring our own lives into harmony with these principles, but teach them to others. The people need to be educated, line upon line, precept upon precept. The matter must be kept fresh before them. Nearly every family needs to be stirred up. The mind must be enlightened and the conscience aroused to the duty of practicing the principles of true reform. . . .

"At conventions, institutes, and other large and important meetings, instruction should be given upon health and temperance. Bring into service all the talent at command, and follow up the work with publications on the subject. 'Educate, educate, educate,' should be the watchword."¹

The Rich Harvest From Educational Efforts. "Men of different vocations and different stations in life have been overcome by the pollutions of the world, by the use of strong drink, by indulgence in the lusts of the flesh, and have fallen under temptation. While these fallen ones excite our pity and demand our help, should not some attention be given also to those who have not yet descended to these depths, but who are setting their feet in the same path?"²

"If half the efforts that are put forth to stay this giant evil were directed toward enlightening parents as to their responsibility in forming the habits and characters of their children, a thousandfold more good might result than from the present course of combating only the full-grown evil. The unnatural appetite for spirituous liquors is created at home, in many cases at the very tables of those who are most zealous to lead out in the temperance campaigns. We bid all workers in the good cause, Godspeed; but we invite them to look deeper into the causes of evil they war against, and labor more thoroughly and consistently in the work of reform."³

God's messenger told us years ago, "The temperance question is to receive decided support from God's people. Intemperance is striving for the mastery; self-indulgence is increasing, and the publications treating on health reform are greatly needed. Literature bearing on this point is the helping hand of the gospel, leading souls to search the Bible for a better understanding of the truth. . . . They [Sabbathkeepers] should make earnest efforts to circulate these publications among their neighbors."⁴

We in the Temperance Department wish to do everything in our power to help you as teachers to follow the divine light that has been given us in regard to temperance. According to divine instruction, "every member among us should sign the pledge and be connected with the temperance association."⁵ Signing the temperance pledge, encouraging every student in our educational institutions to become a member, is our first responsibility. I think we have another great responsibility, that of education. As Ellen G. White said, "Educate, educate, educate."

Following are listed a few of the items which we have prepared to help you in this task:

Listen, A Journal of Better Living. You will be interested to know that, with the beginning of the new year, *Listen* will be published six times yearly, or bimonthly. We would suggest that subscriptions be entered for the full six issues and then that the summer issues be held over until the fall so that you can have access to all six copies to use as a text in your classes in science, premedical subjects, nursing, and for any other classes dealing with physical education or health. We, as a people, have been shielded from the menace of alcoholism and narcotics addiction, but we certainly owe it to our young people to educate them so that they may be guarded from these evils and also become good temperance educators. *Listen* now has a Teaching Guide prepared to accompany it and make practical and vivid for the classroom the material in each issue. This Teaching Guide, which may be procured for use by the teacher, will make the teaching much easier. Sample copies will be furnished upon request from the American Temperance Society.

Smoke Signals. This is a dynamite-packed quarterly fact bulletin designed to interpret the extensive tobacco research of today and encourage healthful

living in the light of current findings. Every copy is a potential bomb on the tobacco camp. This pamphlet should not only be used as a text along with *Listen*, but should also be distributed to every student in our schools. This timely information will do much to help them to be alert to the temperance problem and to help combat the evils of smoking. It should also be distributed by the thousands by our Missionary Volunteer societies, particularly in connection with the showing of the timely film *One in 20,000*, on tobacco and lung cancer.

Also valuable for youth today is a series of pamphlets on smoking, two addressed directly to young readers, *Should Boys Smoke?* and *Should Girls Smoke?* The other two in the series are *Lung Cancer and Its Relationship to Smoking* and *How to Stop Smoking*.

Films. The dramatic film *One in 20,000*, which has been shown widely, is becoming increasingly popular day by day. It has now been translated into eight foreign languages. New copies are being sold constantly here in America for use by our own churches and for use by our laymen and medical men, to be shown in civic clubs, high schools, and churches of other denominations. Why not put our students to work in using this good film in public high schools in your vicinity? Give them a chance to share their temperance faith.

Thousands have turned from cigarette smoking because of seeing this film and reading *Smoke Signals*. There are millions, however, who are still addicted to the tobacco habit and should be rescued from its perils. Thousands of young men and young women are taking up the smoking habit. We owe it to our youth to *educate* them, thus saving them, and they in turn can help save others. *One in 20,000* will help you effectively in your task of education. We are working on another tobacco film that will follow in the path of the showings of *One in 20,000*. It should be ready early in 1958.

We hope to have, before too long, a new film of our own production on alcohol. *Susan's Dragon*, which we have at present, is good for promotional work and can be procured from our office for \$75.00. The WCTU has several good films on alcohol which are very timely and inexpensive. The film, *It's the Brain That Counts*, is a two-reel, 16mm. sound. It is an interesting story and illustrates how one drink of beer can affect the human judgment and cause fatal decisions. Its level is from junior high schools to adult audiences. This film is in black and white and sells for only \$50.00. There are many other films that might well be used in your educational program. We shall be happy to furnish you a list of recommended films if you will write to the American Temperance Society.

Oratorical and Essay Programs. I have been thrilled this year as I have heard and read for the first time

some of the speeches and themes from the oratorical and essay programs. Certainly these young people have devoted a great deal of time and have given a great deal of study to the terrible menace of alcohol, tobacco, and narcotics. By having a large number take part in these programs in your schools, certainly much will be done to help educate all our young people on the subject of temperance. After such programs let's put them to work and utilize their talents.

Poster Program. The last few days we have had posters—entries in the annual poster program—hanging all over our headquarters offices. Here, again, our boys and girls have searched into the temperance question deeply. All their posters are not perfect artistically, yet every one shows a result of deep study and research on this important question of temperance. Our boys and girls are to be commended for the excellent job they have done. Some of their posters will, no doubt, be used widely in educating not only our own youth but millions of those around us.

It's Our Problem. Certainly the temperance problem is our problem. We are our "brother's keeper." Too often we overlook this fact. Let us not forget our responsibility before God toward our fellow men. Let us face these facts squarely:

- 7,000,000 or more are drug addicts or victims of alcoholism.
- 9,000,000 are suffering from mental illness. From 25 per cent to 40 per cent of this illness is caused by alcohol.
- "Seventy-five per cent of the unfortunates in our penitentiary owe their humiliation, shame, and disgrace directly or indirectly to booze."—BUD RUSSELL, transfer agent for Texas prison system.
- According to a Rutgers University inquiry, 56 per cent of the women in our population drink.
- *Newsweek* listed the percentage of twenty-one-year-old women drinkers at 60 per cent.
- Women alcoholics are estimated to be more than 1,000,000 in number. Estimated current increase in women alcoholics has been placed as high as 120,000 a year.
- Tobacco and narcotics are claiming an increasing number of our youth.
- About 70 per cent of all problem drinkers begin drinking or get drunk while they are minors.

May God help each one of you as a teacher to face the challenge of this alcohol, tobacco, and narcotics education. We have a grave responsibility to save our own youth and give them the education necessary to help others. The American Temperance Society stands ready to help you.

¹ Ellen G. White, *Temperance*, p. 169.

² White, *Testimonies for the Church*, vol. 6, p. 256.

³ White, *Temperance*, pp. 194, 195.

⁴ White, *Counsels on Health*, p. 462.

⁵ White, *Temperance*, p. 197.

Problems of the One-Teacher School*

Fannie Wyche Dunn

LONG-TIME PROFESSOR OF RURAL EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Organizing the One-Teacher School¹

THE greatest single hindrance to effective use of the facilities afforded in small rural schools is the large number of subjects which divide the school day and week among them. As life has grown more complex and contacts have widened, more and more subjects have been added to the curriculum, from the first grade through the elementary school. Even in Horace Mann's time he declared that the multiplicity of them "ground the teacher's day to powder." But Horace Mann probably never knew of "thrift," or "safety," or "tolerance," or other such aspects of life which legislators here and there have ordered the schools to include in their offerings. As a result, in one-teacher schools the typical day's work is broken up into from twenty-five to forty different "class periods," from one or two to twenty or thirty minutes in length. In general, too, the children who are least able to direct themselves or follow written or printed instructions, those of the first and second grades, have the least amount of teacher time, being often if not usually immured during a six-hour school day with less than an hour of direct instruction or guidance. In all grades, the provision for music, art, construction, guided play, literature, or elementary science and nature study is hopelessly inadequate. It is this situation which makes so many sincere educators declare that the one-teacher school is an impossible educational situation.

This conviction, however, is based on the assumption that school classes must always consist of children within one year's age and ability range, which a "grade" is supposed to be. There never was a more false assumption, by the way. Go out into any ten to twenty-five one-teacher schools, taken at random, and see if there is not generally a greater difference between the achievement ages of the children within any grade, at least above the first, than between the

average achievement age of two or even three successive grades.

It is an actual fact that three so-called grades of a one-teacher school may be put together as one class and still have an age range no wider than existed in one of the grades before the combination. Putting several grades together, moreover, helps to overcome the second of the serious obstacles to education in one-teacher schools, the small number of children in a single class with little or none of the stimulation and consequent growth which social interaction promotes.

The first step in reorganizing the program of instruction in small rural schools, therefore, is enlarging the classes and reducing the numbers of them by combining several grades into one class group. There should be as few groups as possible. In the rural schools in which I experimented for ten years, and in numerous others of which I know, three groups have proved to be enough for most types of desirable activities, and two groups suffice for some. These groups, in an eight-grade one-teacher school are roughly children of ages 6 to 8, which we might call the primary group; ages 9 to 11, the intermediate group; and ages 12 to 14, the advanced group. In a six-grade elementary school, only the first two of these groups would be represented. For music, physical education, health, and elementary science, probably not more than two groups will be needed, with the intermediate and advanced groups in one.

To those who think of school work as consisting principally of assigning and reciting textbook lessons, such an organization as this will seem impossible, as it is. For textbooks are built to fit a year by year grade organization, sequentially arranged, with increasing difficulty in the language of textbooks from grade to grade, and with one year's work more or less definitely prerequisite to another. But education as conceived today replaces verbal recitation with socialized activity. Large units of work are developed around genuine life interests and experiences, and use is made not of a single textbook, with a common assignment for all pupils, but of many reference books,

* Throughout her professional lifetime Dr. Dunn sought to give practical help to teachers in small rural schools. The two sections of this article deal with the most difficult problems of teachers in one-teacher schools—how best to organize and carry on a program so that children of various ages participate effectively.—EDITOR.

some easy and some more difficult, with different contributions to the class discussion by individuals and committees. Other activities than those with books are also involved. Children work together, as people do outside of school, on enterprises of common interest in which each participates according to his capacity. Some are clever with their fingers, others show peculiar ability in finding and bringing in interesting objects for group use. Others contribute clippings or pictures, others search the library and report what they have read. Some paint and draw, some contrive mechanical devices, some write poems or plays, and still others take the lead in organization and conduct of school clubs or group games.

Another plan, organizing the groups as a whole school unit, is followed by a teacher I know in a one-teacher school. She divides the children into committees, each with responsibility for certain questions or activities, each committee including representatives from all three groups. The older children take the lead, help the younger ones, carry out the more difficult parts of the common undertaking. Nobody knows what is the best possible organization of these heterogeneous groups. Perhaps different organizations are good for different purposes. The whole plan is still in a pioneer state, and teachers of originality and initiative may make better suggestions than any yet developed.

A second step in more effective organization of the program of the one-teacher school consists in provision for individual instruction where that type is most advantageous. In a small rural school, for example, there may be not more than one or two children in each arithmetic class. Some time is spent on explanation of new processes or developing new problems. But more commonly a class is sent to the chalkboard to work problems, say, in long division, to be followed, for the next ten minutes, by another class in percentage, and so through the total arithmetic block of time. Much better is the plan used by many teachers of devoting a whole block of time to all the children working together, each on his individual needs. The teacher moves from one to another to help or direct, or calls small groups found to have a common need to work with her at the chalkboard.

So, too, in any of the tool subjects, equipment may be available for individual study, which any child may be guided to use just when he needs it, instead of having it formally assigned at a time when it has no relation to his present needs. Practice on the mechanics of language, penmanship, spelling, and much reading may be organized on an individual basis. Some teachers find it advisable to have a period in the daily program for practice in any skill a child may need at the time. During this period some pupils may revise language papers for publication in the school newspaper; others may work with a child

partner, testing each other, to master the spelling words which they have found difficult in the week's or month's work; still others may complete unfinished arithmetic problems or study some number facts needed and not yet mastered; while a few with no present needs in any of these lines may do free reading, perhaps later to be reported to a book club.

Implicit in the foregoing is a third element of a reorganized program, the breaking down of artificial lines between various fields of subject matter.² An interest centering in the social aspects of community life may need to call on all the so-called "social studies" in one class period; may involve language, music, and handwork as means of expression; may require the use of all the three R's. Why split the day into periods assigned to different subjects if the central activity is drawing upon all of them? In the end, perhaps, as in the school described by Collings' report of his *Experiment With a Project Curriculum*,³ none of the "subjects" will appear by name on the daily time schedule.

Let each teacher take hold wherever she can. She will study her children, their abilities, interests, and needs. She will inform herself about her community, its needs, and the resources it affords for vital experiences for her pupils. Her own special interests or abilities will be an important determining factor in the new organization she then undertakes. She may develop a more childlike and rich school day for the youngest children, or stimulate the whole school to deeper interest in the history of their community, or open their eyes to the story in its rocks or the beauty in its flora or the toll which erosion is taking of its soil; she may develop language expression through a newspaper or through original verse or public program, or find a way to introduce fine practical arts; she may enlist the cooperation of children and adults alike on some enterprise to lift the living of the whole community. For any of these, however, she will need to make place and time by breaking away from the formal routine of lesson-hearing grade by grade and setting up her program in a different, more economic, and more social type of organization.—*The Child in the Rural Environment*, Yearbook 1951, Department of Rural Education, National Education Association of the United States, pp. 201-204. (Used by permission.)

(To be continued)

¹ Speech given at Harrisburg, Pennsylvania. Date uncertain.

² This idea is discussed further in chapter 5 of the 1938 *Yearbook of the Department of Rural Education, NEA, Newer Types of Instruction in Small Rural Schools*. An excerpt from this chapter follows: "The crux of the matter lies in a confusion of experience and outcomes. One does not experience science or history or arithmetic or any other subject as such in life, at least outside the schoolroom. One experiences, perhaps, taking care of a pig, finding and learning about a fossil, seeing and enjoying the autumn woods, but these are not science. Out of such experience may come understandings of scientific principles, development of a scientific attitude, but there may also come learnings which we call history or arithmetic or art."

³ Ellsworth Collings, *An Experiment With a Project Curriculum*. New York: Macmillan Company, 1925.

Planning and Direc



Ideas are born here.



What is your "pet peeve"?



Another deadline to meet!



Is it all here?

Purposes. Good public relations with the constituency can be brought about through their regular reading of the school paper. On its pages they will find recorded the activities of the school, as well as announcements of coming events. This will enable those within driving distance to arrange their schedules to include the appointments of their choice.

Since the paper does or should represent the school and its standards, the staff must be careful to see that a true picture is given. Proper division of space must be allocated to religious, scholastic, and recreational activities.

Articles for publication should be written in such an interesting way that academy-age students will determine they must break away from the non-Adventist schools where their instructors and classmates, as well as their social and recreational activities, are drawing them into deeper and deeper alliance with the world. As they leaf through the pages of the academy annual and see the pictorial account of the year's happenings, they will have a growing determination to leave no stone unturned that might be an obstacle to their being in one of our own schools next session. Many will cheerfully unite with their parents in sacrificing nonessentials so they can receive an education which will fit them for service here and in the earth made new.

The Sponsor. In our larger academies the principal will likely appoint a sponsor for the annual and another for the paper. If there is a class in journalism, its instructor will be the logical sponsor for the school paper. This will give the students opportunity for much practical experience and will make their assignments meaningful.

Should you be the one selected, consider your duties and privileges before you say Yes. If you are not the English teacher, do you know journalistic principles? Or, what is more important, are you willing to take the time necessary to familiarize yourself with them? Do you know the meaning of *adaptability*? If you do not have all needed equipment at your command, are you willing and able to assist the staff in making substitutions? Are you ready to spend the time and effort to help them find a nook where they may have regular staff meetings? And are you willing to improvise storage space, even if it is only curtained orange crates with extra shelves in them—placed in a corner of your classroom?

We now come to the specific duties of the sponsor: training the staff in the mechanics of gathering, selecting, and rejecting copy; of meeting deadlines; and of making up the dummy. It will be helpful to visit the print shop. As the manager explains, step by step, how the paper and the annual are printed and assembled, the staff will be stimulated to put forth every effort to make each issue the best possible.

School Publications

Mrs. Lincoln M. Cox

MATHEMATICS AND SCIENCE
MOUNT VERNON ACADEMY

The Staff. There are two common ways of selecting the staff: from the floor, or by nomination and ballot. If the first plan is followed, it often becomes a popularity contest and those chosen may not have the ability, time, or desire to serve, with the result that the sponsor has most of the work to do and the staff reap none of the benefits of service.

A modification of this second type of election works very well. The editor (who has usually been selected at the close of the preceding school year, along with the president for the Student Association) works with the principal and the sponsor in selecting suitable persons for the various staff positions. These should be chosen in the light of natural and acquired aptitudes, scholastic and activity loads. The names of persons selected are submitted to the nominating committee, who, if they approve the selections, present them to the student body for election, along with Student Association officers for the first semester.

The Campaign. The joint staffs of both publications unite to put on a peppy campaign of not more than five or six weeks. If more time is allowed, enthusiasm fades, "pain" increases, and schoolwork lags.

A theme is chosen, around which a weekly chapel program is planned. Committees are selected: for writing the skit; for preparing the advertising materials, such as stationery, posters, et cetera; for making the goal device; and for assignment of working bands.

A word of caution may be in order here. Do not form the bands by natural divisions, such as boys versus girls or class against class. Alphabetical division may be as good as any. Honestly, enthusiastically, and convincingly promote cooperation toward a common goal rather than a spirit of rivalry, which too often continues long after the smoke of victory has cleared away. Admittedly, this type of campaign takes more careful, prayerful planning and guidance than the too-usual group-against-group program; but the sure result of a more wholesome school spirit means big dividends on the investment. Depending on the size of your school, ten to twenty bands should be formed, each with a strong leader and secretary, for mutual encouragement and for recording and reporting results as the campaign proceeds.

After union worship, a short skit is presented to make the students campaign-conscious. The bands, two to a classroom, with a faculty representative, spend the next hour and a half writing subscription letters to home folks and friends, former classmates and teachers. The sign FREE MAILING UNTIL NOON TOMORROW makes the pens fairly fly across the pages.



The presses roll.



What's new on the campus?



Mr. Trucker delivers to "Uncle Sam."



Dad and Mom enjoy it, too.

Appropriate prizes may be offered for first, second, and third places. A fourth, such as a school letter, may be added for all who get fifteen or more subscriptions. About halfway through the campaign some reward, such as free admission to a good film, may stimulate many to secure a specified number of subs. At the close of the campaign the band reaching the highest total *in the allotted time* may be given some satisfying treat. The greatest rewards, in which everyone can participate, are the building up of the good name of the school, and the real lift that comes from *working together* to achieve a worthy objective within a specified time. When all work unitedly, this task can be accomplished, with benefit to all.

Staff Meetings. The staff should meet with their sponsor about forty minutes once a week. At the first meeting of the school year the division of duties should be clearly outlined. The editor and associate should share equally the work of writing feature articles, making up headlines, checking galley proofs, and making up the dummy. It is their over-all responsibility to see that the paper does not become lopsided in its discussion of religious, scholastic, or recreational topics. In a monthly paper of twenty articles the editors will apportion the space to be filled by religious, lyceum, recreational, and dormitory reporters, with a specific deadline for each.

In laying plans for the year the staff must take a long-range view in making assignments, so that special numbers—such as the Christmas and Academy Day issues—will be fully representative of the school. The entire staff will enter into the spirit, comparing their paper with those from other schools, and making constructive suggestions or criticisms. The goal is to bring their paper up to a continually higher standard.

The student circulation manager will be responsible for keeping and running the addressograph list and getting the paper into the mail. Usually the faculty sponsor or associate will read the galley proofs and make any necessary corrections before the editors make up the dummy.

At all times the sponsor must be ready to inject a thought here and there which may take root and blossom forth into some new plan, as all take part in discussions. He must ever have his hand lightly on the reins, to guide and reassure his staff, never to hamper or frustrate them.

The Annual. This staff is made up of the editor in chief and his associate, who are responsible for the over-all planning of the book: the layout editor, who directs the specific arrangement of pictures and such; the snapshot editors—one for each dormitory—who not only take pictures themselves but collect snaps that have good contrast and will reproduce well; the art editors, who design the division pages and assist in the arrangement of snapshot pages, as well as design the ads that the advertising editors

have secured. It is becoming more popular to make these pages things of beauty as well as sources of income to help balance the budget. By including photographs and art work in the ads, these pages become an integral part of the book itself. The work of the typists is important, for to them falls the task of accurately preparing all copy for the publishers and addressing the envelopes for mailing the annuals.

The annual staff meet as a whole to consider such items as dedication, format, and choosing a publisher—if the school does not have its own; but much of the detail work is done by small committees.

Selecting the Publisher. Of course the budget plays an important part, but get the best possible for the money you have to invest. Some specific considerations are:

1. *Quality.* Compare the work of competing publishers. Ascertain whether they have received such awards as Journalistic and National Photographers'. What do customers say of their work?

2. *Service.* How much specified help will the publishers be able to give? Do they have a yearbook consultant who is qualified to help you and to make suggestions? or do they have a salesman whose salary is so inadequate that he must sell class buttons, pins, et cetera, to supplement his living?

3. *Material advantages.* Is there a wide selection of covers, end sheets, paper, and type that will enable you to have variety from year to year?

4. *Sewing.* Do you have a choice (Smythe, which enables the book to lie flat; or McCain, side stitched for greater durability)? Will the publisher reduce or enlarge pictures, or make them in odd shapes and designs without extra cost to you?

5. *Printing.* Do the publishers employ letterpress or offset? The latter is usually at least 25 per cent cheaper, and offers a greater degree of flexibility in picture arrangement. If your budget does not allow for the highest quality of workmanship, some companies* not only offer all the above, but will "set" your copy by means of the electric typewriter. This will reduce your cost, but inner margins will not be even, and the pages will not carry the dignity of the linotype work.

After carefully weighing all factors involved, keep this formula in mind as you choose your publisher:

$$\frac{\text{Quality} + \text{Service}}{\text{Price} + \text{Delivery}} = \text{Good Publisher}$$

* Taylor Publishing Company, Dallas, Texas, for example.

► First annual Pacific Union Conference scholarship of \$300 was awarded, last April, to Verda Jean Vance, junior secretarial science major at La Sierra College.

► In its 50th commencement, last May 25, Campion Academy (Colorado) graduated 62 seniors.

A Student's Trouble, the Teacher's Opportunity

Robert L. Reynolds

DIRECTOR OF PUBLIC RELATIONS
PACIFIC UNION COLLEGE

THE approach to this topic is principally that of discipline, and the opportunity it affords the teacher to give both preventive and curative counsel to the student. Before discussing what can be done to help the one who is in trouble, we should note the teacher's role in *keeping him out of trouble*. One of our veteran educators once made the statement that 90 per cent of all children's troubles are the fault of the teacher. Ellen G. White is a bit more conservative in saying that "when a teacher manifests impatience or fretfulness toward a child, the fault may not be with the child one half as much as with the teacher."¹

In order to be of maximum help the teacher must be fair, completely honest, willing to listen, careful to keep confidences, able to avoid showing surprise at *anything* (an expression of alarm may cause the student to hesitate to confide in him)—"I just shot a student." "You did? How did you do it?" This is an exaggerated illustration, but it makes the point.

If every child or youth had a real friend who loved him and understood him, there would not be many problem children. Basically, children want to do what is right. They want to be understood. They have a keen sense of justice, and want to be treated fairly. We must trust our students. Ellen G. White says, "Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust."² Also, "The good that a teacher will do his students will be proportionate to his belief in them."³ However, we must not trust blindly; we must know what is going on. "Fool me once, shame on you. Fool me twice, shame on me." An experienced worker once admonished a young dean to know everything, but to see only what it is best to see. A good teacher doesn't make an issue of every fall from grace. Many things must be tolerated because they are part of the maturing process. Sometimes it is necessary to overlook undesirable behavior, realizing that the *situation* is at fault. The teacher must make certain that he is not the cause of the student's difficulty. However, it is important that really vital things shall be dealt with, promptly, thoroughly, and with finality.

Discipline (behavior) has to be taught just as any other subject in the curriculum. It takes time—we must teach, explain, allow questions, expect mistakes, applaud progress and improvement. In teaching a class subject, this is routine procedure. In discipline, we often attempt to drive the lesson home immediately.

In spite of all we can do by example and by teaching, students are bound to have troubles—sometimes owing to factors of home life or background, or to physical, mental, or emotional handicap or stress—and we must not be dismayed thereby. We should be happy for the opportunity to help the student. The teacher may be the only trained person from whom he will receive counsel.

The Spirit of prophecy writings contain much counsel regarding discipline: "Continual censure bewilders, but does not reform."⁴ "The teacher needs to exercise great tact and delicacy in management, as well as firmness in government."⁵ "The Saviour's rule—'As ye would that men should do to you, do ye also to them likewise' (Luke 6:31)—should be . . . sacredly observed toward the dullest, the youngest, the most blundering, and even toward the erring and rebellious."⁶ "Let it be a settled maxim that in all school discipline, faithfulness and love are to reign. When a student is corrected in such a way that he is not made to feel that the teacher desires to humiliate him, love for the teacher springs up in his heart."⁷ "Unwise actions, the manifestation of undue severity on the part of the teacher, may thrust a student upon Satan's battleground."⁸ "To make public exposure of wrong is harmful. . . . It never helps a student to humiliate him before his fellow students. . . . The love that suffers long and is kind will not magnify an indiscretion into an unpardonable offense. . . . Let the teacher remember that it is the most unfortunate, those who have a disagreeable temperament, who are rough, stubborn, sullen, that most need love, compassion, and help."⁹

When a student is in trouble, the situation must be approached carefully. Punishment is not always necessary. Talking over the problem in private will

help most. The teacher should plan as he would for a battle. He must make sure he is ready to cope with the situation—must *wait* until he *is* ready. He must get all the facts he can. Though sometimes he may bluff to advantage, more often than not it hurts rather than helps. Each case must be studied individually; difficulties must be analyzed and understood. Factors of biological inheritance and social heritage combine to bring about individual differences that must be taken into consideration when dealing with different groups or different individuals. The teacher should attempt to become acquainted with the whole individual, the whole problem, for this is the only way he can help. Quite often the surface problem of the moment is not the basic one, but is the result of a more deeply rooted issue. Only by getting to the core of the individual's basic problem can proper guidance be given. The teacher should help the student plan his own actions in the light of all the facts that can be learned about himself. Assist the individual in understanding himself, and in realizing the relationship between worthy character and success in life. The teacher must help the student to gain confidence in himself, to succeed at something, if only at ping-pong! When a student is discouraged, has no objective, is getting poor grades, do some

inoffensive testing and interviewing, then suggest fields in which you think he can succeed. Get him *started toward* a goal. It is the teacher's duty and responsibility to handle each situation successfully—to *help the student toward a solution* of his problem before concluding the interview. When a student is in trouble, the teacher should make certain of lifting him up. He has made a mistake, he has "stubbed his toe." He knows it only too well. Now is the time for the teacher to give sincere encouragement and help. The student will respond if he realizes that someone believes in him. Often the teacher must counsel the parents against being too harsh.

We must always remember that the parable of the Good Shepherd represents the responsibility of everyone who has accepted a position of trust as a teacher of children and youth. The one who has strayed from the fold is not to be followed with harsh words and a whip, but with sympathetic understanding and with winning invitations to turn about and return.

¹ Ellen G. White, *Fundamentals of Christian Education*, p. 260.

² White, *Education*, p. 290.

³ White, *Counsels to Parents, Teachers, and Students*, p. 267.

⁴ *Education*, p. 291.

⁵ *Counsels to Parents, Teachers, and Students*, p. 264.

⁶ *Education*, pp. 292, 293.

⁷ *Counsels to Parents, Teachers, and Students*, p. 212.

⁸ *Ibid.*, p. 266.

⁹ *Ibid.*, p. 267.

► Another first! Southern California's elementary and intermediate schools (11 of them) participated in a Youth on the March band festival held last April 9 at Hoover High School, Glendale. Nearly a third of the 240 members were first-year students on band instruments. Musical numbers of varying degrees of difficulty demonstrated what beginners could do, what advanced students could do, and what both groups could do to-

gether. Alfred Walters, of La Sierra College, was guest conductor for several numbers. D. Lorne Jones, Southern California's band and choral director, was primarily responsible for the festival, which was declared to be a "tremendous success." The audience of 1,000 was "exuberant with praise" for the success of this avenue of school activity, which may well be further explored and developed.



"This Is Our Teacher!"

Louise J. Amb's

CURRICULUM SUPERVISOR
SOUTHERN CALIFORNIA

THIS is our teacher" makes music to any parent's ears. A child who has this attitude toward his teacher reveals much. First of all, this may show that he is enjoying a satisfying experience in his school-work; second, that his personal relationships with parents and teacher are such that he wants his parents and his teacher to be on equally friendly terms. Children are quick to detect any difference in attitude between adults, and especially in the attitude of parents and teachers toward one another.

How may this desirable atmosphere for learning be cultivated to the full? What makes parents and teachers enjoy working together in the interest of children?

The teacher needs to be well adjusted—a person who knows much about getting along with others, and who is always willing to exert effort toward a better understanding of human psychology. So many times teachers allow themselves to be placed on the defensive that they feel the less interest they show in others the better they will get along in their professional lives. This is not the answer to satisfactory relations with adults, especially not with the parents of children in their classrooms. The teacher needs to have or to cultivate an outgoing personality, thinking of the interests and needs of others rather than looking within and feeling sorry for himself in the role of teacher. Looking at the problems that other professions hold for those who engage in them will frequently help the teacher to minimize his own professional hazards.

Any person needs to seek and find happiness and contentment in his line of service. The Christian teacher's dedication to the cause of teaching is a first essential. Along with dedication must go professional preparation for the task that challenges the best talents and abilities entrusted to man. The preparation should not cease when one has completed the course requirements for a degree and has met the certification requirements of the denomination or the State. Preparation for teaching is a continuous program. Teachers are persons who enjoy seeking for and acquiring knowledge, and who inspire others to the same eager pursuit.

Teachers need to be constantly alert to recognize and understand human and social development. Edu-

cation today is not merely the making of assignments and hearing of recitations. It is rather a living experience shared by teachers and pupils, in classroom, library, and laboratory; on the playground, and wherever learning may take place. Each child becomes to the teacher an individual who can and will do much better when his "differences" are recognized, and he is dealt with accordingly.

As parents and teachers become more and more professionalized in the approach to their mutual work for the children, intelligent diagnoses and remedies are important. Parents want to know that the teacher of their precious children is doing an intelligent job; and the teacher is greatly helped by knowing he has the intelligent and sympathetic support of the parents. In conference between parent and teacher, the teacher must *know* what he is talking about. His findings and recommendations must be based on fact rather than on guesswork. A parent who recently had conference with her son's teacher, remarked later that she felt satisfied to leave her boy's education in that teacher's care, for the teacher not only knew what he was talking about but knew her son as an individual. That was a wise teacher who did not wait until time for a conference, or for an emergency to arise, before discovering the strengths and weaknesses of his pupils. He kept individual anecdotal records of important observations, of tasks that had presented challenges, of work habits, and of any significant incidents related to the school experience of each child. In immediate preparation for the conference, the teacher had reviewed some of the most interesting events to share with the parent.

Frequently, near the opening of school, a teacher mentions various items essential to a good school program. Children return home and quote the teacher, and the parents wonder who is this monster who has nothing but *wants* to be satisfied. The teacher who refuses to remain an anonymous "want ads column" makes it his business to become acquainted with the parents. This may be done by personal visits to the homes—*by appointment*, for parents are human and do not wish to be met unprepared. Parents and teachers are inevitably linked together, like a team of runners in a "three-legged" race. If they do not keep

step they may shortchange the child educationally. Other ways of meeting parents are:

Teachers invite groups of parents to visit the school at a designated time near the close of the school day, and to remain for a short get-acquainted session. In certain school communities the home-room mothers plan a get-together for the purpose of becoming acquainted.

Some schools plan for teachers and parents an *evening at school*, for better understanding of mutual interests; or invite parents to an *evening of school*, during which the parents experience the type of activities their children have in the daily routine of school. Some teachers plan "room meetings," which give parents opportunity to round out or correct impressions of their children's life in the classroom. These various activities, along with the children's report cards, help parents and teachers toward mutual understanding, respect, and cooperation.

The alert teacher utilizes all possible means of communication between the home and the school. A class newspaper, a newsletter to parents, a quick note relating a child's successful adventure, an informal report between regular marking periods, letters to parents giving a preview of coming events or of materials the teacher plans to present in certain classes. Parents like teachers who include them in the program of educating the children. Too frequently teachers have felt that parents leave to them all the responsibility of educating their children. On the other hand, parents often feel that the teachers' let-me-alone attitude indicates that they do not wish any assistance from the parents.

Recently a teacher who had felt that she needed no "interference" from the parents, finally broke down and wrote a note to the mother of a child who had done something especially worthy of commendation. The following day the teacher received a little package with a hastily penciled note that read something like this: "Thanks for your note. This is the first time that any teacher has taken the time to write me a note about something nice that Mary has done, and she has spent six years in school. Please accept these few sweets for my appreciation."

As indicated earlier, the parent-teacher conference is becoming a popular means of communication. Here are a few suggestions that may help the parent to leave the conference with the attitude, "this is *our* teacher."

Make long-time plans for the conference by saving anecdotal materials, then take a "refresher course" in these materials just prior to the parent's visit. Prepare the parents by sending them a sheet of comments on their child's progress, and asking them to bring the sheet to the conference—for which you make a definite appointment in writing or by telephone. Be careful to complete a previous conference or any work

in hand in time to make ready for the next conference *at the time appointed*. Plan the conference in such a manner that both parent and teacher will be informally comfortable—if possible, not on opposite sides of the teacher's desk. The greeting should be cordial, and the opening conversation mutually interesting. One teacher had each of her pupils do a two-minute reading on the tape recorder, for the opening moments of conferences with their respective parents. As a parent arrived for a conference—and after initial greetings—the teacher would ask whether he would like to hear his child read a little. A child's voice is music to the ears of his parents.

Begin each conference with good things that you can tell about the child and his work. Remember that the conference is not a monolog but that there are two participants. The very first conference with a parent, if the teacher is willing to listen to him, may make a most profitable contribution to the teacher's information about the particular child. The teacher may wish to do more of the talking at succeeding conferences than at the first. When you have suggestions to make, concentrate on one or two specific items. A parent should never be permitted to leave a conference feeling burdened down with suggestions that have been made. Most parents are willing to help, but they do not want to do all the work. A parent once wrote her child's teacher a note which read, "Please, Miss X, would you mind doing the teaching for a while and let me ask the questions? I am getting tired of answering all of them."

Make sure that you have in mind desirable observations about those who have previously taught the child, or who are currently teaching along with you. Make certain that you can pleasantly and positively defend the program of the school. Too often teachers are caught off guard and say things which seem to reflect unfavorably on fellow teachers and which sometimes cause parents to question the program of the school as well as the teacher's loyalty to his professional associates.

Bring the conference to an appropriate conclusion on an upward note. Help parents to realize that this is simply one of many pleasant meetings through which you will share mutual information and interests.

Parents enjoy the personal touch which thoughtful teachers inject into their school routine. This takes thought and effort on the part of the teacher, but it pays big dividends in better relationships between the home and the school. The thoughtful teacher helps children to remember and prepare for special days. Parents enjoy class pictures, or pictures of activities in which their children are participating. One teacher snapped a picture of the mothers of her children, and had copies made that were later used in gifts for

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What the SCHOOLS ARE DOING



► Students of Seattle Junior Academy (Washington) raised a record \$8,342.00 for the 1957 Ingathering. There was one triple Jasper Wayne, \$400; two double Jasper Waynes, \$300 and \$260; and 16 Jasper Waynes, \$130 or over, all but three of whom are pictured above. The per capita average for the entire school is \$38.80. Principal R. Carroll Lyman and his eight teachers have reason to be proud of their 215 students.

► Ministerial students of Emmanuel Missionary College, directed by Bruce Johnston of the department of religion, conducted a series of 16 evangelistic meetings, last April 21 to May 5, which helped 16 persons to decide for Christ and His remnant church. Many others asked for further studies, for which a Bible class was organized, and Sunday night meetings were continued.

► The eight-week guided tour of Europe and Bible lands sponsored by the Seventh-day Adventist Theological Seminary and directed by Dr. Siegfried Horn, brought invaluable inspiration and information, thrills galore, and experiences all the way from sublime to ridiculous to the more than forty men and women who participated.

► A 59-pound bag of silver and copper—totaling \$1,600 B.W.I. currency—was brought in by the 200 students of Caribbean Union College (Trinidad) on Ingathering field day, last April 1.

► D. J. Bieber is the new president of Union College, replacing H. C. Hartman, who, after years as president, has accepted the position of administrator of Boulder-Colorado Sanitarium.

► Seven students of La Sierra College received, last May, the California State \$600 scholarships for 1957-58.

► Last April, 31 students of North Sumatra Training School were baptized.

► An artistic redwood sign now identifies the campus of Laurelwood Academy (Oregon), thanks to the 1957 graduating class.

► More than 20 students of Indian Ocean Union Training School (Madagascar) were baptized at the close of last school year.

► Caribbean Union College (Trinidad) graduated a class of 25 last spring, of whom 21 were immediately employed in the Caribbean Union Conference.

► Thunderbird Academy (Arizona) presented a festival of music, last May 18, with the academy band augmented by Phoenix and Thunderbird elementary school bands.

► Four gold-covered shovels were used, last April 28, by S. E. Wight, F. O. Rittenhouse, G. E. Hutches, and J. D. Smith to "break ground" for the new church building at Emmanuel Missionary College.

► Approximately \$2,200 was solicited by 216 students on the Pacific Union College Ingathering field day, last May 7—the largest amount ever raised on a single day at PUC. Donated labor for the day considerably augmented the total amount.

► More than 5,000 persons were in attendance at the second youth's congress held at Philippine Union College last April 8-13, for the North Philippine Union. Climax of the six-day congress was the investiture of 35 Master Guides and 75 Guides, Companions, and Friends.

► A new MV Honor—advanced communications and signaling—was issued for the first time at Lewis County (Washington) Junior Academy investiture service, last May 22. The four successful candidates worked all during the school year to achieve this most difficult honor.

► Battle Creek Academy (Michigan) was host, last April 21, to the third annual junior choir festival for that conference, in which 360 juniors from church schools participated in the massed choir, and each school presented one special number. Interest and enthusiastic participation in this choir festival increases.

► Three retiring teachers were honored guests at the Pacific Union Conference elementary and intermediate teachers' convention at La Sierra College, last August 23-28: Mrs. Jessie Dillon, with 53 years' teaching to her credit; Mrs. Ethel Hesseltine, 47 years; and Marie Lucas, 41 years. Some 550 teachers were in attendance from the 168 church schools of the Pacific Union, which have an annual enrollment of more than 13,000.

- ▶ Southern Missionary College's fifth Field School of Evangelism was conducted at Pewee Valley, near Louisville, Kentucky, through June and July. Evangelistic services were held four nights a week in Saint Matthews, suburb of Louisville, and at the close of the series a new church was organized with a charter membership of 81. Many of these had transferred from the Louisville and Pewee Valley churches; but 14 were new members baptized during the evangelistic campaign, and a number more planned for baptism after further study. Not least of the benefits received by the student-evangelists was the eight semester hours of college credit given—six hours for Introduction to the Ministry and two hours for Personal Evangelism.
- ▶ The cornerstone for the new women's dormitory—Pearl L. Rees Hall—at Union College was laid on May 15, with appropriate ceremonies. Work has progressed through the intervening months, but the building is not expected to be ready for occupancy before the summer of 1958. Rooms will be provided for 250 women, a chapel for 300, apartments for the dean and her assistant, and ample space for a new home economics department.
- ▶ College degrees were conferred on 71 seniors at Emmanuel Missionary College's graduation exercises, last June 2, and 11 others received diplomas from two-year terminal courses. Summer graduation of 14 brought the 1957 total to 96. EMC Academy presented diplomas to 26 graduates on May 26.
- ▶ Southern California's Classroom on Wheels took some 30 fortunate teachers on a 10,000-mile cross-country sight-seeing-and-study tour, last June 30 to August 16, under the capable direction of Louise Amb, associate superintendent of the conference department of education.
- ▶ The College of Medical Evangelists received more than \$85,000 last spring in checks from organizations particularly interested in medical education: \$46,379 from the American Medical Education Foundation; \$39,375 from National Fund for Medical Education.
- ▶ Fire destroyed the food factory at Japan Missionary College last April 6, but other buildings were saved by a gentle south wind and the student-teacher bucket brigades. Immediate plans were made for carrying forward some features of the work in temporary quarters.
- ▶ Two veteran teachers at Lynwood Academy (California) retired at the close of the 1956-57 school year: Principal W. B. Dart, after 43 years of teaching service; and Edna L. Kilcher, with a 42-year service record.
- ▶ Students of Loma Linda Union Academy (California) sponsored and conducted a Voice of Youth evangelistic program in the Hill church over two weekends last May.
- ▶ Mountain View College (Philippines), in its fourth commencement last March, presented its largest class: 34 junior college and 10 academy graduates.
- ▶ Opening enrollment at Helderberg College (South Africa) for the 1957 school year was 52 primary, 134 secondary, and 80 college.
- ▶ New Zealand Missionary College reports "a full enrollment" of 109 students.
- ▶ Malayan Union Seminary and Junior College (Singapore) graduated ten at the close of last school year.
- ▶ Middle East College (Lebanon) graduated 29 seniors at the close of the 1956-57 school year: 11 college, 3 professional, and 15 academy.
- ▶ The ministerial club of Lynwood Academy (California) gave sacred programs in 14 churches of Southern California during the second semester of last year.
- ▶ La Sierra College was host, last April, to the sixth annual West Coast Intercollegiate Workshop, attended by 12 delegates each from Walla Walla, Pacific Union, and La Sierra colleges.
- ▶ Washington Missionary College's speech and radio department received approval last April from the Federal Communications Commission for its WGTS "non-commercial, educational FM station."
- ▶ When H. R. Nelson, Michigan educational superintendent, visited the Teachers of Tomorrow club at Adelphian Academy, last April 18, he awarded 29 honorary TOT pins to its enthusiastic members.
- ▶ Home-coming weekend at Union College, last May 2-4, was highlighted by the hanging of 21 Golden Cords on the mission map for those "Unionites" who had gone into mission service during the preceding year.
- ▶ The mixed choir of Newbold Missionary College (England) won first prize in competition with other senior choirs last spring, and three of their soloists who entered the competition also placed high in their respective classes—one first prize. All were trained by R. W. Scarr, NMC's music teacher and choir director.
- ▶ Tananarive Seminary (Madagascar) closed its 1956 school year with graduation of 15 teacher-evangelists, literature evangelists, teachers, and stenographers. Even greater cause for rejoicing was the baptism of 32 students and students' parents. Jean Zürcher is superintendent of the school, and the enrollment was 531.
- ▶ Illustrative of the work opportunities for students in our academies is the report of three boys who have attended Platte Valley Academy (Nebraska) a total of seven years, carried full schoolwork, and earned an average of \$541.12 each per year. Three girls, with a total of nine school years, carrying full schoolwork, earned a yearly average of \$527.46 each. "Where there's a will there's a way" to get a Christian education.
- ▶ Madison College was the scene, last April 13, of a unique commissioning service, in which H. S. Hanson, union conference educational secretary, awarded gold star pins to nine teachers for 30 years or more of teaching service, and appropriate pins to other college and academy teachers according to their terms of service. Honorary pins were given to 13 members of the Teachers of Tomorrow club; and a unique feature was the awarding of pins to seven Day After Tomorrow Teachers in the elementary school. Teddric Mohr, conference MV secretary, invested eight Master Guides.

Can Counseling Help These?

(Concluded from page 9)

homely, friendless girl on a lively college campus—angels must weep over her.

George O. (for Oppenheimer) Straus is the professors' delight. If every student were like him, we could throw out the class attendance policy and the dormitory house rules; throw out the handbook and the chaperon policy; in fact, we could throw out the government committee; for George O. Straus tends strictly to business, makes mostly A's, never less than B—and then only in courses he considers a waste of time. The dean of men reports that George never disturbs the peace and quiet of the dormitory. He can usually be found in his room, deeply absorbed in his studies. His science teachers report that he is a near genius. Well, what's the matter with George?

We nearly overlooked him, because he is so completely out from under foot. But his observing dormitory dean is a little disturbed over George. Here's why.

George never attends student socials—they waste his time. He never attends artist series—what good will they do him? To George Saturday nights are a chance for some extra reading on electronics. ASB meetings are to him only the antics of immature collegiates. Girls? Ha! Space ships are more real to him than girls, and make more sense.

Perhaps the most serious aspect of George's case is that he is perfectly content with his life. Whereas Peter, Jane, and Susan realize they need counsel and seek it, George scorns it. Why should he go to an adviser when he already knows what he wants out of life?

You can see what kind of adult George will be. If, in some strange lapse on his part, George gets married, can you imagine how his wife will spend 365 evenings a year for, say, forty-five years?

Now what can we do for George? Oh, we can make him take fine arts and literature and sociology, and he'll get B's in them; but he will put them in moth balls immediately thereafter. How to make George aware of man's soul as well as his mind; how to make him aware of the needs of his fellows—these are the problems. If something isn't done for George before he finishes college, ten years from now he will be a laboratory hermit—if not antisocial, at least asocial.

What would you say to Susan and Peter, Jane and George O., if they should come to you for counsel? How would you help them?

† Ellen G. White, *Fundamentals of Christian Education*, p. 262.

► Rhobacon High School (South Africa) has 63 students for 1957 as compared with 36 last year. New buildings make it possible to receive the larger number.

► More than 170 Civil Defense officials from eight States viewed the mock destruction of Union College and the surrounding area, last April 11, when a simulated atomic bomb was set off outside College View. Students—700 of them—acted as "casualties" and Civil Defense workers, and set up emergency aid stations, in one of the largest Civil Defense tests ever conducted. The whole demonstration was thoroughly planned and effectively executed in an "amazing exercise" that brought "great honor" to Union College and Lincoln, Nebraska.

► Purchase of a 358-acre property on the Russian River in Sonoma County, last June 28, consummated the search for a site for Northern California's new boarding academy, which will be named Rio Lindo Academy. Reports on three expert soil tests were extremely favorable, the climate is pleasant, and the academy—three miles off Highway 101—will be within three hours' drive from 60 per cent of the conference constituency.

► Mrs. Nelle P. Gage was awarded a trophy and forty silver dollars, at a music festival at San Fernando Valley School (California) last June, when she retired from active duty after having taught for forty years on all grade levels from first to senior-college normal director at Union and Emmanuel Missionary colleges. Truly she has been a mother in Israel to thousands of children and youth who now "rise up, and call her blessed."

► Ekebyholmsskolan (junior college in Sweden) graduated a class of 12 last June 1, and at the same time celebrated the 25th anniversary of its founding. More than 200 students have been baptized in the 25 years, including 12 who took the rite on anniversary day; and approximately 140 have gone from the school into denominational work at home and abroad.

► The Seventh-day Adventist Theological Seminary graduated the largest class in its history, last May 23: ten Bachelors of Divinity and forty Masters of Arts, among whom were graduates of every Seventh-day Adventist college in North America, Philippine Union College, and Keijo Imperial University in Korea.

► Glendale Union Academy (California) closed the 1956-57 school year by presenting diplomas to 59 graduates from the full academy course and to 74 graduates of the nine-grade junior academy section. Charles Watkins is the new principal of GUA.

► Students and teachers of Indonesia Union Seminary (Java) raised 25,000 rupiahs in two Ingathering field days, and some students continued working till a total of 35,000 rupiahs (approximately \$1,950) had been raised for the new boys' dormitory.

► Jack Gilliland, senior student at Lodi Academy (California), last May received the annual \$100 Mildred Salas Scholarship grant, and also a \$50 cash award as second-place winner in the Bank of America achievement award program.

► Australasian Missionary College reports a record enrollment of more than 350 students, representing 15 nationalities. They raised approximately \$10,000 in their recent Ingathering effort.

- ▶ Mount Vernon Academy (Ohio) was host, last July 12 and 13, to the 50th Anniversary celebration of the Missionary Volunteer Department, characterized by some as "one of the most significant meetings ever presented by the Seventh-day Adventist denomination." Climax of the weekend was the unveiling of a 9-foot marble-and-granite monument honoring the founders of the church's youth organization. M. E. Kern, first general secretary of the MV's, was an honored guest.
- ▶ Gene Shafer, a student in Columbia Academy (Washington), was chosen as moderator of an all-youth panel on Youth Takes Inventory before the State convention of the juvenile section of Washington Probation and Parole Association, in Vancouver, last April 26. The convention included State and local officials and 75 delegates from every county juvenile department. The youth panel was chosen from three large high schools in Vancouver.
- ▶ Staff members of Middle East College (Lebanon) are ambitious to prepare for more effective service. President T. S. Geraty has been on study leave in the United States, and even ere he returned to his duties Dean C. L. Gemmell and Michael Nabti, assistant business manager, were given "Stateside" leaves for graduate study. G. T. Gott was the interim acting president. J. S. Russell is the new dean of men.
- ▶ Indiana Academy was host, last May 3 and 4, to the Lake Union's annual academy music festival, in which representatives from Adelphian, Battle Creek, Broadview, Cedar Lake, EMC, and Wisconsin academies joined those of Indiana Academy to present an outstanding musical treat to all who were privileged to attend.
- ▶ The beautiful new classroom building—L. C. Evans Hall—at Southwestern Junior College was dedicated last April, and a group of local businessmen and school administrators organized themselves into a committee to raise \$20,000 over a period of two years to provide complete equipment for the new building.
- ▶ Northern Luzon Academy (Philippines) graduated 49 seniors at the close of school last March, and gave certificates to 30 students who had completed their work in the six-grade elementary school. Enrollment was 295, of whom 39 were baptized during the school year.
- ▶ More than \$2,000 for missions was raised by students and teachers of Maplewood Academy (Minnesota) in the annual Ingathering campaign last winter and spring—by Christmas caroling, city "tag days," field day soliciting and/or donating that day's wages.
- ▶ Alice E. Smith, director of Union College Department of Nursing, has received a Civil Defense Administration award of merit because of her assistance in staging Union's outstanding disaster demonstration, last April 11.
- ▶ The second youth's congress for the South Philippine Union was conducted on the campus of East Visayan Academy, last April 15-19.
- ▶ Lyle Cornforth is the new Bible teacher and church pastor at Columbia Academy (Washington).
- ▶ The French Adventist Seminary (Collonges, France) enrolls a cosmopolitan group from 25 different countries. At the close of the 1956-57 school year 14 students were baptized.
- ▶ Final reports from the schools of the Pacific Union Conference for the year 1956-57 indicate a total of more than 19,000 in all grades from one through college, nurse's training, and the several schools of the College of Medical Evangelists. This total is more than 5 per cent higher than that for 1955-1956.
- ▶ Major projects at Canadian Union College the past summer were building of two faculty homes and grading and finishing of an adequate athletic field. The latter, a student-sponsored activity, provides a natural amphitheater, a baseball diamond, soccer field, outdoor gymnastics area, archery range, volleyball and basketball areas, jumping pit, and a regulation 440-yard track.

"This Is Our Teacher!"

(Concluded from page 22)

Mother's Day. Another teacher never fails, during the illness of any member of her group, to send home reports or samples of some of the special things enjoyed by the class. Still another teacher mailed to each home a time schedule of the local bus that served the school community. In a foreign-speaking community the teacher busied herself with learning some of the most common words and expressions by which she could make herself understood by the parents of many of her children. In still another community the teacher unobtrusively learned and kept track of the birthdays of the parents of her children, and on each eventful day the child and the teacher remembered the parent with some special token prepared in the classroom.

Would you like to be recognized as "our teacher"? Then try to be a well-rounded individual who has a flair for making others happy; try to be thoughtful and aware that the individual with whom you are dealing is a real person; "put yourself in his place" from time to time, and think how you would react to similar consideration—or lack of it. Keep on "good speaking terms" with the parents of your children; learn to play the game together. Meet all adults on an adult level. Try to develop adult interests aside from school activities, so that you can converse intelligently and interestedly with other adults. Become professionally trained for your most interesting and intricate task of dealing with child minds. Make many opportunities for communicating with the parents. Deal fairly with each situation; make sure that your judgments are based on fact rather than on opinion. Most of all, be an interested and interesting person, and you will find that both children and parents will joyfully label you in endearing tones, "This is our teacher."

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Maintaining a Fundamental Christian Philosophy

(Concluded from page 7)

ness in the church, that Christianity is apparently so popular with the world. Let there be a revival of the faith and power of the early church, and the spirit of persecution will be revived, and the fires of persecution will be rekindled."⁵

This is a great challenge to the church; this is the future for which our students and youth and church members must prepare. We must help them, prepare them to accept the role of the separatist. The separation will include not only their religion, their Sabbathkeeping, but their social life and recreation, their eating and drinking, their dress and speech, their education, occupation, and ultimate objectives. Eventually it will become an entire separation from the world.

I am confident that the influence fanning out from this Seminary will do much to confirm the Christian faith in the hearts and minds of many, and that it will continue to be a mighty force in preparing men and women to stand firm in the surety of their faith, amid the uncertainties of these last days.

¹ Isaiah 8:20.

² Isaiah 20:7.

³ Jeremiah 10:23.

⁴ Ellen G. White, *Fundamentals of Christian Education*, p. 289.

⁵ White, *The Great Controversy*, p. 48.

The Bookshelf

Teaching Exceptional Children in Every Classroom is a series of brochures produced by the Public School Publishing Company, Bloomington, Illinois. Ranging in pages from 17 to 44, copyrighted in 1955, and priced \$1.00 each, the series includes: *Challenging Gifted Children*, by Jack W. Birch and Earl M. McWilliams; *Reaching the Mentally Retarded*, by Jack W. Birch and Godfrey D. Stevens; *Retrieving the Retarded Reader*, by Jack W. Birch; and *Handwriting for Left-Handed Children*, by Luella Cole.

Since exceptional children are found in every classroom, the authors have attempted in these very readable and concise brochures to give practical, down-to-earth suggestions that any teacher can use in the regular classroom.

In *Challenging the Gifted Child*, authors Birch and McWilliams first identify gifted children as those in the most intelligent 1 per cent of the whole population. But in discussion they include the superior—the most intelligent 15 per cent of the whole population. This indicates that many classrooms would not have a truly gifted child and frequently, on the law of averages, not even those termed superior by this definition.

Many practical and workable suggestions are given for meeting the needs of gifted and superior pupils. Some are similar to suggestions given in courses of study and teachers' guides as methods for enriching the course for the average child. These suggestions have been condensed in usable, concise form with examples for their implementation, and will be helpful in day-by-day teaching. They do not require elaborate or radical changes in school organization or methods.

A sensible plan is suggested for partial segregation of the gifted and superior, recommending that pupils work in special groups of classes or as individuals for only part of the school day, and stay with the heterogeneous groups the rest of the time. The authors recommend that as far as possible the special work of the gifted should make a definite contribution to the regular work of the whole group, and that the work they do should be of a type acceptable to their peers so they are not set apart as being different. It is maintained that mentally superior and gifted individuals have high capacity for achievement in general, but that learned interests govern the way they develop that capacity.

Rapid acceleration is recommended for the gifted, in acquiring basic skills in reading and arithmetic. Such individuals are so uncommon, however, that the suggestions apply to a small percentage of the total school population. Remember, it is a good policy never to accelerate or retain a child on the basis of one's own judgment or on too few measures of ability.

The authors emphasize the necessity of teaching the superior children at each level the basic skills in reading and numbers for that level. They recommend books written with low vocabulary load at more mature interest levels to help enrich the reading of the gifted.

Careful development of skills is advocated, but there is also warning against expecting *mature conduct* from mentally superior children, and against developing unhappy emotional and social attitudes by referring to them as "geniuses," "brains," "smart," et cetera.

In *Reaching the Mentally Retarded*, Birch and Stevens classify these as (1) educable mentally retarded, (2) trainable mentally retarded, and (3) untrainable mentally retarded. They indicate that most retarded children

whose I. Q. scores on intelligence tests fall between 50 and 75 can be taught useful reading and number skills and some academic content. It is for the benefit of this group they address their suggestions.

First of all, check your own feelings concerning the mentally retarded and what they can do, remembering that a mentally retarded individual cannot be identified by a single test score. Several other means of identification are given, and a warning that no child should ever be classed as mentally deficient until all other possible causes of retardation have been ruled out, such as impaired sight or hearing, emotional disturbances, speech defects, and inadequate environment. Especially in middle and upper grades, where intelligence-test scores are frequently dependent upon the child's ability to read, avoid the overgeneralization that a pupil who is not working up to the group average is mentally retarded.

The authors urge the teacher, in reclaiming the retarded, to provide many firsthand experiences or, where these are impossible, simple demonstrations and explanations. Less emphasis may be placed on academic accomplishments, and opportunity be given for participation in a wide variety of activities.

The retarded often acquire undesirable reactions to their work and to society because undue pressures have been put on them. In reclaiming them, remove this pressure but set realistic educational goals. The teacher should respect the individuality and personality of the retarded child and capitalize on his strongest points and skills, utilizing them at every opportunity. The authors suggest that since throughout life the mentally retarded will have to obtain much information through listening, special attention should be given to instruction in listening.

In addition to helping the teacher work with the retarded child, the authors suggest practical ways of working with his parents.

Retrieving the Retarded Reader, by Jack W. Birch, emphasizes the importance of helping the child by increasing his meaning vocabulary, his store of sight words, and his ability to unlock new words by using different methods of attack.

"Remedial teaching differs from first teaching in three ways: (1) a large amount of replacement teaching must be done, (2) super-motivation of instruction is frequently necessary, (3) special techniques are necessary in remedial reading."

In all teaching more emphasis should be placed on properly motivating each child and helping him develop successfully at his own rate, with content and equipment adapted to his needs and interests, so there will be less need for remedial teaching. Every need for individual instruction should challenge the teacher to study the philosophy and wisdom of the current program. Failure is costly to the individual, and reteaching is costly to the school system.

The authors suggest helpful methods and outlines of work for pre-primer level to secondary school, for any teacher who needs to know more about what to teach and how to teach at each level.

In *Handwriting for Left-Handed Children*, Luella Cole explains possible wrong positions a left-handed child may assume, the reasons for doing so, and the handicaps that ensue; then suggests briefly how the left-handed child can learn to write better. She also suggests helping the child overcome feelings of insecurity and emotional imbalance through (1) accepting him as he is and training him to use his natural ability, (2) explaining that left-handedness is desirable in some sports and that many

well-known people are left-handed, and (3) not inferring in any way that a child is a bother because he is different.

In teaching the left-handed child to write, the author suggests that the chief adjustments to be made are (1) placing the paper so the lower edge is at right angles to the left arm, (2) teaching him to hold the pencil or pen one to one and a half inches from the point (so he can see what he is writing), and (3) permitting him to write with a vertical or slightly back-slant script.

The author states (but does not give sufficient statistics to prove) that the left-handed child writes faster if he is permitted to use a vertical or back-slant script. The goal for the left-handed as well as for the right-handed is the ability to produce a legible script with speed and comfort.—ETHEL A. JOHNSON, *Elementary Supervisor, Columbia Union Conference.*

Vaccination Against Paralytic Poliomyelitis

Much has been accomplished, but much still remains to be done in protecting school children and youth from paralytic poliomyelitis. The following figures present estimates from the U.S. Public Health Service concerning the extent of immunization of the nation's children as of July 1:

Age Group	Percentage Having Had One or More Doses	Percentage Having Had All Three Doses
5-9 years	92%	38%
10-14 years	91%	30%
15-19 years	69%	19%

It will be seen that about two thirds of the elementary children are still in need of a third shot, and that a high percentage of high school students have not yet begun immunization. Vaccine is still in limited supply, but it is hoped that supplies will become adequate later this fall. Further plans for pushing vaccination nationally are being made by public health authorities, the American Medical Association, and the National Foundation for Infantile Paralysis.

► Helderberg College (South Africa) was host, last July 3-10, to a conference for the more than 40 teachers of the South African Union.

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Associates

ERWIN E. COSENTINE GEORGE M. MATHEWS
LOWELL R. RASMUSSEN ARCHA O. DART

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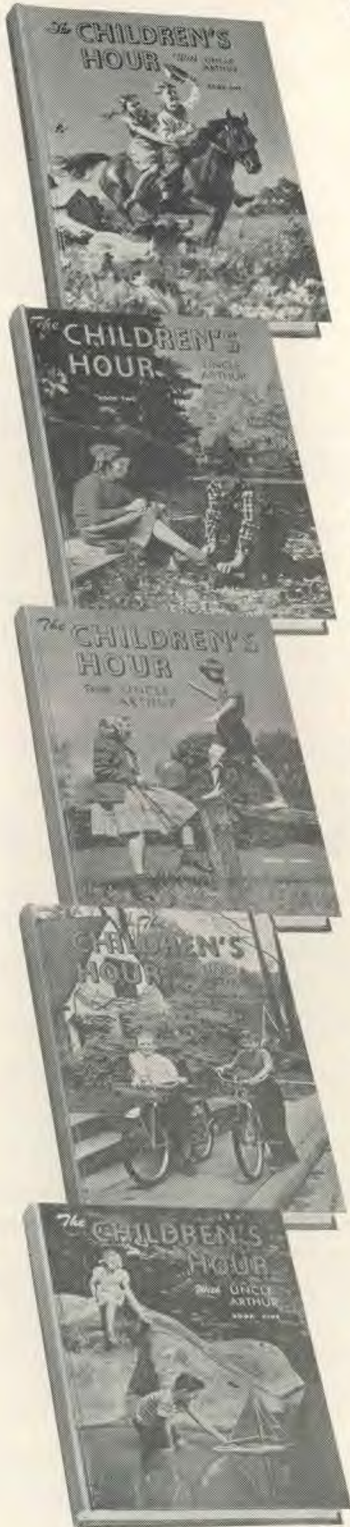
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Editorial

NEWS AND VIEWS

Part-Time Employment of Students A special study on "The Working Student and His Academic Record," conducted by J. E. Turner, dean of men at Texas College of Arts and Industries, concludes that a college student may carry part-time employment without adversely affecting his academic standing. Dr. Turner carefully investigated the work program and the scholastic standing of 92 students who were earning all or part of their way through college. As a control group, he used 92 nonworking students of similar capacity. The results of the study revealed no significant difference in the scholastic attainments of the two groups. Therefore, Dr. Turner concluded that a student who wisely budgets his time for study, recreation, and remunerative labor may work to earn his way through school with no scholastic handicap as compared with the student whose expenses are all paid. This conclusion harmonizes fully with this counsel to Adventist educators:

"We are reformers. We desire that our children should study to the best advantage. In order that they may do this, employment should be given them which will call the muscles into exercise. Daily systematic labor should constitute a part of the education of the youth, even at this late period. Much can now be gained by connecting labor with our schools. In following this plan, the students will realize elasticity of spirit and vigor of thought, and *will be able to accomplish more mental labor in a given time than they could by study alone.* And they can leave school with their constitutions unimpaired, and with strength and courage to persevere in any position in which the providence of God may place them."—*Counsels to Parents, Teachers, and Students*, pp. 292, 293. (Italics supplied.)

Ungraded Primary Schools The interest of educators in ungraded elementary schools is steadily mounting. Public schools continue to experiment with the idea. Recently the large Maple Park Elementary School in Edmunds, Washington, transformed its first three grades into an ungraded primary school. Administrators of the school stated that grade designations were abandoned because of the vast variations noted in the development of primary children. Instead of separating the children by grades, this school has set up an experimental program of continuous growth for six-to-ten-year-olds based on reading advancement. According to the *Educator's Dispatch* of October 5, 1956, "the experiment is designed to develop a more flexible system for meeting the learning needs of pupils; to afford the teacher greater opportunity for counseling and guidance; to permit individual approaches for the rapid and slow learners; and to eliminate the connotations of 'failure.'"

In addition to these excellent objectives, a system of ungraded primary classes—especially in our smaller one-teacher schools—would undoubtedly help to solve scheduling problems, and would result in more effective instruction adapted to the particular needs of the pupils.

Book Review Attention of all elementary school teachers is called to the book review on page 29 of this issue, by Ethel A. Johnson, on *Teaching Exceptional Children in Every Classroom*. One phase concerns the teaching of handwriting for left-handed children. Eleven per cent of the total school population are left-handed. Your editor was one of that group, and knows from firsthand experience that most teachers need to understand more about the problems of left-handers.

The Seventh-day Adventist Basic Reading Program

At long last the Department of Education of the General Conference is pleased to announce that the textbook, workbook, and teacher's guidebook for the first semester of grade two of the Seventh-day Adventist Basic Reading Program are now ready and are in use in many of our schools. The materials for the second semester of grade two will be ready in time for their use in the schools this present school year. The materials for grade three will be ready for the 1958-59 school year. We are also pleased to publish the following evaluation statement concerning these materials which has been authorized by our Scott, Foresman consultant, Miss Lena Horton:

"This Seventh-day Adventist Basic Reading Program reflects all the scholarship and painstaking care that went into the Scott, Foresman Basic Reading Program. The major difference between the two programs is the fact that this Seventh-day Adventist Basic Reading Program has substituted selections that reflect the moral and spiritual values and teachings of our church for the fanciful material included in the Scott, Foresman Basic Reading Program.

"Every change, every adaptation required because of these substitutions in the books, workbooks, and guide, has been scrupulously evaluated and the final form approved by Lena Mary Horton, educational curriculum consultant, Scott, Foresman and Company."—G. M. MATHEWS, *Associate Secretary, General Conference Department of Education.*