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

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

BAPTISMS IN ADVENTIST SCHOOLS

An Editorial

A MAJOR function of Christian schools is to surround the youth in the schools with spiritual influences that will lead them to give their lives to Christ and to join His church. One of the major responsibilities of every teacher in the Adventist school system is to teach the classes and conduct all affairs in such a manner as to bring about spiritual new birth in the lives of the youth and foster it so that the spiritual life will develop and mature rapidly.

We are happy to report that during the last school year for which we have received figures from our world field, 9,954 young people were baptized into this church while they were enrolled in our schools. This is a wonderful record and we thank God for it. It represents much prayer, personal work, and efficient spiritual guidance. We congratulate our teachers on the excellent work that they have done.

However, we have noted that some problems are arising through premature baptism of youth in our schools. In some cases a certain mass psychology develops—particularly in the elementary schools, but also in academies—regarding this matter of baptism. We are encountering many youth who have been baptized too early, without realizing the meaning of the rite and without being fully prepared for it. They were baptized because others of their "gang" were. In some cases whole classes have been baptized at one time. This puts pressure on those members of the class who aren't quite ready to join the group regardless of their feelings. They don't want to be "squares." Teachers do not put pressure upon them, but when all except a few are going forward in the rite, pressure comes from their classmates.

We are most anxious to create in all our schools an environment in which the accepted thing is to be a Christian and to be a part of this church. However, we do not want unconverted youth to be baptized, for that not only weakens the church but lessens the likelihood of a real conversion coming later. It has been definitely proved through the years that we hold a stronger position in getting people to cast off bad habits and to accept the high standards of the church when they are wanting to come into membership, than we do in trying to help them in these matters after they have already become a part of the church.

Since teachers exercise a strong influence in the spiritual life of our schools, we must be on guard es-

pecially against encouraging the very young pupils to go forward in baptism. Baptism is a sacred rite and should be entered into only when a person comprehends fully its meaning and understands the standards of the church. Young children are very impressionable, and their hearts may respond readily to the love of Jesus for them; but until they have reached a certain age the roots do not go deep enough, nor is there sufficient stability to indicate that the individual will set a sure and steady course toward the kingdom. It is doubtful if youth under the age of twelve or thirteen are able to comprehend the full significance of baptism. Thorough conversion to the Lord and to the standards and program of the church is the requirement for baptism. No matter how anxious we may be that our youth join the church, we should not urge any to go forward in this religious ceremony until we are sure that genuine conversion has taken place and that there is sufficient understanding and stability to develop a successful Christian life.

We also suggest that great care be exercised in our schools that no youth are baptized until they have gone through an extended and thorough baptismal class. It is not safe to take for granted that the young people know our doctrines, or understand fully the reasons for the various standards of life and conduct that we require of our members. True, these youth may be enrolled in our Bible classes, and they may come from Christian homes. Nevertheless, passing through an efficiently conducted baptismal class is one of the best guarantees that the youth understand what is expected of them. It presses home the duties and privileges of church fellowship. Moreover, when they observe that all candidates for membership must go through this class, they conclude that baptism is indeed an important step. A powerful spiritual impact is made upon them. Their resolve to stand firm for Christ is inevitably strengthened by the baptismal class.

The responsibility of the Christian school in the baptism of the youth enrolled in it is indeed great. We pray that God will give each teacher wisdom and understanding to know how to prepare the youth for baptism in such a way that the rite will mean the most to them, and that it will become but a step in the unchanging progress toward Christian perfection.

MUSIC IN THE COLLEGE AND

A COLLEGE has been defined as a community of scholars. We think of our colleges also as cities of refuge for our young people, places where they can come apart and receive an education according to the spiritual concepts given us in the Bible and in the writings of Ellen G. White.

The study of music is an important part of the education given in our colleges, just as it was in the ancient schools of the prophets. But there are still strange misconceptions concerning the place of music in education. Music is not an entertainment, not a luxury or something to be enjoyed in days of prosperity only, not just an amusement. It may have entertainment values, but it has greater values than these.

Music is a serious expression in organized tone on the part of man. It is one of the great arts—the organization of tone toward the expression of beauty

and a revelation of great and significant experiences of man. It may be gay and light in character, but primarily music is justified in the college because of the far greater esthetic and artistic values it contributes to the enrichment of our lives.

Today the art of music is recognized in colleges as an essential study. In the courses in general education in many colleges, the study of music is given a significant place among the subjects basic for the cultural, esthetic, and spiritual development of man.

The study of musicology, or the serious study of music in all its various aspects, is an increasingly important study in American colleges. More and more, the emphasis is being placed on cultural and esthetic values. No longer is music simply the minstrel department or the showcase for trivial display and entertainment.

IN THE CHURCH

We acknowledge that history books are written best by men who are scholars in the field of history. A medical doctor is a better authority in medical matters than an architect. But we still are in the age when amateurs in music, those who love music but know little about it, are controlling the music of the church. The selection of songs for our songbooks is often in the hands of a group who know what they like, but who are not qualified as competent judges of music. They follow the will of the majority which is never a safe guide in artistic values. The result is that the music in our churches is not as far advanced in quality and excellence as it should be and as it might be.

Our brethren labor under a number of erroneous conceptions concerning music. Many think that what the masses like, or what the public wants, is good

music. We are often swayed by mass appeal. And in the field of music the mass appeal has seldom if ever been on a high level. What the public likes is usually mediocre in character. Then the theater with its devices has greatly influenced our music, so that crooning, theater organ playing, and definitely secular devices are not only unrecognized for what they are, but they are demanded by our people and even by our ministry. In some places it is really unpopular to have high standards. So the voice of the people prevails and we give the people what they want.

We have our Aarons today, giving the people their golden calves of theatrical religious music. We have our Sauls, listening to the demands of the people, and wanting to be popular by not destroying Agag.

We think of music and its emotional appeal, and through lack of education in art and its relation to emotion, we go to the extreme in emotional music and become sentimental. So sentimentality is too

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evident, both in choice and performance of much of our music.

This may seem like an overdrawn picture and too severe an indictment. An objective and impartial view of our music would prove that this is our condition even though it is not pleasant to think about. It is evident that we do not realize the need for improvement. We are altogether too complacent about these matters.

There is an increasing number of musicians among us of excellent technical training who sense this condition. They are unhappy about the low standards that often prevail in our church music. They would like to contribute to the betterment of our music. We have composers, organists, church musicians, pianists, music educators, some in our schools and some in other places, who are not at all disloyal to our church just because they cannot accept some of the low musical standards in the church.

Now if we were willing to accept the advice of many of these musicians of training and sound scholarship, we might make rapid progress in improving our music. Too often their counsel cuts across our traditional patterns and so their counsel goes unheeded. There are musicians who attend some of our churches and endure the music rather than enjoy it. And who knows how many musicians refuse to attend our services because of our standard of music?

I am referring now to artistic music. There is also the religious effect of music, or the religious appeal that music makes. There is a type of music which has religious appeal to some but that is of little or no value as music. There are always people who will enjoy this kind of music, and the church should not deny them this privilege.

There are also amateur musicians who greatly enjoy types of music that to them have a spiritual message, but which have little if any artistic or esthetic appeal to musicians of training. The church is large enough to include all of these, and there is no desire to deny these people their favorite kind of music. Everyone should have the privilege of enjoying his favorite religious music within the limits of reason. There is no thought here to set up a censorship over our music. We do need, however, a much greater emphasis given to the finest in music. Much more enjoyment could be gained from a high level music program than we enjoy at present.

We must keep in mind that religious music, or the music used by the church, has to reach standards in two areas: the artistic, and the religious, or spiritual. Excellence in one of these areas is no guarantee of excellence in the other. A piece of music is not necessarily good artistic music because it may have a strong spiritual appeal. Nor is all good artistic music suitable for religious use. Confusion along this line has been the cause of no little misunderstanding.

It is not always essential that we use music masterpieces in our services. There is nothing essentially wrong in enjoying inferior music. Every sermon we hear is not a literary masterpiece, nor is every article or book a work of literature. Music may serve a spiritual function and not be artistic.

This is not the problem I wish to discuss. Our colleges and our church should seek the highest standards in all things, and we need to search out the best in music, for it is to the greater glory of God. It is unfortunate if good music is not desired. It is fortunate when our workers realize their inability to pass judgment on music quality and turn to our skilled musicians for their assistance in improving the music of the church.

I have no desire to tell our evangelists what kind of music to use, nor to deprive our people of their favorite hymns and songs. What we do need in a greater degree is to have our ministers and workers seek help and advice from our musicians in the many problems involved in introducing better music into all our services—church, evangelistic, and others.

Here are a number of areas in which the music program in our churches could be strengthened:

1. *Great hymns.* Studies in the hymnal should be presented in our churches. Emphasis should be given to the great hymns, such as "O God, Our Help," No. 81; "Now Thank We All Our God," No. 90; "We Gather Together," No. 8. Our members should learn these hymns, which after all are the good "old" hymns.

In our college centers many of these hymns of the church are being used frequently. Our churches would greatly benefit by the use of the best hymns of Watts, Wesley, Heber, Bonar, and other writers who have given us masterpieces of religious verse. These hymns could be promoted by hymn festivals, hymn-of-the-month programs, special programs on the hymns of Wesley, Whittier, and other writers. This type of promotion is needed in our churches.

2. *New songbooks.* There is need for the establishment of a consistent policy regarding the publishing of new hymns and songbooks. Otherwise there is competition between the songbooks. Confusion in regard to different tunes to the same words, different styles of publication, and conflicting data about the songs—these and other problems should be in the hands of a qualified committee of musicians to bring about a better-unified policy of publication.

3. *Choral materials.* We have excellent choirs in our colleges and in other places. Our choral directors would like to reach out and help our local church choirs. This could be done by conducting workshops in the churches and especially at camp meetings, and by supplying the churches with lists of approved materials of various grades of difficulty. Booklets containing suggestions to choirs, and lists of choral

materials would be a step in the direction of giving more help to our local church choirs. This is a project the church should undertake to do.

4. *Instrumental music.* The same type of assistance is needed by the organists and pianists in our churches. Workshops in various centers, and instruction at camp meeting might be welcomed by our local church musicians. Lists of suitable preludes, offertories, and postludes should be prepared for distribution to the local church musicians.

5. *Church weddings.* Education is needed in the matter of suitable music for weddings. Other denominations are issuing pamphlets and helps of various kinds to guide their churches in restoring a proper, dignified, and sacred atmosphere to church weddings. Too often our church weddings are patterned after the worst examples of theatrical, exhibitiv, sentimental, and secular weddings. Our people need instruction in good taste, proper music for a church wedding, and in how to keep the wedding on a high plane of spirituality. A booklet on this subject should be prepared for all our churches and ministers.

6. *Organs.* Our church workers need information and help in the matter of buying organs. There seems to be a widespread belief that the electronic instruments are all we can afford or should have. There are others equally good and sometimes better than an electronic instrument. The question of acoustics and the proper placing of an organ are also subjects for study.

7. *Sacred music styles.* It is hard for many people to realize how strong a tide of secularism has engulfed the religious music of our land. Our church members need to understand the characteristics of good church music as distinct from secular music. We are living in a time when it is popular to be religious, and even the field of popular music has produced many popular "hits" on the subject of religion. The style is secular, but the subject matter is religious. Some have labeled this "juke-box religion." Some time ago the dean of the Cathedral of St. John the Divine voiced his opposition to this trend by saying, "When a juke box or TV set gets us off to a somewhat less than reverent start, the result is a 'domesticating' or vulgarizing of holy things. Perchance these songs will lift up some to the living God. But for many more it downgrades Him to the commonplace. It is an ersatz religion, without awe, without mystery, without reverence, without judgment—and, in the end, without reality."

Besides secularism there has been a great increase in sentimentalism in religious music. By sentimentalism we mean over-emotionalism, an exaggeration of true sentiment beyond good taste and propriety. Some of these songs treat our relations with God on too familiar a basis. Religious experience becomes

commonplace and cheap. The sentiments of popular love songs pervade some religious music.

Music must have emotion, sentiment, and feeling. But a recipe that calls for a drop of vanilla is ruined by a cupful. So with emotion. This is a sentimental age in popular music, and it is hard to escape it. It is not surprising to find emotionalism and sentimentalism having a strong influence in our own music. It takes some understanding of the arts and esthetics to be able to separate sentimentalism from legitimate emotion. Flagrant examples of sentimentalism may be seen in the popular styles of playing the organ with excessive tremolo, gliding chromatic effects, theatrical tone qualities, in the crooning styles of singing, and in the sugary and sweet harmonies and melodies that are popular today.

Sentimentalism is not a sign of strength but of weakness. It contributes nothing to the development of strong religious character. It is enervating to the church. The Reformation was not carried along with songs of this kind. A return to songs of strength and ruggedness would be an antidote to the weakness of sentimentalism.

Other churches have recognized this unfortunate trend and are doing something about it. Recent hymnals all reflect this return to strong melodies and harmonies that will not enfeeble the church. There are a large number of powerful hymns of recent origin that we need to bring before our people which will mean strength to our music services. Our people would accept this invigorating hymnody if they but had the opportunity to enjoy it.

The time has come for the church to move forward to the strains of strong and inspiring hymns, to the music that will bring honor and glory to God, and to give emphasis to the raising rather than the lowering of our standards.

"Teaching is a dangerous profession. It deals with our children, the most precious of our natural resources. It refines them into brave and wonderful adults or it grossly degrades them into dull, over-aged adolescents. Its results mold and determine the shape of our nation and the character of our people."—FRANK G. JENNINGS in *Saturday Review* (quoted in *The Education Digest*, September, 1958).

"With his own heart warm with divine love, the teacher will lift up the Man of Calvary, not to give the students a casual glimpse, but to fasten their attention until Jesus shall seem to them the 'chiefest among ten thousand,' and the one 'altogether lovely.' Cant. 5:10, 16."—CT 67.

Increasing the School's Holding Power

W. T. Weaver

PRINCIPAL, SAN PASQUAL ACADEMY

TO FIND an effective program that will hold our youth in our schools is the concern and challenge of every conscientious school administrator and faculty. With the Christian's philosophy, which places a supreme value on the worth and emergence of the individual, each "drop out" from our ranks becomes a tragedy. Nor can or should that "drop out" be lightly regarded with the quip, "It couldn't be helped," or "You are certain to have drop outs; why worry about them?" To be sure, to fret about our losses will profit little, but a close study of the contributing causes of our failures to hold, can be very profitable. It would seem, therefore, to be axiomatic that an awareness of the causes would go far in pointing to the solution. Such study entails an administrative course that brings together pertinent information regarding our students, inclusive of their spiritual, scholastic, health, financial, and environmental background; likewise an understanding of their aptitudes and interests.

What administrator does not welcome a letter from a father who writes, "I surely believe in the program, and I want to keep my boy in the dormitory," or an impulsive statement from a thoughtful teen-ager who stops by the office to say, "I want you to know how thrilled I am with this school. I can't get over how interested all the faculty are in trying to help us." These cherished and rewarding



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comments reflect a confidence in the school program and point to the keystone reason for that confidence—a *well-qualified faculty*. A faculty of men and women who have attained the prescribed requirements for certification, supported by their devotion to do the "nicest work" in the nicest way, make possible an effective program that inspires confidence. While due recognition and attention are given to the professional preparation of the teacher, even greater respect is in order to those teachers whose qualifications match the requirements of inspired counsel.

The teacher who is severe, critical, overbearing, heedless of others' feelings, must expect the same spirit to be manifested toward himself. He who wishes to preserve his own dignity and self-respect must be careful not to wound needlessly the self-respect of others. This rule should be sacredly observed toward the dullest, the youngest, the most blundering students. . . . The teacher should ever conduct himself as a Christian gentleman.—*Counsels to Parents and Teachers*, p. 93.

To the faculty, deserved credit is given for the program that approximates the pupil needs. The program itself will take cognizance of the physical, mental, and spiritual needs of the youth.

The enriched curriculum, which comprehends the entire experience of the student, will, in an organized and integrated way, provide for activities that develop a well-rounded personality through (1) *work opportunities* with understanding supervisors, (2)

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Lecture Methods in the Classroom and on the Platform*

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A QUESTIONABLE assumption is sometimes made that if you know your subject, you are able to teach. A corollary is that the one who knows most about a subject will be the best teacher of that subject. Operationally this does not seem to hold. There are glaring instances of persons at the top in their fields who are notoriously inadequate as teachers. Conversely the individual student often reports that he has received the most in his educational career from a certain instructor who is virtually unknown as a scholar. Apparently there is more involved in teaching than just the knowing of one's subject.

As far as knowledge is concerned, it has struck me that through teaching a subject the teacher often makes the greatest strides in his own comprehension of it. Through the necessity of presentation he is forced to at least some degree of organization in his own thinking. Then there are the classroom challenges and criticisms which the instructor must meet from the floor. Very soon his involvement with his own ego may compel him to widen his preparation in order to maintain his appearance of adequacy in the eyes of his students, and in his own eyes. Experience in meeting these situations on an impromptu basis, that is to say, experience in thinking on one's feet, without benefit of prepared notes or forewarning, usually results in an increase of self-confidence.

The definition of a university as a community of scholars de-emphasizes the teaching function through the omission of any mention of it. Perhaps this is as it should be. Certainly a university is more than just an aggregation of teachers and taught, which unfortunately characterizes most pre-college education. Hence pre-college teachers must be certified as competent in the skills required for the transmission of a body of information, but in college teaching no such certification is required. The college being defined as a community of scholars, the grand presumption is that there is community and communication, involving both the faculty and the students, and that both these groups are made up of scholars. I am not convinced that this presumption can always be substantiated in face of the empirical evidence.

* Talk given in faculty seminar at the University of Miami. Also printed in *Association of American Colleges Bulletin*, Vol. XLIII, No. 3, p. 468. Used by permission.

Avoiding any embarrassment which might result from trying to estimate the degree of scholarship among our university faculties, suffice it to say that its incidence among our students is minimal. For the most part the college student has not learned the techniques of, nor is he very much motivated in the direction of, self-reliant and independent acquisition of knowledge. Nor is he, often enough, conversant with the skills of communication. And this is not to belittle or criticize the college student but rather to bemoan the state of affairs in pre-college education.

This state of affairs leaves us two obvious alternatives: either we accept into our university community only those who have demonstrated an aptitude and inclination for scholarship, together with the ability to communicate, or we recognize that we are supporting a misguided interpretation of the democratic ideal of trying to force higher education on as many as we can pressure into attending a university, whether or not they have the requisite capacity and motivation. I suspect we shall continue to give verbal and idealistic support to the first alternative but operational support to the second.

Being convinced that this is true, and still being oriented toward reality, I accept as part of my responsibility as a university teacher the development of a set of skills and techniques to be used in my teaching function, deliberately designed to cope with the problems of community and communication, with inadequate skills in acquisition, a marked confusion and lack of orientation, doubtful motivation and downright apathy, on the part of the larger percentage of students. Ignoring these problems in the face of current admission practices is a stubborn or cavalier refusal to face the facts. The college instructor may excuse himself for not having majored in education, but he cannot excuse himself from the responsibility of trying to improve his teaching skills.

First of all a successful teacher will have some general knowledge of the nature of human needs and motives. As I am a clinical psychologist you might have suspected that any suggestions I had to offer would be predicated on certain psychological assumptions. Underlying and motivating the greater part of human behavior are four major psychological needs. The student is constantly driven to find satis-

faction of these needs in all aspects of his life, including his experience as a college student. The instructor is constantly driven to find fulfillment of these needs in all phases of his life, including his experience as a teacher. A thorough understanding of this may furnish us a key to much of the success and of the failure in college teaching.

These four major psychological needs, as I see them, are as follows:

1. The need for a sense of physical and economic security
2. The need for a sense of personal worth
3. The need for a sense of being loved and wanted—of being desirable and acceptable as a person
4. The need to make meaning out of experience.

As we explore some of the details of lecture presentation, we shall note the influence of these needs as they affect the student and the instructor. At this point we note that the needs are legitimate. There are, however, both healthy and unhealthy means of satisfying them.

For example, in reference to the need for a sense of physical and economic security it is legitimate for an instructor to expect to be paid for his services, and to put his weight behind efforts designed to bring about an income more equitable in terms of training and experience. But one who knows when he enters teaching, or discovers soon after, that the pay is much below equity, but remains in the profession in a chronic state of frustration and tension, self-pity and griping, is not apt to make a successful teacher. His resentments and hostilities will probably be expressed in a sloppy job, indifference, apathy, aggression toward his students and bickering with his colleagues. Trite as it may sound, teaching is a dedicated profession—it has to be in order to overcome the emotional effects of abbreviated income.

Even the dedicated instructor must recognize that the student is in great part the product of a society which honors material success above all else, and hence not become too impatient with him when he persistently inquires as to the value of a given point of view in economic terms.

The successful instructor will also recognize the need of the student for a sense of personal worth or, as we sometimes put it, "ego needs." Anything in the attitudes or actions of the instructor which threatens or does violence to such a need is going to be met with resistance and resentment, and an unconscious attempt at retaliation through refusal to study or meet the assignments, or other measures. Communication is minimized. Rapport is absent.

On the other hand, when the instructor has a genuine respect for the student—his young colleague in the scholarly enterprise—he will avoid many pitfalls and errors which promote failure in teaching. He will compliment wherever and whenever he can. He

will temper necessary criticism with patience and understanding. He will *never* ridicule. He will respect even the less well-endowed student as an individual, knowing that his lack of intellectual capacity is no fault of his own and that, although perhaps misplaced in a university, he is usually there because of social pressure and social misinterpretation of the function of a university rather than as a willful intruder. The wise instructor will recognize that it is often out of this need for a sense of personal worth that the student makes audacious statements, draws premature conclusions with an absoluteness that is sometimes admirable, and is more intent on winning an argument than on discovering a fact.

But the instructor too has a need for a sense of personal worth. In a healthy way he may derive fulfillment of this need from his teaching. If he regards himself as a second-class citizen, however, if he is filled with unresolved conflicts over his status or his own worth as a person, it is probable that these tensions will be expressed in neurotic compulsions to reassure himself and to impress others with his importance. This may take the form of browbeating students, aggressive assertion of his prerogatives as instructor, refusal to entertain any criticism that threatens his intellectual and academic authority, inability to recognize an exceptional student as intellectually superior to himself. He will meet honest contradiction with ridicule, a brush-off or a merciless attack on the student—the result being again that any hope of communication is destroyed. The need to give an impression of importance, profundity and authority will often lead the teacher to phrase his remarks in language incomprehensible to the student because of the level of vocabulary or the use of esoteric gobbledegook. Again no communication.

Even though an expert in his field, the teacher should wear the cloak of humility if he hopes to establish rapport and to communicate with his students. Any superiority that he may actually have should be manifested in the content of his discourse, not in his personal attitudes. Aloofness, arrogance and other forms of the "superior" attitude usually stems from an underlying weakness in the person's own ego structure—he is fundamentally unsure of himself.

Another major psychological need which should be recognized and understood is that of being loved and wanted—a sense of "belongingness," of acceptability as a person. It is expressed in the attitude of the teacher toward the student as warmth and accessibility, as empathy, as an effort to "get with" the student and understand him. This need on the part of the student will frequently impel him to make an extraordinary bid for attention and consideration from the instructor. This should be understood and handled with sympathy. The college student is often

away from his usual sources of immediate affection—his own family. He may seek satisfaction and reassurance from an instructor, who has become something of a parental figure in his perceptions.

The same need on the part of the instructor may lead him to seek extra-academic alliances with his students or to reduce his objectivity to such a point that the situation becomes academically suspect. It may make him "soft" in his grading practices and in the demands he makes on his students for adequate preparation. Out of his own needs to be considered "a good Joe" he fears to offend or to generate any resentment against himself as a person. If his own needs for affection have reached such neurotic proportions, his adequacy as a teacher may be jeopardized.

The need to make meaning out of experience affects both student and teacher. It is mostly because of inability to fit much of the educational process into any system of meaning that there is a general apathy on the part of students. This may stem from a tendency of educators to view education as an end in itself rather than as a means to larger ends in the human enterprise—sometimes even to consider individual courses as ends in themselves. When this attitude obtains, the aim of the student is to avoid certain courses if possible, and if not, then to pass them as expeditiously and as painlessly as possible, even if he must have recourse to dishonest tactics in order to accomplish this goal. The courses, and education in general, are viewed as one of the unavoidable distresses inherent in our current society's initiation rites—unnecessary pain and torture to test the endurance and establish the acceptability of candidates for higher social membership. This emphasis is on the symbolic social significance of passing grades and degrees rather than upon producing educated persons.

In his own unique and individualistic way the instructor should strive at all times to make the classroom experience meaningful to the student. This of course can be accomplished much better if it is meaningful to the instructor himself. Orienting attitudes might center around such questions as: How does this material relate to a system of values in general? How does it relate to other fields of inquiry? How does it relate to what has already been learned and what one may wish to learn? What significance does it have for the living experience? What enrichment does it promise for the individual and for society? How is it related to the student's (and the teacher's) self-actualization? I do not know of any single thing which will make the teaching experience more gratifying for the instructor and the learning experience more gratifying for the student. Nor do I know of anything—not even the increase of monetary rewards—which will increase the motivation to

teach and to learn; nothing which will revitalize classroom relationships and experiences as will finding for them a significant place in a context of meaning. When this happens the teacher has no urge to sell his profession or his own field short. He speaks with conviction. The importance of his subject is established. He becomes an inspiration to his students.

Earlier we remarked that it was not enough simply to be an expert in one's field in order to be a successful teacher. We did not intend to underemphasize the importance of being informed. One must have information before one can impart it.

More specifically, preparation for the particular class period becomes an essential which is often minimized. It should entail careful organization of the material. When you organize you clarify your own thinking. In addition, a well-organized presentation is much more easily followed by the students. Note-taking is less confused and may even be minimized. Such organization enables the student to grasp, to understand and to remember more adequately what you have said. In a class where the material is extensive and complex, and where so much is original that the student cannot depend on the textbook to discover the instructor's organization, it is helpful to pass out mimeographed outlines of what will be discussed in the immediately forthcoming sessions.

Organization however does not imply the complete writing out of a dissertation, and certainly not the memorizing of it. Spontaneity in a teacher is one of his greatest assets. But spontaneity without direction would be classroom chaos. Direction can be provided in a very practical way by the use of 3" x 5" cards on which the instructor has jotted down the salient points of his discussion. These can be held in the hand and referred to without undue attention. Their use allows for freedom of movement on the part of the speaker. They are not distracting and are easily manipulated. This does not mean that a manuscript is taboo. Whereas in a public address the use of a manuscript is often detrimental, its use in scholarly discourse may be not only permissible but advisable, to insure accuracy of information, completeness and even the inclusion of a well-turned phrase that seems to be semantically effective—in short, to insure better or more artistic communication. We cannot dismiss style as irrelevant in the presentation of material at university level.

The instructor never knows just what directions in thought, interest and expression his class will take. Even the most experienced of teachers cannot always calculate these variations ahead of time. A cur-and-dried adherence to a manuscript or outline will not allow for such eventualities. The teacher who is actually student-oriented, and who is more concerned

with the development of the student than with the development of a theme, should be able to modify his approach at a moment's notice. He must learn to think on his feet. He must be free to give his attention to the situation, to evaluate constantly the effectiveness of communication, student response and the clarity with which he is developing his thought. He cannot do this if his attention is devoted to trying to remember word for word what he had prepared to say. Spontaneity in an instructor may spell the difference between success and failure. His classroom presentation should indicate that he is alive and that his brain is actively creating rather than phonographically reproducing.

Now one more matter to be settled before meeting your class. Make some determination in your own mind of what your purpose is in going before your students. The purpose of a public speaker is usually to entertain, to persuade, to inform or some combination of these. Certainly one purpose of the college teacher is to inform, but rarely should it be to persuade. A timely joke or other entertaining feature now and then as spice to the more basic substance is certainly not out of place. But should we not also include among the possible purposes of teaching the encouragement of the student's own thinking and the development of his critical capacities?

Having some general knowledge of the nature of human needs and motives, informed in his field, prepared for this particular presentation, clear as to his purposes, the instructor meets his class.

First of all, command attention of the class at the very outset. A listless, apathetic, uncolorful beginning may then and there create a mental set in the mind of the student that this is going to be another dull hour, and his perceptions from then on will be correspondingly dulled. Start as strongly as appropriateness will allow. Tell a sure-fire joke or story which may be related to the lecture material. Sometimes a startling or shocking statement will have them sitting on the edges of their seats with their ears open. Remember, no matter how accurate or how important what you have to say may be, if the student is not alert enough to hear it, you have not communicated. It is an evasion of the problem to assume that the responsibility for interest and attention is the student's alone. Means are available whereby the instructor can command attention and hold interest, and the competent teacher will know and use them.

Action is usually attention-getting. Find some excuse to move about at the start of the class. Or arrange for some gross movement to take place at that time, such as the moving on to the platform of demonstration materials. It is not always best to have such materials already set up. The movement of bringing them in just as the class is about to begin commands attention and stimulates curiosity and anticipation.

Compliment the class when you can do so with sincerity. Compliment individual members of a class, not only on matters related to the class but for their accomplishments elsewhere.

Establish the importance of this particular discussion. Give it meaning. If the teacher assumes a supercilious attitude, he can hardly expect the class to take a serious interest in his presentation.

Indicate the purpose of the discussion if it is not already clear. What do you expect to be accomplished this hour? This tends to create an alertness on the part of the class. It may correct false impressions and thereby reduce the likelihood of some students' continuing to expect something that never comes off and being left with a sense of incompleteness.

Now you have prepared your class and are ready for the main body of your presentation.

Having gained attention in the beginning, you then have the problem of holding it. Out of laboratory experiments psychologists have found the following to be most effective means in holding attention: (1) Movement commands attention better than the static. Get action into your presentation. With very large classes, for example, the breast microphone is superior to the stand "mike," which holds the teacher glued to one spot. (2) Novelty gains more attention than the familiar. Endeavor to inject something new into your presentations once in a while. (3) Variety is superior to dull repetition and routine. (4) Intensity, involving sound, color, size, tone of conviction or emotion is naturally more attention-demanding than a bland, innocuous, limp presentation. (5) Contrast gains over uniformity. This applies to inflections of the voice, to seriousness and lightness, to intensity (continuing intensity without contrast can of course become monotonous and ineffective). (6) Visual material rates higher than the strictly verbal. The judicious use of visual aids, charts, slides or movies, especially if colored, of models or demonstrations, will make otherwise dull material come to life. But the use of visual aids can be overdone. One instructor used so many films that the university authorities finally decided all they needed to conduct the course was a projectionist, not a professor. (7) Where visual aids are not available, or for any reason are not used, the instructor might make very effective use of visual images. Most persons think in images. This suggests that a total reliance on abstraction should be avoided. Illustrate frequently with references to familiar, concrete situations. The image will be remembered long after the words are forgotten. (8) Emphasis is closely related to intensity, but differs enough to deserve separate mention. A class discussion might be punctuated by such expressions as "Now, this I want you to notice

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Combatting Emotional Malnutrition

Harold Shryock*

THE most telling influences in the life of a child originate in his home and his school. These influences, added to the nucleus of his hereditary endowment, determine his personality, his character, and his skills. The church and the community help to mold a child's life, but these influences are controlled very largely by the home and the school. The responsibility, then, for the welfare of a child rests very firmly with his parents and his teachers.

Parents usually have the advantage over teachers in influencing a child's life, not only because of their more intimate contacts, but because they have first access. For the preschool years, the parents' influence is almost exclusive. Teachers have no reason to object to this advantage which parents possess, provided the parents do well in fulfilling their functions. In the average, favorable case, a teacher's responsibility is to supplement, amplify, and perpetuate the good work the parents have begun.

As a child comes to school age, his school becomes his second home, his teacher becomes his second mother, and his schoolmates become the brothers and sisters in his enlarging sphere of activity. His attitude toward school is conditioned by the attitude he had developed toward his home; his relationship to his teacher is the by-product of his established relationship to his parents (principally his mother); and his pattern of dealing with schoolmates is a copy of his behavior with his siblings. The teacher comes into the picture, then, after basic attitudes and patterns of conduct have already been laid down. Obviously, a teacher's problem becomes great in a case in which the parents have not performed their duties well. Here the teacher must do her best to redeem the time and to make up the deficit.

One of the greatest handicaps that can befall a child in his adjustments to life is the handicap of emotional malnutrition.

Definition

The foundations of a child's personality are built on his awareness of being well received by those who are closest to him. Even though he is not able to put his thoughts and feelings into words, he feels unequal to the challenge of the world around him unless he knows that he rests secure in the hearts of

his parents. When he has the assurance of being wanted, loved, and appreciated, he is able to accept himself as an individual capable of doing his part. He trusts the evaluation his parents place upon him. If he senses that this is a favorable evaluation, he accepts the challenge of finding proper means of reacting to hardships and of benefiting by his advantages.

The child who is secure in his parents' affections has a basis for understanding his personal relationship to God. Having experienced the protection and encouragement his parents provide, he learns to trust his heavenly Father to arrange for him those circumstances which will strengthen his character and promote his eternal welfare.

The child who has been deprived of the reassurances that only parents can give is thereby handicapped in his development of an adequate personality. Such a child feels uncertain of his own abilities. He feels alone in facing the demand for self-development. He feels that others are against him and that he is on the defensive.

It is even difficult for such a child to accept the concept of God's loving kindness. His relations to his parents have not provided an object lesson on the deep meaning of love.

By our definition, then, emotional malnutrition is that disorder of personality which occurs in the child who has been deprived of cordial, affectionate relationships with his parents.

Causes

Parents who deprive their child of the warmth of parental appreciation usually do so unwittingly. They would be surprised and hurt if told that their attitudes had posed a serious handicap to the normal development of their child.

Usually, the parents responsible for the emotional malnutrition of their child have never stopped to consider the effects of their indifference. Some such parents have given first consideration to other matters and therefore have not had the time or inclination to provide the companionship and love the child needs. In other cases, the parents have unwisely resisted what they consider to be the "danger" of pampering or spoiling the child. These parents, even with good motives, have permitted the child to starve for love.

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Sometimes parents' own attitudes of insecurity and uncertainty are the cause of the child's emotional starvation. When the parents face great problems of insecurity (financial and otherwise) they easily transmit their attitudes to the child.

A home in which there is disharmony between father and mother is handicapped in providing a satisfactory emotional environment for the child. Even a young child, hearing his parents quarrel, feels alone and unwanted. An older child automatically interprets differences between his parents as a threat to the continuance of the home. His childish reasoning indicates that if his parents loved him sufficiently, they would find ways of getting along with each other so as to preserve the home for his benefit.

There are parents who have developed perfectionist attitudes and who are constantly unhappy because the child never meets their lofty expectations. Even though the child's conduct is well within normal limits, he never receives commendation or words of appreciation.

Parents who unwisely practice favoritism toward one child in the family are doing a great injustice to their other children. A child who is not within the "inner circle" of parental approval naturally comes to feel unwelcome and insecure. Even though the child in such a family is not actually neglected by his parents, he establishes his own sense of values by a comparison with what the other children receive and enjoy. Therefore, if he believes that he is being neglected, he suffers the same emotional handicap as though the neglect were actual.

Recognition

When we speak of the recognition of emotional malnutrition we must not assume that a specific abnormal behavior trait or set of traits always has a specific cause. There is no formula by which we can write down a list of symptoms, look up this particular list in a catalog, and arrive at a definite diagnosis. Even the kind of behavior that we consider to be a sign of abnormality in one child, may appear occasionally in other well-adjusted children. Every "normal" child is entitled to a few outcroppings of questionable behavior.

For the experienced teacher, detection of emotional malnutrition is relatively simple. It is not so much the specific symptoms the child manifests as it is the total personality pattern that justifies the assumption of an emotional handicap. The experienced teacher can see beyond the symptoms to discern the basic needs that are unsatisfied in a given case. The symptoms only indicate the child's attempts to resolve his difficulties. The observation of the child as he appears at school coupled with an acquaintance with

his parents and the "atmosphere" of his home will indicate the relative seriousness of the problem.

Fenton has arranged the symptoms of emotional maladjustment in children in three approximate categories: (1) those which are mild and are common among children of all types but appear most frequently among those who are emotionally handicapped, (2) those which are moderately severe and, therefore, deserve careful evaluation, and (3) those which are most serious and require prompt, expert help.

In the first category we can list marked selfishness; attention-getting mechanisms such as clowning, showing off, and silly conduct; over-dependency in which the child lacks self-confidence and asks help in making routine decisions; worry and persistent fears; mild speech retardation; bashfulness to the extent the child is easily rebuffed and fears that he is not welcome in a group; temper tantrums; unwillingness to cooperate with those in authority; nervous habits such as nail-biting, thumb-sucking, and bed-wetting; and destructive mischief. When more than two or three of these symptoms occur in the personality of a given child, the teacher should find ways to observe the home background as a means of further evaluating the case.

In the second category should be placed such symptoms as constant disagreeableness, frequent truancy, frank insubordination, aggressive behavior, deliberately destructive behavior, persistent lying, extreme seclusiveness, repeated stealing, failure to develop skills in studies or sports, serious speech defects, serious reading retardation, attempts to run away from home, and sexual maladjustments. In cases manifesting these symptoms the teacher will obviously want to seek counsel from colleagues and will welcome the help of those who can assist her in obtaining the cooperation of the child's parents.

In our third category belong such manifestations as juvenile delinquency, obvious emotional instability, and such an extreme tendency to withdraw that the child becomes isolated from his peers. These symptoms plus persisting symptoms from the second category justify the teacher in her insistence that the child must have help from a qualified specialist.

Handling the Problem

Of all the persons concerned, the teacher is in the best position to bring help to the child who has become the victim of emotional malnutrition. From the foregoing it is clear that the parents have already failed in helping their child to arrive at emotional stability. Typically, the teacher is the first one to discover and evaluate the evidences of the child's emotional handicap. In helping the child, the teacher's personal influence may be sufficient to help him

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The Problem of Typewriting Rhythm

Jerry W. Robinson*

THE problem of rhythm in typewriting has always caused teachers concern. This is just as true today as it was when typewriting was introduced into the schools. At first teachers taught students to type at a strictly metronomic pace—each stroke given the same amount of time whether the stroke was an easy or a difficult one, or whether the stroke was made with a strong finger or with a weak one. To teach typists to type with this "perfect" rhythm, teachers



used soul-stirring marches with a definite beat played on a Victrola of questionable vintage; or they used—somewhat later—rhythm devices that beat out an even staccato rhythm that all students were expected to follow.

Rhythm Variances

Since that time, experience and experimentation have indicated that variable or rippling rhythm aids in producing in less time typists who can type with greater speed and accuracy. But in their efforts to develop in students the ability to type with continuity

but at variable speeds depending on the difficulty of the copy, teachers have noticed that certain students tend to develop "jerky" or erratic rhythm. Becoming alarmed that their students might never become "smooth" typists and remembering the glorious days of the rhythm record, some teachers have resorted again to rhythm devices to get the "jerks" out of their typewriting classes.

Thus it is timely to point out again the fallacies in the use of metronomic rhythm. Since metronomic rhythm gives each stroke of the keyboard the same amount of time for completion, it wrongly assumes that every stroking combination of the typewriter keyboard is of the same difficulty and that all students stroke all the keys with equal facility. Again, metronomic rhythm assumes wrongly that every stroking combination on the keyboard can be typed at the same pace with the same degree of accuracy. Furthermore, since each student in the classroom in which a rhythm record is playing is forced to type at the same speed, metronomic rhythm assumes wrongly that every student in the typing class needs the same kind of practice at the same time.

No Cure-all

Instead of resorting to metronomic rhythm as a cure-all, how much more sensible to give metronomic drills in certain situations but within the framework of variable rhythm patterns. For example, metronomic rhythm drill can be used to advantage in the beginning stages of learning to develop basic continuity patterns. Here it may be used for unison drill. It helps to "pull the students along." Also, when a student using the variable rhythm technique develops a "speed set" and is unable to bring himself under control, the use of metronomic rhythm may help him to overcome the tendency toward erratic stroking. In general, however, such practice is not the best practice either for *all* students in a class or for very many students at the same time.

* Jerry W. Robinson at the time of writing this article was with the South-Western Publishing Company, Cincinnati, Ohio.

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Thoughts From Ellen G. White on Physical Labor and Trade Skills as Factors in Educational Development

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(Concluded from December)

THE CURRICULUM OF THE CHRISTIAN SCHOOL

THE curriculum of Christian education from the time of Eden through the schools of the prophets was always concerned with the harmonious development of the physical, mental, and spiritual aspects of man.

The prerequisite to wisdom.

"The fear of the Lord is the beginning of wisdom; and the knowledge of the Holy is understanding." The great work of life is character-building; and a knowledge of God is the foundation of all true education.¹

Since the basis of true education is understanding and knowing God, it follows that the Word of God is without a rival as an educating force and power. Because we accept this fact as a guiding principle in our educational program, we believe with Mrs. White that the Bible should be the foundation of all our studies. Mrs. White stresses this point:

The teaching of the Bible has a vital bearing upon man's prosperity in all the relations of this life. . . . There is no position in life, no phase of human experience, for which the teaching of the Bible is not an essential preparation.²

The chief subjects of study in these schools [schools of the prophets] were the law of God, with the instructions given to Moses, sacred history, sacred music, and poetry.³

They were taught how to pray, how to approach their Creator, how to exercise faith in Him, and how to understand and obey the teachings of His Spirit.⁴

From the emphasis placed by Mrs. White upon the following subjects, we could conclude that these should be included in our school curriculum today: Accounting, astronomy, bookkeeping, business education, economics, geography, geology, history, health and hygiene, physiology, language, music, nature, reading, school administration, science, social relations, and speech.

Mrs. White also stresses that the importance of physical strength cannot be overestimated, for "whatever promotes physical health, promotes the development of a strong mind and a well-balanced character."⁵

The physical as well as the religious training practiced in the schools of the Hebrews may be profitably studied. The worth of such training is not appreciated. There is an intimate relation between the mind and the body, and in order to reach a high standard of moral and intellectual attainment, the laws that control our physical being must be heeded.⁶

Industrial education should include the following (see *Education*, pp. 218-220; *Testimonies*, vol. 6, p. 182): agriculture, baking, blacksmithing, book-binding, carpentry, cooking, dressmaking, laundering, painting, printing, shoemaking, tentmaking, typewriting, and others.

Useful work makes one a blessing to others.

The mind educated to enjoy useful labor becomes enlarged; through training and discipline it is fitted for usefulness; for it has acquired the knowledge essential to make its possessor a blessing to others.⁷

Manual training tends to develop common sense.

Practical work encourages close observation and independent thought. Rightly performed, it tends to develop that practical wisdom which we call common sense.⁸

Useful occupation keeps man from many snares of sin.

One of the surest safeguards against evil is useful occupation.⁹

Essential for preservation of health.

When the minds of . . . schoolteachers, and students are continually excited by study, and the body is allowed to be inactive, the nerves of emotion are taxed, while the nerves of motion are inactive. The wear being all upon the mental organs, they become overworked and enfeebled, while the muscles lose their vigor for want of employment. There is no inclination to exercise the muscles by engaging in physical labor, because exertion seems to be irksome.¹¹ "If physical exercise were combined with mental exertion, the blood would be quickened in its circulation, the action of the heart would be more perfect, impure matter would be thrown off, and new life and vigor would be experienced in every part of the body."¹⁰

Students should have knowledge of at least one trade.

Every youth, on leaving school, should have acquired a knowledge of some trade or occupation by which, if need be, he may earn a livelihood.¹¹

A practical education prepares a student for foreign mission work.

Culture on all points of practical life will make our youth useful after they leave the school to go to foreign countries. . . . They will be much more influential if they show that they can educate the ignorant how to labor with the best methods and to produce the best results.¹²

Physical labor elevates youth.

Mrs. White assures us that agricultural and manu-

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GENE AHRENS

"The sun, the moon, the stars, the solid rocks, the flowing stream, the broad restless ocean, teach lessons that all would do well to heed."—*Counsels to Parents and Teachers*, p. 190.

I ALWAYS put nature at the very bottom of my schedule and then see to it that there is no time to teach it." This was the comment of one teacher to a typical small "cluster session" between the regular meetings of a teachers' institute. And it seems to be the unspoken policy of many teachers. Nature is often considered a frill when it should be a frock. Why? Perhaps it is because of a lack of personal interest stemming from want of knowledge and failure to know how to teach it.

The quotation from *Counsels to Parents and Teachers* given above, added to scores of other inspired statements on the subject, convinces us that nature study is not just a filler; it is essential.

A genuine attempt to acquaint ourselves with the wonders of the natural world cannot but be rewarded by genuine interest. And that in which we are interested we will present to our children, whether it is a must or a frill.

To answer in a small way the question "How do I teach nature?" is the aim of this article. The ideas are neither new nor original. They are simply a summary of well-tried plans. Applied they cannot but bring success.

Why Nature Study Is Important

Because of its practical, esthetical, and spiritual values, nature study should play a major role in our elementary schools. From the study of nature there grows increased powers of observation, logical reasoning, and the possibilities of a lifework or, at least, a rewarding hobby. Its study is an avenue of appreciation for beauty, music, and the best in literature,

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Nature

While the Bible sh
tion of children and
importance.—*Counsel*

which gives depth to an otherwise surface existence. From meditation upon the handiwork of the Creator comes a spiritual perception that inspires faith, trust, humility, and a deep realization of the power and love of God.

Nature Through Games

Every child likes games. When nature study can be made a game, then every child is interested. With a little creative imagination, the few suggestions given here can be tools to an endless variety of fun, culminating in learning that lasts. The games discussed may be adapted to indoor or outdoor use. To make an outdoor game suitable for indoor playing might require a bit of collecting and more organization, but call on your students to help in this and thus intensify their interest.

1. *Matching Game:* Gather a variety of leaves and cut each in two. Scramble them and see how quickly the children can unscramble and match them. Variations: Match leaves with their twigs. Match flowers with their leaves. Match fruits with their leaves.

2. *Find It:* The teacher holds up a leaf (or some other nature object) and says, "Find it." Players rush out to find a duplicate. Variations: Send for several specimens of various kinds at the same time. Give each child a list and have him try to find and collect or see all items listed.

3. *Nature Riddles:* Either get them from game books or make them up. They are easy to make up. Have the children help you. Put them away for a few days, and then present them to the class and notice what a fascinating challenge they prove to be. Base the riddles on synonyms, homonyms, false homonyms, characteristics, et cetera. For instance: (a) A word that seems to name a sick bird. *Answer.* Illegal (ill

Frock Not a Frill

the first place in the education of nature is next in *Hand Teachers*, p. 185.

Horace Gates*

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eagle). (b) (Flower, one word). A fine specimen of the cat family. *Answer*. Dandelion (dandy lion). (c) (Flower, two words). The absence of color. Food for John. *Answer*. Black Locust.

4. *Scramble*: Simply scramble the letters of certain names and let the children unscramble them. Not always easy, but fun. *Sdyia* hardly looks like daisy.

5. *Nature Trails*: Leader simply places numbers on various nature objects and the players follow, attempting to identify. Variations: Animal tracks could be numbered and the players asked to identify the maker. Animal homes could be marked for identification.

6. *Secret Number Trail*: A simple example of this game will be enough to suggest its great possibilities. We assume the leader has gone ahead and left three notes for us to find. We are told that note number one is under a granite rock by the back door of the schoolhouse. We find the note. It reads, "If this rock has quartz in it the number is 3; if not, it is 4. Go south 20 paces and find note at base of birch tree." We record what we think is the correct number and proceed. Note number two reads, "The average number of leaflets of a clover leaf multiplied by 4 is your number. Go west to first hemlock tree." We record the number and proceed to next stop. It reads, "If the ferns around this tree reproduce by seeds the number is 10; if by spores, the number is 9." Your secret number will be the total of your three numbers and should be 24. If not, you made a mistake. Try again.

7. *Nature Guide*: Players line up and walk along trail. Teacher points out a nature object. If first player in line identifies it (or answers correctly some other nature question asked), he remains at the head; if not, he goes to the tail of the line. See who can remain guide the longest.

8. *Card Games*: There are several types of nature card games which, when rightly used, can be highly entertaining and educational.

9. *Twenty Questions*: This popular game needs no explanation. Simply use nature objects as the things to be guessed.

10. *ABC Nature Game*: Players race to see who can be first to name nature objects beginning with A, then B, et cetera. Variations: The players may be required to see the actual specimens, or to collect them, or merely to think of them. The game could be limited to a certain field, such as birds, or include all fields of nature.

11. *Characteristics*: A characteristic is given and players try to name specimen having it. For instance: It has a flat tail. *Answer*. Beaver.

Nature and MV Honors

Why not combine nature class with the MV nature work? Choose honors that fit the group and locality. Don't let your own ignorance of the subject frighten you. Learn with the pupils.

Correlate Nature and Other Classes

Bible: The stories of Creation and the Flood offer wonderful opportunities to combine nature and Bible. Rather than merely talking about the things created during creation week, make collections representing each day. Collect pictures or draw them where collecting is not possible. Make collections of coal, fossils, oil, et cetera.

Art: Nature is art in actuality. Use it as a basis for study in balance, color combinations, vanishing point, horizon, focal points. Collect colored leaves. Make spatter prints. Decorate the room with nature's gifts. Study flower arrangement. Paint or draw nature specimens. Nature and art are copartners. We are in-

spired by studying the masters of art, but we are further inspired by studying firsthand that which inspired them—God's handiwork.

Geography: Geography suggests the possibility of studying the various plants and animals around the world. Why not make scrapbooks? Then, too, there are minerals, shells, weather, et cetera, that can be studied geographically.

Spelling: Let us teach our pupils the difference between *fur* and *fir* on paper as well as in actuality. A few words from the nature class at spelling time would not overburden most children. In all written work pertaining to nature class, lead the pupils to be spelling conscious. It is always satisfying to see the protective flower coverings spelled *sepals*, not *seapulls*.

Literature and Reading: It is not enough to teach the children to recite Kilmer's "Trees" from memory. They must see the tree. They must hear the robin sing. They must feel the rain and snow on their faces. They must go further—they must look beyond to the God to whom the tree "lifts her leafy arms to pray." We cannot teach others to see, feel, and hear that which we do not see, feel, and hear. Let us draw heavily upon the beautiful literature on nature, both prose and poetry, and let us make it vivid to our pupils.

Music: Nature is music in voice and action: the hum of the bees, the chirp of the cricket, the burst of ecstasy from the robin at dawn, the roll of the ocean and laughter of the brook, the whisper of the wind in the cottonwood trees and the rhythmic swish of the fir branches in quiet lullaby—these make the music of nature. It was these combined with the continual feast of beauty and grandeur that filled the masters with melodies that last—melodies that outlive the cheap ditties of the passing moment. You and I and our children need such music to speak to our souls and bring peace in a troubled age. I like to take my students for walks. Often

I ask them to sit down and say nothing, just listen. I like to do the same all alone at the close of day. Try it.

English: Nature and English can be joined in a variety of ways. Nature stories told by the pupils develop the art so much needed in later life at home, in Sabbath school, at summer camps, et cetera. Plan a program about nature in which all the skills in research, note taking, composition work, and discussion are brought into play. At last comes the "big day"

and the pupils present that which they originated themselves.

Pictures: You have heard of the boys who day by day looked at the picture of a beautiful sailing vessel which hung on their bedroom wall. They became sailors. On my bedroom wall when I was a boy there hung a scene of mountain grandeur and a camp nestled among the fir trees at its base. I have it on my study wall today. That picture did something for me. I have devoted my life to inspiring in others a love for nature. Why not have a lovely nature scene for your classroom?

Choice Phrases: "I will lift up mine eyes unto the hills." Such words cement themselves into the thinking of a child if kept before him. They ring in my ears today. In memory I see an Indian chief that stood in our church pulpit many years ago and repeated them with a depth of meaning that few can experience in this age of constant hurry. Try some such phrases on your blackboard or wall. Heaven will record the results, but be assured now that they will be eternal!

Laboratory Work: Children of all ages love laboratory work. Try demonstrations of osmosis or capillary action, flower dissections to study the various parts, and the disclosure that some plants, such as willows, have male and female trees—these are mere beginnings of possible discoveries. Obtain a microscope (Japanese makes are inexpensive and quite adequate for beginners), and observe scales from butterfly wings, the life in a drop of stagnant pond water, pollen grains from a variety of plants, or spores from ferns and fungi. In so doing you may be doing your

part in training research students for tomorrow. Hatch spider eggs. Cut open galls on various types of plants and examine the occupants. Raise frogs from tadpoles. Keep your classroom alive with living things to attract the attention and energy of the "wriggling things" and you will solve many problems in discipline.

Gazing Time: In spite of all we can do, children will gaze out of the windows—so will we. Fortunate are they if they see not frosted glass and high walls, but passing clouds and swaying trees. It restores mental equilibrium. Although he doesn't realize it, part of the reason for Johnny's vacant stare is his need for such a restoration. And when you get so busy and rushed in the classroom that you haven't a split second to spare, that's the time to gaze for just a bit your-

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Our teachers would profit by subscribing to *The Naturalist* magazine, published by some of our Adventist science teachers. There is a special section for teachers. Just write to Harold W. Clark, Circulation Manager for *The Naturalist*, Angwin, California.

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Preventive Discipline

Merton S. Petersen

PRINCIPAL, ELEMENTARY SCHOOL
EMMANUEL MISSIONARY COLLEGE

NO PERIOD in the history of education has produced idealistic social mass education equal to that of which we are a part. Whether we prefer our educational system as it is or wish that it had evolved differently, the choice is not ours to make. Today's teachers are caught in the eddies and whirlpools of social implications reaching far deeper into our social structure than we sometimes care to admit. In spite of the differences we encounter today as compared with yesteryear, the problem of discipline is still with us.

As long as time lasts, child behavior will present problems. Try as we may to garnish this difficulty with new terminology and excuses ranging from ancestry to TV, the truth remains that all too often the classroom becomes a skirmish area. No problem is more challenging to the teacher and good teaching than that so glibly spoken of as "discipline." The first requirement of a prospective teacher today is not, "Can he teach the prescribed subjects?" Rather, thinking educators ask, "Can he conduct a class in an orderly manner and maintain control of the room?"

Some among us have long sought the "right" form of discipline. Some have demanded rules or regulations by which to mete out punishment that will bring children into line. Others, blinded by ideologies not conceived in practice, blithely ignore the whole question of discipline and feel that they have no difficulties. There is no royal, infallible road for the teacher to take. Situations are as variable as are the teachers and the classrooms; the intricate patterns of behavior, as numerous as are the children.

Basic to all discipline-problem solving, however, are certain criteria by which the teacher can examine himself critically, and check his strong and weak points in discipline.

Nothing is more vital to success as a teacher than is a healthy and robust *philosophy* toward the work and the children. Enter the classroom with feelings of insecurity, hostility, doubt, and misgivings, and you will reap what your attitudes challenge. Expect trouble, and you are bound to have it. Children are acutely sensitive to what is expected of them, and to what extent they may vary from it. Added to other qualifications, a philosophy of "things are going to be all right in my room today" is contagious, especially when it radiates widely in all directions from the teacher. Given a teacher who likes children, who is

contented with his work and knows that he is unstintingly giving his best talents to that work, who radiates confidence and appreciation, and you have a teacher who prevents the discipline problems with which so many have to struggle.

However, the principles involved in a teacher's philosophy are not put on as a cloak—they are the superstructure built upon the strong foundation of thorough and proper *preparation*. Sit down at the close of a particularly distressing day, and take honest inventory of the causes for the pupils' actions. More often than not, you must face the fact that without preparation on your part, the day is guaranteed to go wrong. Lessons not thoroughly mastered and carefully planned give little confidence to the pupils. Failure to plan for individual differences reaps the whirlwind of confusion. Indecision is not tolerated by the youth of today. By their very natures they cry for positive and dynamic action. Much has been said in recent years concerning youth's demand for independence; but if you honestly seek to share their feelings you will discover that today's youngsters appreciate—and crave—parents' and teachers' leadership and direction. A busy, well-planned working day is a profitable day. When we can teach the child that each day calls for a day's *work* and not an effort to "get by," we shall have taught him what many adults do not yet understand.

A teacher can give his children nothing greater than the gift of himself. *Participation* in the children's activities, whether it be on the playground or in the classroom, is a must for the successful teacher. Gone is the pedagogic idea that to maintain his dignity the teacher must remain aloof. True dignity consists in sharing the students' joys and sorrows, as friend with friend. Participation in the children's activities enhances the teacher's value in their wondering eyes. Rarely will the future bring back memories of days the teacher spent in "drilling" facts; but how often and how pleasantly will be recalled the days and hours when he became one with his pupils and made their lives a part of his. In such instances the teacher steps (to a degree) into the role of father or mother, minister, and friend.

No set of hard and fast rules can fulfill the varied requirements for maintaining good discipline. To try to construct such is the mark of an amateur. In

all cases the teacher must be *practical*. Elasticity is needed, for no two situations are alike or can be handled alike. Some say, for example, that punishment for misdemeanors should be swift and sure. Yet many times handling a situation thus would thwart the very objectives sought. And what teacher has not met situations in which it is impossible to apply the rules that have been devised? If it is necessary to meet the child halfway, do so. If it is necessary to go more than halfway, and if by doing so you can save a soul and a friend, do not hesitate. Children will accept fairness, but they hold partiality and intolerance in contempt. It is altogether possible that, by holding rigidly to a specified rule in all cases, a teacher can control the situation temporarily; but when injustice is done, such a backwater of revenge and regret dams up in the child's mind that the dam will not forever hold. Never let it be said of us teachers that we are inhuman.

If *patience* is a virtue, then every teacher should be virtuous. The two natural limits to a wealth of patience are (1) that area where the teacher burdens himself with too heavy a load, unnecessarily increased by indulging the desires and whims of the child; and (2) the area where the child is not learning, but is using the teacher's patience as a crutch for his inactivity. Here patience ceases to be a virtue. The teacher should remember, however, that situations which to him appear simple, may be very perplexing problems to some students. Their experiences have been varied and different: the home life of some may be meager and barren; some may be physically, mentally, or emotionally handicapped in such a way as to prevent their rapid assimilation of material which is deemed easy for most to master. Christ was unfailingly patient with His students. Can we in our human weakness afford to be less?

Above all, teacher, let your *personality* be felt in

your classroom. Give yourself generously to your children; enrich their lives with your own. Let them know that you are human even as they are—laugh with them, plan with them, recognize them as individuals, greet them cordially at all appropriate opportunities. Always remember that healthy children resent being fawned over, but deeply appreciate sincere recognition at all times and in all places. If you want to be accepted as "my teacher," then you must do your part to make each child feel that he is a vital part of your life. And isn't that why you are teaching? For what other reason did you choose the teaching profession? In God's sight the children are priceless. Are they in yours? Personality radiates naturally, if you will let it. The children have the advantage here, for they have not yet covered themselves with a cloak of sophistication. The friendly interchange of personalities between teacher and pupils will go far toward making each day a success.

Sorrowful is the day when the teacher finds himself on the "green carpet" with a child to punish. No true teacher can enjoy such an experience, which even at best comes all too often. Preventive discipline is the surest safeguard to a happy schoolroom, rich experience, and a wealth of friends. To understand each child and his customary reactions is a vital part of every teacher's equipment. To be forewarned is to be forearmed—prevention is better than cure. The teacher who would reduce discipline problems to their lowest common denominator must aim to prevent their development, through sound and basic fundamental understanding. Build a good *philosophy*, *prepare* carefully and well, *participate* freely in the children's activities; be *practical*, be *patient*, and above all be a *pleasant personality*. The best and most effective discipline is preventive rather than punitive, constructive rather than suppressive, positive rather than negative.

A positive attitude is one of the bright badges of the master teacher. How do your teachers—especially the new ones—rate in this department? They can find out by trying the following check list, used by Arthur W. Siliman, supervising principal, Ardsley, New York. The list showcases a few successful practices of twenty-five master teachers:

Always begin each class on a note of commendation, appreciation, or anticipated good things to come.

Commend often, blame seldom. Then commend some more.

Indirectly suggest the desired attitude. "Everybody thinks this grade can do a lot of work in one period."

When punishment is necessary, be impersonal but firm. Do not betray irritation or uncertainty.

Seldom punish a whole class. Express sincere regret when the action of some pupils makes it necessary. Ask the guilty to assume the blame.

The basis of constructive discipline is respect for personality. Don't be sarcastic.

Develop a sense of values. Don't make an issue out of some isolated incident not likely to recur. Use judgment in what not to see.

—*Educator's Dispatch*, March 20, 1958.
(Used by permission.)

What Is *Your* Philosophy?

T. S. Geraty

PRESIDENT, MIDDLE EAST COLLEGE

THE way in which we answer the question, What is *your* philosophy? will more or less determine our success or failure as teachers in a Seventh-day Adventist school. Our philosophy of education, however, is secondary to our general philosophy of life, man, society, and the universe. Philosophy deals with values, and every teacher in the school should be clear on the paramount values in Christian education. But when we speak of the philosophy of the school, we refer to the purpose that gives direction to the curricula and co-curricular activities, to the beliefs and convictions which the school personnel hold, and to the whole educational climate and institutional mold.

During recent decades there have been such progress, ferment, frustration, and confusion in educational circles that thought-provoking studies¹ have helped serious-minded educators to re-evaluate their respective programs.

Four schools of thought² have been rather prominent on the educational horizon during the past half century: essentialism (conservative); progressivism (liberal); perennialism (reactionary); and reconstructionism (radical); although they may be telescoped into three.³

This question of *your* philosophy is of vital concern to you as a Christian teacher. In the midst of rapid, chaotic, kaleidoscopic change, when ideas everywhere in the educational world may seem to be fluid and confused, or seem to be congealing rapidly into certain patterns, it is imperative once again that we clarify our vision and sharpen our focus on a What saith the Lord?

The Bible contains a simple and complete system of theology and philosophy. It is the book that makes us wise unto salvation. It tells us of the love of God as shown in the plan of redemption, imparting the knowledge essential for all students—the knowledge of Christ. . . .

But the mere reading of the word will not accomplish the result designed of heaven: it must be studied, and cherished in the heart. The Bible has not received the close attention it deserves. It has not been honored above every other book in the education of children and youth. Students devote years to acquiring an education. They study different authors, and become acquainted with science and philosophy through books containing the results of human research; but the Book that comes from the divine Teacher has, to a great extent, been neglected. Its value is not discerned; its treasures remain hidden.⁴

Let us as educators neglect this Book no longer; let us give it its rightful place in our own hearts and in our schools.

The fear of the Lord is the beginning of wisdom: and the knowledge of the holy is understanding.⁵

Not being dogmatic or improperly indoctrinated, but as those who hold that our philosophy of education rests fundamentally upon supernatural support, we Seventh-day Adventists reach truth by means of our minds and experience, through reason, science, faith, and revelation. The Aristotelian position, conversely, hopes to arrive at absolutely objective truth on strictly natural or secular grounds.

We should be concerned definitely with the three general aspects of philosophical structure, as they contain significant educational implications:

Ontology: the problem and study of the ultimate nature of reality. Metaphysics, "beyond the physical"; "otherworldly." Cosmology discloses a universe of system and order.

Epistemology: the problem and study of knowledge, with the pertinent questions, Can man know? and, How can he know?

Axiology (Ethics): the problem and study of value and conduct. Our understanding and concepts on these principles will influence us and our schools—our aims and objectives, our teaching materials, our teaching and learning processes, and our methodology.

Beyond our finite minds and limited human experience is God, our Creator and heavenly Father. We have only one standard by which all educational philosophies are to be judged, and that criterion is the *knowledge* of God, and not the *opinions* of man. Our "help cometh from the Lord, which made heaven and earth."⁶ How grateful we should be for the eternal verities, the sure foundation, and the divine blueprint, as revealed for us in the Holy Bible and in the inspired writings of the Spirit of Prophecy!

Thy word is truth.

And ye shall know the truth, and the truth shall make you free.⁷

Herein is the liberation for man—a *liberal* education, a freeing from ignorance, from prejudice, and from the shackles of sin.

The knowledge of God and of Jesus Christ expressed in character is the very highest education. It is the key that opens the portals of the heavenly city. This knowledge it is God's purpose that all who put on Christ shall possess.

He whose mind is enlightened by the opening of God's word to his understanding will realize his responsibility to

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Committee Structure and Organizational Patterns*

Keld J. Reynolds

DEAN OF THE FACULTIES
COLLEGE OF MEDICAL EVANGELISTS

A COLLEGE organization has been described as consisting of a board, the members of which, if they have the proper qualifications, will be critical of the administration and of the faculty; of an administration which, if its members have the proper qualifications for administration, will be zealous for the autonomy of the school, critical of the board, and critical of the faculty; and finally of a faculty, critical of the board and the administration, and resisting attempts in the direction of uniformity, standardization, and centralized control. With such a structure we expect institutions to run. The amazing thing is that they do run and run very effectively.

I have been assigned the subject "Committee Structure and Organizational Patterns." I wish to preface my discussion with some general observations. This one on administration is from Dr. Albert C. Outler, quoted in Kenneth Brown's *Not Minds Alone*, page 133:

The only real foundation and purpose of academic administration at any level, from trustees through chancellors and presidents on down through deans and department heads, the only function of this whole machinery in a university or college is to provide the optimum situation for learning and teaching and personal growth. This is all they are for. This is why you have administration.

A basic principle of administration is that the president in an Adventist college should have final authority and responsibilities subject to review by the board of trustees. A second basic principle is that all administrative personnel, staff as well as line officers, should be responsible directly or indirectly to the president. My third point is that in higher education administrative authority is authority *with* rather than *over* others. It characteristically relies heavily upon the group intelligence of the highly trained and competent people who make up the college staff. This is accomplished through the faculty as the legislative body having to do with instruction, and through committees of the faculty, staff members, and administrative officers—these committees having to do with a wide variety of activities and functions, the pattern of which is my assigned topic.

Examination of the literature on the subject of college and university organization and administration shows a clear consensus that there are too many committees with too wide a variety of functions.

Committees increase in number and their functions increase and expand. Like the weather, it is the sort of thing that no one does anything about. The Adventist college is no exception to the criticism. It seems that we have too many committees; we spend too much time in committees; the committees take over too many functions that properly belong to individuals; and there is not a sufficiently clear pattern of function and responsibility.

I would suggest the following standing committees as being quite adequate in the Seventh-day Adventist liberal arts college:

1. The administrative council, or committee, which should stand in an advisory relationship to the president. The membership should be largely *ex officio*, and otherwise as appointed by the president, and should represent instruction, management, and services.

2. A committee on academic policies, the membership pattern to be determined by the faculty. The committee properly would report to the faculty.

3. Management, membership largely *ex officio* from business functions, services, and industries. The committee would be responsible to the general administration.

4. Student activities and welfare, the membership pattern determined by the faculty, possibly with some student membership if the policies of the college permit. This committee would report to the faculty.

5. Library committee, the membership pattern determined by the faculty, the committee reporting to the faculty.

6. Spiritual activities, the membership pattern determined by the faculty, and the committee reporting to the faculty.

7. It might be well to suggest here a seventh committee which might be standing or it might be periodic in its existence and function: the development and public relations committee. I think we are coming to recognize more and more the importance in a school of a group carrying this function, and having the responsibility of outlining policies for the proper reporting to the college's numerous publics.

Other than these, I would have subcommittees reporting to standing committees, and *ad hoc* committees set up as need arises. So much for the structure. It is when we come to the functions of com-

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* Presented at the biennial meeting of the SDA college administrators, Canadian Union College, College Heights, Alberta, July 16-19, 1957.



What the SCHOOLS ARE DOING

► The Union College department of religion sponsors a student "conference" organization to give the ministerial students a realistic experience in the administration of missionary contacts. The conference is divided into districts, mostly dark counties where a student district pastor with his corps of associates will develop an interest. The college field evangelism budget is administered by a student conference committee under the sponsorship of Elder Sydney E. Allen, instructor in applied theology. Approximately 60 young men and women are active in this well-organized conference unit. Helton Fisher, a ministerial senior from Oklahoma, is the student conference president, with Richard Hammond, a sophomore ministerial student from Colorado, as secretary-treasurer.

► Elder D. A. McAdams of the General Conference Publishing Department led out in a special course and workshop for the publishing department leaders of the Canadian Union. This workshop conducted on the campus of Canadian Union College gave to the publishing leaders three college hours credit on completion of the two-week course consisting of English, effective speech, feature writing, publishing leadership, and sales psychology. Each day assignments with examinations were given covering the studies, and the workshops provided for practical guidance in public speaking and feature writing. This publishing leadership training course should set new patterns for the publishing department of the denomination for training leaders and strengthening the publishing work in the Canadian Union Conference in a new day of expansion. "It is my sincere hope that our publishing leaders around the world will sponsor similar training courses for personnel in their respective fields," stated Elder McAdams.

► Noreen Young, a recent graduate of the University of North Staffordshire (England) and a loyal SDA, obtained the diploma BA Honors first class, and was also awarded the Wedgewood Memorial prize for the best essay on a historical subject. But that's not all. She received the "well done" from H.R.H. Princess Margaret after having been introduced to her by her college president as a young lady with "a great achievement," having gained a first-class degree without doing any lectures or study on Saturdays. Out of 140 students, Noreen was one of 8 who succeeded in gaining first-class honors—her reward for her loyalty to God through problems arising over classes and examinations held on Sabbaths.

► The Faith for Today quartet recently presented a benefit concert at Southern Missionary College for its two publications, *The Southern Accent*, the college newspaper, and *The Southern Memories*, the college yearbook.

► On December 2 an electronic computing and data processing laboratory was set up on the campus of Pacific Union College in a computing center in the new Nelson Memorial Library. The central facility is a Bendix G-15D medium-speed magnetic drum computer. The computing and data processing laboratory is being supported by grants from Government and industry and by the Alumni Research Foundation. Courses in computer logic, computer programming, linear algebra, and numerical analysis are currently being offered. PUC will welcome the opportunity to cooperate with colleges and other denominational agencies on computing and data-processing projects. Completion of the project is expected by June, 1959.

► Dr. Charles B. Hirsch, currently chairman of the department of history at Washington Missionary College, will step into his new duties as dean of the college on June 1. He succeeds Dr. Frank E. Wall who, after three years in the academic position, has chosen to devote his full time to the department of modern languages.

► The Week of Prayer at Southwestern Junior College closed November 14 with 17 students joining the baptismal class and nearly all the students rededicating their lives in service to Christ. Elder James E. Chase from the General Conference was the guest speaker for the occasion.

► During the recent Week of Prayer at Hawaiian Mission Academy (Honolulu), conducted by Elder Ralph Larson, 20 students indicated their desire to study the truths of God's Word. Most of these young people are from non-SDA homes.

► Thunderbird Academy (Arizona) opened its sixth year with an enrollment of 212—more than double the enrollment of the first year. To date over \$250,000 has been earned by the students in work offered by the academy's industries.

► *Who's Who in American Colleges and Universities*, an annual publication containing biographical sketches of outstanding students throughout the United States, will include ten seniors this year from Union College. Criteria for the choice of candidates are leadership, citizenship, scholarship, service to the present student group, and promise of future service to society.

► Southern Missionary College's enrollment reached an all-time high this year as 559 registered, a gain of 92 students over last year. Newly elected administrative officers are Dr. C. N. Rees, president; Dr. G. E. Shankel, dean; and Charles Fleming, Jr., business manager.

- ▶ Petra Sukau of Berlin and at one time a member of Hitler's youth movement, was graduated from Madison College (Tennessee) this fall and has accepted a call to be a missionary nurse to Burma. She was converted while attending Elder George Vandeman's evangelistic meetings in London. In the past few months Petra has visited a number of our schools in the United States, telling of her past experience and the way the Lord led her into this message.
- ▶ Dr. Donald M. Brown, head of the biology department at La Sierra College, will begin research work in connection with the College of Medical Evangelists the second semester. The work will call for a great deal of traveling all over the world to collect plants for research to determine the possible medical value which may be found in the specimens. Dr. Charles Winter, professor of bacteriology at CME, will teach part time at LSC to replace Dr. Brown.
- ▶ Good Health Week was introduced at La Sierra College chapel on December 1 by Harold Shryock, M.D., head of the anatomy department of the College of Medical Evangelists. Other speakers throughout the week emphasized health in order to make students conscious that there is something that can be done to ensure maximum health enjoyment during the school year. Mrs. L. Richli, director of health service of the college, stated that last year some students lost as many as 45 classes because of illness. This record, she predicts, will be improved this year.
- ▶ Fourteen Pacific Union College seniors were named recently to *Who's Who in American Universities and Colleges*.
- ▶ Monterey Bay Academy reports a total of \$1,822 received from the varied activities carried on during their Ingathering field day, including solicitation by 145 juniors and seniors, auction sale of foods collected, and work donated by those who remained behind. This represents a 50 per cent increase over last year's total.
- ▶ The Ingathering promotion day activities at Southern Missionary College netted a total of \$5,603.45. Sixty-two cars with more than 300 students and faculty members went out, going to homes and businesses within a 125-mile radius of the college.
- ▶ The St. Louis Junior Academy (Missouri) was favored by having Elder G. A. Coon conduct the Week of Prayer in November, at the close of which four pupils were baptized.
- ▶ The furniture factory at Union College reports a total sales figure for the months of September and October of \$153,000. R. J. DeVice is the general manager of the industry.
- ▶ The MV Society of Sunnydale Academy (Missouri) recently raised \$241 at a box supper. These funds are to be applied toward the expenses of attending the youth congress to be held in Lincoln, Nebraska, next April.
- ▶ The students of Cedar Lake Academy (Michigan) on November 1 distributed 250 copies of *Listen* magazine to voters, asking that they vote against the bill that sanctioned the selling of hard liquor by the glass over the counter. These students feel they had a part in preventing this bill from becoming a reality.
- ▶ The Moonah church school (Tasmania, Australia) children had as their Ingathering goal £15. They started out on a rainy day armed with umbrellas, magazines, and smiles. Two hours of rain, two hours of enthusiasm, two hours of effort, and two hours of blessing brought in a total of £38!
- ▶ Approximately 200 students and staff members of Oakwood College raised \$6,300 over the Halloween weekend for Ingathering. It was the seventh consecutive year that the college has been a Minute Man institution.
- ▶ The Upper Columbia Academy (Washington) students have selected the construction of an outdoor hard-surfaced play area as their project for the school year 1958-59. The academy board has granted permission for this and has assigned space for its location. The students have organized into class teams to solicit the necessary funds for the project.
- ▶ The home economics class at Lodi Academy (California) is helping their instructor, Mable Flemmer, get her Master's degree next summer in foods and nutrition. Her thesis is to include a study of the food intake of adolescent girls, with special emphasis on the comparison of protein intake between those who eat meat and those who do not. The survey, begun last year with 42 girls participating, is being repeated this year.
- ▶ The Pacific Union College counseling and public relations departments are working on a joint project, using a Personal Guidance Inventory to compare the individual academy student's ability, interest, and scholarship in each of the main fields of potential lifework. The program includes tests which are designed to help the student discover his field of ability and interest. To have these tests done professionally would cost the individual \$25 to \$30. PUC is offering this service free to academy students.
- ▶ Mr. and Mrs. Herman Kleist have made a gift to Broadview Academy (Illinois) of a Schulmerich Coronation Carillon to aid the students in drawing their thoughts to the sacredness of the Sabbath hours. The instrument consists of 25 miniature bell tone generators of bronze bell metal which are struck by metal hammers, producing bell tones almost inaudible to the human ear. These bell vibrations are then amplified more than 100,000 times by means of electronic equipment. Dedication ceremonies were held on November 22.
- ▶ Men of Grainger at Pacific Union College recently conducted a special week of religious emphasis, geared to presenting Christianity as being applicable to the lives of men in every sphere of life. The week was part of a plan by the club officers to present a well-balanced program of development to its members, which included the spiritual as well as the mental and physical.

Nature a Frock Not a Frill

(Continued from page 18)

► On the Australasian Missionary College campus numerous prayer bands are held following Friday evening vespers and before Sabbath school. Under the trees, beside the river, and elsewhere small groups of students commune with God. Young men and women from all parts of Australia and New Zealand, as well as from overseas places as far off as Ethiopia and Russia, come to Avondale. Interesting too are their stories: Ray Tenorio, a sailor for eleven years, and Coral Gurr, formerly connected with Wirth's Circus, have come to AMC to prepare for the Master's service; Alan Starkey left a four-year architecture course for the ministry; and John Chan, of Hong Kong, was changed at AMC from a Catholic to an Adventist.

► Union College welcomed 755 students during registration week. Of this number 210 are freshmen. The students have come from the Central, Northern, and Southwestern unions; 18 States outside of Union College territory; and 25 countries outside of the United States. Fifty-nine students are enrolled from foreign countries, of which six each are from Canada, Hong Kong, and Singapore.

► The Holbrook Indian mission school (Arizona) opened this year with the largest enrollment ever. They accepted 20 more students than they could accommodate because past experience showed a drop of approximately 20 students the first two weeks of school. Instead, they turned away 165 more and have 110 reservation requests for 1959 and 10 for 1960. To date 9 students have left and they still have more than they can care for.

► J. L. Dittberner conducted the recent Week of Prayer at Enterprise Academy (Kansas) at the close of which opportunity was given for students and staff to jot down on paper one thing that they felt needed to be taken out of their lives. Then quietly they moved forward and dropped the paper into a fire, which was burning before the pulpit. The students left the meeting with new determination to do away with sinful habits.

► "Operation Fireside" is the MV project this year at Southern Missionary College. Plans are being made to make an all-out thrust into the surrounding community, using "Operation Fireside" to carry word of the Second Advent to interested families. Committees are being selected to find homes of interested prospects, to select the study teams, and to promote the plan in the church and college. Two hundred students will make up the 100 teams that will give the studies over a period of eight weeks.

► Among the Mountain View College students are several children of Philippine government officials and doctors who are not Adventists. One ex-mayor has enrolled. A letter from the mayor of the province of Surigao expresses public opinion of Mountain View. He writes, "I desire that most of our students in this municipality can have a secondary and college education in your institution, the school where students can earn as well as learn. . . . I am planning to send my two sons to that institution."

self. It is easy to make a mess out of ourselves and our students because we try to "run the motors too fast." I like to have bird feeding stations just outside the school windows. If a new bird stops by, we stop too, and look. Since the mind is bound to wander, why not let it wander to things of nature? Thirty seconds of watching a junco may kill that sharp reprimand before it has been given birth. And it may remove the cause for which the reprimand was forthcoming.

Nature Clubs: Every school needs a nature club. The National Audubon Society offers an excellent club plan for a few cents per pupil. Membership buttons, helps for the leader, a quarterly club news magazine, are some of the excellent helps and builders of good club spirit. Our own denomination offers through *The Naturalist* the plan known as The Associated Nature Clubs of America. It matters not what organization you choose to join, or if you form your own. The important thing is to organize a club and keep it active by field trips, birdhouse building projects, art contests and other activities. A meeting during worship time once a month works out well. The students are elected to be officers and carry on all business. Just make certain that the club is more than a "canned meeting."

Worship: Christ received inspiration from moments of meditation at dawn and eve by the sea, in the fields, on the mountaintop. Let us follow His example. Then we shall return to our students with object lessons that live, and be able to inspire them to follow our example and seek moments of meditation in an age when there seems to be no time for it. Only through the development of such habits can we and the students we lead endure gracefully the confusion of a whirling existence. A love for nature is important in character building; and remember, character is the only thing we can take with us to the home of the redeemed.

► Dr. P. W. Christian, president of Walla Walla College, reported that WWC's autumn quarter enrollment reached the 1,300 mark.

► Union College chemistry department has purchased a new chromatography chamber and a chromatography cabinet to aid in its research on proteins. This new cabinet will greatly aid in the research project and will make it possible to teach the aims of the department.

► A new power house and girls' dormitory are now under construction at the Bangkok Sanitarium and Hospital. The dormitory will provide classrooms, a new chapel, preceptress' apartment, and guest rooms. This project is scheduled to be completed by January 1, 1959.

Combatting Emotional Malnutrition

(Concluded from page 13)

solve the problem. Because of her position of influence in the community the teacher is also able, in many cases, to help the parents gain an understanding of their child's emotional needs and to provide for him what he has previously lacked. Furthermore, the teacher can arrange for favorable circumstances in the classroom and on the playground so as to assist the emotionally starved child to make his necessary adjustments.

In dealing with the child who suffers from emotional malnutrition the teacher must not focus on the child's poor behavior pattern but rather on the personality assets he possesses. The poor behavior is simply a product of the child's effort to solve his problems. Success in helping the child hinges not so much on the control of this or that specific symptom as on the ability to capitalize on the desirable personality traits he has inherited or developed.

We have already referred to the teacher as a parent substitute. It is the teacher's privilege, then, in this role of parent substitute, to make up for the shortcomings of the child's natural parents. The teacher who has the ability to conduct herself like a good parent may be very helpful to the rejected child. In this role, the teacher must show no hostility, no attitudes of rejection or repulsion, and no evidences of favoritism for more promising children.

Thus far in his experience the child who suffers from emotional malnutrition has not found adequate satisfactions in life. He has not been received as cordially by those who are near to him as he desires to be received. He has not found his niche in the group of which he is a member. It is the teacher's privilege, then, to prove to this child that she accepts him at face value. The technique of this acceptance will vary, of course, with the child's age and degree of maturity. Tangible evidences of acceptance will mean more to the child than mere words of assurance. Even so, the teacher should find ways of whispering encouragement to the child and of voicing her approval for the things he does acceptably.

In helping the rejected child, the teacher must not expect him to conform to some arbitrary ideal of her own design. It is natural for a parent or a teacher to praise a child for imitating the desirable traits of his elders. The teacher who expects the child to become like herself and to fulfill her own ideals is expecting what is unreasonable. She should strive, rather, to preserve the child's individuality and to capitalize on his inherent assets. She should help him to find ways of making a contribution to the classroom unit of which he is a part. She must find some way of helping him to feel essential by identifying himself with the school's established

program. By giving him a taste of success, even though this involves setting the stage especially for this purpose, she helps him to forget his problems and to find satisfaction in worth-while accomplishments.

Consistent with the program of improving a rejected child's morale and helping him to feel accepted by his group, the teacher should not use any type of punishment for his mistakes that would humiliate him. If it becomes necessary to correct his errors, this should be done in a manner simulating the mother-child relationship. Other children in the class should not be party to the reprimand. Counsel must be given in an attitude of kindly regard and with an obvious endeavor to help the child in making his conduct more acceptable to all concerned.

Hope for the emotionally starved child must be personalized. If certain of his symptoms indicate special needs, these must be met. Remedial work in reading or in speech or in arithmetic may be indicated. One child may profit by arrangements for him to join the school orchestra or to assume some specific responsibility about the school or the school yard. Such arrangement may help him to attain the status he craves. But at the same time there must be an effort to protect him from the pressures or demands which are beyond his present capacity. He can find satisfaction in his enterprises only if he is able to do these well and thus deserve commendation.

The rewards for helping a problem student are great. The child helped is a child saved. To whatever extent his final life's accomplishments are greater than they might have been, to that extent the teacher increases the success of her career and her service to humanity.

REFERENCES

- Norman Fenton, *Mental Hygiene in School Practice*, Stanford University Press, 1943.
Lawrence K. and Mary Frank, *Your Adolescent at Home and in School*, The Viking Press, New York, 1956.

► Southern Missionary College's physics department has been granted \$2,130 to carry on its research project in the field of spectrophotometry and the iron arc spectrum by the Research Corporation of New York. Directing the research for SMC is Dr. Ray Hefferlin, department head. The research project has been in progress for two years. Students have had opportunity to participate in connection with the course in spectroscopy.

► Mrs. Evelina Aitken was recently named winner of a second national award in the Bold Journey Teacher Awards Program at the NEA Travel Fair in New York City. She was one of the 31 teachers in the nation chosen from 1,500 finalists because of her ability to "open a window on the world" for her pupils and her interest in the values of educational travel. Her award was a five-week tour of Europe this past summer. Mrs. Aitken is a member of the class of '40 of Union College.

Typewriting Rhythm

(Continued from page 14)

How much more effective it is for a teacher to demonstrate various speeds on the typewriter. Since it is so easy for a teacher to learn to recognize when she is typing at 20, at 30, at 40, or at any number of words a minute, it is surprising that so many teachers are reluctant to use the demonstration technique in teaching.

There is no better metronome than a teacher setting the pace at a demonstration typewriter. There is real motivation, too, in the fact that "if the teacher can do it, I can do it, too."

After the students have learned the keyboard and when they are developing straight-copy stroking skill, the use of controlled rate typewriting is one of the teacher's best teaching techniques. After giving a timed writing to determine a base rate, have each student set a goal for the next writing. Choose a paragraph in the textbook which has each five-word interval marked with a superior figure and have each student check, either mentally, or with a pencil, the point at which he should be each quarter minute. As the student types the paragraph, call each quarter-minute interval, so that he can determine if he is typewriting at his selected goal, slowing down or speeding up as necessary.

Speed and Control

This type of exercise is both interesting and challenging to students. It can and does help to build both speed and control. If a student is working for speed, he should choose a goal which is beyond his high-speed level. If he is working for control, he should choose a speed somewhat below his highest speed level. It is possible for some students to be working for control on an exercise at the same time that other students are working for speed merely by having one group of students choose goals below their speed rates while the other group choose goals above such rates.

Here is one example of typewriting practice in which the rate is controlled yet the students are permitted to vary the speed on individual words or stroking combinations typed during the time interval. In other words, they learn to *control* their variable rhythm patterns without resorting to a strictly metronomic rhythm.—*The Education Digest*, September, 1956. Reported from *Business Education Forum*, X March, 1956. (Used by permission.)

► Sixty-four students and teachers of Southeast Asia College donated blood to the Blood Bank in Singapore in answer to the urgent request for blood by the Blood Bank and more specifically by the Youngberg Memorial Hospital.

The School's Holding Power

(Concluded from page 7)

tension-relaxing recreation, which belongs to the program, (3) wholesome *social relationships* that justify the wisdom for the conduct of coeducational centers of learning, (4) *scholastic growth* guided by the inspiration of men and women who have an aptness to teach, (5) *spiritual exercises and experiences* that culture true and deeper concepts of the Christian philosophy of life and (6) *provide a training* for the development of talents and skills for effective service.

Counseling and Guidance. In the acceptance of the Christian philosophy, which places supreme value on the individual, it follows that a school which does not provide for the counseling and guidance of the youth collectively and as individuals will be remiss in its opportunities. The purposeful effort to understand a young person who seeks assistance in his problems begets confidence, wins friends, and pays large dividends. Much skill and common sense, stripped of cumbersome techniques and red tape, will work wonders for the youth. This is the fruitful personal work demonstrated so effectively by the Master Teacher.

Public relations has come into its own as a profession with abundant evidence to establish its merits in our complex society. It is difficult to conceive of an area with more rewarding outcomes resulting from good public relations than that of Seventh-day Adventist schools. A good program will demand public appearances of school personnel. Student group participation will do more to counteract the unfortunate experiences than almost any other single activity. Home visiting has tremendous possibilities. News items and progress reports in publications do much to support one's program. And monthly letters to parents provide an excellent channel through which vital matters of interest and information can be passed, thus gaining parental assistance in the program.

► La Sierra College recently started construction of its educational FM broadcasting station. The programs at first will be limited to 2½ hours daily, featuring the college musical organizations, recorded selections, and live commentaries by LSC faculty members. The station will be operated jointly by the speech, physics, and music departments. Students in broadcasting and other speech classes are to be responsible for programming and production.

► A current model Torque-Flight Transmission and Torque Converter were made available to Pacific Union College's automotive mechanics classes as a gift from the Chrysler Corporation. The unit will assist students in learning automatic transmission principles of operation and service procedures.

Lecture Methods

(Concluded from page 11)

especially," or "Get out your red pencil and underscore what I am about to say," or "If you get this one point to take home with you our time will have been well spent." (9) Class participation invariably makes for more alertness. With the trend toward larger classes this is not always feasible, although traveling microphones may facilitate student participation in a large class. (10) Enthusiasm, sincerity and conviction on the part of the teacher will be emotionally contagious, engendering a more positive and attentive response from the class. (11) The tried and proved rhetorical device of tying in whatever you have to say with the values already held by the class, such as health, happiness, success, personal enhancement, intelligence and so on, helps in giving meaning to the classroom experience.

In short, teaching requires more than a cut-and-dried statement of information, however accurate or important this may be. To teach successfully the instructor *must* gain and hold the attention of his students. He must keep them awake and he must keep them interested. He must find ways to open their minds so that they will be receptive and critically evaluative of what he has to say.

One further device for holding the attention of a class is that of *talking with the students*. Look directly at this one and that one. After going to the effort to establish rapport the instructor should not leave the class by gazing off into space. By the device of direct attentiveness to the student the teacher can be more sensitive to his reactions and thus be ready to modify his tactics when he senses for any reason that communication or interest is falling down.

Try to arrange for a strong ending. This is as important as the beginning. Avoid letting a class session dribble off. One good device is to state, "Now, I know that it would be difficult to remember everything we've discussed. Let me try to pinpoint it." Then summarize briefly and, if it is appropriate, suggest a course of action.

Finally it must be understood that there are no mechanical devices which will insure successful teaching. It appears as a flowering whose source of nourishment lies in unseen roots—the attitudes, the outlook, the personal philosophy and the frame of reference of the teacher. Education is a process of personal growth and development. For growth to take place in any living thing the climate must be favorable to that growth. Teaching is not a process of doing something to the student. It is the technique of creating a situation and a relationship which will encourage and nourish those capacities for growth which are resident within the student himself. If the teacher will bear this in mind and avoid exploitation

of the student and class to satisfy his own neurotic needs, mechanics become but secondary adjuncts to successful teaching. Hence, the last thing I would wish to do would be to present you with a rigid set of rules and procedures, or a detailed account of *my* way of teaching, with the implication that you would do well to emulate it. One's own personal style evolves, not from aping another teacher, or playing a role as it has been defined by someone else, but out of one's own unique resources.

► Pastor Champion, educational secretary of the Pakistan Union, reports that improvements on the buildings of the Kellogg-Mookerjee High School (East Pakistan) are going forward at a rapid rate. The teachers' quarters and the boys' dormitory have been raised to a higher level to avoid the floods.

► One of the largest baptisms in the history of our schools in Southern Asia has been reported by Pastor E. R. Reynolds at Chuharkana. Thirty-four persons, 30 of them students, were baptized recently. The students and teachers are engaged in an active evangelistic program in villages close to Chuharkana. This work includes evangelism for the children, sermons for the older folks, health education for the women, and literacy classes for adults.

► A contract has been signed by Pacific Union College and the Howell Mountain Flying Club for the lease of land for an airport at PUC. The required minimum of \$12,500 is now being sought, and as soon as a sufficient amount is raised, bids will be solicited which will include preparing the ground and fencing the airstrip area. While there is no plan at PUC at present for classes in flying, there is the possibility of such in the future.

► A major of 26 hours in the department of speech is being offered for the first time at Emmanuel Missionary College this year. The new courses in this field are English phonetics, introduction to speech correction, teaching speech in secondary schools, and special problems in speech. It will be possible to receive a minor of 18 hours in psychology, involving the following courses, which have been added to the curriculum: adolescent psychology and social psychology.

► In response to the General Conference recommendation that SDA colleges include first-aid training in their curriculums, Helderberg College has made the St. John first-aid course and training in home nursing compulsory.

► The Collegedale Clinic near Southern Missionary College has purchased a new Fisher Ultrasonic generator, which should prove useful in treating sprains, several types of bursitis and arthritis, ulcers, furuncles, et cetera. The machine generates ultrasonic waves at a rate of one million per second and has power output of from 0 to 3 watts per square centimeter.

Committee Structure

(Concluded from page 22)

mittees that we find the widest variation in practice and the greatest departure in the Adventist college from the recommendations of the specialists in administration. According to the latter, committees should function principally as investigative, evaluative, policy-making groups, while executive decisions should be made by line or staff officers. Secondly, some committees may on occasion have limited executive action when the responsible officer is chairman of the committee, but this should not be their major role. In the Adventist college so much executive work is typically done in the committees that administrators are to some extent robbed of their normal functions. This, I believe, is a matter that merits study.

Two further general observations might be made concerning function: (1) functions should be clearly defined, (2) the channels of responsibility should also be clearly defined. Examination of committee minutes will quickly reveal whether the committee sticks strictly to the functions assigned to it in the faculty manual or in the tables of organization, and whether or not the committee encroaches on the work of other committees on the one hand, or usurps the authority of administrators on the other. Study of function and a continuing process of education of faculty members and committee chairmen will serve to correct this situation.

Another observation I would make is that if we were to accept and carry into our work the concept of completed staff work in educational administration, particularly as it applies in committee work, time would be saved and work would be done more properly. By completed staff work I mean that before a request or recommendation is made to officers or committees, all the information has been collected and considered, and in brief or entirety it accompanies the request or recommendation, thereafter becoming a matter of record. It may seem democratic to spend the time of a great many people "free-wheeling" on some question, then to refer it out of the committee and ask that study be given to it and recommendations be brought back to the committee. There are times when this sort of thing is quite essential, but it seems to me that it is overdone and that there is a great waste of time and staff energy.

In closing I wish to offer some suggestions as to values which may properly be expected from a good committee system:

1. Communication between people in administration and the instructional staff for exchange of viewpoints and ideas, for assistance with administrative planning, for rapport and cooperation, which, of course, is a two-way street.

2. Horizontal communication among the instructional staff members in different disciplines for mutual understanding and for cooperative effort.

3. Faculty participation in policy making, interpretation, application, evaluation, and revision. This has the advantage of commitment through involvement, and reduces the likelihood, or justice, of faculty criticism of the administration's action.

4. Executive action, the application of policy—particularly related to allocation of funds, privileges, and benefits to individuals, which are rather critical areas in school administration and may well have some help from committees having executive powers.

5. Finally, the Christian and academic concept and practice of equality among peers for testing administrative devices, for examining academic ideas in the council of peers—represented by a committee—preliminary to discussion in the faculty, is wholesome in the running of a Christian liberal arts college.

It seems to me that every college can well spend some time in critically examining and evaluating its committee system, in studying the pattern of committee work, in discovering the strength and weakness of the system, and in making the indicated reforms. Paraphrasing an administrative axiom: If your committee system has had five years without evaluation it should go on the operating table for exploratory surgery and a biopsy; if it has gone ten years without critical appraisal it is probably ready for the autopsy.

► Two majors dealing with pathology and speech correction have been added to the speech department at La Sierra College under the direction of Dr. W. Fletcher Tarr. The courses are all upper division and will include speech pathology, audiometry and hearing conversation, lip reading, phonetics, and clinical methods and practice.

► At the present rate of growth and development, Mountain View College is looking forward to the need of hiring an academic dean and becoming a full-fledged senior college in two or three years. A fine group of Filipino youth are being prepared for service within its walls.

► The Swedish and West Nordic Union Conference committees are translating and will publish Ellen G. White's *Counsels to Parents, Teachers, and Students* in the Swedish and Norwegian languages. This book will help our people in these countries to understand better the principles of Christian education and the operation of our schools.

► A recent issue of the *Hospital Forum* carried a cover picture and article concerning the work of California's Research Projects Committee, which is charged with mapping out a program to study reasons for increased costs in Western hospitals. White Memorial Administrator Erwin Remboldt is chairman of this committee.

What Is Your Philosophy?

(Continued from page 21)

God and to the world. . . . He will feel his real ignorance, and he will seek constantly to preserve and put to the stretch his powers of mind, that he may become an intelligent Christian. Students who are imbued with the Spirit of Christ will grasp knowledge with all their faculties. Without this experience, education is disrobed of its true brightness and glory.

The entrance of God's word is the application of divine truth to the heart, purifying and refining the soul through the agency of the Holy Spirit. . . . Through the power of God his [the disciple's] weak, vacillating character becomes changed to one of strength and steadfastness. He becomes a person of sound principle, clear perception, and reliable, well-balanced judgment. Having a connection with God, the source of light and understanding, his views, unbiased by his own preconceived opinions, become broader, his discernment more penetrative and far-seeing. The knowledge of God, the understanding of His revealed will, as far as human minds can grasp it, will, when received into the character, make efficient men.⁵

To appreciate better our fundamentalist view, let us compare some contemporary philosophies of educational thought.

(To be concluded in next issue)

¹ Arthur Eugene Bestor, *Educational Wastelands*. Urbana, Illinois: University of Illinois Press, 1953.

² Isaac Leon Kandel, *The Cult of Uncertainty*. New York: Macmillan, 1945.

³ Theodore Brameld, *Patterns of Educational Philosophy*. Yonkers-on-Hudson, New York: World Book Company, 1950.

⁴ Theodore Brameld, *Philosophies of Education in Cultural Perspective*. New York: The Dryden Press, 1955.

⁵ Ellen G. White, *Counsels to Parents and Teachers*, pp. 422, 423. (Italics supplied.)

⁶ Proverbs 9:10.

⁷ Psalm 121:2 (cf. Psalm 124:8).

⁸ John 17:17; 8:32.

⁹ *Ibid.*, pp. 37, 38.

Thoughts From Ellen G. White

(Concluded from page 15)

facturing establishments connected with our schools will aid our institutions in turning out a more elevated class of youth with more stability of character.¹⁰

Concerning the School of the Hereafter

The education begun in this life will be continued in the life to come.¹¹ They shall build houses, . . . and . . . plant vineyards.¹²

¹ Ellen G. White, *Patriarchs and Prophets*, p. 596.

² *Ibid.*, p. 599.

³ *Ibid.*, p. 593.

⁴ *Ibid.*, p. 594.

⁵ White, *Education*, p. 195.

⁶ ———, *Patriarchs and Prophets*, p. 601.

⁷ ———, *Messages to Young People*, p. 179.

⁸ ———, *Education*, p. 220.

⁹ ———, *Messages to Young People*, p. 214.

¹⁰ ———, *Testimonies*, vol. 3, p. 490.

¹¹ ———, *Education*, p. 218.

¹² ———, *Counsels to Parents and Teachers*, p. 315.

¹³ ———, *Testimonies*, vol. 3, p. 156.

¹⁴ ———, *Patriarchs and Prophets*, p. 602.

¹⁵ Isaiah 65:21.

► The Board of Trustees of Southern Missionary College has allocated \$1,000 for the purchase of an FM transmitter. Purchase is contingent upon the FCC granting Radio Station WSMC a license for a 10-watt FM transmitter for educational purposes.

Editorial News and Views

(Concluded from page 32)

Discipline This is the time of the year, just before spring breaks, that brings to the teacher more discipline problems than any other season. It is good for us to remind ourselves that all behavior of children is *caused* behavior. If we keep this point of view clearly before us, we will not be so concerned about punishment as in directing our energy toward finding the reasons causing bad behavior. Let us accept the challenge that is posed by each individual child in our school. By diligent effort we may discover the unique needs of each boy and girl, and find methods by which those needs may be effectively satisfied.

Fines as a Disciplinary Measure Our teachers have found through the years that an effective means of preventive discipline for some types of behavior is instituting a system of fines.

These fines may be levied against the student for absences from worship, chapel, class, for failure to keep rooms tidy, for talking disrespectfully to teachers, or for a multitude of other student irregularities. That this system is effective, we do not question. Sometimes the schools require students to pay these fines in cash from their own spending money. If they cannot do that, it is charged on their school bill. When the parents see these extra charges, they get upset and bring pressure to bear upon their children, with the result that the young people think seriously before repeating these irregularities.

We are not at all sure that every means that works well is justified. Irregularities of the type just mentioned are matters of citizenship, and are not matters of finance. It does not seem legitimate to use financial pressure to ensure citizenship or to bring about conformity on the part of students. It would appear far more advisable for us to try to discover other sanctions to bring to bear upon students to produce good citizenship aside from punitive financial charges. In the General Conference office we receive many complaints from irate parents over the fact that our educators cannot discover any better means of securing attendance at worship, classes, and chapel than to levy fines. Space does not permit us here to discuss possible remedies. We invite our readers to contribute articles on this topic or suggestions that we might incorporate in an article dealing with this problem. Let us examine ourselves and try to come up with new and better methods of securing the behavior that we desire from our students.

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Editorial

NEWS AND VIEWS

Enrollment Growth We are pleased to report that in the United States and Canada the enrollment in our schools is growing steadily. In grades one to eight we have 2,137 more pupils enrolled this year than last; in the secondary schools there are 777 more pupils; and in the colleges, 492. This represents a gain of approximately 6 per cent in each category. It is interesting to note that this fall there was a 6.2 per cent gain in the non-Adventist college enrollments in America. It is encouraging that the percentage increase enrollment in our colleges is equal to that in the nation at large.

Reading Skill It is a truism among educators that good reading skill is basic to progress in all levels of schoolwork; however, we often overlook the fact that skill in reading, as in other things, is gained by practice. Boys who practice baseball a great deal usually become proficient in it. In the same way, those youth who read well are generally those who read much. The implication of this is that it is our duty to provide a wide variety of good reading material in our elementary and secondary schools. Unfortunately in many places we have been remiss in this. Inspection of school libraries often reveals a hodge-podge collection of hand-me-downs that is not at all commensurate to the needs of our youth. We must not only encourage the pupils in our schools to read much, but we must give care to encourage them to read the best books. As a noted educator once said, "The hardest way of learning is by easy reading, but a great book that comes from a great thinker—it is a ship of thoughts deep-freighted with truth and beauty."

Financial Value of a College Education A College education is worth more than \$100,000; the average college graduate earns in a lifetime that much more than an average high school graduate, reports the Kiplinger Tax Letter of November 15, 1958.

Statistics show that the average elementary graduate earns \$116,000 in his working life; a high school graduate, \$165,000; and the college man, \$268,000. From the financial viewpoint alone, a college education is clearly the best investment that parents can make for their children. A recent report of the United States Department of Commerce reports that the average income of college graduates at the beginning of their careers was \$5,400, and at the peak in the late forties and fifties the average income of the college graduate is \$9,100, a 70 per cent increase. For elementary and high school graduates who went no further in school, the difference between the beginning and peak income was only 14 per cent. Another source shows that the graduates of engineering schools are being hired at an average starting salary of \$473 a month. All this indicates that it is greatly to the advantage of our young people—and also to the church—to continue in school, if for no other than economic reasons alone.

Some time ago newspapers from Lansing, Michigan, carried an interesting story of the retirement of two brothers. LeRoy Curtice retired at the age of 68 on a \$756-a-year pension. After having finished elementary school he went to work as a day laborer and eventually worked up to become paint and metal inspector at General Motors. His brother Harlow, who went on to finish high school, worked for the same company but became president of General Motors Corporation with a salary of \$776,000 a year. He is retiring on a \$68,000-a-year pension.

Recently the editor heard a prominent business leader of the United States declare that he was greatly in favor of more education for the people of the country because it helped his business. Educated people, he stated, earn more and consume more. They have a far higher standard of living and demand more and better consumer goods. All this makes for good business. Educated laity are a great value to the church economically. They pay more tithe, are far more active in church affairs, and help us to finance expansion of our message into all the world and thus hasten the coming of the Lord. Aside from all the spiritual and personal factors that make education of such great value, the church will profit materially by seeing to it that her youth obtain advanced education.

Philosophy in Elementary School Elementary school, not university level, is the best place to teach philosophy, according to Clifton Fadiman, writing in the January, 1957,

Instructor. This educator contends that by nature children are more interested in abstract questions than grownups. It is the child who wonders about the world, why it was made, how long it will last, why people are different from animals, et cetera. Such questions as these are philosophic in nature; and he suggests that since children are interested in questions of this kind, the elementary school curriculum ought to provide instruction along these lines. It is his contention that the older people get, the less they wonder about the things they meet in life. He concludes that we have become a people who can do almost anything but are unwilling to study and consider the origins, meanings, and consequences of our actions.

This confirms the contention our denomination has promoted for years, that it is just as important—or more so—for children to take their early years of schooling in a Christian school as it is to attend a Christian college. Through the Bible studies in our elementary school curriculum the young people are taught the Biblical philosophy of the origin of man, his duty to God and his fellow men, and his ultimate destiny. We only wish that as the years go by we could see a growing percentage of the children of Adventist parents enrolled in our elementary church schools.

Please turn to page 30