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# *Lutheran Education*

JANUARY, 1955



**Children's Chapel**

**From a Child Thou Hast Known the Holy Scriptures**

**Phonics: Why, What, and How**

**What a Choir Director Needs from Our Composers**

**Reptiles in the Classroom**

VOLUME 90

NUMBER 5

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*Go ye, therefore, and teach all nations, baptizing them in the name of the Father and of the Son and of the Holy Ghost, teaching them to observe all things whatsoever I have commanded you. — MATTHEW 28:19, 20.*

*The fear of the Lord is the beginning of wisdom; a good understanding have all they that do His commandments. — PSALM 111:10.*

*Nothing will serve us and future generations better than maintaining good schools and training the youth. — MARTIN LUTHER.*

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# LUTHERAN EDUCATION

CONTINUING THE LUTHERAN SCHOOL JOURNAL

Volume 90

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## EDITORIALS

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### January: the Month of Revolutions

This is the month for resolutions. We suggest a change of letters and propose that January be a month for revolutions.

God would work a mighty revolution in our lives in 1955 if we would heed His soothingly sensible instruction: "Be still, and know that I am God."

In an age which confuses activity with action, which lauds results with little attention to means, when a man's success is measured by the size of his ulcer, we Christians do well to heed the sober advice of our gracious heavenly Father. In the simple, painful vernacular of our hurried age it is a simple: "Shut up!"

Only when we are silent can we listen to God with purpose and with profit. He is not inclined to scream in our frantic, frenetic age. He is at peace with us through Christ. Why should He be overwhelmed by the antics of His foolish little children? And by His grace we are at peace with Him. Why should we join the world at its wailing wall and act as if our God were dead?

The satisfactions of 1955 will seep into our lives daily as we "shut up" and listen to "the still, small voice" of our almighty Father. If we are to discover anew in this new year of grace that God is our highest Good, then we shall have to reserve enough white space in our hurried days for simple meditation and contemplation on the amazing grace of God in Christ Jesus toward us poor sinners.

Dear God, this I pray, that in 1955 I may be wise enough to be still, sensible enough to listen, and blessed enough to discover more fully that I am Thine and Thou art mine. Amen.

M. L.

### Taking Inventory

At this time of the year business concerns look back over the activities of the past year to determine future procedures. Current invoices, assets and liabilities, profit and loss, are determined. Future action with regard to advertising, promotion, remodeling, expansion, and other adjustments are indicated by careful analysis and evaluation. Such procedures are demanded for the sake of conducting a sound business.

The church, too, is in business — “my Father’s business.” Those who are entrusted with the “running” of the business will do well to adapt to the work of the church many sound business practices. Among others, taking inventory is necessary if any kind of wise planning is to be applied to the multifarious church activities. Unless it is done, much of what some workers designate as *business* will sink to the level of mere hit-or-miss *busy-ness*.

Among the most cherished assets of The Lutheran Church — Missouri Synod is the sound, Bible-based doctrine taught by all its preaching and teaching agencies. This is the only commodity distributed by that corporation, the church. It is packaged in many forms, sizes, and containers. Like many of the miracle drugs, doctrine is to be administered by qualified practitioners. Each congregation needs such practitioners and dispensers. An important phase of the church’s business activity, therefore, if it desires to show a consistent and sizable *profit*, must be conducted in the field of personnel training and development.

Another valuable asset, a substantial body of educated and well-indocinated men and women, can be credited to the account of almost every congregation in Synod. Many have received a Christian schooling for a number of years. Most have a high school diploma. An ever-growing number can point to some college or university as their alma mater. They have prepared themselves to meet and deal with problems of many types in our complicated society today.

Workers, no matter how clever and thoroughly trained, need appropriate tools and equipment with which to pursue their tasks. Again, the church can point with pride and gratitude to a tool bin that is well stocked with equipment of excellent design and quality. Books, journals, programs, audio-visuals, record systems, texts, manuals, and other aids constitute the supply of materials with which the church can and should be doing a thriving business in an ever-growing market.

Unless a commodity is well advertised, however, it will never come into the possession of consumers, regardless of its inherent or potential value, the skill of its producer, or the quality of its fabrication. Although a satisfied customer is recognized as the best advertisement, there are additional media and techniques which, when they are used, are worth the cost. They are ignored only at the risk of “ending up in the red.”

In summary, then, the church has behind it a century and more of experience in distributing a well-developed product. It has personnel, tools, and publicity materials, all of a high order. How well are they being used in the individual parish? Are more efficient workers being developed through a specific training program? (It requires more know-how to conduct the many phases of church work than the regular Sunday sermon can provide.) The value of the commodity which the church is to market is so high that it must not be placed into the hands of mere novices. The need for the possession of this commodity is so great that it must not be “hid under a bushel.”

The inventory report of a typical congregation, recognizing its respon-



sibilities to a sin-lost world as being truly big and serious business, will list its assets and liabilities and recommend further action somewhat as follows:

Market — Saturation point nowhere in sight.

Product — Generally accepted by many satisfied customers.

Personnel — Great potentialities. Needs more specialized training.

Promotion and publicity — Many opportunities not being utilized.

Tools and equipment — Generally of a high quality. Not all being used.

Now is the time for the church both to take inventory and to initiate action.

ARTHUR L. AMT

**Hot Spots in American Education** At a recent meeting of the Educational Press Association of America, Dr. Francis J. Brown, American Council on Education, called attention to issues and problems which are presently confronting public education in the United States. Among these problems he mentioned our bumper baby crop, our aging population, and the outlawing of racial segregation in our public schools by the United States Supreme Court. These situations he considered the "hot spots" in American education which have combined to give us a collective headache.

According to statistics, in 1954 a baby was born every 7.3 seconds as compared with the 1935 ratio of one baby every 14.6 seconds. This means four million babies were born in 1954 as compared with two million in 1935. Since in our country the life expectancy at birth increases six months every year, we may look forward to a seventy-five-per-cent increase in the 65-and-over age group as compared with their number in 1940.

Dr. Brown pointed out the effects of these changes on education. On the elementary and secondary school levels the enrollment is rising at the rate of more than 1.5 million annually and will continue to do so. On the higher education level we may expect an increase of some four million students by 1970.

Translated into action, the rising birth rate means providing more facilities and securing more teachers. Because of our aging population, education must recognize and meet its new responsibilities to older folks, which means providing opportunities for re-educating individuals for various kinds of employment open to 65-year-olds and older. There are at present thirteen million Americans who are 65 years of age and over. Someone has observed that the person who does not begin at 40 to prepare himself for the second half of life is as much handicapped as the child of an earlier generation whose elementary schooling was neglected. With respect to the Supreme Court integration decision, Dr. Brown favors a five- to ten-year program to enable states to work out gradually their own problems of integration.

These "hot spots" in American education have their implications for the educational program of our church. Increasing enrollments in our elementary and secondary schools are now calling for expansion of facilities and for more

teachers. These needs must be met if our program of Christian education and training is not to be retarded. Our aging population should make us conscious of the availability of more matured and experienced members in our congregations for service on committees, such as membership and stewardship committees and as teachers in our Sunday schools. Many vigorous and alert men and women in the age bracket of 65 and over in our congregations have time at their disposal and are ready and willing to serve their church in some special capacities. Finally, the Supreme Court integration decision, although not directly affecting the church, will provide opportunity in many a congregation for instruction and guidance to overcome racial prejudice and for the expansion of mission activities.

Yes, the "hot spots" in American education are a challenge to the church to redeem the time.

T. K.

**The Greater Shortage** The more one surveys the prevalent teacher shortage in the church, the more inclined one becomes to indulge in frantic hair pulling. But there are some poor mortals for whom hair pulling becomes a dangerous matter. For some of us there is a greater shortage of hair than of teachers.

Whether one possesses his hirsute crown of glory or not, hair pulling is not the first order of the day. Nor should we first investigate new techniques of recruitment or engage a fund-raising concern to help us "solve" our financial backaches. Others may feel that our teachers colleges should recruit better football teams, and from another corner of the intellectual arena may come the shortsighted suggestion to shorten course requirements on the premise that "teachers are born, not made."

Hasn't our Lord taught us the *first* step in solving the teacher shortage? His direction is: "The harvest truly is plenteous, but the laborers are few. *Pray ye therefore the Lord of the harvest that He will send forth laborers into His harvest.*" If we miss the first step, we may trip and fall.

If each congregation that has a Christian day school or contemplates the opening of such a nursery of Christian knowledge would frequently in its public worship pray for more teachers;

If each pastor and teacher would both privately and in family devotions beg the Lord of the Church for more teachers;

If in our Christian day school classrooms frequent petitions for more teachers would ascend to the Throne of Grace;

If every Lutheran high school principal, faculty, and student body would persistently beseech the Good Shepherd for more undershepherds —

Then we are bound to climb the ladder to greater success in supplying the demand for Christian teachers.

He who prays for teachers gives time and talent and treasure to be an instrument by which God will answer his prayer. Perhaps we have a shortage of teachers because we have a greater shortage of prayers for teachers.

M. L. K.

## Are Our Teachers Conferences Achieving Their Purposes?

The official conferences of pastors and teachers are intended, according to the *Synodical Handbook*, "for the spiritual and professional growth of their members." These conferences have served a vital purpose throughout the history of Synod. They have been an in-service training program for our teachers that has produced results in continued professional growth, which could not have been achieved on so extensive a scale in any other way. Since the conference plays such a strategic part in the in-service training program of our professional workers, it is well that we ask occasionally, "Are the conferences achieving their purposes?"

If the first purpose of the conference is to achieve a spiritual growth we may well ask, "How is such spiritual growth to be achieved?" Certainly by the study of Christian doctrine and practice. Here topics related to a growing knowledge of the Bible, a growing knowledge of doctrine, and a growing knowledge of the relevance of Scripture to all of life is indicated. Every conference program should include some doctrinal paper. Is spiritual growth achieved best by merely hearing a doctrinal essay, or is it achieved best when, after hearing an essay on some basic doctrinal matter, the members of the conference have the opportunity to participate in the discussion of the doctrinal paper? It would seem that oftentimes our conference programs indeed provide topics dealing with matters of spiritual growth, but in their methodology do not provide the occasion for the individual member to be anything more than an auditor. A fine lecture does not necessarily present the opportunity for maximum growth to take place. If our teachers are to encourage, instruct, and admonish one another, there must be opportunity for group interaction. This opportunity can be provided through sectional meetings following a major presentation. The conference can be divided into discussion groups, each having from 30 to 40 people. Such groups would discuss the paper presented in relation to specific grade levels or to the total school program. Mere lecturing to a group of teachers does not necessarily achieve the spiritual growth which the teachers conference is to achieve as one of its purposes.

The second purpose of the teachers conference is to achieve the professional growth of the members. Here we deal with such matters as professional problems, including administration, curriculum, methods, and guidance; with proper conduct in office; and with the work of the District and the Synod. How will such professional growth be achieved? Again, the typical conference program indeed lines up topics related to these various fields, but in the structuring of our program we so often do not provide in the conference program the occasion for a group participation that would make the conference a truly educational experience.

So far as the basic presentations in conferences are concerned, there has been a very large reliance on outside talent. Now an outside speaker from

one of our teachers colleges, theological seminaries, or from other sources, is indeed in place. Such outside speakers can no doubt add interest to the program and can provide some special insights that the members of the conference may not find in any one of their own members. It seems clear, however, that there is a larger degree of competency within the various synodical Districts than is frequently acknowledged when one looks over conference programs. It is not good programming that provides no outlet for the members of the conference beyond that of being chairman, secretary, organist, or treasurer. Conference programs that present nothing but so-called outside experts are denying to the members of the conference the opportunity for the special growth that comes from developing a paper or of making a presentation to one's peers in the professional group. The bulk of the program should be handled by members of the conference.

In addition to this suggestion, the following ideas may be helpful in improving our conference programs:

1. Conferences can be designed to focus on problems. This means that the program committee will do more than merely present general areas for discussion, but will seek to ascertain the professional problems that confront the group. When the presentations focus sharply on problems, the conference program can be much more practical so far as the individual participant is concerned.

2. The planning, the organization, and the reporting of the conference should take advantage of known procedures that facilitate learning. These procedures are used every day by the individual members of the conference. They can well be used to make the conference program more effective through such procedures as these:

- a. *Motivation.* Point out why the problem is significant for the group and give advance notice of the topics to be dealt with, so that individuals can do some advance studying of the problems.

- b. *Activity on the part of the participants.* There should be activity on the part of the individual in the conference. Such activity can be developed by means of panel discussion, buzz groups, and sectional meetings. There should be opportunity for the members of the conference to express themselves and to interact one with the other on the suggestions that have been made. When the conference program is essentially nothing but a lecture session, in which lectures are presented on a half dozen or more topics, it is not shaped up to be the most effective educational experience for the members.

- c. *Focus on use of insights received.* The shaping up of findings of the conference for use would be another helpful procedure. The purpose of discussing the topics and the problems is to explore modification of practice. It is good to have a chairman and a recorder in each one of the sectional meetings. The recorder summarizes the major ideas and generalizations that develop out of the meeting. When the several sectional groups report back

to the entire assembly, the recorders present these notes on major ideas and generalizations. All members of the conference thus benefit from seeing that the issues that have been discussed are functional in that they do make a difference in the educational program of the school.

Let's work to have our teachers conferences increase in effectiveness as agencies of in-service training!

ARTHUR L. MILLER

**Meet Joe** The crowd roared. Why? Joe was emcee at the wedding. He had just finished telling a story about the time the bridegroom met up with a lion on a safari in deepest Africa. Joe maneuvered the defenseless bride and bridegroom into any situation, all depending on the joke book he had read. Aunt Sophie shrieked with delight when Joe suggested that he had seen the bride do a hula-hula in Hawaii. She periodically poked Uncle George when the jokes started to get marginal, but Uncle George didn't seem to care. It became evident that he had been a little overambitious about conditioning himself for the occasion. But Joe did not need George to have a large and appreciative audience.

Joe has one advantage over most people. He can wiggle his ears. Whenever he steps before an audience, he first frowns and then oscillates his auditories as an icebreaker. The ladies of the Sinai Society live in grateful anticipation of this remarkable physiological demonstration whenever Joe appears before them.

Joe recently organized a harmonica band. He even manages to sell his band members harmonicas (if they don't know where to buy good ones — and they usually don't). There are little mouselike squeaky harmonicas and the great big harmonicas that croak like discouraged mateless bullfrogs. The composite end product is a rather wheezy performance. But Joe salvages the situation with solo numbers. He even knows how to cup his hand over his instrument and make it function like the shutters on a swell box. And you should hear him when he adds a touch of vibrato. Joe really is terrific.

Does Joe have a hobby? To be sure. He is a chronic collector of matchbook covers. Admiring youth doggedly follow his example. Their daddies scurry through beverage emporiums and food dispensaries in a relentless search for a new brand of matchbook cover. If an extra one can be snatched, so much the better. The children then add to Joe's collection by gift or trade. Three drawers of Joe's file and two of his desk drawers are full of matchbook covers, and the end is not in sight.

Who is Joe? We almost forgot to tell you. Please forgive the oversight. He is the teacher in Mudville.

Will Joe read this? No! He is too busy to bother reading LUTHERAN EDUCATION and other professional literature.

But wait! Maybe I'm Joe. Perhaps I had better examine my own peripheral interests to see whether they are interfering with core considerations.

H. G.

# Children's Chapel

LAWRENCE GALLMAN

In our Christian training of children, we agree that religion must permeate the life of the child. It must be more than an intellectual process, more than becoming familiar with facts and memorizing words. Much is missing if Biblical truth does not penetrate into the thinking and living of the child. The Christian life is dull and feeble without loving devotion to God and the worship of God as an expression of faith.

Children's chapel is an attempt to do more than teach about worship and train toward worship. It is intended to provide an occasion for children in our Lutheran elementary schools to participate in the worship of God in a very real and living way. Consequently, children's chapel has a double purpose: (1) learning to worship, and (2) worshiping for the joy and satisfaction children will find in the experience itself.

Children's chapel, as we prefer to call our weekly worship period, is conducted during the first half-hour of a school day, preferably Wednesday. This demonstrates that worship is not just a Sunday experience for adults. It demonstrates also that worship is associated with school life and daily living. A special Children's chapel attaches greater significance and importance to worship because it is made a regular feature of the school program.

In children's chapel we strive to train in worship by developing proper attitudes and right decorum in the house of God. Children are made to

feel at home in the place of worship. This aids in making the acts of worship personal and natural. Familiarity with the hymnal, the various orders of worship, the church year, the liturgical appointments, colors, symbols, vestments, and lights make the children's devotions more meaningful. The appreciation of beauties that contribute to an atmosphere of worship is enhanced.

It is desirable to have a definite and distinct place set aside for worship. Many new schools have gymnasiums but few have places of worship. In most instances the church itself is best suited for the service. With a few proper appointments, the usual assembly hall of the school can become a children's chapel. The setting does much to make worship an impressive and significant experience in the child's life.

Opportunity for regular group worship offered in a favorable environment is in itself an invitation to practice the various acts of worship. It is the occasion to practice praise and prayer adjusted to the child's level in diction and personal interest and need. It is the occasion to practice the art of Christian giving as an act of worship. Special offerings for charities and missions of the children's choice are brought as part of their worship in their Children's Chapel. To associate giving as an act of stewardship with their own worship is quite different from depositing envelopes on a desk in a classroom. The children's worship



hour furnishes the occasion for practicing intelligent participation in conducting the service. Children serve as ushers; they learn and sing the responses; special groups of children serve in choruses; others may attend at the altar as acolytes. Such service in the house of God by individuals is made a privilege, and this attitude may carry over into adult life.

There is a fellowship in worship which many children have never experienced. It is easy to discover this fellowship in worship when a child is one of a group with whom he associates daily. It is more difficult for a child to grasp and appreciate this fellowship when he is associated with a group of adults. There is a fellowship of the classroom and of the playground with its many happy memories and wholesome bonds of friendship. There is this higher fellowship in worship that can surpass and transcend the others; and long after boys and girls have left the classroom and playground, their fellowship of worship lives on. It would be more than just interesting to know how much such a fellowship of worship in childhood has contributed toward keeping our youth with the church and toward avoiding the problem of mixed marriages. Children's chapel will weave into the fabric of memories beautiful happy experiences that can be a lasting spiritual influence in the later life of the individual. We all cherish childhood memories of happy experiences at school — happenings in the classroom, on the playground and at picnics, and those associated with other activities — but for most of us there are no exciting memories of

childhood experiences in worship to shape and control our attitudes and our action. Fond memories of a loving mother's care in childhood has kept many a man and woman from drifting into a life of crime; fond memories of happy hours spent in the presence of a loving heavenly Father worshipping with His other children cannot but exert a blessed influence.

One part of worship is expressing ourselves to God in prayer and praise, confession and adoration; the other part of worship is His impression on us, our listening to Him as He speaks to us in His Word. Children's chapel includes a chapel talk by the pastor. The pastor should welcome an opportunity to meet with the children of the parish and minister to them as shepherd of the flock. To say he does this when the entire congregation meets on Sunday morning for worship is, of course, correct, but if he does not participate in children's chapel, he misses an opportunity for worship fellowship with the children who later will be the adult members of his parish. Affectionate bonds that are established in childhood remain more fixed than those which come later, and the children will have a definite place for their parish pastor in their total conception of worship in the church.

The chapel talks by the pastor are prepared on the level of the child. They present lessons and problems related to the child's life and offer counsel, guidance, comfort, and strength to suit the child's needs. There are matters that trouble a child's heart and mind that are not touched on in sermons for adults.

Such problems also may be handled from the point of view of adults and therefore will go over the heads and past the hearts of the boys and girls for whom a *little* difficulty may be desperately tragic. Every part of the children's chapel must be adjusted to the age level of children—the prayers, the worship forms, the hymns, and the length of the worship.

The source of material for the chapel talks is simply the same as for any sermon—the Holy Bible. Some of the currently available children's worship "programs" are not suited to our needs. There may be material in them for apt illustrations, but they should not be the substance of the chapel talk. There is unlimited material in the great store of Bible history. The child heroes, the events in the life of the Lord Jesus, and the parables furnish a wealth of subject matter.

It is well to keep in mind that the chapel talks are not a mere story-telling hour. The pastor does not merely repeat or duplicate the Bible history period of the day school or Sunday school. The chapel talks retain the form and pattern of a sermon or homily. They touch on the needs and problems of the hearer; on sin and grace; on faith and love; on justification and sanctification. There is a gentle and gracious application of the great eternal truths of God to little children, born in sin and reborn

by water and the Spirit. There is a humble effort to preach the Word in such a way that the Holy Spirit may lead the children to adoration and praise and consecration.

It may be of interest and may prove helpful to list a few of the titles of our chapel talks and allow the reader to conclude whether they appeal to the children and guess what the subject matter is: "The Little Servant Girl," "The Man with a Load of Dirt," "The Baby-Sitter near the River," "The Little Lame Prince," "The Boy and the Barrels," "God's Christmas Present," "The Lost Book in the Temple," "The Story of the Crooked Woman," "The Boy Who Ran Away from Home," "The Lady with the Wonderful Perfume," "Sleepy Friends in a Garden," "The Friend Who Lost His Head," "The Friend Who Saw Jesus Die," "The Friend Who Ran Away Without His Coat," "The Friend Who Cried when the Rooster Crowed." The stories, of course, are not new, but perhaps the frame and the coloring of the picture are fresh and appealing. If the events in the story have been made real and brought down to present-day living and children have seen in them the vision of their loving Savior close to them, then every effort, no matter how costly in time or money, will be richly repaid with joy in the hearts of children and blessings upon the church we love.

How OLD? — Dr. John W. Rothney, professor of education, University of Wisconsin, related the following about a boy who was asked how old he was: The boy replied, "If you want my mental age, that's nine; my social age, that's eight; my emotional age, that's eight, too; my physical age is a full ten; and my chronological age doesn't count."

# From a Child Thou Hast Known the Holy Scriptures \*

(2 Tim. 3:15)

ARTHUR F. KATT

"From a child thou hast known the Holy Scriptures which are able to make thee wise unto salvation through faith which is in Christ Jesus," St. Paul wrote to Timothy, thereby commending the knowledge of Scripture from childhood. In order to know the Holy Scriptures from childhood, children must have the Scriptures presented to them in such a way that they are able to understand them. Knowledge is based on understanding. If from childhood we are to be acquainted with the sacred writings, which are able to instruct us for salvation through faith in Christ Jesus, to borrow the wording of the revised translation, then it is necessary that the Bible be presented to children in such a form that they will at least be able to understand the words employed, even though they may not always grasp their full spiritual significance. Why is it that one million copies of Elsie Egermeier's *Bible Story Book* have been printed and sold during the last few decades? Is it not because the text and form of our present English Bible is often too difficult for a child to understand? Is this the fault of the Bible itself, or is the translation to blame in many instances, making it necessary for parents and children to turn from the Bible itself to various Bible story books written in language that a child can grasp?

Working for a year and one half with both the King James Version and the Revised Standard Version side by side in Sunday school teachers' meet-

ings, the writer of this statement has become thoroughly convinced that not even the Sunday school teachers themselves in ever so many instances understand the real or full meaning of the K. J. V. Bible language, for they have been free to confess their ignorance time and again as they found enlightenment by comparing the K. J. V. with the R. S. V. We, who have grown up with the K. J. V. and have had its words and phrases and constructions explained to us over and over again, oftentimes have had not the faintest notion concerning the real language difficulties encountered not only by children, but also by their elders. Pastors and teachers have taken far, far too much for granted when they thought that meanings drilled into them for decades were equally understandable to children and laymen, for the latter are naturally reluctant to confess their ignorance. The writer's eyes were first opened when he found to his amazement that of nearly a dozen junior high school students possessing high I. Q.'s and getting good grades in school not one single one understood the real meaning of the word "suffer" in Jesus' famous word about the little children (Mark 10:14), and these were catechumens being prepared for confirmation. This experience has since been multiplied many times. The following list of parallel passages

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\* Reprint from the October issue of the *Concordia Theological Monthly*.

is compiled to demonstrate the validity of this contention.

Of all the portions of Scripture surely one of the most interesting also for children is the so-called Passion Story read in our churches during Lententide. It should furnish an exceptionally fair sampling, for the story of Jesus' suffering and death is a comparatively simple story, better known to children and elders than many other portions of Scripture. If children cannot readily understand the phraseology of the Passion Story, what hope is there that they can grasp the meaning of other portions?

In the following it is taken for granted that most elders know not only the story, but also the K. J. V. phraseology quite well, since words and expressions have been explained to them over and over again in Bible

classes and Lenten services. The purpose of this article is to examine the wording of the K. J. V. in the Passion Story from the standpoint of children who make up a large portion of our congregation of worshipers. Just how would school children, say 6 to 12 years of age, understand the language if they heard the Lenten Story for the first time? On the basis of experience some natural childish misunderstandings are suggested, some of which might seem a little farfetched, yet are actually within the range of possibility. The contrasting K. J. V. and R. S. V. words and phrases are arranged in two columns side by side, in order to let the reader judge which of the two translations children are more likely to understand without much explanation.

K. J. V.	R. S. V.	REFERENCE
"all ye shall be offended" (child: have your feelings hurt?)	"you will all fall away" (see Note 1)	Mark 14:27 Matt. 26:31
"as He was wont" (child: "wont"? unwilling? or wanted to?)	"as was His custom"	Luke 22:39
Jesus "ofttimes resorted thither" (child: "resorted thither"?)	"often met there with" (see Note 2)	John 18:2
Jesus "began to be very heavy" (child: began to take on weight?)	"began to be troubled"	Mark 14:33 Matt. 26:37
Jesus "began to be sore amazed" (child: "sore"? hurt, angry? "amazed"? surprised, astonished?)	"greatly distressed"	Mark 14:33
"exceeding sorrowful" (child: "exceeding"?)	"very sorrowful"	Matt. 26:38 Mark 14:34
"tarry ye here" (child: "tarry"?)	"remain here"	Matt. 26:38 Mark 14:34
"stone's cast" (child: "cast"?)	"stone's throw"	Luke 22:41
"neither wist they" (child: "wist"?)	"they did not know"	Mark 14:40

"Sleep on now, and take your rest! Rise, let us be going!" (child: what does Jesus want them to do, sleep or rise? Or is He perhaps petulant and sarcastic at first? hardly)	"Are you still sleeping and taking your rest? Rise, let us be going!" (see Note 3)	Matt. 26:45 Mark 14:41
"he is at hand that doth betray Me" (heavy construction)	"My betrayer is at hand" (one of countless minor im- provements, otherwise not listed here)	Matt. 26:46
they came "with staves" (child: what are staves? barrel staves? shepherd staves?)	"clubs"	Matt. 26:47 Mark 14:43
"he that betrayed Him had given them a token" (child: bus token?)	"the betrayer had given them a sign"	Mark 14:44
"smote off his ear" (child: "smote"?)	"cut off his ear"	Matt. 26:51
"then the band" (child: music band?)	"band of soldiers"	John 18:12
"Suffer ye thus far!" (says Jesus when Peter draws sword and others are like- minded) (child: just what does Jesus mean? Maybe: you have to "take it"? up to a certain point?)	"No more of this!" (see Note 4)	Luke 22:51
"Peter followed afar off"	"Peter followed at a distance"	Matt. 26:58 Mark 14:54

Peter "in" the high priest's "palace" presents a number of vexing difficulties in the K. J. V., all of which the R. S. V. remedies by one change. The palace was presumably a rectangular structure, a quadrangle, rooms on all

four sides grouped around an open courtyard in the center, entered by an entrance or gateway on one side. The K. J. V. is responsible for all the confusion below, as is shown in Note 5.

"Peter followed <i>into</i> the palace . . . and sat by the <i>fire</i> " (child: was the fire <i>in</i> the palace?)	"into the courtyard"	Mark 14:54
"Peter sat <i>without in</i> the palace" (child: was Peter without or within? how could he be both outside and in- side? Or: without what? (!)	"outside in the courtyard"	Matt. 26:69
"Peter was beneath <i>in</i> the palace" (child: was he?)	"below in the courtyard"	Mark 14:66
"kindled a fire in the midst of the hall" (child: well, here now we surely have an <i>inside</i> fire! No?!)	"in the middle of the court- yard"	Luke 22:55

Are we playing a silly game with the children? a cruel game of deception? in none of these four instances meaning what we say? Are we here dealing with elusive cubes that won't stay put? How needlessly puzzling is

all this for pupil and teacher, who (if he or she understands) must annually demonstrate to the former his (or her) superior knowledge of these Biblical conundrums! What waste of precious time!

"Peter stood at the door without"	"stood outside at the door"	John 18:16
"made a fire of coals"	"made a charcoal fire" (see Note 6)	John 18:18
"servants" (at fire) (child: domestic help?)	"guards"	Matt. 26:58 Mark 14:54
"damsel" (see Note 7)	"maid"	Matt. 26:69 John 18:17
"whither the Jews always resort" (child: "resort"?)	"where all the Jews come together" (see Note 2)	John 18:20
"about the space of an hour after" (typical K. J. V. construction)	"after an interval of about an hour"	Luke 22:59
"confidently affirmed"	"insisted"	Luke 22:59
"of a truth thou wast"	"certainly you were"	Luke 22:59
"thy speech bewrayeth thee" (child: ?)	"your accent betrays you"	Matt. 26:73
Jesus "held His peace" (child — hearing but not seeing spelling: what did Jesus hold? piece of what?)	"Jesus was silent"	Matt. 26:63 Mark 14:54
"rent his clothes" (child: "rent clothes"? suit rental? Or, if "rent" is explained as "tore": tore his clothes, as boys tear their clothes [by accident]? "clothes"? modern clothes: 3-piece suit?). The R. S. V. eliminates all these possible faulty mental processes, which are so needless!	"tore his mantle" "tore his robes"	Mark 14:63 Matt. 26:65
"guilty of death" Here we have an old adult complaint: Was Jesus really guilty of death, <i>i. e.</i> , murder (in opinion of the Council)?	"deserves death" "deserving of death"	Matt. 26:66 Mark 14:64
"they buffeted and smote Him" (child: now what does that mean?)	"slapped and struck Him"	Matt. 26:67
"they carried Him away" (child: did they really carry Him?)	"they led Him away" (see Note 8)	Mark 15:1
Judas "brought again the 30 pieces" (child: had he brought them once before?)	"brought back"	Matt. 27:3



"price of blood"	"blood money"	Matt. 27:6
Jeremiah's prophecy:		
"the price of Him that was valued, whom they of the children of Israel did value"	"the price of Him on whom a price had been set by some of the sons of Israel"	Matt. 27:9
"if He were not a malefactor" (child: "malefactor"?)	"evildoer"	John 18:3
"I find no fault in Him"	"I find no crime in Him"	Luke 23:4
"He answered him <i>to</i> never a word" (child: to what?)	"He gave no answer, not even <i>to</i> a single charge"	Matt. 27:13
"he questioned with Him in many words"	"he questioned Him at some length"	Luke 23:9
"Herod was exceeding glad, for he was desirous to see Him of a long season" (child: ?)	"Herod was very glad, for he had long desired to see Him"	Luke 23:8
"Herod with his men of war set Him at naught" (child: ?)	"Herod with his soldiers treated Him with contempt"	Luke 23:11
"for of necessity he must release one unto them at the feast"	"now he was obliged to re- lease one man to them at the festival"	Luke 23:17
"a notable prisoner, Barabbas"	"a notorious prisoner, Barab- bas"	Matt. 27:16
"whether of the twain" (child: ?)	"which of the two"	Matt. 27:21
"I have found no cause of death in Him"	"I have found in Him no crime deserving death"	Luke 23:22
"they were instant with loud voices re- quiring," etc.	"they were urgent, demanding with loud cries," etc.	Luke 23:23
"called together the whole band" (child: instrumental band?)	"called together the whole battalion"	Mark 15:16
"platted a crown of thorns" (child: pressed down hard?)	"plaited a crown of thorns" (braided, twisted)	John 19:2
"Pilate could prevail nothing"	"Pilate was gaining nothing"	Matt. 27:24
"a tumult was made"	"a riot was beginning"	Matt. 27:24
"willing to content the people"	"wishing to satisfy the crowd"	Mark 15:15
"paps which never gave suck"	"breasts"	Luke 23:29
"two others, malefactors"	"two others . . . who were criminals"	Luke 23:32
"two thieves"	"two robbers"	Matt. 27:38, Mark 15:27
"set over His head His accusation writ- ten," etc.	"over His head they put the charge against Him, which read," etc.	Matt. 27:37

"the superscription of His accusation was written over"	"the inscription of the charge against Him read," etc.	Mark 15:26
"parted His raiment"	"divided His garments"	Luke 23:34
"for My vesture they did cast" (child: "raiment"? "vesture"?)	"for My clothing they cast"	John 19:24
"people stood beholding." (verb used intransitively; period after beholding)	"people stood by, watching"	Luke 23:35
"done nothing amiss"	"done nothing wrong"	Luke 23:41
"the thieves cast the same in His teeth"	"the robbers also reviled Him in the same way"	Matt. 27:44
"gave up the ghost"	"gave up His spirit"	John 19:30
"yielded up the ghost"	"yielded up His spirit"	Matt. 27:50
"gave up the ghost"	"breathed His last"	Luke 23:46
"gave up the ghost" (child: "ghost"?)	"breathed His last" (see Note 9)	Mark 15:37, 39
"the veil was rent in twain"	"the curtain was torn in two"	Matt. 27:51 Mark 15:38
"the veil was rent in the midst" (child: "veil"?)	"the curtain was torn in two"	Luke 23:45
"an honorable counselor"	"a respected member of the council"	Mark 15:43
"went in boldly and craved the body of Jesus"	"took courage . . . and . . . asked for the body of Jesus"	Mark 15:43
"a clean linen cloth"	"a clean linen shroud"	Matt. 27:59
"wound it in linen clothes"	"bound it in linen cloths"	John 19:40
"as the manner of the Jews is to bury"	"as is the burial custom of the Jews"	John 19:40
"rolled a great stone to the door of the sepulcher" (child: "door"?)	"rolled a great stone to the entrance of the tomb"	Matt. 27:60
"command that the sepulcher be made sure"	"order the tomb to be made secure"	Matt. 27:64
"the last error worse than the first"	"the last fraud worse than the first"	Matt. 27:64
"ye have a watch" (child: pocket or wrist watch?)	"you have a guard"	Matt. 27:65
"setting a watch" (child: setting a timepiece?)	"setting a guard"	Matt. 27:66

Here are some 90 references to the Passion Story, mostly in chronological order. Others could be added, particularly such as contain difficult sentence structure. This sampling indicates what may be found in the rest of the Gospels, the Acts, the Epistles, and the entire Old Testament. By means of the K. J. V. we have tried to keep alive an outmoded, archaic, oft-times obsolete English, no longer spoken nor readily understood. Dr. John P. Milton, professor of Old Testament at Luther Theological Seminary, St. Paul, Minn., concludes his excellent evaluation of the R. S. V. of the O. T. (*God's Word to Men*, 30-pages pamphlet, Augsburg Publishing House, Minneapolis, Minn., 20 cents) with the statement: "If anyone reads R. S. V. devotionally . . . he will be blessed in his reading. That is my confident judgment from my own use of R. S. V. I shall continue to use it, and to urge others to use it, because I believe firmly that in spite of criticisms that I myself have voiced God can use it mightily in our day. I have little patience with those who would substitute for ecclesiastical Latin an ecclesiastical English from the 17th century as the permanent religious language of Protestantism. Nor do I have much patience with those spiritual voices who would slander everyone with whom they do not agree. If such a spirit enters the criticism of R. S. V., it does not reflect the spirit of Christ. Whatever imperfections the Revised Standard Version may have, it is on the whole an excellent translation which glorifies God and our Lord and Savior Jesus

Christ. Why hinder it by carping criticism? Why not rather learn to appreciate it and thank God for it?"

#### NOTES

1. "Offended," "offend," "offense"; these now obsolete terms are no longer understood in their Scriptural meaning, as they were 300 years ago, when "ye shall be offended" could well have been understood to mean "you will be thrust upon" or "you will stumble and fall" (cp. large Webster on obsolete meanings). Our people today invariably connect with "offended" the weak meaning "your feelings will be hurt." But even commentators often go no farther than to let the disciples experience a severe jolt to their faith. But the R. S. V. does not go too far when it translates "you shall all fall away." Bauer (*Wörterbuch zum neuen Testament*) gives the meaning: "to permit oneself to be misled to sin, to fall away," and renders this passage: "you will be misled to sin by relinquishing your faith in Me, or turning away from Me." Chemnitz-Leyser-Gerhard (*Evangelienharmonie*) paraphrase Jesus' words thus: "*Dann wird dahinfliegen euer Glaube an mich; von Furcht und Unglauben werdet ihr zerruettet werden*"; Johann Brenz, Luther's contemporary and follower, puts it this way: "when they would see what was happening to Jesus (taken captive, crucified, put to death), they would lose their faith, they would assuredly think: He is not God's Son, He is not the Deliverer; He is not our Righteousness and Life." Cp. Emmaus disciples: "we had hoped" (R. S. V.); *Pulpit Commentary*: "they would for a time lose their faith," "they would for a time lose confidence and hope in Him" (Matthew and Mark); Schilder: "all would stumble and fall into unbelief;" Phillips: "everyone of you will lose his faith."
2. The words "resorted" and "resort," as here used, are not only no longer in common usage, but fail to bring out the original meaning of "coming together." Besides, the R. S. V. in John 18:20 otherwise follows a better Greek text than the K. J. V.
3. So Moffatt, Goodspeed, and most modern commentators. Bauer (*Wörterbuch zum N. T.*): "*Ihr schlaft weiter!*" or "*Wollt ihr noch immer weiter schlafen?*"

4. Bauer (*Woerterbuch zum N. T.*): "*Lasst ab! Nicht weiter!*"
5. The Greek word which the K. J. V. translates "palace" (*aulē*) really means an "open space," "courtyard"; only by extension can it mean "the house to which a yard belongs." Cp. the English word "quadrangle" (Webster). Bauer defines *aulē* as "*Hof, offener, umfriedeter Raum am Hause*," and assigns this meaning (*Hof*) to all the passages above, which the R. S. V. translates "courtyard." Bauer allows "palace" or "praetorium" (by extension) only in Matt. 26:3 and Mark 15:16, where it is so rendered also by the R. S. V. ("palace," or "praetorium").
6. Cp. *International Standard Bible Encyclopedia*, under "coal."
7. The same Greek word is here rendered twice with "damsel," four times with "maid." Bauer: a girl who is a serving maid (or slave).
8. Matthew (27:2), Luke (23:1), and John (18:28) here have "led" and "led away." The term used in Mark can mean "carry away," but can also mean "to forcibly lead away"; Bauer: "*gewaltsam abführen*."
9. Where the Greek has "spirit" (Matthew and John) the R. S. V. has "spirit"; but in Mark (15:37, 39) and Luke (23:46) the Greek has, literally "expired," which the R. S. V. properly renders "breathed his last."

**SIN IS REAL.** — There are thousands of men who have never read the New Testament and who therefore haven't the faintest notion of what it teaches about sin. But in their everyday relationships they live and move and have their being on an assumption of its existence.

You ask a banker to loan you money, and right off you start him thinking about the sin question. He may know nothing of the origin of evil, but he knows how to call up the credit department. You take out some life insurance, and the company will have a question or two to ask you at this point. On the street corner you run into a uniformed policeman. Who is he? What is he doing there? He is silent witness to the reality of sin. Why do you lock your door at night? Why is it that at this very moment the key to your automobile is in your pocket? The makers of automobiles are not theologically trained, but they are theologically conditioned. They may never have read the Book, but they have read human nature and are under no illusions about the facts.

Why is it that when you get a little money, you head straight for the bank, where every night they swing shut a ten-inch steel door on the bank vault, leave a light burning over it, and employ a watchman to see that it is kept burning? Whether or not you believe in theological doctrines, for your own self-protection you are obliged to believe what the New Testament teaches about human nature. It is all very well to talk in sheltered classrooms about the "nothingness of evil," "the absence of light," and Rousseau's "original goodness." They are very lovely theories, but out in the world we cannot act on them. Out there we are realists. Out there we are New Testament believers; we accept the verdict of the gloomy theologians on the question of human sin.

Sin is no ghost that the priests have conjured up, no creation of minds made morbid by the fear of God. Sin is the most realistic fact with which humanity is compelled to deal. When men set up a city government, they have to think of the sin question. When men draw up a constitution for a nation, they have to think of the sin question. Human nature being what it is, they must have checks and balances, protections and restrictions. Sin is real, and every day, whatever may be our fancy theories, we live by that sound assumption. — J. WALLACE HAMILTON in *Horns and Halos in Human Nature* (Fleming H. Revell Company).

**BUYING POWER.** — An hour's work by the average worker would buy in 1947 at least four times the goods and services a worker got for an hour in 1847. — Twentieth Century Fund.

# Phonics: Why, What, and How

MARIE L. G. TARAS

Jimmy is a little boy beginning first grade. Shall he and his classmates be bothered with phonics? Perhaps you feel like answering negatively because you had some unhappy experiences in your childhood days with phonics or you have in mind some criticism which circulated in schools a number of years ago. However, do not be hasty with a negative answer. Let us see what Paul McKee from State College of Education, Greeley, Colo., says about phonetics. He states: "In spite of its faults . . . a knowledge of phonetic elements and principles is so basic to any person's identification and recognition of practically all printed words that the phonetic analysis is an essential part of an adequate program in independent identification of words."<sup>1</sup> Just think of the pleasure phonics will later help little Jimmy to have when he endeavors to read library books. If he has had a good training in phonics, he will not need to put a book, which looked so attractive, back on the shelf because it contained too many words he had not learned in reading class, but he will be able to unlock the new words by himself. He will have more fun writing letters and compositions because the spelling of words will not be so great a stumbling block. He will learn to speak more distinctly. May you for Jimmy's benefit agree that Jimmy should learn phonics.

<sup>1</sup> Paul McKee, *The Teaching of Reading* (Chicago: Houghton, Mifflin Co., 1948), p. 239.

## PURPOSE OF ARTICLE

Since many who realize the importance of phonics are at a loss as to just what to teach in this field, the writer, hoping to help fellow workers, is sharing some of her ideas and findings. This article is not a total picture of the teaching of phonetics.

## GENERAL SUGGESTIONS

One reason why phonics was frowned upon in previous years was the wrong use made of it. Phonics must not be used as the only means to good reading and spelling, but it must be viewed as only one of the important tools to reading and spelling, and taught as such. Phonics must not outweigh interest and meaning in reading. It should be taught in meaningful situations as much as possible.

Individual differences must be taken into consideration when teaching phonics. Readiness, which is so much stressed today in other subjects, also enters into the various steps of teaching phonetics. Some children need a much longer preparation period to learn a certain step than others. Some might find certain steps boring because they have already learned to sound out words by themselves. These children could be allowed to do some other valuable activity while those who have not mastered the step are being helped. Care must be taken not to neglect the brighter child. Slow learners also must be given a big, fair chance before being labeled hopeless. Patience must be

practiced again and again. If one scheme does not work after a proper number of trials, another must be tried. The child's difficulty may lie in a physical defect, such as an ear infection.

Phonics must not be considered a subject only of the primary grades, but of all. There are also definite phonetic elements which are to be taught in the grades beyond the primary level. Remedial work may be necessary in the higher grades; e. g., a fourth grade pupil who has trouble in reading may need to be taught the sounds for the first grade.

When learning a rule governing the pronunciation or spelling of words, a child should be led to discover the principle; then the rule may be stated by a pupil or teacher.

When stating a rule governing the pronunciation of words, the teacher must be careful to phrase it in words which the pupil can understand. If the teacher wishes to use a word of a higher level, the child should be led to the meaning of the word. For example, a child may not understand the phrase "final e."

When learning a phonetic element, a normal child should be able to hear, see, and write it so that he can later use the element in reading and spelling.

When there are differences of opinion on the teaching of phonics among members of a faculty, Christian love should be exercised, and all opinions ought to be treated respectfully. There may be pros and cons on both sides. For example, opinions differ whether or not to use the

sounds of letters in isolation. Some successful teachers use them in isolation; others do not. It is not the method but the result which counts.

#### PHONETIC ELEMENTS TO BE TAUGHT

In the prereading period, children are taught to discriminate between likenesses and differences in sounds and symbols. In his book, *The Teaching of Reading*, Paul McKee gives some excellent information on the teaching of visual and auditory discrimination.<sup>2</sup>

For the first grade the following are suggested:

1. The visual-auditory perception of initial consonants
2. The visual-auditory perception of consonants at the end of words
3. The short sound of vowels (*a* as in *apple*, *e* as in *egg*, *i* as in *Indian*, *o* as in *olive*, *u* as in *under*)
4. The long sound of vowels (*a* as in *name*, *e* as in *eat*, *i* as in *ice*, *o* as in *note*, *u* as in *use*)
5. Simple consonant blends, such as *st* and *sl*
6. Simple consonant digraphs, such as *sh* and *ch*
7. Simple endings of words, such as *s* to form the plural; *ed*, *ing*, and *er*
8. Recognition of the two words in a compound word

If any of these are not completed, they may be included in the next year's program.

<sup>2</sup> Ibid, pp. 145—154.



The following are suggested for the second grade:

1. Review of the first grade material
2. The visual-auditory perception of the following double and triple consonant blends: *bl, br, cl, cr, dr, fl, fr, gr, pl, pr, st, str, sp, spr, spl, tr, tw, sn, sm, qu, squ, scr, thr, and wh*
3. The consonant digraphs not formerly taught, such as *ph, th, and gh*
4. The following principle governing the soft sound of *g*: When *g* is followed by *e, i, or y*, it usually has the sound of *j*
5. The following principle governing the soft sound of *c*: When *c* is followed by *e, i, or y*, it usually has the sound of *s*
6. Contractions
7. The three sounds of *y* (as in *yes, funny, and my*)
8. Endings, such as: *ies* in plurals, *le, er, est, en, ly, ness, and ful*
9. Further knowledge of vowel sounds
  - a. The names of the vowels
  - b. Variants of vowel sounds which are not long or short, such as *u* in *pull* and *push*
  - c. Principles governing vowel sounds
    - (1) If there are two vowels together in a word, the first usually says its name, and the second is silent
    - (2) If there is a silent *e* at the end of a short word, the vowel in the middle

of the word usually says its name

10. The following combinations of letters: *ar, ir, ur, er, oy, ight, ill, ew, oi, oy, tion, aw, oo* as in *moon*, *oo* as in *look*, *ow* as in *cow*, *ow* as in *show*, *ear* as in *bear*, *ear* as in *hear*, *air, nk, ong, ang, ing, ey, or, and ou* as in *loud*. (The other sounds of *ou* may be taught in higher grades. The sound of *ou* as in *loud* is more frequently found in second grade words than the other *ou* sounds are. The second-grade children should be told that *ou* does not always sound like *ou* in *loud*.)

Second-grade pupils do encounter the above combinations of sounds in their reading. Knowing these elements may help them to recognize words independently. However, if there is too much material to cover in the phonics program, only the elements most commonly met by the child can be taught.

Such combinations as *ick* and *et*, which are advocated by some, need not be taught, because if a child has learned the sounds of vowels and consonants and how to blend them, he will be able to unlock words containing them.

Pupils on the third grade level are given guidance in:

1. The review of first- and second-grade material
2. Simple syllabification
3. Simple principles governing the pronunciation of syllables
4. The recognition of the form and meaning of prefixes, such as: *in, un, dis*

In the grades beyond the third the pupils receive:

1. Review and remedial instruction where necessary
2. A knowledge of more difficult prefixes and suffixes
3. Further knowledge in syllabification
4. Further knowledge in pronunciation of polysyllables

Which phonetic element will be taught at each level should depend upon the ability of the individual child to grasp what is being taught and the need of learning it.

#### SOME SUGGESTIONS ON METHODS

As in other subjects, it is good to go from the known to the unknown when teaching phonics: e. g., if a child is being taught the sound *b*, the word which he has learned in reading, such as *baby*, *big*, *bed*, may be used. From this he is guided to hear the sound of *b* and to see which letter makes the sound.

Children, especially in the first and second grades, need devices to help them remember the sounds. Some teachers put up pictures suggesting the sound of the letter. Seeing the letter daily with the picture will aid the memory. The children may make ABC books, drawing as many things as they can think of beginning with each letter. Games may be played. The teachers' edition of *Reading with Phonics*<sup>3</sup> explains many games. The free educational bulletins issued by Lyons and Carnahan Company contain excellent ideas for games and devices in teaching visual and audi-

tory perception. Mary Meighen and Marjory Pratt in *Phonics Functions in Reading*<sup>4</sup> suggest letting each child make individual cards of consonants learned. These cards may be used in playing games. The following is suggested in the same bulletin: The teacher says a word, and each child holds up a card representing the first sound of the word. Such a device is good, because each child of the entire group is required to act. Two identical ABC coloring books containing several pictures for each letter may give the teacher a set of pictures for almost every letter of the alphabet. Colored, cut out, and mounted on cardboard, the pictures can be used for various games. The children match pictures and sounds, or find pictures of objects beginning with the sound which the teacher or a pupil holds before the class.

After the child has learned several consonants and vowels, he should learn to blend letters. Guidebooks accompanying readers give suggestions. The teachers' edition of *Reading with Phonics* also has some excellent suggestions for blending letters. A nice feature of its suggestions is that it teaches the child to attack new words by moving his eyes from left to right. It is the writer's guess that much confusion, such as misplacement of letters in spelling and substituting wrong words in reading, is due to wrong procedures in teaching phonics. The writer has had the experience of having pupils who had been taught to analyze the new word

<sup>3</sup> See Bibliography.

<sup>4</sup> An Educational Service Bulletin issued by Lyons and Carnahan Company.

by comparing the ending of the unknown word with the ending of a known word and then deciding how the beginning was different. These children frequently substituted wrong words, such as *where* for *there*.

For teaching a combination of letters, such as *ay*, known words will also be used, and the children should be guided to discover the sound. Then practice in unlocking unknown words may be given by having a list of words containing the element being taught and letting each pupil say one or more of the words. A game can be played in which the blackboard is a lake, the words are fish, and each child catches a fish by pronouncing a word. Further application can be the completion of sentences using words containing the sound which has been taught.

Double and triple consonants can also be taught through known words. Lists of words for practice in sounding out words beginning with consonant blends can easily be composed by using the dictionary. Only those words should be used whose meaning the child knows. They must contain only elements which have been or are being learned.

Among the materials which are best as guides for teachers in the teaching of phonics are the teachers' manuals accompanying basic readers, such as the Scott, Foresman Curriculum Foundation Series.

Workbooks are not a necessity but at times a great aid. A study of sample copies will show which books are best suited for individual needs. It could happen that all the books of

one series would not fit the needs of each and every class during one school year. Some teachers may wish to use different workbooks for different groups within one class.

#### A BIBLIOGRAPHY OF SOME MATERIALS ON THE MARKET<sup>5</sup>

Basic readers treating phonics well:

*Curriculum Foundation Series*, Scott, Foresman and Co., 433 E. Erie St., Chicago 11, Ill. Rev. ed., 1953.

David H. Russell and Others, *The Ginn Basic Readers*, Ginn and Co., 2301—2311 Prairie Ave., Chicago 16, Ill., 1948.

*The McKee Reading Series*, Houghton, Mifflin Co., 2500 Prairie Ave., Chicago 16, Ill., 1950.

Special series in phonics:

*Phonetic Keys to Reading*. The Economy Co., 529 N. Capital Ave., Indianapolis 4, Ind.

A three-year phonetic reading program with three books in the first grade, one reader in the second grade, and one in the third.

Julie Hay and Charles E. Wingo. *Reading with Phonics*, J. B. Lippincott Co., 333 W. Lake St., Chicago, Ill.

This consists of workbooks, a phonics textbook for the pupil, a teacher's manual containing both pupil's text and explanations showing how to teach each page and step. It gives suggestions how phonics can lead to better spelling and writing of compositions. The teacher's manual can well be used as a supplement with other material.

*The New See and Say Series*, Iroquois Publishing Co., Inc., Syracuse 2, N. Y.

This series associates sounds with key sentences and pictures.

Devices presenting sounds with pictures:

*The Read-O-Graph Chart*, The King Co., 4609 N. Clark St., Chicago 40, Ill.

*The Set of 78 Phonics Key Cards*, McCormick-Mathers Publishing Co., Box 2212, Wichita 1, Kans.

<sup>5</sup> The list is limited to the writer's experience. Materials not mentioned are not meant to be discredited.

## Workbooks:

Armstrong and Hargraves, *Building Reading Skills*. Six books. McCormick-Mathers Publishing Co., Box 2212, Wichita 1, Kans.

Marjorie Hardy, *My Workbook in Phonics*, Part I and Part II, Wheeler Publishing Co., 2831—35 S. Parkway, Chicago 16, Ill.

Mary Verena Hough, *Phonics Through Pictures*, Mentzer Bush and Co., Chicago, Ill.

Meighen, Pratt, and Halvorsen, *Phonics We Use*, Books A to E, Lyons and Carnahan Publishers, 2500 Prairie Ave., Chicago 16, Ill.

The directions in this series will be useful to teachers even though they do not use the workbooks in class. Book E is especially good.

Clarence R. Stone, *Eye and Ear Fun*, Webster Publishing Co., 1800—1818 Washington Ave., St. Louis 3, Mo.

Lola Merle Thomson, *Happy Times with Sounds*. Three books plus interesting teacher's manual, Allyn and Bacon, 70 Fifth Ave., New York 11, N. Y.

*Phonics Skilltexts*. Four books for Grades 1 to 6. Charles E. Merrill Books, 400 South Front St., Columbus 15, Ohio.

Companies offering material for liquid duplicators:

The Ditto Co., Harrison at Oakley Blvd., Chicago 12, Ill.

Hamilton Publishing Co., Platteville, Wis.

The Continental Press, 22 S. State St., Elgin, Ill.

The duplicating material offered by the Continental Press and Hamilton Publishing Company may also be had in workbook form.

Free phonics bulletins offered by the Lyons and Carnahan Publishers:

1. Mary Meighen, *Visual and Auditory Discrimination*.
2. Mary Meighen and Marjorie Pratt, *Ear Training Through the Use of Jingles and Rhymes*.
3. Mary Meighen, Marjorie Pratt and Mabel Halvorsen, *Outline of Materials to Use for Ear Training*.
4. Mary Meighen and Marjorie Pratt, *Phonics Functions in Reading*.
5. Mary Meighen and Marjorie Pratt, *Development of Vowel Sounds*.
6. *Phonics in the Middle Grades*.

## PEN SWIPES

● Statistics are wonderful, but what good does it do to tabulate the opinions of the ignorant. A million zeros added still make zero.

● Criticism has value if it is constructive. It is not enough to tell a person that he has failed, but he should also be told how or wherein he has failed. Critics should try to explain what they would have done if they had been confronted with similar problems. Wrecking crews serve a purpose if construction crews are on hand to replace with something better that which has been wrecked.

● Journalese is full of cliches. Here are a few:

A charge ordinarily is not made, but hurled.

A thing is not kept secret, but a lid of secrecy is clamped on it.

Rain and snow do not fall, but are dumped.

A river does not overflow, but goes on a rampage.

Honors are not won or earned, but captured.

A reverse of any kind does not threaten, but looms.

Expenses are not cut or reduced, but slashed.

● A failing grade in school is not taken lightly in Soviet society. Harrison E. Salisbury, *New York Times*, reports that two of the most popular paintings in Russia today are entitled, respectively, "Discussion of a 'D'" and "Again a 'D'." The first shows a student with poor marks brought before a committee of Young Communist League for censure. The second painting, described as a documentary on the theme of poor school marks, shows a forlorn school child at home, bemoaned by his mother and derided by his sisters and brothers because he brought a report card with failing grades.

# What a Choir Director Needs from Our Composers

HERBERT GOTSCH

Commercial firms attach great importance in their planning and production to what the consumer wants and needs. A manufacturer who would ignore the desires of his market might find himself stocked with a warehouse full of goods he couldn't sell, while many an individual has built himself a small fortune by being the first to meet some particular need of the public.

To attempt to rely similarly on market surveys in the field of church music would not necessarily be a guarantee of spiritual, aesthetic, or financial success for composer or publisher. Yet the men who must play a prelude, voluntary, and postlude Sunday after Sunday and find suitable anthems within the capabilities of their particular choirs could certainly find areas where new compositions are needed. The survey which preceded the preparation of *The Parish Organist* contributed so much to the success of these volumes that they would be included among that part of an organist's library that never gets put away.

Such a survey in the field of choir music might be impossible. However, there are certain needs which could be pointed out. In the 17th and 18th centuries a director wanting certain types of music was expected to write it himself. Composition was a part of a musician's technique that was almost taken for granted. Today in our churches this is not the case. With the various services being performed by our Lutheran teachers, curricular

and otherwise, few have time to devote to extensive study in music. Even those with the necessary talent, training, and interest often find themselves with little time left for composition beyond hymn arrangements for their children's choirs.

Since it will, then, be necessary to depend for our music on men somewhat removed from the problems of performance faced by the average church and school, some of these problems could profitably be voiced. This article will concern itself with two areas which should be considered by our composers — the physical resources of our choirs and services for which little music is available.

A rather common complaint of choir directors today is that their choirs are no longer as large as they used to be. This decrease of membership is not limited to our smaller churches. Television, working hours, Selective Service, all make obvious contributions to this decline. More youths are attending college than in previous generations, and the church choir loses their talents. Lower age averages for marriage and parenthood also cut down on available choir members. But at the same time members who do join choirs probably show an increase in their musical IQ thanks to the increased attention paid vocal and instrumental music in elementary and secondary schools.

These factors point out a need for music which can be done by a smaller choir, often with unequal balance between voices. But the choir members

still expect music which is interesting and challenging to the individual.

An examination of some of the choral music from England will show how one group of composers has met this problem. The English have a remarkable tradition of choral excellence manifested especially in large choral organizations and festivals. Yet the composers who have contributed to concert repertoire have also shown interest in the music of the parish churches and have greatly enriched the programs of small choirs.

Basic to the problem of supplying good, interesting music for today's church choirs is freedom from the tyranny of four-part vocal music imposed by hymnals and harmony books. This tyranny is so complete that the director who must use some SAB anthems because of the traditional shortage of tenors will find, with few exceptions, that the catalogs for three-part mixed voices are filled with dehydrated versions of originally four-part anthems.

There is no reason why writing in less than four parts cannot be just as interesting and effective. Especially in music of a more contrapuntal nature the use of only three parts will allow for greater clarity and more independence in the individual vocal lines. The numerous cantatas of Buxtehude for two trebles and bass provide a classical example of this type of writing. Two-part writing for mixed voices is a comparatively unexplored field. A variety of techniques would be possible; canonic devices, trebles against basses, pairing of voices in octaves. Unison writing

for mixed voices can also be most effective.

One problem composers may meet in writing for less than four voices will be that of an accompaniment. Thanks to the *a-cappella* ideal promoted in America by touring college choirs, accompaniments have often been merely a reduction of the vocal score used in performance only if a volunteer choir wasn't sure of itself. With the increase in independent accompaniments these two were often written in a vocal rather than an organ idiom. A well-written organ part can add not only to the effect of the music but also to the enjoyment of the choir members singing it. Eric Thiman provides unexcelled examples of such accompaniments. Most striking of this type is the AGO prize anthem for 1953, *We Sing of God* by John Leo Lewis, which has a relatively simple choral part with an accompaniment in the style of the French organ toccata.

In accompanied music the composer will also be able to make a much greater use of more recent styles in composition without presenting vocal technical difficulties. Bach made free use of the techniques of secular Italian music of his day and applied these to the glory of God. Our Lutheran Church — Missouri Synod has been ranked among the most progressive of church bodies in employing such modern developments as the motion picture, radio, and television to carry out its work. This should serve as a challenge to our composers to go beyond the nineteenth-century tertian concept of har-



mony and, drawing on the various contemporary techniques, to give the Lutheran church a musical culture that future musicologists will recognize as the product of twentieth-century Christianity rather than an anachronism.

A choir director who tries to choose anthems suitable to the theme of each Sunday wishes many times that more attention were paid by composers to the proper and lessons of the non-festival services. There is an abundance of anthems for Christmas, Lent, and Easter, but for the last half of the Trinity season one must rely on texts of a more general nature.

With the great emphasis our church places on Christian education there will be several different services on this theme: Christian education week, installation of teachers, school anniversaries and dedications, baccalaureate or graduation services. While there are many anthems which have some relation to this theme, settings of specific texts from Scripture or

Christian literature on the church's teaching mission would be welcome. Similarly, music is needed for such services as Stewardship Sunday, Mission Festival, Armed Services Sunday.

Most choirs go all out for the festivals of Christmas and Easter and find themselves with nothing ready for the first Sunday or two later. This may be a bad practice, but it is an unquestionably prevailing situation. Here is where easier anthems, easy enough to learn in one or two rehearsals, with texts for these Sundays would be very serviceable.

Summers are usually accompanied by a two-and-a-half-month vacation of choral music from the services. There is no reason why children's choirs rehearsing during the week or adult choirs rehearsing unison or unison-descant anthems an hour before services couldn't bring summer services up to the musical level of the rest of the year. Here again writing with these services and resources in mind could fill a need.

**FREEDOM FOR A PURPOSE.** — Freedom may be the emptiest of all words if it means only absence from restraint, or absence of authority. "Freedom of speech," says Dr. Robert M. Hutchins, "is empty unless we have something to say." What good is free speech if we use it to lie and fill the air with bunk? Freedom of worship is empty if we have no God to worship. Someone has said that some of our people here in the land of the free were terribly upset when Russia closed its churches, but didn't even know that their own American churches were open! Freedom of religion? — They were free of it entirely. Freedom from kings, tyrants, autocratic authority? — Of what use is all that if we take it as the inalienable right to do as we please? The Prodigal Son had that, and it took him straight to a pig sty. The Emperor Nero had all four freedoms, and he used them all to make himself a scoundrel.

Freedom is no good if you make it an end in itself and divorce it from divine purpose. "You shall know the truth, and the truth shall make you free." That is positive. Not freedom *from* something, but freedom *to* something. Not absence of restraint, but presence of possibility. Not just the power to do as we want, but the power to do what God wants. There is a vast difference between Christian liberty and the cheap substitute that our secularism has made of it. — J. WALLACE HAMILTON in *Horns and Halos in Human Nature* (Fleming H. Revell Company).

# Reptiles in the Classroom

JOHN W. KLOTZ

One of the very interesting animal groups that can be kept in the classroom without too much difficulty are the lizards. These are reptiles and are consequently cold-blooded. Ordinarily they live in a rather warm habitat and cannot tolerate cold too well. For that reason they must be kept near a radiator or, better still, supplied with an hour or two of infrared each day from a heat lamp. In general, lizards are rather hardy, and if they are supplied with heat and moisture, they will probably survive for a long time in the classroom.

If you are planning to have lizards in the classroom, the first step is to build a woodland or desert terrarium. This should be constructed as indicated below. A large aquarium that leaks and is no longer satisfactory for that purpose will make a good terrarium. Or a special terrarium can be constructed. The plants should be well rooted and thriving before the lizards are introduced.

Lizards may be purchased from a pet shop or from one of the biological supply houses, such as General Biological Supply House, 761 E. 69th Place, Chicago 37, or Quivira Specialties Co., 4204 W. 21st Street, Topeka, Kans. Or you may have a classmate or friend in the Southwest who would be willing to collect some for you. They can be sent by ordinary mail, though airmail-special-delivery service is best. Because of the cold weather they should not be sent through the mails between November 15 and April 1.

One of the very interesting lizards is the common American "chameleon," *Anolis carolinensis*. The true chameleon is found in Africa, not in America. However, *Anolis* is able to change its color and therefore is popularly called a chameleon. It is found in the southwestern part of the United States and in Cuba.

Contrary to popular opinion, the chameleons do not change their color to match the background on which they are found. The color changes take place in response to temperature, humidity, and particularly to the mood of the lizard. During the brightest hours of sunshine the lizards are usually brown. However, if two males spy one another, their color will undergo rapid changes. Their heads nod violently, and their throats distend. Their color changes to an ashy grey. Meanwhile the head nodding continues. The battle begins, and the two males dash from one side to another. Finally one is victorious. He struts into view clad in a vivid green. The defeated male, who is usually tailless by this time, scampers off, his color faded to a dull yellow. But after a few minutes of basking in the sun, both victor and vanquished assume a dull-brown color.

The chameleon is particularly sensitive to drafts. He should not be kept in a screened cage. Ideally he should be kept in a fairly large woodland terrarium. A number of chameleons can be kept in the same terrarium. This should have a foundation layer of one part sand, three parts humus,

and one part coarse gravel. The three should be thoroughly mixed and the soil moistened sufficiently to cling loosely together without caking. Mosses, ferns, and a few flowering plants should be planted after their roots have been dampened. Care should be taken not to crowd the plants. A stout-stemmed plant or a dead stick should be added on which the chameleons can climb. The terrarium may house newts, toads, small snakes, and salamanders as well as chameleons. The terrarium should be covered with glass to protect it against the loss of moisture.

The terrarium should be kept warm — from 70° to 80° F. — and should receive plenty of sunlight. In the winter you may find it advisable to purchase an infrared heat lamp and irradiate the terrarium for an hour or two each day.

Particular care must be taken to supply chameleons with water. *Anolis* drinks by lapping up drops of water from the plants. He will die of thirst even though a pan of water is supplied. For that reason the plants in the terrarium should be sprinkled daily.

When first captured, *Anolis* will eat only living insects. These can be supplied in the form of house flies, fruit flies, and other small flying insects. It is interesting to see one of these lizards catch a fly. He looks very much like a cat stalking a bird. He moves cautiously forward until about three or four inches away. Then he opens his mouth slightly and protrudes his tongue. His limbs quiver for an instant, and then he darts for-

ward. Few flies are able to escape him.

After the chameleon has been in captivity for a time, he will learn to eat roaches, mealworms, young grasshoppers, and even small earthworms.

The chameleon is also interesting in that while he runs rapidly, he seldom falls. He is able to hop from leaf to leaf and to cling to smooth surfaces like a fly.

The five-lined or blue-tailed skink (*Eumeces fasciatus*) is another lizard that may be kept in the woodland terrarium. It is found especially in the pine regions of the Southeast. The color changes of this skink as the lizard grows older are quite striking. Young specimens are jet black with five bright yellow stripes running lengthwise on the body. The tail is a brilliant blue and contrasts with the rest of the body. As the lizard grows older, the body becomes brownish, the stripes become less distinct, disappearing completely in the male, and the head becomes a fiery red. This phase is sometimes known as the red-headed lizard. It is thought by the Negroes to be very poisonous. This complete color transformation takes three or four years.

Another group of lizards live in the desert, and for these a desert terrarium is desirable. This can be prepared by covering the floor of the terrarium with dry sand to the depth of about four inches. Some rocks or pieces of broken flowerpots should be added to provide caves in which the lizards may hide. Cacti and other desert plants should be added to make the habitat complete.

One of the common desert species is the collared lizard, *Crotaphytus collaris*. It is very brilliantly colored, particularly during the breeding season. The male is a rich green, profusely dotted with pale yellow spots. On his neck there is a double sooty-black collar. The throat is of a deep-orange hue, and there are numerous rusty-red spots scattered over the hind legs. The female, normally slaty grey with a very narrow collar, develops a brick-red color on her sides during the breeding season. In addition, there are brick red dots on the limbs and sides of the tail. The collared lizard, though stout of body, is able to run at great speed. It is also able to hop and jump like a frog. It is found from Kansas to Arizona.

Another desert lizard that can be brought into the classroom is the collared swift. It bristles with coarsely overlapping, spine-tipped scales and is sometimes called the porcupine lizard. It is greyish green above and has a broad, black, yellow-bordered collar. It is found in Arizona, New Mexico, and southwestern Texas.

Still another group of desert lizards that may be brought into the classroom are the various horned toads. These are not toads but actually lizards. Fifteen species are found in the United States. They vary considerably in their appearance, but typically have wide, flat, toadlike bodies, on which there is a margin fringe of spines. The head is also provided with spines which are usually rather large. Horned toads require ample warmth. They should have several hours of sunlight every day or, better still, an hour or two of

infrared. Often they will not eat unless they have been warmed.

Most of the desert lizards will eat mealworms. The diet can be varied by adding living insects when these are available. Lizards will also eat soft-bodied insect larvae and black ants. Red ants contain too much formic acid. A shallow pan of water should be set into the terrarium, its surface flush with the level of the sand. Desert lizards do need water to drink, and in captivity they seem to enjoy bathing.

It is particularly important that the lizards be kept warm and that they have an hour or so of sunshine every day. If this cannot be supplied naturally, an infrared heat lamp may be used. You will find that lizards become very active after they have been warmed with infrared. It is a good illustration of the importance of temperature in the activities of cold-blooded animals. They may be very sluggish and inactive until they are warmed. Then they will run about very actively.

*Ophisaurus ventralis*, the "glass snake," is another lizard that thrives in captivity. It will live either in a woodland or desert terrarium. It gets its name from the fact that its body is long and thin and hence snakelike. Moreover, like many of the lizards, it is able to drop its tail if attacked, and this has given rise to the idea that it breaks. The tail is very brittle, and the scales of the body and tail have a highly polished surface like glass. It is largely insectivorous.

The spiny-tailed iguana, or Chinese dragon (*Ctenosaura sp.*) is another lizard that will live in captivity. This

is a larger lizard and requires more room. It has a crest of spines on the back.

There is no reason why snakes should not be brought into the classroom. They are hardy and easily handled. Like the lizards, they are reptiles. Indeed, the name "reptile" is usually associated with snakes. Having snakes in the classroom will help to overcome the fear that most children have of snakes, and this may be rather important in giving them a healthy attitude toward all of God's creatures.

Like lizards, snakes should be kept in a terrarium. It should be large with sides of glass or at least with a glass front. Wire cages should be avoided, since the snakes are likely to injure their noses on the wire mesh. It goes without saying that the terrarium should duplicate as closely as possible the natural habitat of the snake. Thus garter snakes, blue racers, and ground snakes thrive in a woodland terrarium. Water snakes thrive in a semiaquatic terrarium. Desert species may be kept in a desert terrarium.

Snakes like warmth and sunshine but also need places to hide. These latter may be supplied by putting rocks and sticks into the terrarium. Extremes of temperature should be avoided. Temperatures between 65° and 80° are best. If sunshine cannot be provided naturally, a heat lamp is an effective substitute.

Like lizards, snakes need water. Some of them will drink from a dish; others lap up water from the plants or even from the glass. It is best to supply a small dish of water set flush

with the soil of the terrarium. An inverted jar lid is usually satisfactory. In addition, it is well to sprinkle the plants in the terrarium with water.

Most snakes emit an offensive odor when first handled but discontinue this habit when they become accustomed to their confined surroundings and to the person who is taking care of them. In handling snakes, quick movements should be avoided. Deliberate, unhurried movements are less likely to startle them. Snakes seem to sense any fear which the person handling them has. Usually a snake can be picked up by holding it in the middle of the body. However, when first captured, or if the specimen is a temperamental one, it is best to pick the snake up behind the head with the right hand and hold the body with the left hand to overcome any thrashing about. Snakes should not be handled after feeding or when they are shedding their skins.

It is when they are shedding their skins that snakes are most likely to be irritable. The approach of shedding can be detected by the dull appearance of the skin and the clouded eyes. At this time the snake may refuse to eat, and it may strike at anything annoying it. It should not be molested at this time. During this time you should make sure that the humidity in the terrarium is high so that the old skin will not dry out and adhere to the body. Usually after shedding, the snake is surprisingly beautiful in its coloration.

Snakes will eat a variety of small living animals such as frogs, mice, rats, lizards, fish, tadpoles, earthworms, and insects. Some species can

be trained to eat dead rodents and pieces of raw meat. Garter snakes and bull snakes eat quite regularly and are therefore easy to keep in a healthy condition. Other species may be difficult to feed in captivity. Forced feeding may be necessary, though this should be a last resort. Often a specimen thus fed is injured in the process. Snakes eat best after shedding, and ample food should be supplied at that time.

The snake's tongue is often confused with its fangs. The tongue is forked and can be protruded through a hole in the bottom jaw. The tongue is an organ of taste and smell, and it is also sensitive to vibrations. Snakes lack ears and use their tongues to pick up sound waves.

Snakes are frequently infested with small mites. Animals so affected should be dusted with pyrethrum powder, with which also their cages should be cleaned and dusted. Cuts and open sores on the snake's body should be washed with warm salt water and treated with an antiseptic. Sore eyes may be washed with a 20% Argyrol solution.

One of the most suitable snakes for the classroom is the ordinary garter snake, *Thamnophis*. It is viviparous and may produce as many as 75 young in a litter. It is easy to handle and does not remain in hiding. It feeds on earthworms, frogs, and toads—never on warm-blooded prey. The garter snake is sensitive to dampness and should be kept in as dry a place as possible.

Another suitable snake is the hog-nosed snake, *Heterodon*. It lives in dry, sandy places, where it burrows

by means of the sharply upturned, shovellike snout. The anterior ribs are elongated. They lie close to the body when the snake is in a passive mood but spread laterally when the animal is annoyed. As a result the forward part of the body is flattened. At the same time the head takes on a triangular outline, the pattern of the neck becomes intensified, and the snake hisses loudly, wriggling its tail violently and darting viciously with its head. The jaws, however, are closed tight. It cannot be induced to bite even by putting your finger into its mouth. Because of its behavior there are many who regard it as a poisonous snake. Indeed some even believe that its hissing breath is poisonous.

Interestingly enough, if the hog-nosed snake is not successful in scaring off a potential enemy by pretending to be a poisonous snake, it will suddenly roll on its back, open its mouth, thrash its head from side to side until the jaws are smeared with earth or dust, and then become utterly limp and motionless, thus feigning death. It will remain in this position for as much as fifteen minutes.

The hog-nosed snake feeds exclusively on frogs and toads.

There are a number of other snakes which may also be kept in the classroom. These include the blue racer, the black snake, the king snake, the bull snake, and the milk snake. They are larger in size than the garter snake or the hog-nosed snake. The king snake is immune to the venom of rattlers and will eat them. The king snake, bull snake, and milk snake are constrictors. All of these may be fed on frogs, toads, and rodents.



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# LUTHERAN EDUCATION ASSOCIATION

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*Membership News.* — The L. E. A. is always happy to see the multiple membership applications arrive at the office. The fall conferences showed signs of increasing interest in the Association.

The Northern Illinois District, Walter H. Hartkopf reporting, submits six memberships. Herbert Arkebauer, representing the Atlantic District, has placed fourteen names on our lists.

Faculty membership subscriptions were received from Trinity, St. Joseph, Mich. (thirteen members), and Zion, Hinsdale, Ill. (five members).

The National Lutheran Parent Teacher League reported 254 members on September 17. At the date of this writing it now boasts a membership of 304 organizations. Recently thirty-three inquiries were received. The NLPTL secretary also reports the fact that there are now a total of 37 delinquent societies. Here's a reminder: Check the status of your local group, and help us grow.

*Symposium.* — Work on the 1954 year-book, *Teaching of Religion*, a symposium, is progressing rapidly. Twenty out of 29 synodical District leaders responded to the invitation to have their Districts participate. At this writing five papers have been submitted, while others are expected.

The Atlantic District Teachers Conference adopted the following resolution at its recent convention: "That the Atlantic District Teachers Conference endorses the request for undertaking the project of the L. E. A. on *The Teaching of Religion*; that the Executive Secretary of Parish Education of the District select a committee of three principals who would assist him in editing the materials; that the principals will enlist their school faculties to assist them in studying the materials in this project."

We welcome the participation of the Atlantic District and of Dr. Arthur Wittmer and his committee.

*High School PTL.* — Parents and teachers

of teen-agers will be interested to know that the NLPTL, a department of the Lutheran Education Association, is planning to expand its program to include service to groups associated with high schools. The Rev. Paul Roeder, member of the PTL Executive Board, is conducting a survey to discover:

1. areas of unmet needs at the secondary level;
2. types of program materials now in use;
3. suggestions for materials that the NLPTL might help to make available.

Members of faculties and high school parent groups are invited to offer suggestions to the Rev. Roeder, NLPTL, 7400 Augusta Street, River Forest, Ill. The first report on the high school survey will be made on February 15.

*Parent Guidance Series Booklet No. 4.* — The Rev. A. Bueltmann, Tacoma, Wash., has been named editor of the new volume in the Parent Guidance Series. The booklet is entitled *Parents and Teenagers*. Consulting editors are Frank Colba, Guidance Director of the St. Louis Lutheran High School, and the Rev. Elmer Witt, Executive Secretary of the International Walther League.

*Nurture Is Growing.* — According to reports received from Pastor Erwin Kolb, Bethalto, Ill., the publication *Nurture* has received enthusiastic praise from local PTL members. The Council has recommended that the bulletin be expanded. The August and February issues will be increased to eight pages. The August issue will provide a detailed coverage of convention news.

*Submit Your Materials.* — Both the Lutheran Education Association and the National Lutheran Parent-Teacher League groups are anxious to be of service in disseminating useful materials and research. PTL groups are urged to send a copy of printed yearly programs. Local teacher conferences are invited to describe local research by individuals or groups of teachers.

## CURRENT BOOKS AND PERIODICALS

Listing of a title does not constitute unqualified endorsement.

Your public library will gladly co-operate in making many of the books available to you.

The prices listed are the current list prices.

*Contributors:* Elsa M. Birkner, John F. Choitz, Theo. Kuehnert, Evelyn Peck, Martin C. Pieper, Milton Schmidt, Theo. G. Stelzer.

### BOOKS

#### RELIGION

*LUTHERAN CYCLOPEDIA.* Edited by Erwin L. Lueker, Ph.D. (112 contributors). St. Louis, Mo.: Concordia Publishing House, 1954. 1,160 pages. \$7.50.

Here is a monumental work. It has been in preparation for a number of years under the able guidance of Dr. E. L. Lueker, by reputation a meticulous research worker. He drew on 112 people to help gather the information here presented.

The book covers an impressive list of subjects. It includes the following areas: Bible Interpretation, Systematized Theology, Church History, Life and Worship in the Church.

The book "treats important aspects of the thought and life of the church since the days of the Apostles."

There are 7,550 subjects covered in this one volume. A random selection shows significant entries on subjects like Gambling; the Index of Prohibited Books; Indianapolis, the German Ev. Lutheran Synod of; Koran; Metempsychosis; and Sanctification.

Educators will be particularly interested in the following entries: Christian Education (15 columns), Adult Education (2 columns), Christian Teaching (11 columns), Educational Psychology (10 columns), Lutheran Education Association (1 column), Parish Education (23 columns), Teachers (10 columns), and Higher Education (6 columns). An authoritative bibliography follows many of the articles. The books listed in this manner are very helpful in guiding further research in the suggested subject matter.

Every teacher should have a *Lutheran Cyclopedic* in his professional library at home; another should be found in the classroom. This is a worthwhile addition to any library, the only book of its kind and well worth the price.

J. F. C.

*WHEN GOD WAS MAN.* By J. B. Phillips. New York: Abingdon Press, 1955. 62 pages. \$1.00.

The translator of the Epistles (*Letters to Young Churches*) and Gospels (*The Gospels, Translated into Modern English*), also the author of *Plain Christianity* and *Your God Is Too Small*, has here a stimulating little book that should be reread by all of us several times.

To begin with, he challenges the idea of Christ each one of us holds and dares us to compare it with the picture our Lord presented in the Gospels. He then reports from the Gospel account glimpses of the ministry of Jesus, "six different aspects of what Christ did and said." They are: "Health for a Diseased World, Authority of Truth, Down-to-Earth Message, Christ's Father and Ours, Stern Warnings and Splendid Promises, Our Reactions to Him."

Among the significant statements are these:

1. A contrast of modern man's beatitudes and Christ's. Man's beatitudes read, "Happy are the 'pushers': for they get on in the world; happy are the hard-boiled: for they never let life hurt them."

2. The religion of Jesus was "devastatingly practical."
3. Jesus never argued about the existence of God or about the existence of human suffering and sin.
4. Jesus does not hesitate "to talk punishment, reward, and compensation in the world to come."
5. A question for serious discussion: "How is it that when the Son of God Himself entered the world, He was accepted and followed by so small a minority?"

Here are sixty-two pages of spiritual stimulation in down-to-earth language.

J. F. C.

## EDUCATION

**RESOURCE MATERIALS FOR ELEMENTARY SCIENCE.** Series I: Biology. Book I for Intermediate Grades and Book II for Upper Elementary Grades. Edited by Herbert H. Gross. St. Louis: Concordia Publishing House, 1954. Book I, \$2.75, and Book II, \$2.25.

The purpose for the publication of these two volumes is stated in the Foreword as follows: "... to serve as manuals of instruction for teachers in Christian schools." Furthermore, the preparation of the entire series was centered around a felt need of our teachers for our guidance in making science teaching more Christian in character and for assistance in the selection of materials. I believe that all who had anything to do with the writing, editing, and arranging of materials for these manuals kept close to these major purposes.

The material is arranged in units; nearly every unit contains a motivating statement, a summary of information which the pupil should have, materials for enrichment, pupil activities, and tests. The twenty-four units for the intermediate grades and the fifteen units for the upper grades include the study of the plant kingdom, the animal kingdom, human physiology, hygiene, first aid, and safety. The concepts of conservation and ecology are evident in a number of units.

At times the terminology and occasionally even an entire unit seems difficult for the grade level indicated. However, if one keeps in mind that these books are not texts for children, but handy teachers' references, then it will also follow that they will be regarded as flexible teaching guides. For example, various middle-grade units may also serve very well for use in upper-grade teaching.

The large amount of information contained in these volumes is truly impressive, and it is impossible to find anywhere else such an amount of science reference material written with a Christian approach. The Christian teacher with an interest in science will find the organization very helpful — the Christian teacher whose training in science is limited will find the volume of information in the well-organized unit form invaluable. M. S.

**MEASUREMENT AND EVALUATION.** For the Elementary School Teacher. By Theodore L. Torgerson and Georgia Sachs Adams. General Editor, Albert J. Hains. New York: The Dryden Press, 1954. xiii and 489 pages. \$4.90.

Looking at the title you might be inclined to pass the book by with the thought, "Just another volume about an old vexing problem done in the same old way." However, this would be an injustice to the authors. The claim in the preface is not an idle boast. They state: "This volume has been prepared to meet the needs of teachers by providing a functional approach to measurement and evaluation."

Besides discussing the many formal and informal ways of testing, the authors will take specific phases like Home Visitation or Sociometric Techniques and give step-by-step directions for carrying them out. It is indeed a pleasure to read a book that follows theory with practice. The very nature of the book not only inspires one to want to try out the ideas, but gives the help needed to get started. Since it was obvious to the authors that all help of this nature could not be included in one volume, they have included a generous supply

of references in the form of footnotes and bibliography so that the reader may pursue a certain aspect to his own satisfaction.

The book is divided into four main parts:

- The Evaluative Process
- The Study of Individuals
- The Improvement of Instruction
- Administration and Supervisory Aspects

Part I gives a concise treatment of the historical development of measurement plus necessary criteria for judging techniques and instruments of measurement. In the part on the study of individuals the intelligence, health and physical fitness and personal-social adjustment factors are considered in detail. It is to the credit of the authors that they spend a considerable amount of time on the personal-social adjustment factor, since this shows how well they realize the complexity as well as the uses, advantages, and limitations of this informal and subjective technique. Part III gives extensive help in constructing instruments in such areas as Reading, Oral and Written Communication, Handwriting, Spelling, Arithmetic, Social Studies, Science, and the Fine Arts. It was of particular interest to note the wholesome approach to testing in Arithmetic. The title of the last part speaks for itself.

Appendix A will be welcomed particularly since it contains a selected list of tests for the Elementary School and the respective publishers.

M. C. P.

*HELPING TEACHERS TEACH ARITHMETIC.* Supervisor's Exchange. Volume 8, No. 1. Chicago: Silver Burdett, Research Service Department. 68 pages. 50 cents.

This booklet should be of special help to teachers of Grades 1 to 4. The Research Service Department made a careful study of recent curriculum bulletins of 54 cities and states in all sections of the United States. After thorough analysis in the light of well-accepted principles of child development, the latest findings on the theory of learning, and the best available research in arithmetic, the specifics found in this booklet were developed. Such topics as "From Matching to Counting and Grouping, First Steps in Problem Solving, From Adding to Multiplying and Dividing, and A New Kind of Number — Fractions" give an indication of the practical nature of the material. Everything is properly documented.

If you have misgivings about your present teaching of arithmetic, take time out and read this booklet. You will gain new confidence, and your teaching of arithmetic will be revitalized.

M. C. P.

*PLANNING AND DESIGNING THE MULTIPURPOSE ROOM IN ELEMENTARY SCHOOLS.* Special Publication No. 3, U. S. Department of Health, Education, and Welfare — Office of Education, United States Government Printing Office, Washington, D. C., 1954. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 35 cents.

This attractive booklet explores thoroughly the whole problem of the multipurpose room for an elementary school.

This book has grown out of information received from schools representing all the states, the District of Columbia, Alaska, and Hawaii, by the United States Office of Education. "The term 'multipurpose room' as used in this study, is a type of general-use room (utilized by various groups) designed to accommodate two or more activities, such as assemblies, physical education, lunch, music, clubs, audio-visual education, or library. It excludes regular classrooms and large auditoriums."

There are pictures, schedules for activities, floor-plan layouts, and a summary of implications all properly explained.

When you next plan to expand your school plant, have a look at this book; it is very helpful.

J. F. C.

*GUIDING ARITHMETIC LEARNING.* By John R. Clark and Laura K. Eads. New York: World Book Co., 1954. 280 pages.

The nine chapters of this book might for sake of convenience in reviewing be grouped into three sections. Section one, consisting merely of chapter one, emphasizes the importance of developing concepts and generalizations through classroom experiences, use of manipulative materials, and encouragement toward mathematical thinking. The largest section, containing chapters two to eight, deals with counting, the four fundamental operations with whole numbers and fractions, per cents, and the English and metric systems of measurement. The final section, consisting of chapter nine, points out ways by which the teacher can teach a class more effectively through taking into consideration arithmetic readiness at all levels, teaching children in proper groups, developing skills in operations, and problem solving. It is noteworthy that the bright child is taken into consideration for a change.

Unfortunately, this book, as so many of its kind, omits a section in intuitive geometry, which would be helpful for seventh and eighth grade teachers.

Nevertheless, it is a good book for the faculty library or your own professional collection.  
M. C. P.

*PRINCIPLES AND PRACTICES OF SECONDARY SCHOOL TEACHING.* By Herbert J. Klausmeier. New York: Harper & Brothers, 1953. 507 pages. \$4.50.

In this book the author has set for himself the task of dealing with the vital relationship between principles of secondary education and teaching practices. Teaching procedures are examined as means whereby the teacher may be enabled to guide the adolescent student in his developmental tasks toward the fulfillment of basic needs so that he may develop the understandings, skills, and attitudes necessary for a satisfying adjustment to present and future status.

The initial chapters are devoted to a discussion respectively of goals of secondary education, the ten imperative needs of youth as set forth by the National Association of Secondary School Principals, 1947, being used thereafter as a criterion; the nature of adolescents with special reference to their developmental tasks; the fundamentals of the learning process; democratic ideas to be sought for harmonious association; finally, a study of the nature and development of the secondary curriculum.

A detailed analysis of planning for classroom instruction provides a wealth of material for teachers. Unit planning is stressed with clear-cut suggestions for divisions into introduction, objectives, initiatory, developmental, culminating activities and evaluation. Specific suggestions for the use of instructional materials, for building good study habits, and for maintaining discipline are treated in subsequent chapters. Guidance services are recognized as integrated instructional devices. In all areas of educational procedures co-operative planning between administrators, teachers, students, and wherever possible, parents and community is stressed.

This book seems to provide a clear, up-to-the-minute treatise of the status of recognized instructional procedures. The over-all arrangement of material is well defined; chapter discussions of topics proceed logically with a summary to recapitulate main points. The treatment of unit planning is particularly explicit, thus supplying a usable guide for teachers who desire practical information in this area.

ELSA M. BIRKNER

*GENERAL EDUCATION AND THE LIBERAL COLLEGE.* By William F. Cunningham. St. Louis: B. Herder Book Co., 1953. xviii and 286 pages. \$4.00.

This book comes from the pen of an eminent educator in the Roman Catholic Church, Father William F. Cunningham, the Director of the Faculty and Professor of Education at the University of Notre Dame.

The improvement of the liberal education program in Catholic colleges and universities

is the subject of this book. Father Cunningham draws on his wide educational experience to suggest some rather drastic changes.

In a stimulating way the subject is treated under three heads.

I. Why Teach — Educational Goals

II. What to Teach — The Curriculum

III. How and Where to Teach — Method and Administration

The Catholic liberal college is intent on "educating the whole man in a whole world." The whole world includes the natural and the supernatural. "Education is the organized development and equipment of all powers of a human being, moral, intellectual, and physical, by and for their individual and social uses, directed towards the union of these activities with their Creator as their final end."

Education is applied to individuals on four levels — the physical ("formation of a man of sound body who knows and masters the world in which he lives"), mental ("the ability to reason clearly and cogently; the ability to analyze, to discriminate, to abstract, and to evaluate"), social ("the formation of the man of character"), and religious ("the growth of knowledge, ideals, and abilities") development.

To translate these objectives into curriculum, and to administer that curriculum, occupies the writer during the remaining pages.

Lutheran educators, curriculum builders, and administrators would do well to study this book to see whether the principle of integration here advocated can be used in curriculum building and administrative practice in our higher educational institutions.

J. F. C.

## CHILDREN'S BOOKS

### STORIES

*OUR DAY.* By Richard Burkhardt and Ann G. McGuinness. Illustrations by Clara McKinley. Chicago: Beckley Cardy Co., 1954. 43 pages. \$1.28.

In this delightful, realistic picture storybook the younger readers learn all about school days from their arrival until their return home.

The colorful illustrations seem alive and full of interesting detail. Without text, they present everyday situations that any first grader will experience. Sharing similar ones and discussing the pictures help the child to understand himself and to live happily with others at school.

E. P.

*THE BUTTONS AT THE ZOO.* By Edith S. McCall. Illustrations by Jack Faulkner. Chicago, Ill.: Beckley Cardy Co., 1954. 48 pages. \$1.28.

Edith McCall has woven a simply delightful picture of the Button family's visit to the zoo. The little Buttons are captivating, and so are the interesting illustrations of the zoo animals, hilariously presented. For the parent who seeks a book that the six-year-old child will have little difficulty reading by himself, this book is the answer.

E. P.

## RECENT ARTICLES

"TEACHING FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS MAKES SENSE."

By Carl F. Hansen, Associate Superintendent of Schools, Washington, D. C. *The Nation's Schools*, July, 1954. Pages 42—45.

The writer gives an account of the foreign-language instruction in the Washington, D. C., elementary school system, where currently 8,026 of the nearly 60,000 children enrolled are receiving instruction in French, Spanish, or German. The instruction is given by 256 regular classroom teachers. Since the pupils range from kindergarten to sixth-grade level, the preparation of instructional materials presents a problem. In addition to guides for



teachers, printed and illustrated lessons are provided for the pupils. Besides, through collaboration of the Washington Board of Education with the local television stations, regular telecasts furnish instructional programs for use in the schools.

It is interesting to note the enthusiasm of parents for this type of instruction. In response to a questionnaire more than 22,000 parents stated that they wanted their children to be taught a foreign language, and only 110 replied negatively.

School authorities and parents advance the following factors in support of teaching foreign languages in the grade schools, and their point of view is supported by practices in European school systems (Denmark, France, Germany, and England):

1. The belief that the early years in life are favorable for learning another language.
2. The conviction that a better understanding of other people and an appreciation of their culture will be developed.
3. The realization that our modern means of communication and transportation bring us into closer contact with people of other nationalities and cultures, which makes learning their languages a natural need.

"SPEECH DIFFICULTIES FOR CHILDREN." By Willard Abraham. *The Elementary School Journal*, October, 1954. Pages 94—98.

The writer approaches his discussion by calling attention to the problems faced by children who have speech difficulties. These children often become the objects of ridicule, and their affliction may make them victims of frustrations which will carry severe social penalties into later life. In order to be able to correct or to prevent, it will be necessary for the teacher not only to recognize the difficulties but also to locate their causes.

The causes of speech difficulties may be found in improper functioning of the speech mechanisms, such as lack of precise action of muscles in producing sounds, organic abnormalities, or "simple imitative habits."

Among the most prevalent speech difficulties is stuttering, which can be corrected and often prevented by a sympathetic classroom atmosphere and a support of school endeavors by the home. Attention is called to teacher-imposed speech difficulties, such as lack of patience or guidance on the part of the teacher, or to subjecting the stuttering child to much oral reading. Furthermore, psychological causes may be found in "rejection" or "overprotection" of the afflicted child. All of the possible phenomena call for the need of recognizing speech problems, of seeking their causes, and of making serious efforts to correct or to prevent. Helpful publications are suggested to teachers who are confronted with speech difficulties of pupils.

"SOLVING THE 'MAN PROBLEM' IN ELEMENTARY SCHOOLS." By Robert F. Topp. *The Nation's Schools*, November, 1954. Pages 49—51.

In this article the writer makes a plea for more men teachers in our elementary public schools and offers suggestions for securing them.

The writer deplors the fact that in the teaching profession women outnumber men in "fantastic proportions." As a result, the children during their preadolescent development are under all-feminine influence, which extends from infancy through their elementary school training and beyond. He pays due tribute to women as teachers of young children in the home and during the first years of formal schooling, but he considers it unwise and unnatural when boys and girls are deprived of masculine influence during the entire period of their formative years.

In order to attract more men to the teaching profession, he offers the following suggestions:

1. High school counseling should be "directed toward educating senior men students about opportunities in elementary school teaching and administration."

2. Scholarships should be provided especially for men wishing to prepare for teaching in elementary schools.
3. Superintendents ought to encourage more boys to enter the teaching profession.
4. Through more adequate salary scales more men might be induced to make elementary school teaching their lifetime career.

If educational leaders regard the "man problem" in public schools one which needs attention, should not we in our Lutheran school system likewise give this problem some consideration? The article is thought-provoking.

"TEACHING HANDWRITING." By Frank N. Freeman. *NEA Journal*, November, 1954. Pages 482—484.

The author, an authority on handwriting, introduces this brief article with an evaluation of standards of speed and quality of handwriting. Then he discusses motives and purpose and concludes with the evaluation of styles of handwriting and methods of teaching it.

He points out that standards are properly understood only when they are recognized as *average* performance, which allows for recognition of individual differences. He distinguishes between natural and artificial motives and shows that the former are the more desirable and effective. Comparing the various styles of writing (vertical versus slanting and manuscript versus cursive), he shows why the practice of teaching manuscript writing in the first two or three grades and then changing over to cursive is the more common practice today.

The article is brief but thought-provoking. It is based on a 32-page booklet entitled *Teaching Handwriting*, written by the author and available from the NEA (price, 25 cents). Since discussion of the teaching of handwriting is given comparatively little attention in educational journals today, which not a few teachers deplore, this article and the pamphlet on which it is based deserve attention.

T. K.

## Music Reviews

### ORGAN MUSIC

*J. Fischer & Bro., 119 West 40th St., New York, N. Y.*

**FISCHER EDITION:** No. 8844 is valuable for warming up on the organ. No. 8836 and No. 8809 develop versatility in expression. No. 8834 contains many of the old Sunday school favorites, while No. 8824 leans more toward the plainsong type; the harmonies and general conception of mood suggest careful evaluation, individually, for organ player, and audience, before use in a Lutheran service.

No. 8824: *TEN MEDITATIONS ON HYMN MELODIES FOR ORGAN* by Joseph W. Clokey. \$2.00.

1. Rendez a Dieu (L. Bourgeois).
2. Psalm 124 (L. Bourgeois).
3. Heinlein.
4. An Old Carol.
5. Rochelle (Adam Drese).
6. An Old French Noel.
7. The Eighth Tone.
8. Veni, Creator.
9. Liebster Jesu.
10. Veni, Emmanuel.

No. 8844: *HANON STUDIES FOR THE HAMMOND AND PIPE ORGAN* by Ernest C. Beers. Book II. \$1.25.

No. 8836: *THREE PIECES FOR ORGAN* by Richard Purvis. \$1.25.

1. Prayer for Peace. 2. Elegy. 3. Capriccio (on the Notes of the Cuckoo).

No. 8834: *TEN PRELUDES FOR ORGAN*. Based on Well-Known Hymn Tunes by Camil van Hulse. \$2.00.

1. Rock of Ages.
2. Here, O My Lord, I'd See Thee Face to Face.
3. I Love to Tell the Story.
4. I Need Thee Every Hour.
5. Glorious Things of Thee Are Spoken.
6. In Heavenly Love.
7. Sweet Hour of Prayer.
8. My Faith Looks Up to Thee.
9. He Leadeth Me.
10. Faith of the Fathers.

No. 8809: *NOCTURNALS FOR ORGAN*. John F. Carré. \$1.00.

1. Elegy of the Bells.
2. Swans at Eventide.

T. G. S.

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## NEWS AND NOTES

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### OUR SEMINARIES AND COLLEGES

#### CONCORDIA SEMINARY ST. LOUIS, MO.

*Death Strikes in Faculty.* — For the second time in the present academic year death has struck suddenly in the seminary family. On Saturday evening, November 6, the Rev. E. J. Saleska, seminary librarian, died very unexpectedly of a heart attack while visiting his daughter and son-in-law in Cape Girardeau, Mo. Funeral services were held in the seminary chapel on Wednesday afternoon, November 10. The sermon was delivered by the Rev. Paul Spitz, pastor of St. Stephen's Lutheran Church in St. Louis, where Rev. Saleska was a member and part-time assistant. Burial was made in New Bethlehem Cemetery in St. Louis. Left to mourn our sainted brother's sudden departure are his wife Lydia Dau Saleska, three children, and two grandchildren. On Monday, November 22, a memorial service was held in the seminary chapel. The departed was a Christian brother whose cheerful personality will indeed be missed by those who were privileged to know and work with him.

*Faculty Meetings.* — During the current school year the faculty has embarked upon a program calling for 45 minutes of theological discussion in one of the two regular monthly faculty meetings. Thus far two such meetings have been held. In the first one Dr. Richard C. Caemmerer presented for discussion a series of propositions on the doctrine of the church, in which he defined the church according to Scripture and the Lutheran Confessions and then stressed the function of the church as a community of believers who act and react upon one another with Word and Sacrament for mutual edification.

In the other faculty discussion Dr. Paul Bretscher reviewed the book by the late Werner Elert of the University of Erlangen entitled *Abendmahls und Kirchengemein-*

*schaft in der alten Kirche hauptsächlich des Ostens.* According to Dr. Bretscher, this book gives a historical overview of the doctrine and practice of the early church down to the fourth century, with particular emphasis on the Lord's Supper, church fellowship, intercommunion, penitential discipline, and things of a related nature. Included also is a careful examination of the New Testament doctrine of fellowship, together with a study of the term "Communion of Saints" as we have it in the Apostles' Creed.

In addition to these discussions in the regular meetings, four plenary staff meetings, given over entirely to relevant theological discussion and presentation and discussion of papers on professional problems of members of a seminary faculty, will be held.

On Tuesday, November 30, another in the series of meetings between the *Praesidium* of Synod and the faculty of Concordia Seminary, St. Louis, was held on the Seminary campus. The discussions centered in the Biblical doctrine of fellowship and its application to the problems that are, at the present time, confronting the church.

#### CONCORDIA TEACHERS COLLEGE RIVER FOREST, ILL.

*Christmas Broadcast.* — The Concordia Choir, directed by Victor Hildner, presented its sixth annual NBC network Christmas Radio Broadcast on Christmas Day, 9—9:30 A. M. The program, which was tape recorded on December 3, was released through the facilities of WMAQ, Chicago. The Choir's yuletide program, which features the Chantilly Nativity Play, was also presented to the Nineteenth Century Women's Club of Oak Park, the Oak Park Rotary Club, as well as in four Chicagoland Lutheran churches.

*To His Eternal Home.* — Mr. Edward F. Hohmann, night custodian at Concordia since 1944, died on Sunday, November 7. Mr. Hohmann was graduated from Con-

cordia in 1914. He served at Trinity Lutheran School, Collinsville, Ill.; St. John's Lutheran School, Buckley, Ill.; and at Trinity, Cleveland, Ohio.

*New Staff Meetings.*—A total of fifty-four persons attended the first of a series of full staff meetings at Concordia. The total instructional staff, as well as all critic teachers and supervisors, heard the 1953—54 Placement Report presented by Dr. A. V. Maurer. The subsequent discussion was led by President M. L. Koehneke.

The December meeting featured a panel discussion of the 1953—54 Placement Report.

On January 10 the members of the library committee, together with Miss Margaret Hermes, college librarian, will present a panel discussion on "The Role of the Library in Relation to the Modern College."

*Von Behren Accepts Call.*—Mr. Erich von Behren, instructor of instrumental music and assistant football coach at Concordia for two years, has accepted a call to serve in the parish of the Evangelical Lutheran Church of St. Luke, Chicago. Mr. von Behren joined the Concordia staff immediately after his graduation in 1953.

*Tennis Court Project.*—The Concordia Men's Club, the alumni, the faculty, and the students have joined forces to complete a fund-raising campaign for the construction of all-weather tennis courts to be built on the campus next spring. At the time of this writing \$9,500 out of the necessary \$15,000 has been contributed.

## CONCORDIA TEACHERS COLLEGE SEWARD, NEBR.

*Convention of Missionary League.*—Concordia played host to the 1954 Southern Nebraska District convention of the Lutheran Women's Missionary League on Wednesday, October 20. Over 1,000 delegates, guests, and pastors gathered on the campus for the one-day conference. Mrs. Herbert Oberle, Eagle, Nebr., president of the District L. W. M. L. presided. In his opening address, President Zimmerman stressed the generosity of the women of the District, who donated the chancel settings in Concordia's beautiful chapel as well as many

other church and chapel chancel furnishings in the state.

*Literary Contribution by President.*—President Paul A. Zimmerman is co-author of a science article which appeared in *Science* magazine in the October 1 issue. He worked with Therald Moeller, in conjunction with the Noyes Chemical Laboratory at the University of Illinois. The article is a technical discussion entitled "Some Observations on the Electrolyses of Solutions of Rare-Earth Metal Salts in Basic Solvents." It reported the fact that the investigators succeeded in electroplating the rare-earth metals on a platinum cathode. Previously these active metals were secured only by the use of a mercury cathode or electrodeposition from fused salts.

*Meeting of College Association.*—"To keep up with the growing enrollment the schools of the nation must complete one classroom every five minutes for the next six years." This fact was pointed out by President Zimmerman at the 1954 meeting of the Concordia College Association held in Seward, Sunday, October 31. He added that the elementary enrollment in the schools of our nation increases by 1,000,000 pupils a year and will continue to do so for the next six years.

To meet this demand, the Concordia College Association gives moral and financial support to Concordia, which trains teachers for our schools. The Association also promotes effective recruitment of young men and women for full-time service to the church as ministers of religious education. The Association is an organization of over 600 congregations located in the states of Iowa, Nebraska, South Dakota, Wyoming, Colorado, New Mexico, and Utah.

## CONCORDIA COLLEGE FORT WAYNE, IND.

*Activities of Choirs.*—The College A-Cappella Choir, under the direction of Mr. Herbert Nuechterlein, toured South Bend, Peru, Huntington, and Decatur in a week-end tour, December 3—5. The annual Advent-Christmas Vespers featuring the Choir, the Male Chorus, and the Lutheran Hospital Nurses' Choir was given December 12. The

special feature was the Bach cantata *To Us a Child Is Born*, which was accompanied by an orchestra.

The ten-day choir tour will take place from January 28 to February 6. Concerts will be given at Whiting (Ind.), Waukegan (Ill.), Cudahy (Wis.), Mayville (Wis.), Appleton (Wis.), Clintonville (Wis.), Wausau (Wis.), Turtle Lake (Wis.), St. Paul (Minn.), Dodge Center (Minn.), Cedar Rapids (Iowa), Beloit (Wis.), Rockford (Ill.), Schaumburg (Ill.), and Beecher (Ill.).

*Mission Project.*—The Mission Society has embarked on a new project, that of purchasing a plastic anatomical model of the human head, for use by Nurse Wanda Frick in New Guinea to aid her in explaining the structure and function of the head to native medical aides. Almost \$1,000 was collected by the students last year for home and foreign missions.

### CONCORDIA COLLEGE MILWAUKEE, WIS.

*Grant from Veterans' Administration.*—President Walter W. Stuenkel announced receipt of a letter from the Veterans' Administration which stated that the University of Wisconsin, Marquette University, and Ripon College had recommended Concordia College "without any reservation." Communication between President Stuenkel's office and the Veterans' Administration was occasioned by the request of a Concordia student for a financial grant from the Veterans' Administration.

*Faculty Members Receive Gift.*—On November 23, Mr. Eugene Wengert, former member of Synod's Board for Higher Education, presented each faculty member with a copy of Mortimer Smith's recent book, *The Diminished Mind* (Chicago: Henry Regnery Co., 1954). In making the presentation Mr. Wengert stated: "I have little fear that Concordia's faculty will follow the disastrous trends discussed in the book, but I should like to have each member armed with the necessary ammunition to meet the present-day onslaught against true education." Commenting on the excellence of

the work done at Synod's preparatory schools, Mr. Wengert said: "My two sons have had educational careers with a rich and varied background. One of them is head of the Department of Political Science of the University of Oregon and chairman of the Graduate School at the same institution. The other is head of the Department of Social Science of North Dakota Agricultural College. Both of them repeatedly tell me, with considerable degree of enthusiasm, that the best training they received was given them at Concordia College."

*Donation Day.*—President Stuenkel reported that the annual Donation Day endeavor had met with an unusually gratifying response. Contributions totaling \$1,388.05 were received either at the November 15 meeting or by mail from individuals, societies, and congregations. In addition, more than \$500 worth of canned corn and beans (in slightly defective cans) was made available by the Shawano (Wis.) Canning Co. Other large donations of food were made by various groups and individuals. The event was sponsored jointly by the Concordia College Men's Club and the Ladies' Aid Society of the college.

*Special Contributions by Faculty Members.*—On December 9 Prof. E. M. Plass addressed the faculty and the student body of Lutheran Theological Seminary, Thiensville, Wis., on "The Life and Work of Martin Luther."

On November 9 Prof. Elmer J. Moeller submitted a detailed report on a testing program for various classes, in a series of tests sponsored by the Board for Higher Education.

To commemorate the 430th anniversary of the first Protestant and Lutheran hymnbook, the college library, under the direction of Prof. Paul T. Dietz, sponsored an elaborate display relating the anniversary to modern Christian living. By means of numerous pictures from various phases of modern life the display indicated that the many exhibits of hymnbooks, reference works, historical and critical volumes, as well as printed and recorded selections of Christian hymnody, possess meaning and relevance for the many-sided work of the



Christian Church in the twentieth century. The display was featured from November 28 to December 6.

### CONCORDIA COLLEGE ST. PAUL, MINN.

*Anniversary Celebration.* — Sunday, November 21, the Concordia College community observed a triple anniversary. The jubilarians were Prof. Fred Wahlers—fifty years in the ministry; Prof. Arthur C. Streufert—twenty-five years at Concordia; Dr. W. A. Poehler—twenty-five years in the ministry. President H. A. Gamber preached the sermon, basing his remarks on 1 Tim. 1:12: "I thank Christ Jesus, our Lord, who hath enabled me, for that He counted me faithful, putting me into the ministry." A festival banquet was served in the Concordia refectory in the evening.

*Teachers Conference.* — The 68th annual conference of the Minnesota Lutheran Teachers Conference was held October 21–22. The program included the following papers: "Proper Use of Law and Gospel by the Teacher" — Dr. W. Poehler; "The Personality of Luther" — Dr. E. C. Kiessling; "Luther's Contribution to Liturgics" — Prof. M. Alfred Bichsel; "Religious Art and Craftwork" — Elfrieda Miller.

*Music.* — At the annual Christmas concert the Concordia College Messiah Choir presented the following selections: "And the Glory of the Lord," "Glory to God," "The Hallelujah Chorus." The Bach cantata *Sleepers, Wake* was added as a new feature.

*Student Recovering.* — Student Charles Nuernberg, who was stricken with bulbar polio the first week of school, is gradually recovering. Charles was beginning his sixth year at Concordia. He hopes to attend some classes in the spring quarter.

### LUTHERAN CONCORDIA COLLEGE AUSTIN, TEX.

*President Attended Important Meetings.* — In October President George Beto attended the convention of the Southern District at Baton Rouge, La., in the interest of our Austin Concordia.

Previous to that visit he represented the

Texas State Prison Board at the national convention held in Philadelphia, Pa. President Beto's good influence in the position he holds is becoming quite apparent. Recently his judgment was solicited with regard to certain construction features as well as the giving of a proper name to a chapel about to be erected on one of the large prison farms of the state.

*Advisory Board Appointed.* — The Board of Control created an Advisory Board consisting of one layman and one woman from each circuit of the District. It felt that increasing opportunities and problems in the areas of recruitment, public relations, and support could be met more adequately by the creation of such a Board. Too, the introduction of co-education during the coming year makes the membership of women on the Board almost mandatory.

### CONCORDIA COLLEGE EDMONTON, ALTA., CAN.

*Bible Week.* — The Rev. Oscar E. Feucht, Executive Secretary of Adult Education of our Synod, conducted Bible week on the campus early in November. He addressed the student body in a special class period, met with the members of the Student Council and Dormitory Council, had a discussion with the entire faculty, visited all religion and Greek classes, and was guest speaker at two chapel services during the week. Professor Guebert, librarian, arranged an attractive and interesting Bible display in the main corridor of the administration building. The campus family was deeply impressed with the zeal and consecration which Pastor Feucht puts into his work of promoting Bible study.

*Shower Day.* — The Concordia Guild arranged the annual Shower Day meeting, conducted by the retiring president Mrs. G. Eberhardt. Mrs. A. Riep was elected president. The Guild will continue its support of the Concordia Band, paying the salary of the bandmaster, and will also undertake to pay for the newly installed automatic bell system for the college program. Also the commissary benefited greatly by this day.



*Athletics.* — Students have begun to make the hockey rink, and practice has begun. Coach Clyde Kaminska has Kenneth Janzow, former Concordia hockey star, and Ken McAuley, coach of the Edmonton Oil Kings, on his staff. Basketball training is in full swing. Concordia hopes to have its first varsity basketball team in interscholastic competition this season. The Rev. Kaminska was a member of the Edmonton all-star team which beat the Harlem Clowns in a recent exhibition game.

## SUPERINTENDENTS CONFERENCE

DECEMBER 7-9, 1954

Concordia Teachers College, River Forest, Ill., was the meeting place of the Superintendents Conference. This arrangement offered several advantages — it gave the faculty of the college an opportunity to become acquainted with the superintendents and their functions and problems; it provided the superintendents an opportunity to observe the operation of one of our teachers' colleges; it made possible a joint conference of the superintendents with the students who will enter the teaching profession in June.

The dual theme of the conference was (1) Training for Service in Christian Education, and (2) Supervision in Action.

A paper on "Ethics of the Christian Teacher," by William A. Kramer, was received with such approval that a resolution was adopted urging its wide dissemination.

A number of panels discussed and evaluated the preparation for service in Christian education that is afforded the teacher, the pastor, and the layman. It was established that inasmuch as no one can be entirely prepared for his particular role in Kingdom

building, an in-service training program is always necessary. Also, Synod's colleges and seminaries must reflect the changing conditions and needs in church work by continued curriculum study and revision.

The session which the superintendents had with the senior class of the college was an open forum on "Parish Consciousness." The prospective teachers were encouraged to develop a total-parish-education concept, to have a genuine interest in every soul in the congregation.

Special recognition was accorded Dr. S. J. Roth for his twenty-five years as Superintendent of Lutheran Schools in the Michigan District.

One very interesting feature of the conference was the visit to the laboratory school of River Forest, Grace Lutheran School. There an opportunity was afforded the members of the conference to see the fine features of the school and to see the critic teachers and student teachers in action.

Some of the resolutions which were adopted pertained to the following: developing standard report forms on teaching personnel; discouraging congregations from calling teachers immediately before or after the opening of school; techniques of recruitment for the teaching profession; greater utilization of lay people in the work of the church; broadening the concept of service to the church; increased participation of our teachers in conference programs.

The meeting was attended by approximately 18 superintendents of Districts, four synodical officials, and 15 representatives of teacher-training institutions of The Lutheran Church — Missouri Synod.

In 1955 the Superintendents Conference will meet at Concordia Teachers College, Seward, Nebr.

## SCHOOL STATISTICS, 1954 \*

### ELEMENTARY SCHOOLS, THE LUTHERAN CHURCH — MISSOURI SYNOD

#### Total Statistics for Synod \*\*

	North America	South America	Total	Net Gain	Net Loss
Number of Schools	1,177	131	1,308	6	
Enrollment	112,988	5,900	118,888	5,459	
Men Teachers	1,828	119	1,947	77	
Women Teachers	1,897	46	1,943	120	
Total Teachers	3,725	165	3,890	197	

## North America Only

	1953	1954	Net Gain	Net Loss
Number of Schools .....	1,161	1,177	16	
Enrollment .....	107,319	112,988	5,669	
Men Teachers:				
Installed Men Teachers .....	1,553	1,649	96	
Men Students, Teachers' Colleges .....	80	77		3
Other Lutheran Students .....	73	46		27
Other Men Teachers .....	16	33	17	
Pastors Teaching .....	21	23	2	
Total Men Teachers, North America .....	1,743	1,828	85	
Women Teachers:				
Women Graduates, Teachers' Colleges .....	232	281	49	
Women Students, Teachers' Colleges .....	265	264		1
Students, Graduates, Other Luth. Coll. ....	308	347	39	
Other Regular Women Teachers .....	738	895	157	
Women Emergency Teachers .....	216	110		106
Total Women Teachers, North America .....	1,759	1,897	138	
Total Men and Women Teachers, N. America .....	3,502	3,725	223	

A. C. STELLHORN, *Secretary of Schools*, November 26, 1954

\* Like last year, the statistics are 100% complete.

\*\* Due to more accurate reckoning and actual losses, South American statistics were decreased by 10 schools, 210 pupils, and 26 teachers. For one thing, the Porto Alegre college high school with some elementary grades had been counted entirely as an elementary school; and then there were also losses.

## ELEMENTARY SCHOOL STATISTICS, 1954, BY DISTRICTS

## NORTH AMERICA ONLY

Districts	Schools	G-L	Enrollment	G-L	Teachers						Total	G-L
					Men	G-L	Women	G-L				
Alberta-B. C. ....	3	—	145	—	1	—	4	+ 1			5	+ 1
Atlantic .....	33	+ 1	3,589	+328	48	+ 4	87	+ 9			135	+13
California-Nevada ..	28	+ 3	2,269	+194	35	+ 6	40	+ 4			75	+10
Central .....	109	+ 1	12,794	+533	225	+10	173	+13			398	+23
Central Illinois .....	33	+ 1	2,867	+234	42	—	52	+ 6			94	+ 6
Colorado .....	24	—	2,183	+120	28	— 5	47	+ 6			75	+ 1
Eastern .....	21	—	1,527	+ 80	30	+ 1	30	+ 6			60	+ 7
English .....	20	+ 2	2,037	+295	34	+ 6	41	+ 8			75	+14
Florida-Georgia .....	9	+ 1	1,033	+ 27	6	—	38	+ 2			44	+ 2
Iowa East .....	24	— 2	1,269	— 54	19	— 3	30	+ 2			49	— 1
Iowa West .....	27	—	1,435	+ 14	22	+ 1	32	+ 1			54	+ 2
Kansas .....	40	+ 1	2,455	+203	47	+ 7	44	— 2			91	+ 5
Manitoba-Sask. ....	—	—	—	—	—	—	—	—			—	—
Michigan .....	101	— 1	12,879	+643	226	+14	149	+ 4			375	+18
Minnesota .....	77	— 1	5,517	+100	92	+ 3	91	+ 4			183	+ 7
Montana .....	—	—	—	—	—	—	—	—			—	—
North Dakota .....	7	—	383	+ 24	8	+ 2	7	— 1			15	+ 1
North Wisconsin .....	28	— 1	3,120	+162	35	— 3	53	+ 5			88	+ 2
Northern Illinois .....	112	+ 1	14,794	+356	243	+ 1	224	+15			467	+16
Northern Nebraska ..	32	—	2,123	+115	39	—	38	+ 4			77	+ 4
Northwest .....	20	+ 1	1,530	+117	28	— 1	19	+ 3			47	+ 2
Oklahoma .....	11	— 1	544	+ 39	11	+ 3	10	— 2			21	+ 1
Ontario .....	3	—	131	— 6	3	—	1	— 1			4	— 1
South Dakota .....	5	—	167	— 19	5	+ 1	4	— 2			9	— 1
South Wisconsin .....	61	—	8,550	+219	133	+ 6	134	+ 8			267	+14
Southeastern .....	24	+ 3	2,285	+228	22	+ 4	58	+ 2			80	+ 6
Southern .....	10	+ 3	884	+194	13	+ 4	18	+ 5			31	+ 9
Southern California ..	42	+ 2	4,727	+466	68	+ 4	84	+19			152	+23
Southern Illinois .....	32	—	2,536	+ 74	45	+ 2	36	+ 1			81	+ 3
Southern Nebraska ..	53	— 1	2,305	+118	55	+ 1	34	+ 1			89	+ 2
Texas .....	83	+ 4	6,363	+288	103	+ 7	128	+ 7			231	+14
Western .....	105	— 1	10,547	+577	162	+10	191	+10			353	+20
Totals .....	1,177	+16	112,988	+5,669	1,828	+85	1,897	+138			3,725	+223

A. C. STELLHORN, *Secretary of Schools*, November 30, 1954

## DO YOU KNOW?

*Why?* — Eighty per cent of all Lutherans in the United States live in thirteen states.

*The Reading Public.* — The United States leads the world in the number of libraries, with 6,100 public libraries and 98,000 school libraries.

The United Kingdom is the world's most prolific producer of new books. It issued 17,072 new titles in 1950 as compared with 11,022 in the United States and 9,993 in France.

Britons find time to read more newspapers than anyone else. The British press sells 598 newspapers for every 1,000 population.

*A Split Decision.* — More pupils now attend separate junior and senior high schools than any other type of secondary school.

*A Burning Issue.* — Fire breaks out in some school on an average of once every hour during the working day — 3,400 times a year.

*Scholarship in Private Schools.* — During the period 1946—1951 only 50 institutions produced 10 or more "scholars" per 1,000 male graduates. The first twelve in order of rank were: Swarthmore, Reed, University of Chicago, Oberlin, Haverford, California Institute of Technology, Carleton, Princeton, Antioch, Harvard, Yale, and Queens.

*Pickling Unripe Fruit.* — Approximately 25 per cent of high school students in the United States use alcoholic beverages.

*Stealing from Children to Pay Bandits.* — According to the Kefauver investigation, Americans are paying four times as much for organized gambling as for all forms of education.

*Catholic Children in Parochial Schools.* — Dr. John J. Kane of the University of Notre Dame stated that "Catholic education, at least at the elementary level, is in desperate straits . . . only one half of the American Catholic children have attended parochial schools in the past . . . an even lower percentage will enjoy the benefits of a Catholic education in the future." As a practical solution to the problem, Dr. Kane suggests that "religious training within the home must be started or increased."

*Use of TV.* — Dr. Paul Witty, Northwestern University, states the following about the use of TV in Chicago and suburbs:

In 1950, 43 per cent of the pupils came from homes having TV sets; in 1954 it was 96.

In 1951, 25 per cent of the teachers had TV sets; in 1954 it was 83 per cent.

In 1950, elementary school pupils looked at TV 21 hours a week; in 1954 it was 21.5 hours.

In 1950, parents looked at TV about 24 hours a week; in 1954 it was 16.5 hours.

In 1951, teachers looked at TV about 9 hours a week; in 1954 it was 11.5 hours.

*The PTL and the Tax Collector.* — When a PTL holds an affair and charges admission, does the Federal tax collector take his cut? He does if the proceeds go to the PTL group. He does not if the PTL holds the affair specifically for the benefit of the school. To be eligible for the tax exemption, however, these conditions must exist:

1. The PTL must designate the school as the beneficiary of the proceeds before the affair takes place.

2. The money must be turned over to the school immediately after the event for which an admission fee has been charged.

*A Deserved Boost.* — In the Southern Illinois District Edition of the *Lutheran Witness*, November 9, 1954, the two inside facing pages are devoted to pictures of new Lutheran elementary schools in this District. This is the caption — "Proof for New Schools Convention Statement: 'We in Southern Illinois regard the Christian day school as that educational agency that still proves the most effective of all in the church.'"

*Could Be.* — A survey by the Modern Language Association of America reveals that "85 per cent of the accredited liberal arts colleges in the country demand some knowledge of a foreign language for a bachelor of arts degree, and 30 per cent have a foreign language entrance requirement."

*Seems Likely.* — A study made in Minne-

sota reveals that children who come from homes with many books and magazines and whose parents have gone to college and belong to community organizations are more likely to go to college than children coming from homes which are opposite in character.

*And Skip Latin?* — A marked increase in high school courses designed for job training is in evidence. They are for students who do not plan to go to college. Here are a few titles — "Power Sewing," "Practical Nursing," "Advertising," "Radio and TV Repair," "Auto Repair," "Electronics."

*We Wonder Why.* — Howard Dawson, director of rural service, N. E. A., states that fully 75 per cent of the shortage of qualified teachers occurs in rural areas.

*The Basic Program.* — The 1955 White House Conference on Education will deal primarily with shortage of teachers, adequacy of school buildings, and the loss of trained manpower resulting from illiteracy. State conferences will precede the national conference. Congress has appropriated \$700,000 to make this possible.

*Big Business.* — The per-pupil cost of education in 80 cities over 100,000 in population ranges from \$134 to \$395 annually. In 110 small cities (2,500 to 10,000) the range is from \$97 to \$676 per pupil. A reasonable estimate for the average daily per-pupil cost of public education is about \$1.25.

*Is That So!* — Education as a discipline is generally not taught in foreign universities.

*Grandmother Takes Over.* — There are

now 19 million working mothers in our country (compensated employment).

*Clever.* — The University of Delaware has been using its football programs as a public relations medium. Little articles acquaint the fans with the educational developments at the university.

*Hold Out Your Arm!* — Christian Scientist children will have to submit to vaccination for smallpox in the public schools of Richmond, Va. The parents had asked that their children be exempt from the vaccination, asserting that they do not believe in it and find it unnecessary. The school board took up the matter with the State Health Department and the director of public instruction for guidance. It was agreed that the request of the Christian Scientists should be denied.

*Up It Goes.* — The costs of public education have risen so sharply that states are tending to raise the limits of bonded indebtedness.

*Handouts.* — During 1954 the value of Government "give-aways" (surplus property) to educational and health agencies amounted to more than \$150,000,000. Schools and colleges received about 80 per cent of the goods.

*New High School Principal.* — Louis A. Menking, president of the Lutheran Laymen's League, is the new principal of Luther High School North, Chicago. He succeeded Carl S. Meyer, who is now a member of the Concordia Seminary faculty in St. Louis.

## Our Contributors

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