

## THE PLAN FOR CONDUCT OF THE WORK AT FAITH SEMINARY DURING THE COMING YEAR

During the coming year it is not my plan to do anything revolutionary in the conduct of the work at the Seminary. It is my intention, however, to take a number of principles which have been well recognized in educational circles and which have always been recognized in the work of Faith Seminary, and carry them out a little further and a little more effectively than ever before. As a result of doing this it is my hope that we will be able to give a training that is greatly superior to anything that we have yet given.

The first principle that I am going to stress this year is one of greater integration among the courses than in previous years. It is easy in any school, especially in one with advanced courses, to fall into the tendency to have each course thought of as a unit by itself. Thus the courses may overlap to quite an extent and there may be many areas left untouched in between. There is need of a greater fitting together of the work in the courses since, after all, the Seminary does not exist simply as a place for the distributing of interesting information but as a place for the training of men to be effective servants of the Lord.

The Seminary might be thought of, in a way, as like a boat which is headed toward a destination. It is necessary that this boat have various men in it who have particular functions assigned to them. Each one must carry out his own function and it is extremely desirable that each one have a considerable measure of challenge to his initiative and to his enterprise in carrying out his function in the best way that he possibly can. Yet the functions must all be integrated together and sometimes it is necessary that one function be performed not quite so well as it could be if there was no other function to be performed. Because the manner of its performing must be fitted in with the other functions that go together to make the boat move toward its destination. There is probably a committee of stockholders of the boat which meets together and considers at length where they shall send the boat. They are like the Board of Trustees at the Seminary. They determine the policies which are to be carried out. Their meetings are conducted on a thoroughly democratic basis with each member having an equal vote in the determination of what the policy shall be. Once, however, the policy is determined upon then it is turned over to the active crew of employees to carry out the policy and to move the boat to its destination. When this is done it is necessary, as in every other enterprise, that there be a head for the enterprise, who has the task of correlating the various sections of the work and directing them. Each individual in the faculty has his own function which will be assigned to him by the president and the president will endeavor to correlate the work of the various members so that they will all fit together. Each will be encouraged to give advice and suggestions to the president but decisions must be made by the directing head rather than by the crew as a whole. This is true in all administrative bodies.

The second principle which will be stressed this year is one that is recognized in all educational theories. It is the principle that education is not something which is poured into a man, nor is it something which he absorbs by some process of osmosis from sitting in front of intelligent people, but that ultimately what matters is what he himself does. It is not the words that are spoken in his presence so much as the attention which he gives to these words. It is not the books that are assigned so much as the way in which he studies these books. It is not the suggestions that are made as to the developing of skills but the active effort that he puts forth in developing these skills that determines the effectiveness of the work. Education is not something which can be given. We can only show, suggest and help. One actually has to educate himself. So great stress is to be laid this year, not