

LOST—A BOY!

NOT kidnapped by bandits and hidden in a cave to weep and starve and rouse a nation to frenzied searching! Were that the case, one hundred thousand men would rise to the rescue, if need be.

Unfortunately, the losing of the lad is without any dramatic excitement, though very sad and very real. The fact is, his father lost him! Being too busy to sit with him at the fireside and answer trivial questions during the years when fathers are the great and only heroes of boys, he let go his hold upon him! Yes, his mother lost him! Being much engrossed in her teas, dinners and club programmes, she let the maid hear the boy say his prayers, and thus her grip slipped and the boy was lost to the home. Aye! his church lost him! Being so much occupied with sermons for the wise and elderly who pay the bills, and having good care for the dignity, the ministers and elders were unmindful of the human feelings of the boy in the pew, and made no provision in sermon or song or manly sport for his boyishness, and so the church and many sad-hearted parents are now looking earnestly for the lost boy!

He must be found! He can be found! Found just where those two careless, but pious parents en route from worship in Jerusalem found their lost Boy; in that particular spot in the church where interested men were willing to meet him and answer in simple fashion, the direct questions of his awakening manhood concerning the realities of life and duty. Here is where the lost boy will be found by men who are willing to look for him—men at work!

Extension Plans For Our Educational Work

WE are taking several steps forward in the development of our educational work, both among the Europeans and the natives of South and Central Africa. Just before the close of the old year, the locating committee appointed to select a new site for our training college, completed its work, and as we have reported before in the columns of this paper, a beautiful fruit farm was chosen in the vicinity of Somerset West, C. P., where this new school plant will be located.

Already our Spion Kop farm manager, Elder J. V. Wilson, has moved his family to the new location, and is now in charge of the farm, which he will rapidly develop along the lines that will make it most profitable as a school farm. There are sufficient fruit trees on the farm, but export grapes will be planted, gardens will be developed, fir forests will be started, and also a variety of berries and similar small fruits will be planted as soon as possible.

Brother O. R. Shreve and family have arrived from the United States and are now settled on the new farm. Brother Shreve will have charge of the construction work on the school plant. At the present time, he is busy on some labourers' cottages and a cottage for Brother Wilson's family. Professor Dick has made a number of trips to the new school farm recently, and plans have been laid for as rapid development as possible in order that the school may be moved from Spion Kop to the new location at the earliest possible date. We cannot say at the present time whether it will be possible to have the school moved at the close of the present year or not. It may be necessary for us to carry on at Spion Kop for another year after this. We do not wish to move until we have comfortable accommodation for both the students and faculty, as the best work cannot be done in a training school where both faculty and students have to live under adverse conditions. How soon we will be able to make the transfer depends very largely upon the amount of funds gathered in and the despatch with which this money is sent forward to the school treasurer.

It is also planned to establish a small rural sanitarium as soon as possible in connection with the training school. This sanitarium will be under the same management as the school, and thus can be operated with the minimum amount of overhead expense. We believe a small rural sanitarium will be eminently successful, and that it will much more nearly fulfil the specifications laid down in the Spirit of Prophecy for our medical institutions, than it was possible for it to do while it was located in a suburb of Cape Town.

As soon as the Spion Kop school is transferred to the new location, it will become possible for the South African Union Conference to take over the Spion Kop school for a native training school. This will be a great blessing to the native department of the South African Union Conference. For many years, our brethren have felt the need of a strong training centre for the young men and women in our native churches, who desire to prepare themselves for work as evangelists and teachers among their own people. Up to

the present time, the mission department of the Union has been carrying on this training work under great difficulty at the Bethel mission station, situate in the Eastern Province of the Cape. This, however, has always been considered a temporary location, and no proper equipment has been provided for the work of the training school. The Spion Kop school will provide abundant facilities for their work, and ought to prove a splendid location for a school of this character.

Spion Kop farm is primarily a mealie farm, and since mealies are a staple article of diet with the native people, our students there ought to be able to grow enough mealies to supply practically all the food they require, thus making it possible to run the school with the least possible amount of expenditure. The South African Union Conference has agreed to purchase from the College Board the buildings and land of the Spion Kop school, thus enabling the European school to draw its investment out of the Spion Kop plant and place it in the new plant to which it is moving. I am sure that all our brethren and sisters throughout the Union will be pleased to know that more money has been realized from the sale of Spion Kop farm than the farm cost originally, and that the Union Conference has bought the school buildings for a price corresponding to their valuation on our books. Thus, there has actually been very little, if any, loss in the transfer of the school from Spion Kop to the new location.

Plans are also on foot to develop our educational work in the mission fields. The Malamulo Training School, in Nyasaland, has recently had its faculty greatly strengthened by the coming of Elder Flaiz and family and Dr. Birkenstock and family to that station. At the present time, Brother E. M. Cadwallader is in charge of the school work. Dr. Birkenstock is in charge of the hospital and medical training, while Brother Flaiz has the industrial and pastoral training work in the school. This station is now turning out a large number of evangelists and teachers, who are proving to be a great strength to the Nyasaland field in this department of their work. We believe that brighter days are ahead of this large training school, and that in the near future we will see it turning out still stronger workers and in larger number than ever before.

The Solusi Mission Training School, which is one of our oldest native training schools in Africa, has also been strengthening its work during the past two or three years, as it also expects to do during the year 1926. Brother and Sister S. W. Palmer have been in charge of this work for the past year or so, and the work has been developing very encouragingly under their leadership. Brother Evelyn Tarr is in charge of the industrial work of the school, and Brother Lyndon Tarr has been assisting in the class room work.

The Southern Rhodesian committee has invited Elder Hubert Sparrow, who will soon complete his college training in America, to connect with this school again, and his coming will, of course, add great strength to the faculty.

Plans are on foot to add some buildings to the Ru-sangu Training School situate near Monze Siding, North Rhodesia. This school is being conducted un-

der the supervision of Brother F. M. Robinson, and Elder D. E. Robinson is in charge of the class room work. It has done splendid work during the past fifteen or twenty years in turning out teachers and evangelists, and, although the grade of work has not been as high as that carried in some of our other training schools, yet the workers who have gone out from the school have accomplished a great deal in raising up churches and developing and carrying forward out-school work in the villages.

An additional family is badly needed in connection with the work of this school, and we trust it will be possible for us to supply this family this year.

One of our newest native training schools is situate about three or four miles from Elizabethville, Belgian Congo. Brother Shaffner is in charge of this school, and Brother Leslie Billes, Sister Shaffner, and Brother D. A. Webster are assisting in the training work that is being offered. Already a splendid company of evangelists and teachers has been turned out from the school, and it is expected that another class will complete its work and be ready to take the field by the end of this year. It is planned to establish an industrial department in connection with this school as early as possible, in order to provide industrial education for those who receive training in the school, and also to enable the students to become more nearly self-supporting.

Another training school is now in process of establishment. This is located near Lepi, district of Benguela, Angola. The school is being conducted under the leadership of Elder J. D. Baker, and it is expected that a qualified native Portuguese teacher will arrive during this year to join Brother Baker, and take charge of the class room work. Dr. A. N. Tong and wife are expected to arrive about February, and they will immediately open up dispensary and hospital work and take charge of the medical training of the new station. This school will have the responsibility of training native workers to work among eight or ten millions of people in Angola, where as yet our work has had only a very small beginning.

In addition to our training school work, several new mission schools will be opened during this year; many of those which are already established will be strengthened by new additions to their faculties, and we also understand that a number of new church schools are to be opened in the Union of South Africa for our European children. Also, scores of new out-schools in native villages will be started by the native teachers, who completed their training at the end of 1925 in our mission training schools.

Thus our educational work throughout the African Division is onward, and we believe that all our people

will rejoice that we have been able to take these advance steps in this department of our work.

W. H. BRANSON.



The Bible, and Its Place in True Education

It seems necessary to make a brief statement of what the Bible is, and to define true education, if we are to understand their relationship as suggested in the above title.

The Bible is God's revealed will to man, in language he can understand, and it deals with matters necessary to the understanding of our present life and its conditions; and further, it contains promises of a future eternal life, the conditions upon which it is obtained, and the manner in which it will be spent. The reception of this Word by faith will transform us, and will make us obedient to the Word. Thus,

characters will be developed which will fit us for the future life promised in the Word.

The Bible, then, is a word with power to perform all its commands, either in natural creation or spiritual regeneration. The Bible reveals a wisdom which deals with the present and future life, with the creation which made us and the re-creation which redeems us. It shows how this present life, because of sin, ends only in death. It shows us how to use this present life that we may be able

to lay hold on eternal life. We will find in the Bible, the foundation principles of all true wisdom and knowledge in this life and the life to come. This wisdom is centred in God and revealed in Christ.

"In the Teacher sent from God, heaven gave to men its best and greatest. He who had stood in the councils of the Most High, Who had dwelt in the innermost sanctuary of the Eternal, was the One chosen to reveal in person to humanity the knowledge of God."—*"Education,"* p. 73, par. 2.

"Christ came to demonstrate the value of the divine principles by revealing their power for the regeneration of humanity. He came to teach how these principles are to be developed and applied."—*Ibid.* p. 77, par. 1.

"In His teachings were embraced the things of time and the things of eternity—things seen in their relation to things unseen, the passing incidents of common life and the solemn issues of the life to come."—*Ibid.* p. 82, par. 3.

"The Bible contains all the principles that men need to understand in order to be fitted either for this life or for the life to come."—*Ibid.* p. 123, par. 2.

This, then, is the Bible—the living Word and the written Word; the written Word that we might under-

"EDUCATION is gleaned from men and books and laboratories, from field and forest and whispering wind. But it is more; it is learning promptness and thoroughness, kindness and helpfulness, and every form of purity; it is the mastering of mind and spirit, appetite and passion, thought and word and glance; it is knowing that nothing but service brings worthy living, that selfishness means sin, that courage lies in doing right. Education is the implanting of good habits, the acquirement of efficiency, the development of twenty-four carat character."—*Excerpt from American Educational Digest.*

stand the Living Word; again, the Living Word made our earthly teacher that we might understand the written Word.

"In order to understand what is comprehended in the work of education, we need to consider both the nature of man and the purpose of God in creating him. We need to consider also the change in man's condition through the coming in of a knowledge of evil, and God's plan for still fulfilling His glorious purpose in the education of the human race."—*Ibid.*, p. 14, par. 4.

"To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind and soul, that the divine purpose in creation might be realized,—this was to be the work of redemption. This is the object of education, the great object of life."—*Education*, p. 15.

"True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole period of existence, possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come."—*Education*, p. 13.

It is very evident that the Bible and true education have one purpose—namely, to teach us how to deal with the present life in such a manner that we will be prepared for the future life. The Bible is not a textbook on any educational subject, but it does reveal the principles underlying every subject. True education is the method by which we learn to apply these principles.

To show the perfect relationship, I once more quote: "The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in our education. To obtain an education worthy of the name, we must receive a knowledge of God the Creator, and of Christ the Redeemer, as they are revealed in the sacred Word."—*Education*, p. 17.

If you will examine our school courses, where the subjects thought necessary to our present development are listed, you will see that the Bible heads the list, and is continued through every year from the standards up. Some have thought that placing it thus, and its being carried as a subject, is giving the Bible first place in our education. All this could be done, and yet the Bible not hold the place it should. A student may take Bible as a subject every year of school life, and yet fail of the purpose of its study.

The Bible must not only be first on the list and always there, but its principles must be the foundation of every other subject studied; that is, every subject in its relation to life must be in harmony with the Bible.

The question is asked, "Since the Bible is not a textbook of detailed knowledge, how can it be related to all other subjects?" We will answer this concretely and say: "By giving the why, or cause, on all scientific subjects, and by laying down principles of action on all subjects relating to physical action.

To illustrate: Minds at study cannot be satisfied unless they can discover the cause of things. In the study of matter and the manifestation of life and

energy in such subjects as physiology, biology, geology, botany and astronomy, etc., the human mind is unable to fathom the cause. We see nature at work but cannot perfectly interpret her language. So the Lord reveals the cause of all this in His Word and then "by faith we understand." Heb. 11:3. Trying to understand without faith in this revelation will result as described in Romans, chapter 1, verse 19 and onward. In "Education," page 17, we read: "Nature still speaks of her Creator, yet these revelations are partial and imperfect. And in our fallen state, with weakened powers and restricted vision, we are incapable of interpreting aright. We need the fuller revelation of Himself that God has given in His written Word."

Now, take the vital subject of history. The history of nations, and the prospects before them can be understood only in the light of such texts as Acts 17:26, 27, Daniel 2, Joel 3:9-14 and Revelation 16:14.

In the study of language, to develop the talent of speech, the principles to guide us in its use, will be found in the Bible.

In industrial and commercial life, the principles which make for success were all originally given in God's revelation to us. The foundation of social activities is found in Matthew 7:12: "Therefore all things whatsoever ye would that men should do to you, do even so to them: for this is the law and the prophets." And the law and the prophets all hang on the two great principles of the law of love—love to God and love to our neighbour.

Take away the Bible and there is no foundation for knowledge. Turn away from God's revealed will, and all principles which bring success in any avenue of life must perish.

The Bible in Christ presents the true methods of teaching and of labour in every line, whether it be secular or spiritual.

"In the presence of such a teacher, of such opportunity for divine education, what worse than folly is it to seek an education apart from Him; to seek to be wise apart from Wisdom; to be true while neglecting Truth; to seek illumination apart from the Light; and existence without the Life; to turn from the Fountain of Living Waters, and hew out broken cisterns that can hold no water?"—*Education*, p. 83.

U. BENDER.



Our Church School—An Open Letter

DEAR FATHERS AND MOTHERS:

When I think of the burdens your bear, and the heart longings that you have for your children, I wonder if you have thought of and prayed for a church school. Do you question in your minds how this could help you?

A Christian teacher prays for your child each day. A Christian teacher longs for and works for your child's salvation. A Christian teacher moulds your child's ambitions to become a worker for the Lord. A Christian teacher shows your child the difference between the transient things of this life and the enduring realities of the eternal life.

You, too, are doing these things. But the question is, "Is the home influence alone, enough to withstand

Our New Training College and Sanitarium

Our First Task

Now the real struggle begins, that of raising funds to build and equip our new African Missionary College and sanitarium, for a college plant and sanitarium cannot be erected and equipped without funds.

We are glad to report that the initial step has been taken in this matter, since the purchase price of the farm has been provided for from the money realized from the sale of the Spion Kop plant and appropriation from the African Division from its Institutional Relief Fund. Thus we have passed the first mile post. But there are still many others to pass. Dormitories are to be erected, an administration hall built, also a dining hall, an industrial building, and sanitarium, to say nothing of teachers' homes, barns, and fruit packing houses. Mules, cattle, farming implements, water system, and a score of other things necessary to the operation of a successful school and sanitarium plant, are to be provided.

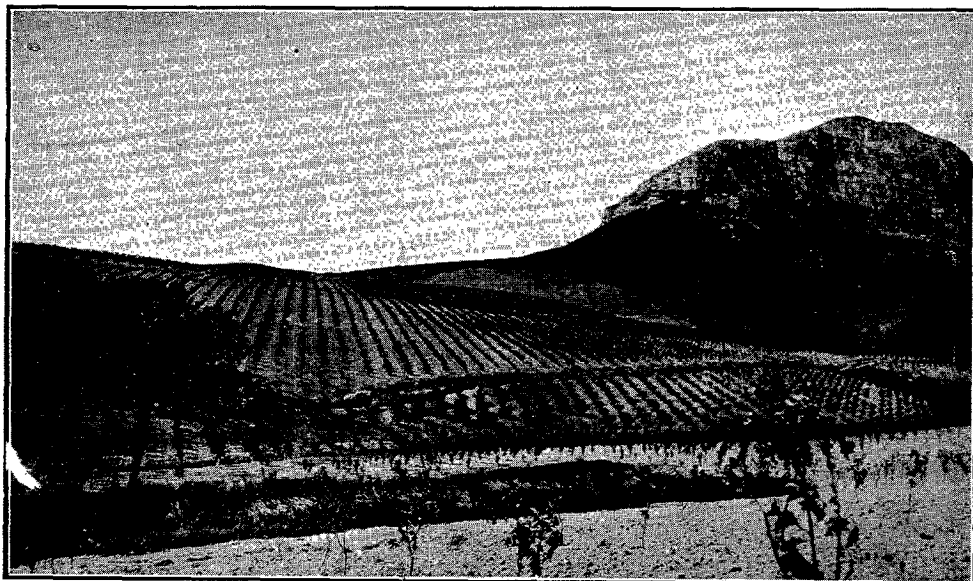
But we must not think of too many things at once. The thing of first importance is a home for our girls and some teachers' cottages. Of course, the boys must

be provided with a home also, but we have asked the General Conference to assist us to the extent of building a boys' home. Already they have appropriated about £3,400 towards this building. But our girls are altogether dependent upon us for a dormitory. Providing this building, is our task for 1926. Shall we do less for the girls than our brethren overseas are going to do for our boys? Surely not! We have faith to believe that our membership in the African Division will rally to this enterprise, as they have never rallied to any cause before. The call cannot but appeal to all our hearts. It is a call to save our own kith and kin and help them prepare for a life of service in God's great cause. But it will require sacrifice. Large gifts will be needed. Some will, no doubt, be led by the Spirit of God to give at least £1,000 to this enterprise. Others cannot give more than a few pounds, but if all give according to the way God has prospered them, we will have enough, for many of our people have been signally prospered of late years. Now, He calls upon them for a sacrifice. Brother, He is counting on you, and our girls are depending on you to provide them a home.

W. H. BRANSON.



The new College locating committee appointed by the Divisional Council held in Bulawayo last June, together with a few others who were called in for counsel by the committee. They are, left to right (front row), E. M. Howard, O. O. Fortner, W. Birkenstock, W. H. Branson, E. D. Dick, F. Visser, Snr., (back row) J. W. MacNeil, T. J. J. van Rensburg, J. G. Slate, J. N. de Beer, B. M. Heald, W. B. Commin, J. F. Wright, F. Snyman. (Insets) T. M. French (left), R. W. Tarr (right). Pastors W. A. Spicer and J. W. Mace also worked with the committee in July, and also agreed that the Strand section offered the largest number of advantages for our new school.



North view of new school farm, showing only about half of the improved land.

What I Think of the New College Site

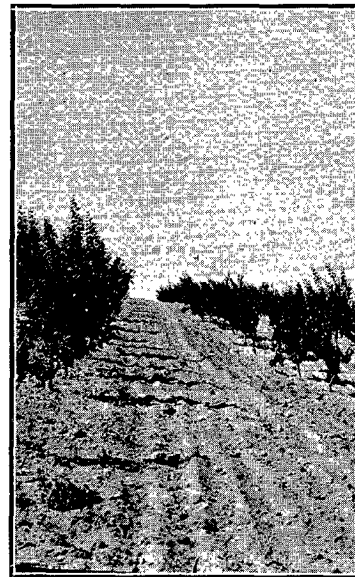
AFTER investigating over fifty farms during the past several months, it is my clear conviction that the Lord has led in the selection of the farm chosen.

E. D. DICK.

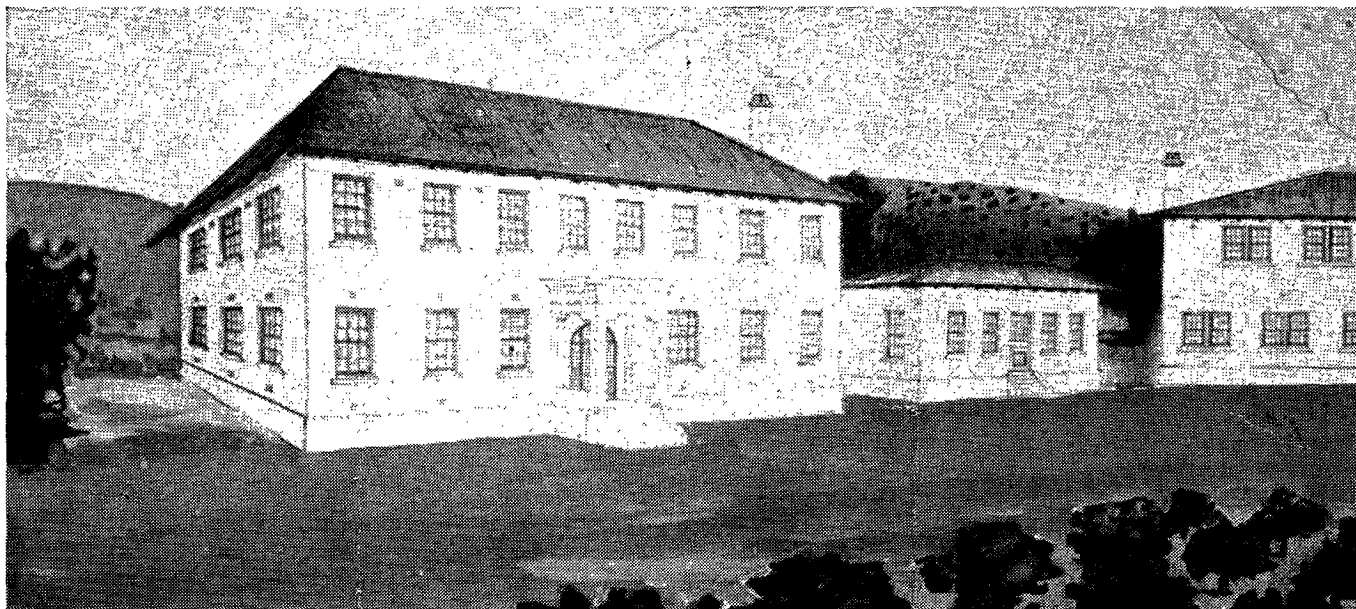
THIS farm is, to my mind, the most suitable place that I have ever seen in Africa for the establishing of a training school and a sanitarium. Every advantage that we could ever hope for is there. The site for the sanitarium is beyond anything we have ever seen anywhere, and we are confident that when once our school is established that we will have one of the prettiest sites that could be had.

We believe that God has especially directed us in its choice. I wish it were possible for all of our good people in this Union to see this site and the opportunities that it affords for the advancement of our work in Africa. Personally, I believe it would be an inspiration to the whole field. We trust that all will do their part in getting the school properly established, that the Lord may speedily prepare the young people of this country to fill the calls that are constantly coming to us to advance the work in this great country.

J. W. MACNEIL.



12,000 apricot trees like these should be



Drawing of the proposed buildings for the new missionary college. The buildings are—left to right— young women's hostel, dining hall, administration building, m

chase of this farm, and I feel that when (it will be in a few years time), we will have (it) be found anywhere. J. G. SLATE.

Committee chosen to secure a new school site, (it)imony regarding the property which has

more starting out, and asked for wisdom (it) to undertake.

me, however, we had to turn away, the (it)er the price that ran too high, or some

and not being able to secure anything like (it) at this time the farm now in possession (it) should be the place. Not one among us (it) future led us in what we did.

F. J. SNYMAN.



In the almond orchard. Prof. Dick in foreground.

THE requirements of both college and sanitarium have been considered, and we are confident that every essential need is fully met in the farm now decided upon.

J. F. WRIGHT.

THE large new school locating committee of representative men, after months of searching among the many farms in the Cape district, have finally found what to my mind is an ideal school site. I am fully convinced that the Lord led us to this place.

B. M. HEALD.

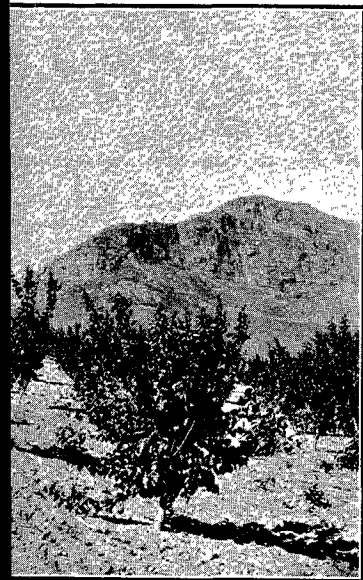
THE farm chosen for the African Missionary College is, in my opinion, as nearly ideal as is possible. Its acquisition is but another evidence that God is leading His people and that this is His work.

E. M. HOWARD.

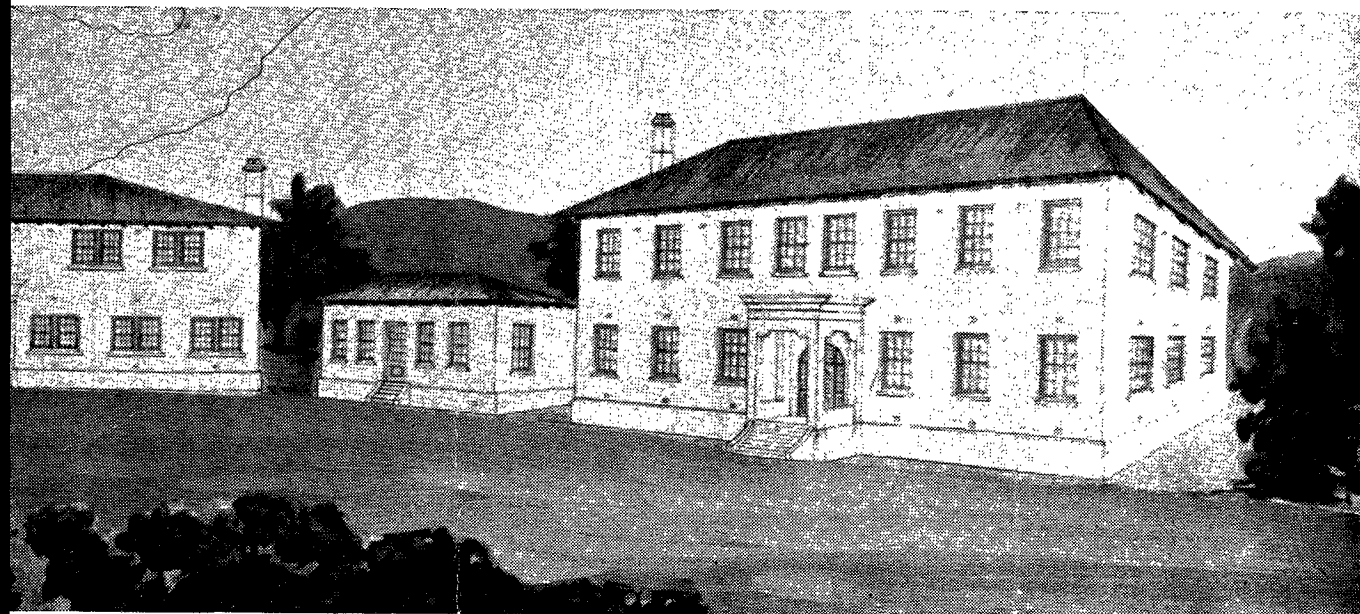
Ik ben verblyd de voorrecht te hebben om door middel van deze blad myn ondervinding aan u mede te delen, omtrent het zoeken van een geschikte plaas voor een skool en sanitarium.

Wel, ik kan u verzekeren dat het een gewichtige volle werk was. Nadat wy zo vele andere plaatsen nauwkeurig onderzocht hebben, kan ik u zeggen dat de Heere ons doen vinden hebben een zeer aangename geschikte plaas, die door hartelike samen werking kunnen volbringen hetgeen ontbreekt. Ik wens van harte dat ik daar een leerling kon wezen.

T. J. J. VAN RENSBURG.



to the college. They are three years old.



ing men's hostel. Besides the buildings shown here, there will be a new sanitarium plant and a number of cottages for teachers, physician, nurses and students.

LOOKING at the farm from every standpoint it is *good*, and every member of the church in this country should be proud of the privilege of having a little share in the place by making a liberal donation to help pay the purchase price.

R. H. TARR.

SOME of the main essentials of a farm suitable for a large institution, and which the locating committee considered necessary, are good soil, good water, situation in a district of mild climate, adaptable to the growth of fruit and vegetables, somewhat isolated and yet well located. In my opinion, these requirements are more fully met in the "Bakker's Kloof" farm than in any other of the many farms inspected by the locating committee.

W. B. COMMINS.

BROEDERS en susters, laat ons nou saamwerk en die skool 'n sukses maak, waar ons kinders kan opgevoed word om die laaste boodskap met krag en mag deur ons land om die gehele wereld te verkondig, en dit is net die Evangelie wat die wereld kan verlig.

W. BIRKENSTOCK.

THE Lord heard the earnest pleadings of His children to guide them in the selection of a place for our training college. Of all the farms I have seen in our search, in my judgment, the one at "Bakkerskloof," which was purchased, is the most suitable, and seems to meet every requirement of a school farm.

J. N. DE BEER.



The Problem Before Us

How often God's children of today have received fresh courage by looking back over the experiences of the children of Israel in their journeyings from Egypt to Canaan. Their experiences are recorded for the admonition of and as an example to us at this time. There were times in the experiences of Israel of old when the cause which they represented called for the co-operation of the entire congregation and for large sacrifices.

In the days of the prophet Ezra, a special work was to be done, and which demanded the consecration and support of all the people. The record says, speaking of the great task which God had placed upon the children of Israel at that time, "And all they that were about them strengthened their hands with vessels of silver, with gold, with goods, and with beasts, and with precious things, beside all that was willingly offered."

The great task before God's children in this field at the present time is the building up and equipping of our new training college. The educating of our young people and preparing them for service in the great mission fields to the north of us is perhaps the greatest responsibility we have in our efforts to bring the Light to the vast masses in heathen darkness. What is needed today is for one and all to rally to the call of this hour and to "strengthen" the hands of those upon whom rests the responsibility of this work. Some, whom God has especially blessed this past year, will bring of their gold and precious things; others will bring of their silver and of their goods. The cause needs the response of every heart.

Every effort to advance God's work in the earth is wholly dependent for its success upon Heaven's blessing. In the days of Ezra the people gave willingly, and the "Lord loveth a cheerful giver." The message to the church in these last closing days is, "Lay up for yourselves treasures in heaven."

We publish this supplement in an endeavour to give to our readers somewhat of an idea of the plans for our new school, and to place before you our situation.

W. B. COMMINS.



E. D. DICK
OUR COLLEGE PRESIDENT

What the Girl's Dormitory Will Cost

Levelling for foundation	£10 0 0
Concrete footing	160 0 0
Brick foundation (brick, £100; lime, £30; sand, £10; labour, £60)	200 0 0
Brick walls, 1st story (brick, £450; lime, £100; sand, £35; labour £225)	810 0 0
Brick walls, 2nd story (brick, £350; lime, £70; sand, £30; labour £50)	500 0 0
Chimney	125 0 0
Mantel and hearth for chimney	12 0 0
Girders or sills for ground floor	16 0 0
Joists	40 0 0
Flooring boards	70 0 0
Front stoep	40 0 0
Bath fixtures, material and labour, each floor £80	160 0 0
Stairway, ground to first floor landing	14 0 0
Stairway, landing and above	12 0 0
1st floor joists	70 0 0
1st floor flooring boards	70 0 0
Ceiling joists	30 0 0
Roof timbers, rafters, purlins, etc.	55 0 0
Iron for roof	120 0 0
Plaster and ceiling	580 0 0
Nails, bolts, screws, etc.	25 0 0
Finest hardware,	34 0 0
52 windows, including frame	175 0 0
33 doors, including frame	112 0 0
Skirting	35 0 0
Finish lumber	35 0 0
Door and window, stof, etc.	16 0 0
Cornice and picture mould	20 0 0
Paint, tint, etc.	100 0 0
Labour painting	100 0 0
Gutter and down spout	20 0 0
Carpenter labour	225 0 0

£4,000 0 0

the enticements of the enemy in these last days?" There comes a time into the life of nearly every child before he is twelve years old, when the teacher's word is given more weight in his mind than even the parents' word. William is continually clinching his arguments at home by, "Well, that is what the teacher said." And conversation at home is continually punctuated by what was said by the teacher in school. Can you afford to let your child's opinions be influenced by one who does not love Jesus nor believe in His soon coming?

Then, too, there is the teaching found in some government schools concerning the origin of this world. Even down in the sub-standards some of the little primers contain stories of cave men, and tree men. The minds of the young become confused in the study of geography as they hear about old and new mountains, the glacial age, and the evolutionary growth of the earth.

One parent told me not long ago of how she was trying to keep her little girl's theology correct, and many times she had to tell Marjorie that the things taught in the school were not true. One day Marjorie came home, and with all the contempt possible to a little girl of seven said, "Mother, the teacher tried to tell us today that the earth is round like a ball, but it isn't, is it?" How can one expect a little boy or girl to be able to distinguish what is true or false in their teachers? And can a parent be sure that a child tells them everything that is given them in the school? Children are so made (and how thankful we are as teachers and parents) that they do not question the wisdom of the grown-ups.

The study of history becomes to many a study of bloody battles and deeds of cruelty, or an expression of man's struggles to make himself great. Where is the teacher who can show them "that the Most High ruleth in the kingdom of men and giveth it to whomsoever He will."

One educator said, "I send my children to be taught by the teacher and his companions educate him." Here, another great problem of Seventh-day Adventist parents is touched upon. Great are the temptations and allurements to the child who associates with those who do not love the Sabbath nor any of the doctrines that make us a peculiar people. Many a time the Seventh-day Adventist boy or girl suffers real persecution in their child life because of the taunts and scorn which they have to endure. Some people argue that this is a good thing, that it makes for character. Sometimes it does. But even we grown folks do not covet persecution. More often the child learns to become quiet and reticent about his religion; many times he even wishes that he were not a Seventh-day Adventist. When his playmates talk about the pictures seen at the bioscopes, when they

tell about their good times at their parties, when they discuss questionable books, how is your child going to react? Will he wish that he could be like his playmates? Will he feel lonely?

In a church school, these temptations are reduced to a minimum. The Sabbath is not despised, the Bible is honoured, God's people and the progress of the Third Angel's Message is discussed with gladness. A hatred for sins that are a special temptation to young people can be fostered. For it is true that the loves and hates and prejudices of the pre-adolescent are the most powerful motives of conduct in his life. Thus he can be prepared for the great conflict which is before all of us.

We are sometimes satisfied to think that a teacher has good moral principles. Is there any difference between *moral* principles and *Christian* principles? Just as much as the difference between depending upon ourselves to motivate our good works, and depending upon Christ to work within us "both to will and to do of His good pleasure."

What can a Christian teacher do for a child, that a worldly teacher cannot do? He can present to a child *Christian* principles, and if the child accepts of these, what may we expect? "This union formed (the union of the child with the Christian principles), the student has found the source of wisdom. He has within his reach the power to realize in himself his noblest ideals. The opportuni-

ties of the highest education for life in this world are his. And in the training here gained, he is entering upon that course which embraces eternity." —"Education," page 30. What a promise! What a glorious outlook for the youth who are rightly trained!

The school alone cannot promise to do this, but God has ordained that it helps the home in the great task of keeping the children within the fold. Oh, what can it profit a father and mother if they gain the whole world but lose their own children!

There are only five church schools in Africa, but are there not many parents who do not have children in these schools who feel the necessity of obtaining this heaven appointed agency for keeping the children in the church, and making for unbroken families in the coming kingdom?

May the burden of this great problem fall upon the hearts of the parents, and also upon the hearts of young men and women that they may consecrate their lives to the teaching of the children.

MRS. J. H. STEARNS.

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WISDOM is better than rubies.

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"THE fear of the Lord is the beginning of wisdom, and to turn from evil is understanding."

The Place of the Mission School in the Finishing of the Work

WHEN entering non-Christian lands for the purpose of mission work, a society usually endeavours to open a boarding school. Especially is this true in the uneducated sections. This boarding school acts as the entering wedge, sometimes featuring medical missionary work, sometimes school work or industrial lines, varying according to the taste and qualification of the missionary in charge, and the habits of the people among whom he is located. As time goes on, and some of the students are converted and make advancement in education, they are trained in the Message, and are sent into other neighbourhoods or villages to carry on mission work. These neighbourhood or village missions have, for lack of a better term, been referred to as "village schools." This term "village school" covers the church's regular missionary activities, such as preaching, giving Bible studies in the home, conducting the regular baptismal class, Sabbath school, Missionary Volunteer and all other lines of missionary endeavour in the vicinity of the school. Besides this, the native missionary, in order to keep up interest and his prestige, usually conducts a regular school from two to three hours a day. In this regular school, he has a daily Bible class. Thus the out-school in the village becomes the Christianizing, civilizing and educational centre of the village.

Upon entering an uneducated heathen community, the first contact is usually made through the mission training school, but as teachers are sent out for village work, and the work opens up in various villages, the plan reverses and the original contact with heathenism, or by the heathen with Christianity, is made through the out-school. Then, after a few years of endeavour, the out-school does the same work and bears the same relation to the undeveloped heathen community as the mission school did at the beginning, and the mission school begins to draw its students, not from among the raw heathen, but from the out-school, and from this point on, the out-school becomes the feeder, or the base of supply for the training station. Then, in turn, the training station is the base of supply for teachers and evangelists to replace those who drop out, and to supply workers for new territory.

At no time in the development of our work in the uneducated heathen areas, can we dispense with either the out-school or the mission training station. As the work develops and expands, largely through the medium of the village evangelical centre, called the out-school, this creates an ever increasing demand for more evangelists and teachers. Thus, with the increasing number of out-schools—village mission centres—does the demand on the training school increase, and the expansion among villages and in the training school must be parallel.

ON THE MISSION STATION

The mission station has some distinct advantages over the out-school. Though there may be good work done in the school room, as soon as the school is dismissed the child is under heathen influences. He is in heathen society, whether at work or at play. With the exception of the few hours that he is under the influence of the school room, the rest of his time is

spent under influences that have a tendency to uproot, to counteract, to annul and destroy the work of the school. Thus, early in their out-school experiences, they frequently decide to continue in the school only for the material advantages which they hope it will bring them, but on the station it is different. Here, there is some idea of home life given, of proper deportment, civil conduct, and whether in the school or out, there is a certain amount of moulding influence exerted which tends to develop stability, reliability, industry and truthfulness. So it is upon the mission training station that the principal moulding, civilizing work is done, and they are brought into shape to really represent the Truth.

THE SIFTING WORK IN THE OUT-SCHOOL

In the beginning of the mission work, the missionaries must take every boy that comes to them, and therefore, their percentage of loss among the students is very high, for the average heathen is just as content with his heathen religion, with his tribal tradition, with the old folklore and the religious suspicions that he has acquired from the various sources of witchery, as is the non-Christian man in more enlightened countries with his religion or tradition. So, as the out-school comes into its own, it acts as a strainer and only those pass on through who show signs of progress and development, and indicate interest in the truths which they have learned.

THE GOSPEL COMMISSION

Thus the mission schools are literally fulfilling the gospel commission to "go and teach all things whatsoever I have commanded you." In many a heathen kraal, there is a village church school conducted by a one time idol devotee, or spirit worshipper, who is now championing the cause of Him who gave His all for those who are in darkness. These men, though raised in the midst of heathen surroundings, and who after only a few years' training go out and do a work and bring in believers, are the one big proof that the mission school is ordained to have a part in the finishing of the work.

F. E. THOMPSON.



Spion Kop College—1926

No sooner have we closed the pages of the school year of 1925, than we begin to plan for and look forward to the new year of 1926.

Inasmuch as much publicity is being given to our plans for the transferring of our school plant in the near future, there doubtless arises in the minds of some as to our plans for carrying on at Spion Kop for the year 1926. Some may have felt that, inasmuch as we have plans of transfer, we would not carry on at Spion Kop the coming year, or that if we do, we will be all astir with the new plans and will not do strong work. It is for the purpose of allaying any such thoughts and to solicit from the field this year the largest enrollment which we have ever enjoyed at Spion Kop, that I write this article. I desire also to pledge to the field the strongest year's work during 1926 that we have ever experienced since my connection with the school.

As we lay plans for the coming year, we have reason to believe that with the proper enrollment we can have the best year of the school's history. We are planning to greatly strengthen the work of the class room. We have recently received over £100 worth of apparatus for the Science Department. This will greatly strengthen the work of this department and allow us to do much better work than we have been able to do hitherto.

We are this year securing the services of Brother Geo. E. Shankel, of Canada, to take charge of the English Department. Brother Shankel has had a number of years of successful teaching experience in our schools in Canada, and will carry the work of this department in a good strong way.

We are also expecting to secure the services of Mrs. Shankel to take charge of our Music Department. Mrs. Shankel is well qualified for this position, having carried this work in Walla Walla College for several years.

The other departments of the school will be carried by the present staff, so that 1926 should be our banner year as measured by the strength of the faculty. It will, therefore, be seen that we plan to carry the work of the school at maximum strength until such time as sufficient buildings are in readiness on the new place to allow us to carry on there without weakening our work. We would, therefore, encourage our brethren everywhere to lay plans to place their children in our school the coming year, that our enrollment too may reach its maximum number.

CHARGES

And while I am making this solicitation for enrollment, I feel I should make some explanation as to our rates for charges. I have heard it said that our charges were quite in excess of other schools of like kind in this country. I would like to point out that this is altogether incorrect, and that instead of our charges being higher, they are far less than other like schools.

Our charges per quarter of ten weeks are as follows:

	STDS. I. TO VI.	STDS. VII. TO X.	TRAINING COURSES
Girls	£13 0 0	£13 13 0	£14 14 0
Boys	£14 0 0	£14 14 0	£15 15 0

It will be seen that the total inclusive charge for the entire year is as follows:

	STDS. I. TO VI.	STDS. VII. TO X.	TRAINING COURSES
Girls	£52 0 0	£54 12 0	£58 16 0
Boys	£56 0 0	£58 16 0	£63 0 0

The above includes all charges except a medical fee of 5/- per quarter and tuition for music. It will

also be noted that the approximate average charge of all classes is £58.

Having heard of the statement of our excessive charges, I wrote to fifteen of the leading boarding schools of this country to ascertain their charges. These were representative schools of the country located in the several provinces—Cape Town, Grahams-town, Durban, Maritzburg, George, and other educational centres. In answer to my inquiries I received the following figures, which are inclusive charges for the entire year:

£94-18-0; £90-0-0; £89-0-0; £84-0-0; £81-14-0; £79-0-0; £78-0-0; £72-12-0; £70-10-0; £70-0-0; or an average of approximately £81 per year for the same service as we are rendering for £58-16-0, or a difference of approximately £23-4-0 in our favour. Surely, the charge of our excessive rates does not stand. Moreover, we have supplied to our students,

seventy-nine in number, in the homes, labour to the amount of £1,605-11-6 or an average of over £20 for each student, thus reducing the average amount which we have received from each student to £38-16-0, which is less than half the rate charged by other schools.

We recognize, however, that the full argument for a school does not rest on the cheapness of the charges; in fact, cheapness may not be an argument whatsoever. The argument rests upon the work we are doing; in other words, our finished products—our graduates.

Our present records show that the school, since its founding in 1892, has graduated fifty-one young people. Of these fifty-one, eighteen have graduated in the last three years. We have graduated almost as many in the past three years as in the first nineteen years of the school's history.

And yet numbers do not constitute the full argument, but rather: "Where are these graduates and what are they doing?" In looking over this list of graduates recently, with one who is familiar with the field, it was found that of the fifty-one graduates only three are not now in the Truth. A good record after all, is it not? 94% faithful, some of whom have stood the test for over thirty years. I challenge anyone to find a class of fifty-one young people in this field but what has greater losses through apostasy.

In conclusion, I should like to appeal to every young person in this field to strive to enter our schools; to parents to make the education of their children a matter of special prayer that they may receive a Christian training; to every worker to encourage every parent and young person in working out this God-given plan, and to every one of the fifty-one graduates of this school to do all that it is possible in helping us to make the school a success, not only in moral strength, but also in numbers.

E. D. DICK.

"The best education that can be given to children and youth is that which bears the closest relation to the future, immortal life."

Spion Kop College seeks at all times to emphasize the "best education."

School opens February 11, 1926.

For full information address

**The Principal,
Spion Kop College,
Ladysmith,
Natal.**

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W. B. COMMINS, Editor
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It's You

If you want to work in the kind of a school
Like the kind of a school you like,
You needn't pack your clothes in a grip
And start on a long, long hike.

You'll only find what you left behind,
For there's nothing that's really new;
It's a knock at yourself when you knock your school;
It isn't your school, it's you.

Real schools aren't made by men afraid
Lest somebody else goes ahead;
When every one works and nobody shirks,
You can raise a school from the dead.

And if while you make your personal stake,
Your neighbour can make one, too,
Your school will be what you want to see—
It isn't your school, it's you.



Student Labour at Spion Kop

DURING the past year, Spion Kop College paid out to its students £1,964-0-8 for work done by them. It is doubtful if any other of our schools in the world can show up such a record as this when the small enrollment is considered.

This means that the school has carried in labour approximately thirty students through the year. It also means that had not such provision been made the parents would have had to pay this much more in cash for the schooling of their children, or perhaps it would rather have meant that many of these young people would not have been in school.

It means also that, apart from their having been privileged to receive the intellectual and spiritual benefits of the school, a large number have had the privilege of working to earn their first money. It doubtless has also helped many to realize the value of money, and the effort required to get it will help the student to be more frugal in later life, all of which helps us to believe that the effort has been worth while.



WE live in deeds, not years;
In feelings, not in figures on a dial;
In thoughts, not breaths.

We should count time by heart-throbs.
He most lives who thinks most, who feels the
noblest, and who acts the best.



God can use every person just in proportion as He
can put His Spirit into the soul temple.

ALPHABET OF SUCCESS

Ambition
Brains
Control
Determination
Efficiency
Fearlessness
Grasp
Health
Interest
Judgment
Keeness
Loyalty
Manliness

Nerve
Optimism
Perseverance
Quality
Reliability
Sobriety
Thrift
Usefulness
Veracity
Will
Xperience
Years
Zeal



A Comparison

It sometimes helps us to measure ourselves with those about us to see how we rank. It is doubtless sometimes felt by some that our training school is almost the small end of nothing. We therefore indulge in this bit of comparison to help us see how we stand among our own schools.

Our last statistical report shows that the denomination now operates 71 educational institutions outside of North America. In comparing our training school with these on the points listed below we find our school ranks as follows:

POINTS	RANK
Number of buildings	Fourth
Acres of land on farm	First.
Teachers	Thirteenth.
Volumes in library	Eighth.
Student capacity	Twenty-four.
Total graduates in 1924	Fourth.
Students entering the work	Fifteenth.

It will be seen from the above that our general rank is very good. We, of course, are not satisfied with our attainments but look forward to the upbuilding of a training school which will be second to none.



The Path of Leadership

THE path of leadership leads through college. This fact is very often overlooked, the truth of which however remains. Here is the proof taken from "Who's Who in America," (1924) which is a book giving a short biography of the leaders of the nation.

The book contains a write up of 24,278 persons, whose educational qualifications are as follows:

Of the total number, 1,814 gave no educational data.
388 were self educated or privately educated.
1,880 received only a sixth standard education.
2,756 finished only tenth standard.

The total number attending college (beyond the tenth standard) was 17,439 or 79%, while college graduates numbered 14,055, or about 64%.

The significant feature is that, whereas there are 14,055 college graduates named in the volume, the number reporting sixth standard education only is 1,880. Could there be a more convincing argument in behalf of higher education? What is true in America in this respect is equally true of South Africa.