

THE JOURNAL OF *True Education*



MAX THARPE



Summer 1962

A GREATER GENERATION

A striking phenomenon of these times is that the younger generations are growing taller than the previous ones. This is because children today are provided balanced diets with more and better food. Real growth, however, includes getting better as well as bigger. There is little evidence to show that the younger generations are better morally, spiritually, or intellectually.



J. BYRON LOGAN

THE JOURNAL OF TRUE EDUCATION

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Bible prophecies affirm, however, that in the last days God will raise up a greater generation, a group of men and women who will reflect the character of Jesus fully.

"And I looked, and, lo, a Lamb stood on mount Sion, and with him an hundred forty and four thousand, having his Father's name written in their foreheads. . . . These are they which follow the Lamb whithersoever he goeth. These were redeemed from among men, being the firstfruits unto God and to the Lamb. And in their mouth was found no guile: for they are without fault before the throne of God" (Revelation 14:1-5).

"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 his creation might be realized—this was to be the work of redemption. This is the object of education, the great object of life."—Ellen G. White, *Education*, pp. 15, 16.

"In the highest sense the work of education and the work of redemption are one."
—*Education*, p. 30.

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HERBERT RUDEEN, ARTIST



CHRISTIAN EDUCATION, by promoting balanced development, helps the church create **A GREATER GENERATION** in all areas of life

Christian schools help youth grow "to mature manhood, to the measure of the stature of the fullness of Christ"; "to grow up in every way into him who is the head, into Christ" (Ephesians 4:13, 15, R.S.V.).

"True education means more than the pursuit 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 being, and 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.



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RUSSELL HARLAN, ARTIST

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It is astonishing what these twenty-six little marks can do.

Arranged in certain ways, they can make you love or hate, weep or shout for joy; they can lead you to purity or impurity, to useful living or to prodigal uselessness.

Wordsworth formed them into an ode, "To a Skylark," and in Edmund Spenser's hands, they became "The Faerie Queene."

Charles Lamb wound them into "A Dissertation on Roast Pig."

Grace Metalious twisted them into *Peyton Place*.

Martin Luther shaped them into ninety-five theses.

John formed them into The Revelation, and Ellen G. White into *Steps to Christ*.

Your name is in them.

And here we are, using them now.

Letters, words, sentences, paragraphs—in short, books, reading—shape the mind, and the mind directs the person in all phases of his life.

It is in schools that boys and girls learn to read certain kinds of books, and their entire lives are changed—for good or ill.

Christian schools provide the youth with learning that ennobles, that leads to selfless service, that brings them to Christ and to the foot of His cross.

THIS IS WHY CHRISTIAN SCHOOLS ARE SO VITAL FOR PREPARING A GREATER GENERATION

In Order to Produce a Greater Generation

Our Schools Must Be Different

The Lord plainly specified what should be the character of the influence and instruction the school should maintain. . . . As the knowledge and fear of the Lord is the beginning of wisdom, it was necessary that the study of the Bible should have a prominent place among the various branches of scientific education. The standard of the school was to be of high order, and the principles of vital godliness were ever to be kept before the students as a most essential feature of education."—*Fundamentals of Christian Education*, p. 285.

"We are not to elevate our standard just a little above the world's standard; but we are to make the line of demarcation decidedly apparent. . . . We are under solemn, sacred covenant to God to bring up our children . . . to love and fear God, and to keep His commandments. . . . For this reason our schools have been established, that youth and children may be so educated as to exert an influence for God in the world."—*Ibid.*, p. 289.



A. DEVANEY

"In order to give them instruction in regard to the claims of the law of Jehovah, it is necessary that we separate our children from worldly associations and influences, and keep before them the Scriptures of truth, by educating them line upon line, precept upon precept, that they may not prove disloyal to God."—*Ibid.*, p. 288.

"The Lord would have the children gathered out from those schools where worldly influences prevail, and placed in our own schools, where the word of God is made the foundation of education. . . . The responsibility resting upon parents, teachers, and church members . . . is greater than words can express."—*Counsels to Parents, Teachers, and Students*, p. 166.

The Editors

of your denomination's educational journal invite you to examine the following pages in which we present to you



J. BYRON LOGAN

A Camera's-eye View

*of the goals and actual achievements
of Seventh-day Adventist schools, that you may see*

The Difference

our schools are different because they have consecrated, capable

CHRISTIAN TEACHERS

such as



Kathy Anderson, teacher of our Vienna elementary school, Virginia.



Grace Morel, beloved, efficient English teacher and librarian, Lodi Academy, California.

S. H. Horn, Ph.D., long-time missionary to the Moslems, now professor of archeology at Andrews University, is known for profound scholarship united with genuine Christian living.



Astrophysicist Ray Hefferlin, Ph.D., of Southern Missionary College, who with his teaching combines research, contributions to scientific journals, much student counseling, and spiritual leadership.



... and because in the curriculum the study of the Bible is given the CENTRAL PLACE

"We shall make grave mistakes unless we give special attention to the searching of the word. . . . God's word must be made the groundwork and subject matter of education."

"Our people should have an opportunity to study the sciences, and at the same time learn the requirements of His word. . . . The study of the Scriptures should have the first place in our system of education."

"The Bible should be the child's first textbook."—*Counsels to Parents, Teachers, and Students*, pp. 16, 86, 108.

"It is impossible to study the Bible with a humble, teachable spirit, without developing and strengthening the intellect."

"There is nothing so ennobling and invigorating as a study of the great themes which concern our eternal life. Let students seek to grasp these God-given truths; let them seek to measure these precious things, and their minds will expand and grow strong in the effort."—*Fundamentals of Christian Education*, pp. 432, 447.



MAX THARPE

"He who gives the Scriptures close, prayerful attention will gain clear comprehension and sound judgment, as if in turning to God he had reached a higher plane of intelligence."

"He is not given new mental powers, but the darkness that through ignorance and sin has clouded the understanding is removed."—*Counsels to Parents, Teachers, and Students*, p. 452.

Employ

teachers who love youth,
and who can teach them
what the love of God is, and



A. DEVANEY

at the same time point out
that obedience to God's will
and authority is the basis
of a happy and meaningful
life . . .

teachers who serve in a spirit
of kindness and affection
that helps pupils attain a
balanced growth, avoiding
the emotional troubles that
afflict so many youth to-
day . . .



H. ARMSTRONG ROBERTS

Add

instruction and worship experiences that help youth unite to their recognition of God's love and authority . . .



a feeling of joyous reverence and awe in the presence of our holy, infinite God, and we have an atmosphere conducive to spiritual growth . . .

A. DEVANEY

in which prayer and faith in God is the accepted pattern and general rule of all on the campus.



We Endeavor—by God's help



MAX THARPE

to make our schools places where kindness, magnanimity, and compassion are the ideals for which the students strive in personal living,

where people are sensitive to the needs of others, and in cooperative effort seek to help others instead of to best them, where young hearts and minds catch a vision of dedicating their lives in selfless service for God and humanity, and immediately implement it during student days by visiting the ill and the misguided, distributing food to the needy, and sharing material blessings with less fortunate students in other lands.

Lord, make me an instrument of your peace;
Where there is hatred, let me sow love;
Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness, joy.

O Divine Master, grant that I
may not so much seek
To be consoled as to console;
To be understood as to understand;
To be loved as to love;
For it is in giving that we receive,
It is in pardoning that we are pardoned,
And it is in dying that we are born to
eternal life. *Amen.*

—St. Francis of Assisi





Adventist Schools Provide for Physical Development

by providing facilities for exercise through recreational games—

but more so by useful labor in industries that in addition to providing students with income and salable skills gives valuable training in promptness, thoroughness, and dependability—

and by teaching basic health principles, clean living, and abstinence from tobacco, liquor, coffee, and excessive sweets.

In recent years scientific studies in several areas have revealed the advantages of following the health principles that Adventists hold. Not the least amazing of these were the dental studies in Colorado performed by Dr. Robert A. Downs and his staff in the State Health Department. The results of this study have attracted wide attention of dental public health personnel, for Dr. Downs wrote, "The dental caries rates are consistently lower in the Seventh-day Adventist school group

than in the other school groups." He suggested that other studies be done, for he felt that the Adventist belief in health principles that they teach to their children at home and in school is the reason for these results. Health principles must be taught in the home, but when reinforced year by year in the school, by teachers who *live* by the principles as well as teach them, these principles are embedded in the fiber of the soul.

Intellectual Life in Adventist Schools

"The Lord desires His people to reach the highest round of the ladder that they may glorify Him by possessing the ability He is willing to bestow. . . . We are to show a superiority in intellect, in understanding, in skill and knowledge, because we believe in God and in His power to work upon human hearts."
—*Christ's Object Lessons*, p. 358.

"While religion should be the prevailing element in every school, it will not lead to a cheapening of the literary attainments. It will make all true Christians feel their need of thorough knowledge, that they may make the best use of the faculties bestowed upon them. While growing in grace and in knowledge of our Lord Jesus Christ, they will seek constantly to put to the stretch their powers of mind, that they may become intelligent Christians."
—*Counsels to Parents, Teachers, and Students*, p. 504.

"God does not want us to be content with lazy, undisciplined minds, dull thoughts, and loose memories."
—*Counsels to Parents, Teachers, and Students*, p. 506.

"I am instructed that we are to carry the minds of our students higher than it is now thought to be possible."
—*Fundamentals of Christian Education*, p. 536.

"If placed under the control of His Spirit, the more thoroughly the intellect is cultivated, the more effectively it can be used in the service of God. The uneducated man who is consecrated to God and who longs to bless others can be, and is, used by the Lord in His service. But those who, with the same spirit of consecration, have had the benefit of a thorough education, can do a much more extensive work for Christ. They stand on vantage ground."
—*Christ's Object Lessons*, p. 333.

"Those who empty their hearts of vanity and rubbish, through the grace of God may purify the mind, and make it a storehouse of knowledge, purity, and truth. And it will be continually reaching beyond the narrow boundaries of worldly thought, into the vastness of the infinite."
—*Counsels to Parents, Teachers, and Students*, p. 513.

trained teachers develop
skills in reading and

knowledge of number theory
(the foundation of science)

giving special help
where needed



good elementary schools lay the foundation for excellence in later years



A. DEVANEY



imparting love for
good books—the

storehouses of the
world's knowledge—and

instructing youth about
people of other lands

elementary
schools
put down
solid
foundations,
and
secondary
schools
build the
walls
for a good
education



EWING GALLOWAY

...and all this
during the
age of
decision
when...



MAX THARPE



MAX THARPE

the direction
of later life
is being set
almost
unalterably

**IN THESE CRUCIAL YEARS CHILDREN FROM ADVENTIST
HOMES NEED TO BE IN ADVENTIST SCHOOLS**

nine senior colleges

in the United States (all accredited) and others overseas offer Adventist youth opportunities to dig deeper into the scholastic disciplines and to plumb the more intricate problems and questions of life



MAX THARPE



Union College Library



Columbia Union College



Philippine Union College



Higher mathematics such as taught by Dr. Harold Jones of Emmanuel Missionary College



prepares for studies with atomic reactors like the one at La Sierra College



or research on the linear accelerator at Pacific Union College



Plasmajet research in thermodynamics at Southern Missionary College

foreign language laboratories at Southern Missionary College



writers' seminar



MAX THARPE

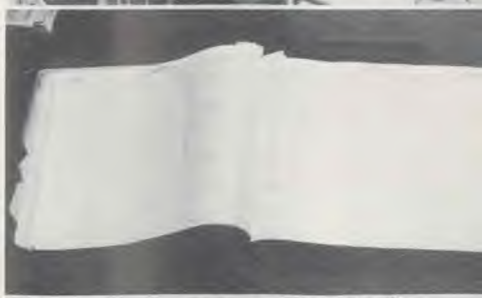
research

In Today's Highly Technical Civilization

leaders in trade and industry, as well as men in the professions, must be college trained. A rapid shift in manpower needs is taking place. Young people who desire good paying jobs and positions of responsibility must have technical training on a college level.

Adventist colleges, in addition to training for the professions—medicine, ministry, teaching—offer excellent programs in

engineering
agriculture and
farm management
home economics
interior design
dietetics
printing
accounting and
business
administration
journalism
public relations
nursing
secretarial science
music
physical education
and many others



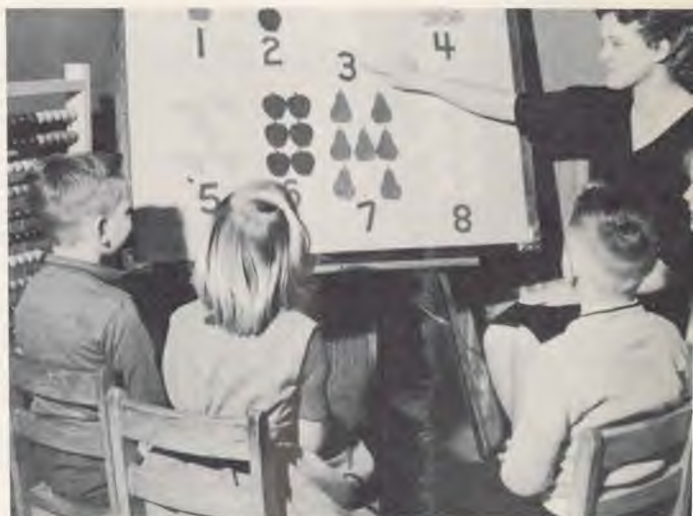


Typical

of Adventist youth obtaining an education and training for a profession in our colleges is

Joyce McKinley
of Atlantic Union College
in Massachusetts

Preparing for a teaching career, Miss McKinley, a senior, gains valuable experience from student teaching in the college's laboratory schools (above). The regular teacher of the schoolroom supervises her teaching, and a staff member of the college education department counsels with her frequently.



Meanwhile Joyce continues her studies in subject matter courses (left) in harmony with our new emphasis on mastery of a subject field and increased classroom teaching experience.

SOCIAL OCCASIONS BALANCE STUDY AND WORK

Preparing for an evening of
fun with a break for a snack



Skating (at 40° below)
or
Picnicking when spring comes



Every meal in the college dining hall opens up interesting possibilities for learning social skills



not to mention . . .



Dates on club nights, such as going it the Oriental way with the modern languages group

It's all over—now for a good sleep to get ready for another week of study and work

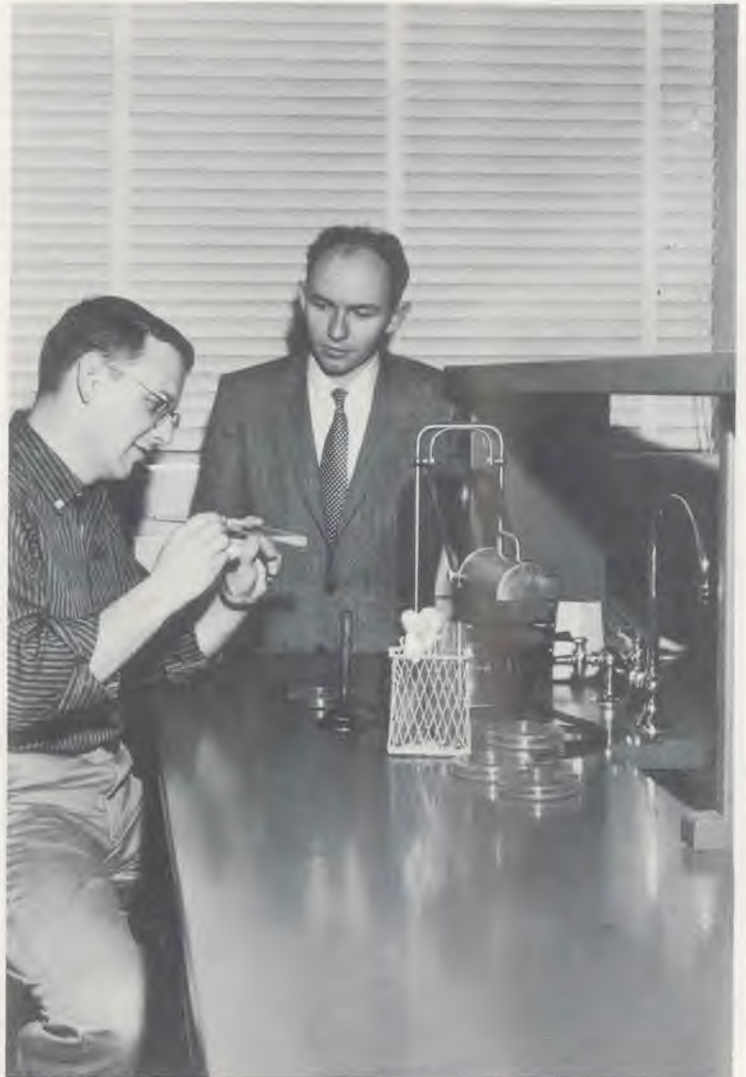


Our church has been instructed that its schools

“Should arrange to carry their students to the point of literary and scientific training that is necessary.”—*Fundamentals of Christian Education*, p. 490.

Accordingly, we have established two universities in which graduate studies leading to doctor's degrees are offered in various fields . . .

where students may pursue their studies up to the very frontiers of knowledge, at which point both teachers and students are learners together, seeking to discover new facets of truth



Research with radioactivated luminescent bacteria at Andrews University



In Seminary Hall at Andrews University, Berrien Springs, Michigan, ministers and Bible teachers take their graduate courses, along with youth taking advanced studies in other fields of study, while



at Loma Linda University in California special fields offered include medicine, dentistry, and medically related sciences, as well as liberal arts



The foregoing pages have set forth

A High Ideal

—goals that are difficult to reach. But our educators are trying hard,
and God is richly blessing the youth in our schools.



"Ideals are like stars; you will not succeed in touching them with your hands. But like the seafaring man on the desert of waters, you choose them as your guides, and following them you will reach your destiny."

—Carl Schurz

The Pay-off

of Christian schools comes when youth are graduated who have learned that as unique persons they have a unique task and destiny, and that they may reach that destiny in its fullest sense only by dedicating themselves unreservedly to the service of God and man.

Thousands of graduates from our schools, like (2) this one in Finland, are serving with this dominating purpose as (3) ordained ministers preaching the gospel in many lands, as (4, 5) teachers in schools like this one in the French islands, and at numerous other tasks to which God has called them.



Educational Advantages

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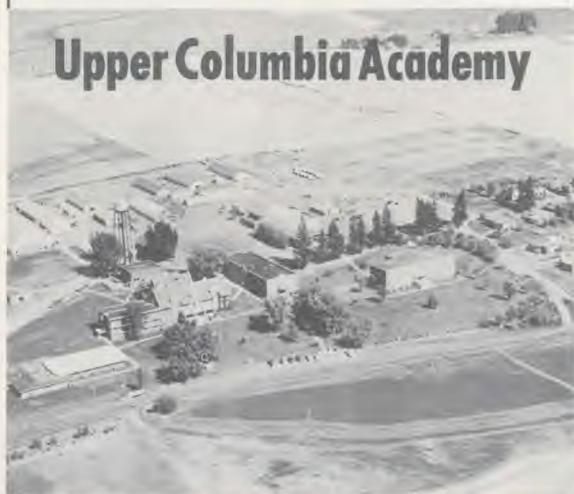
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CHRISTIAN
CLIMATE"*

*"WHERE PROGRESS
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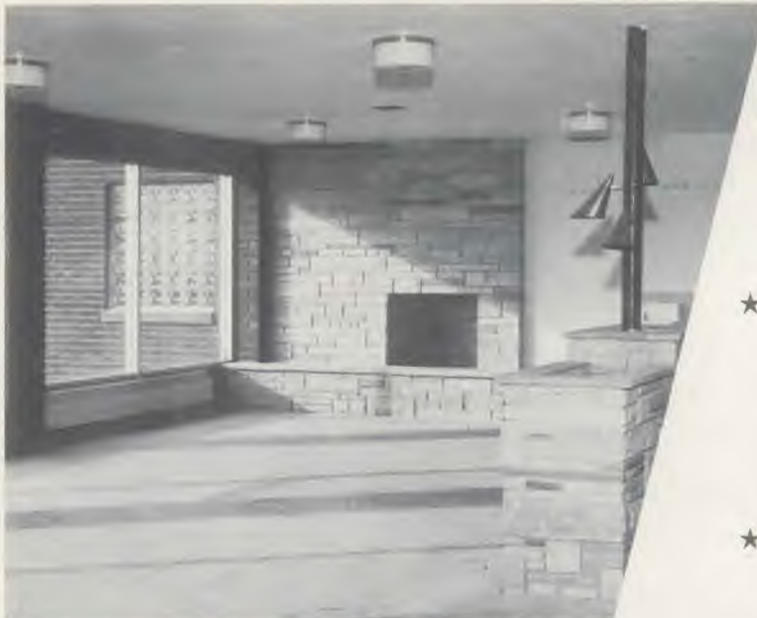


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- ★ Spiritual Aspiration
- ★ Physical Preparation
- ★ Christian Association

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Registrar
OAKWOOD COLLEGE
Huntsville, Alabama



The DOORS to COLLEGE

Entering college is one of the most important milestones in anyone's life. Few doors have greater influence or are more important than the doors to college. These doors shape not only the course of the next four years but also that of your whole life. The investment of time, energy, and money involved in a college education is such that you must carefully choose the college whose doors you will enter.

Like people, colleges each have a unique personality—certain distinctive characteristics that set them apart from others. You should try to learn as much as you can about the college of your choice so that you may be sure that its program and purposes are compatible with your own aspirations and habits of living.

Emmanuel Missionary College, first organized in 1874, is the oldest institution of higher learning founded by Seventh-day Adventists. It serves as the undergraduate college of Andrews University. It continues as a liberal arts college particularly concerned with the development of humane individuals who are sensitive to the needs and demands of the age in which they live. It is concerned with integrity, self-discipline, and honor. EMC is dedicated to the idea that man's most ancient and implacable enemy is ignorance of God's design for the human family. It holds that through education and the Christian faith man may achieve symmetry of character and a knowledge of the best use of life.



**If these ideals spark your
enthusiasm, write . . .**

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with a distinguished past, is seeking
men and women for a glorious future . . .



*" . . . an education that cannot be completed
in this life, but that will be continued in the
life to come."—Education, p. 19.*



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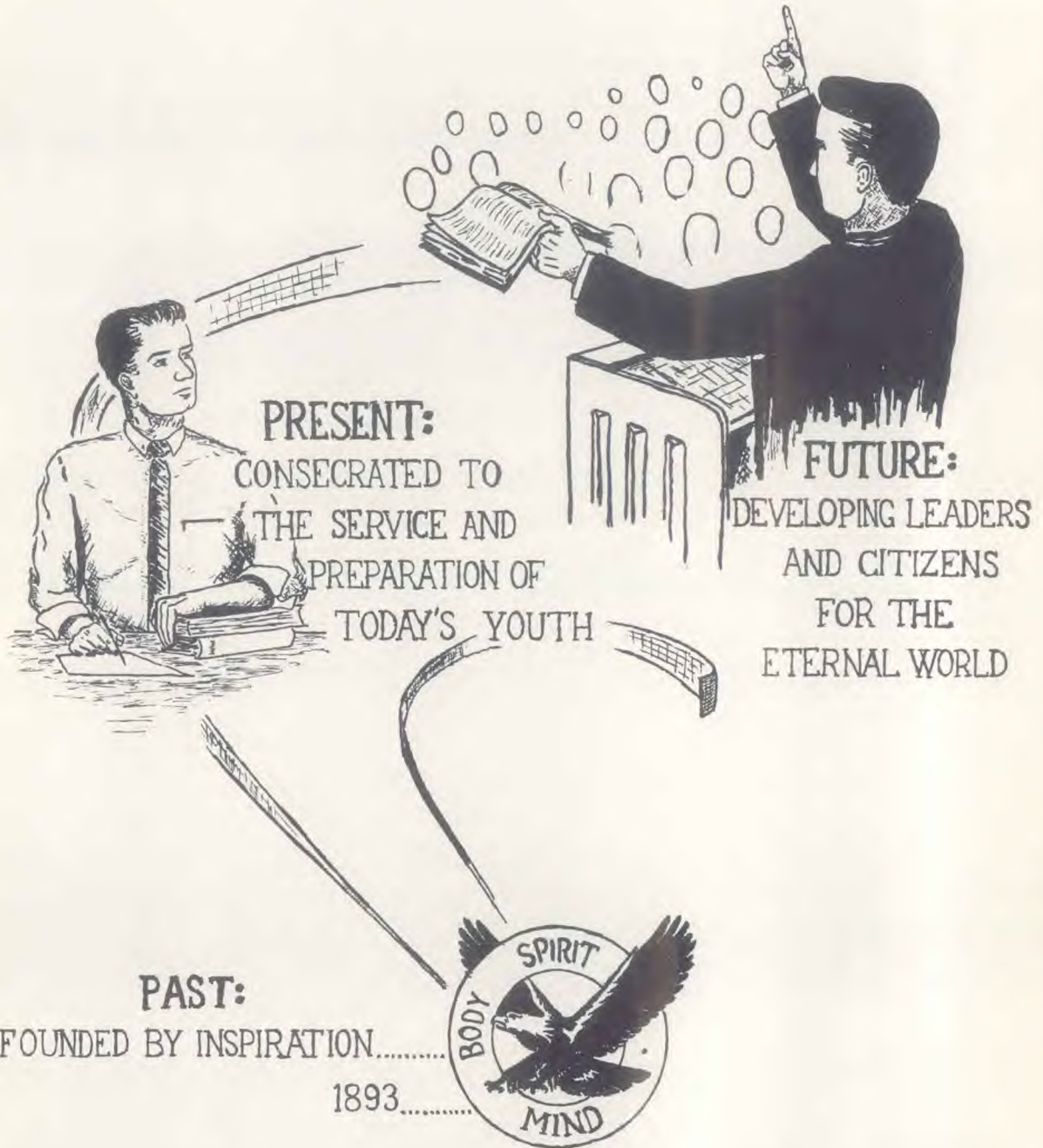
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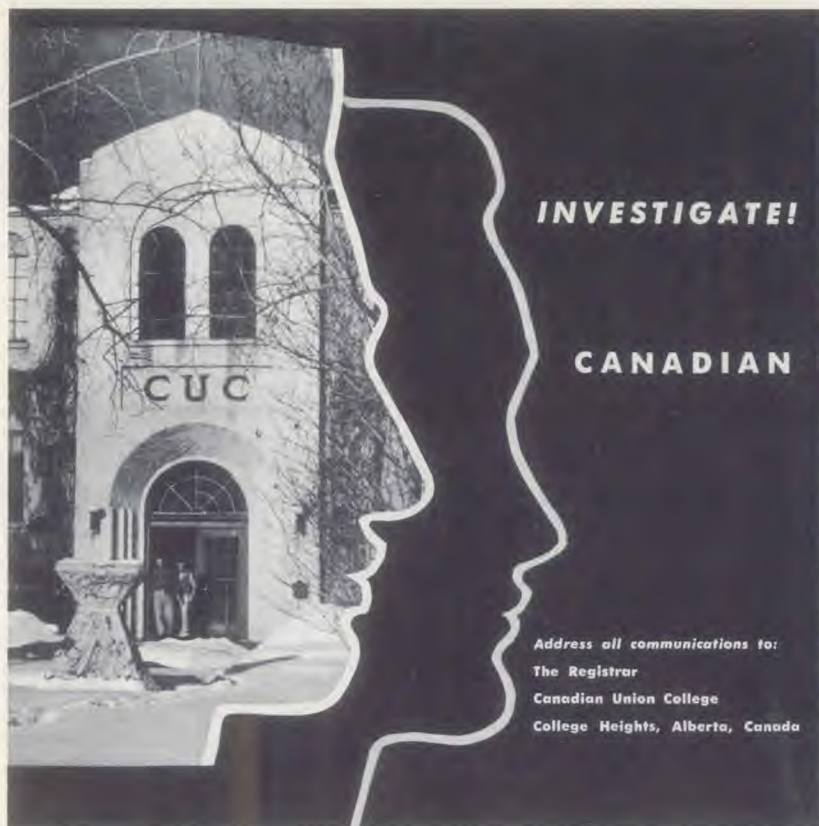
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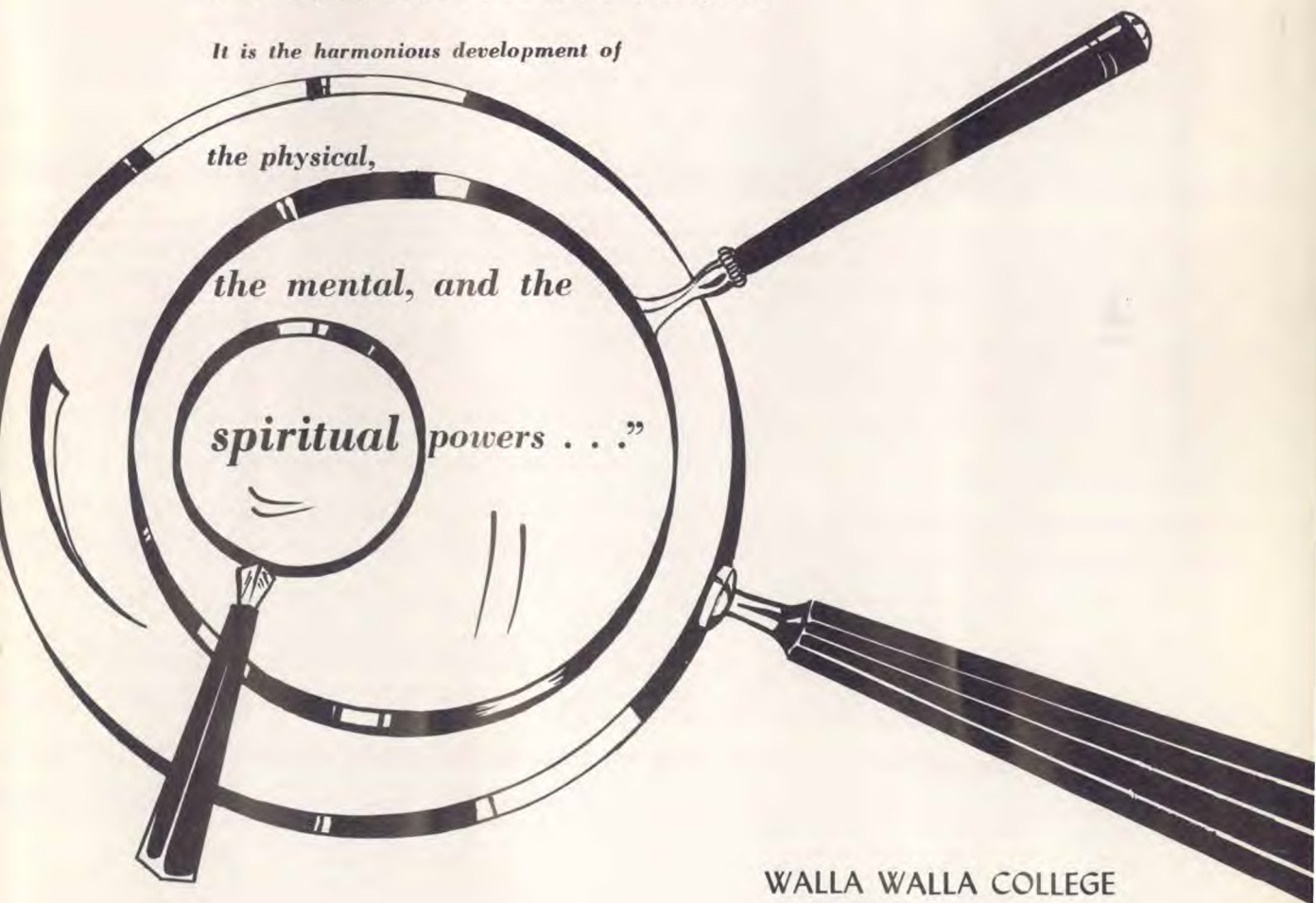
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An Appeal to Parents

God has sent special instruction to Adventist parents concerning the education of their children. The following is but a sample:

"The Lord would have the children gathered out from those schools where worldly influences prevail, and placed in our own schools, where the word of God is made the foundation of education.

"If ever we are to work in earnest, it is now. The enemy is pressing in on all sides, like a flood. Only the power of God can save our children from being swept away by the tide of evil.

The responsibility resting upon parents, teachers, and church members, to do their part in co-operation with God, is greater than words can express. . . .

"The Lord would use the church school as an aid to the parents in educating and preparing their children for this time before us. Then let the church take hold of the school work in earnest, and make it what the Lord desires it to be."—*Counsels to Parents, Teachers, and Students*, pp. 166, 167.



*Join the parents of these youth!
Provide a Christian education for your children now*