

The Journal of

# *True Education*

Summer, 1966



***One World***

*in*

***Adventist Education***

# THE JOURNAL OF TRUE EDUCATION



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"In Christ there is no east or west,  
In Him no south or north;  
But one great fellowship of love  
Throughout the whole wide earth."

—JOHN OXENHAM

## ONE WORLD IN ADVENTIST EDUCATION

## Seventh-day Adventist schools

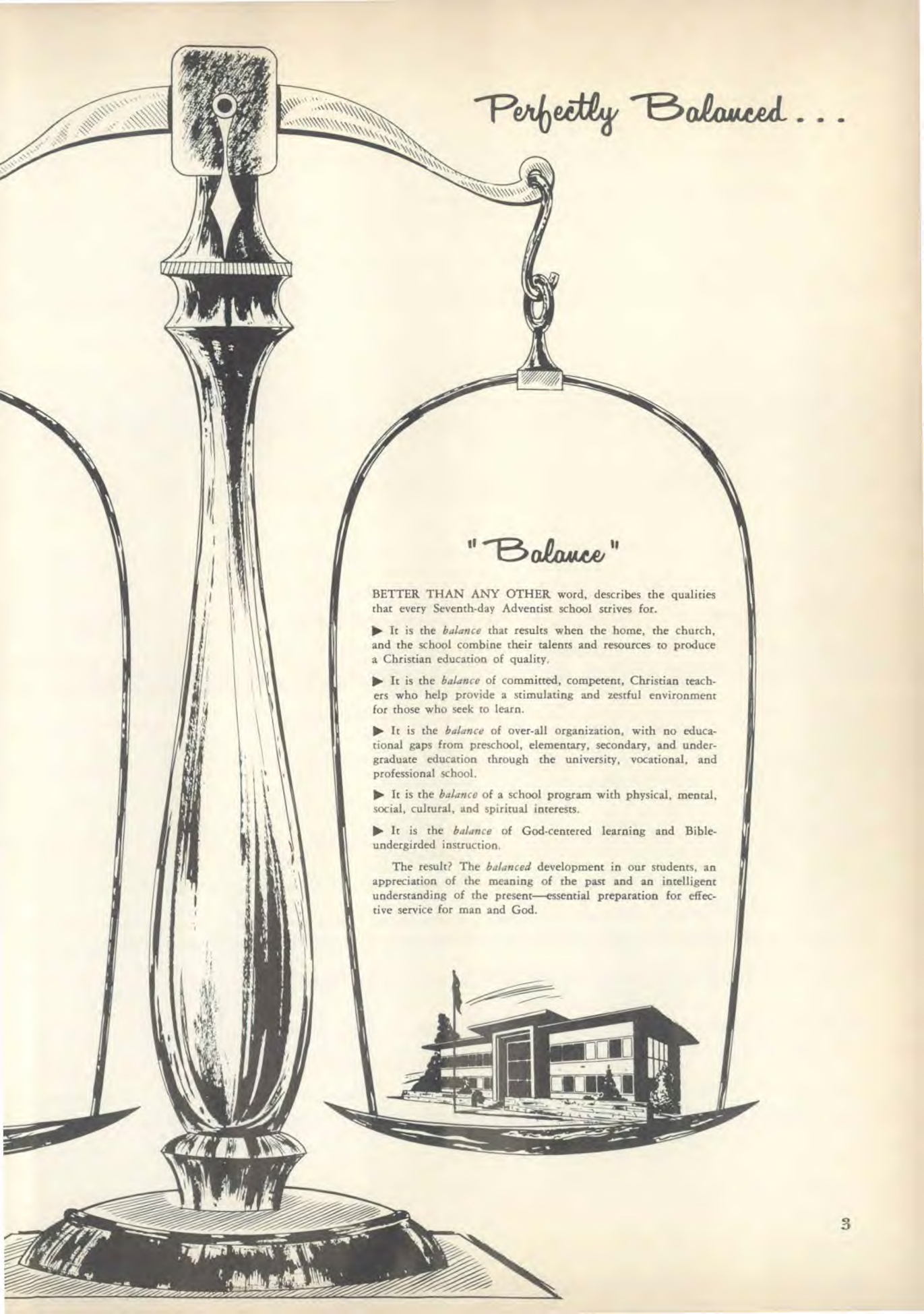
on all levels in all countries around the earth subscribe to Christ—the center of all teaching and learning;  
The Bible—the foundation of the instruction;  
Teachers—converted and thoroughly committed;  
Students—willing to subscribe to the Christian philosophy of life;  
Curricula—balanced program of study and work, theory and practice.



The editors are indebted to the seven divisions that have sent copy and pictures.

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Perfectly Balanced . . .

## "Balance"

BETTER THAN ANY OTHER word, describes the qualities that every Seventh-day Adventist school strives for.

► It is the *balance* that results when the home, the church, and the school combine their talents and resources to produce a Christian education of quality.

► It is the *balance* of committed, competent, Christian teachers who help provide a stimulating and zestful environment for those who seek to learn.

► It is the *balance* of over-all organization, with no educational gaps from preschool, elementary, secondary, and undergraduate education through the university, vocational, and professional school.

► It is the *balance* of a school program with physical, mental, social, cultural, and spiritual interests.

► It is the *balance* of God-centered learning and Bible-undergirded instruction.

The result? The *balanced* development in our students, an appreciation of the meaning of the past and an intelligent understanding of the present—essential preparation for effective service for man and God.





The Law of the Lever . . .  
ARCHIMEDES



The Law of the Pendulum . . .  
GALILEO



The Law of the Balance . . .  
BUSINESS

"YOU GET WHAT YOU PAY FOR"

## *CHRISTIAN EDUCATION*

is not a cost, but  
an *investment*—a management  
trust in youth and the future





"Nothing is of greater importance than the education of our children and young people."

—*Counsels to Parents, Teachers, and Students*, p. 165.

*Seventh-day Adventist Education  
involves homes, schools, and churches—*







It sustains and nurtures;  
it strengthens if you give it purpose;  
it increases value if you give it reason;  
it is needed, wanted, feared, honored, and  
prayed for.

It is the fellowship with a Person;  
it is the heart of a life;  
it is the future of the church.

The end of Christian education seems unbelievable;  
it is not over the horizon, it is ahead of us;  
it is not out of sight, it is before us.  
This is the grand vision, more than a  
mirage;  
this is the great undertaking, more than an  
effort.

It's the preschool lessons at supervised play  
and work;  
it's worshipping at the family altar;  
it's working with mother and father;  
it's playing with sister, brother, and neighbor;  
it's learning in classroom, laboratory, and  
field;  
it's participation in faithful, diligent, punctual  
work programs;  
it's enjoying prayer, praise, and hymn at  
church;  
it's helping the needy;  
it's providing fuel for the elderly;  
it's running errands for the ill;  
it's proclaiming the glad tidings of salvation;  
it's providing for food, raiment, and shelter.

We know Christian education;  
we know its ways;  
we've learned its habits;  
we've enjoyed its discoveries;  
we've experienced its revelations;  
we've seen its challenges.

Above all else  
we know the need for it;  
that is why  
for 113 years  
the Seventh-day Adventist Church  
has jealousy operated  
its schools

To prepare  
the youth for  
this life  
and for  
the life hereafter.







## SCHOOL ATTENDANCE TO ADVENTIST CHURCH MEMBERSHIP

(per 100 church members)

<i>Division</i>	<i>Elementary Education</i>	<i>Secondary Education</i>	<i>Higher Education</i>	<i>Total</i>
Australasian	23.8	2.6	0.6	27.1
Central European	0.0	0.4	0.3	0.7
Far Eastern	12.4	6.5	1.3	20.2
Inter-American	10.4	2.3	0.4	13.1
Middle East	72.3	10.3	4.0	86.6
North American	13.0	5.1	3.7	21.8
Northern European	46.4	4.3	1.3	52.0
South American	24.8	3.2	0.3	28.3
Southern European	19.6	1.4	0.1	21.1
Trans-Africa	36.0	1.0	0.2	37.2

There's room for GROWTH in Seventh-day Adventist schools.

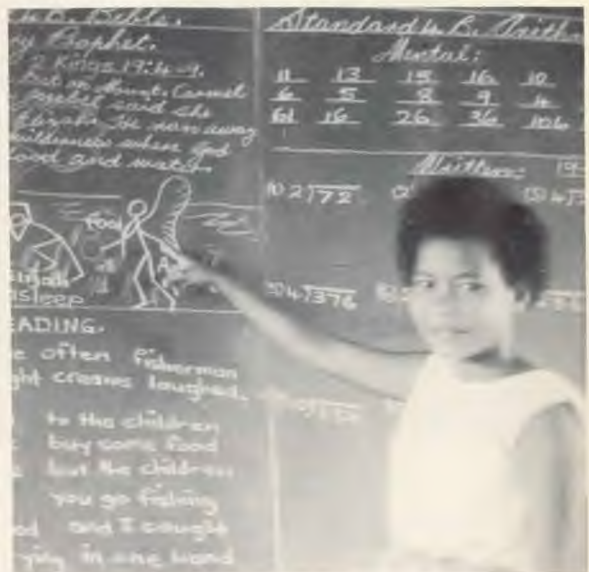


# Australasian Division

Education covers the range from the senior college at Avondale to a bush school without equipment in the remote highlands of New Guinea. It is carried on in many languages, namely, English, French, Fijian, Samoan, Gilbertese, Maori, Tongan, Tahitian, and the very useful pidgin English. The latter language uses the circumlocution—"number one master long schoolim you fella" for Elder E. E. Cossentine, who visited this division in 1965.

Teachers, ministers, nurses, accountants, and builders are trained for the two home unions and the three mission unions, and graduates are regularly called to three other divisions of the world field. These Pacific Isles are performing their part in preparation for the Prince of Peace.

EDWARD E. WHITE  
Secretary of Education



Pupil participation in the Nagum Adventist School (Wewak, New Guinea). Victoria Park primary pupils facing the maze of life. Playing at hard courts (Wagga, New South Wales). Students line up at the Kabiufa (New Guinea) Adventist College dining room and kitchen.



# Central European Division



Graduates of the *Aufbaugymnasium* of Marienhoehe who have passed the *Abitur*. A competent teacher instructing theology students. Theology students engage in the literature ministry. A wind ensemble at our seminary (Darmstadt).



There exists one main educating force—the Adventist family. Parents strive to educate their children for the Adventist Church; they create in the lives of their preschool children strong foundations; in their school-age children they establish enduring habits; they lead their youth to religious decisions.

Together with the activities of the Adventist families we may mention a second educator, of minor importance compared with the Adventist families, but which enlarges the work of the parents: the two missionary seminaries of the division, the one at Friedensau, the other at Darmstadt. Four departments are carried forward in these two schools: *Aufbaugymnasium*, ministerial, commercial, deacons' course.

H. WERNER

Secretary of Education



# Far Eastern Division

Within our territory are now 424 schools, with 1,625 teachers serving 34,389 students.

Nine of these schools are colleges. Six schools are four-year senior colleges, and three offer work only on the junior college level. Philippine Union College, the largest in enrollment, offers a Master's degree in the fields of religion and education and serves young people from many nations.

On the secondary level there are 82 academies and junior academies, with 744 teachers serving 12,418 pupils. Thirty of these schools are senior academies that offer four years of instruction on the secondary level.

A total of 19,719 pupils are studying in 335 elementary schools under 766 teachers.

T. V. ZYTKOSKEE  
*Acting Secretary of Education*

The practical art of auto mechanics is taught at Mountain View College (Bukidnon). The choir of Japan Missionary College performs in one of the large music halls of Tokyo. Baptisms have multiplied with the work of Korean Union College. A strong church school program is in operation in the Philippines. This little girl is telling a story in a Filipino classroom. These students at Southeast Asia Union College will someday take their place in our work as teachers, scientists, or medical doctors.





# Middle East Division



There are thirty schools operated by Seventh-day Adventists, most of which are *mission schools*, having a high percentage of non-SDA students enrolled, the objective being soul winning. One hundred and thirty-nine teachers are teaching 2,183 students. Each year student baptisms average between thirty and forty. Secondary schools in Egypt, Iran, Iraq, Jordan, and Lebanon prepare students for college. Middle East College, the senior college for the division, has recently been granted an affiliation with Loma Linda University. Strong ministerial and teacher-education programs prepare students to make a valuable contribution to the work.

C. V. BRAUER  
*Acting Secretary of Education*



Boys in the Dar Es Salaam school (Baghdad) enjoy recess activities. Students at Adventist schools learn practical trades. The boy in school uniform studies his Arabic lesson. The making of peanut butter has helped pay student expenses at Middle East College (Lebanon). The work program applies theory and develops skills.

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# South American Division



Girls at the São Paulo Academy (Brazil) are leaving classes for their dormitory. Walks on the River Plate College (Argentina) campus become busy thoroughfares. Astronomy, mathematics, and science challenge keen minds. Work and study programs at Northeast Brazil Junior College make a full day's schedule. Pupils drill at the Central Primary School (Minas Gerais).

We have 765 primary schools, with an enrollment of 34,269 and 1,222 teachers, 25 secondary schools and colleges, with 7,949 students and 578 teachers. Of these, 5 are senior colleges in theology.

The number of baptisms in our educational institutions has increased considerably—330 in our secondary schools and about 600 in our primary schools, although not all the schools have reported their baptisms for the year.

Our Chile College has a normal school accredited with the Concepción University and a commercial course approved by the government. Our Inca Union College in Peru has also a normal course accredited with the Peruvian University Federico Villareal. We are applying for the authorization of the school (Faculty of Pedagogy) for the River Plate College in Argentina. Brazil College is launching an industrial program with the help of the government.

The educational program in our division is pressing forward, bettering our material conditions and our intellectual and spiritual tone, as well.

ALCIDES J. ALVA  
Secretary of Education





# Southern Asia Division

The need for increased and improved leadership among the working force and laity in the expanding program of the church in the Southern Asian countries demands an increase in upgrading facilities, an improvement in the professional qualifications of our teachers, and the provision of equal opportunities for our youth to obtain the very best education and training possible in their respective areas.

Almost every educational institution in this division—and this includes Spicer Memorial College, two schools of nursing, fourteen academies, and 177 middle, elementary, and primary schools—is in a process of growth and expansion toward the accomplishment of this purpose.

R. E. RICE  
*Secretary of Education*



West Pakistan High School girls cleaning wheat at Chuharkana. Pupils at the Hapur Elementary School stretch their muscles. Boys learn motor winding at the Lowry Memorial Higher Secondary School. An electric scraper is appreciated by this student of Lakpahana Training Institute (Ceylon) for the 60 coconuts used each day. Two girls in Northwest India use the blackboard.

THE JOURNAL OF TRUE EDUCATION



# Trans-Africa Division



"More and better—*now!*" is the insistent cry of Africa today.

Education is recognized as the key to personal development and the means of securing status in this intellectual age; therefore, the plea for greater opportunity for, and improved standards in, formal education is heard on every side.

More schools have been established, many more pupils and students have been admitted, more and better-trained teachers have been employed, but still the floodtide of school-age children flows onward in unabsorbable proportions.

Our 1,054 Seventh-day Adventist schools, with improved facilities and in which 2,294 teachers are instructing 86,512 students, do represent a larger work. But in 1965-1966 many thousands were turned away from these opportunities because we have not the equipment, the staff, or the finances with which to undertake more.

Today within the territory of the Trans-Africa Division, approximately one out of every 865 population, or approximately one out of every 110 pupils, is being taught in a Seventh-day Adventist school.

J. B. COOKS

*Secretary of Education*



Working in the market garden at Good Hope College (Cape Town). He is so small, and the books are so large and difficult—but he takes this "learning business" seriously. Hillcrest Primary School pupils have fun on the jungle bars. Mixing concrete for a new building at Sedaven High School (Johannesburg). The distance to the school may not be long, but will they be admitted? Will there be space for even one more when they arrive there?





*In all the world Adventist education provides*  
**PHYSICAL GROWTH**







La Sierra College in its physical education program puts emphasis on the physical fitness of the individual. Young men at Mountain View College (Philippines) prepare lumber for the market. A student in the Oakwood College Dairy operates a carton machine. A group of students at Japan Missionary College work on the college farm.

Working with hemp, some students in Southern Asia help pay school expenses. Boys on the Rwankeri Mission farm (Rwanda) pick pyrethrum. The flowers are used for the making of insecticides. Volleyball is enjoyed at Hillcrest Secondary School, Cape Town, South Africa. On rainy days the Gold Beach (Oregon) church school provides broom hockey.

"For their own physical health and moral good, children should be taught to work, even if there is no necessity so far as want is concerned."—*Counsels to Par-*

*ents, Teachers, and Students*, p. 287.

"The time spent in physical exercise is not lost."—*Ibid.*, p. 295.



*In all the world Adventist education provides*  
**INTELLECTUAL CHALLENGE**







Rio Lindo Academy (California) students obtain individual attention in the modern-language laboratory. Nature reveals many new facts to budding scientists at the Kama-gambo Training School (Kenya, Central Africa). Trade-technical students learn under a master mechanic in the new auto mechanics laboratory at the College Place Trade School (Washington). This multigrade classroom in Erie (Pennsylvania) creates an enriched learning environment. A nursing student at Union College opens in her room the Book that is the basis of all true learning. The elec-

trical machinery laboratory at Walla Walla College is the hub of the campus for electrical engineering students. Stanborough School (Watford, England) children explore spatial and computational relationships. Elementary school children at the Iloilo Primary School (Philippines) have their own vegetable garden. A-V materials aid the arithmetic class in the Tromso (Norway) church school. Printing students at Monterey Bay Academy (California) gather round their teacher and linotype machines.

"Before men can be truly wise, they must realize their dependence upon God, and be filled with His wisdom. God is the source of intellectual as well as spiritual power."—*Counsels to Parents, Teachers, and Students*, p. 66.



*In all the world Adventist education provides*  
**SOCIAL CULTURE**







A natural daisy patch grows near Good Hope College, Cape Town (South Africa). Learning to sew and really enjoying it at Solusi College (Central Africa). The band of Walla Walla College performed in the rotunda of the Washington State Capitol. Social graces and cherished friendships develop in Broadview Academy student rooms. Home arts are studied by both boys and girls at Rio Lindo Academy (California). Living in the dormitory at the Egypt Training School offers new brother-neighbor relationships.

A group learns the secret of working together in harmony at Southeast Asia Union College (Singapore). Charm and culture accompany the food service at Adventist College of West Africa. School choirs such as this at Boise Junior Academy (Idaho) early develop young talent. In Southern Asia a church school develops poise and charm in young girls. Etiquette comes early for the first-graders at Englewood (California) Junior Academy.

"Christian sociability is altogether too little cultivated by God's people. This branch of education should not be neglected or lost sight of in our schools."  
—*Messages to Young People*, p. 405.



*In all the world Adventist education provides*  
**SPIRITUAL LEADERSHIP**







The dean of women of Walla Walla College presides at evening worship in the residence hall. A girl at Broadview Academy (Illinois) alone with God in her private devotions. Christian teachers helping the youth to walk with Jesus was illustrated in a large original painting presented by the Southern Union Conference (Georgia) at the 1965 Educational Quadrennial Council for the North American Division. Voluntary prayer circles form at Newbury Park

Academy (California) after Friday evening vespers. Family worship in the home of this teacher in the Central European Division is a daily scene of privilege and power. New Zealand Missionary College students walk to the church for worship in prayer and song. Students come from chapel service at Bugema Missionary College (Uganda, Central Africa). Baptism is administered at the Marienhoehe School in Darmstadt (Germany).

"Under changed conditions, true education is still conformed to the Creator's plan, the plan of the Eden school. Adam and Eve received instruction through direct communion with God; we behold the light of the knowledge of His glory in the face of Christ.

"The great principles of education are unchanged. 'They stand fast for ever and ever' (Psalm 111:8); for they are the principles of the character of God. To aid the student in comprehending these principles, and in entering into that relation with Christ which will make

them a controlling power in the life, should be the teacher's first effort and his constant aim. The teacher who accepts this aim is in truth a co-worker with Christ, a laborer together with God."—*Education*, p. 30.

"Of all the features of an education to be given in our school homes the religious exercises are the most important. They should be treated with the greatest solemnity and reverence, yet all the pleasantness possible should be brought into them."—*Testimonies*, vol. 6, p. 174.



*In all the world Adventist education provides*  
**CHRISTIAN SERVICE**







The *lancheros* ("launchmen") for God are eager to receive a practical preparation in classroom and laboratory at River Plate College (Argentina). The nurses and students in the department of nursing and health service at Union College provide Christian service on and off the campus. There was great rejoicing at Jones Missionary College (New Britain) when their new boat was dedicated for Christian service. Theology students at Andrews University visit nearby jails on Sabbath afternoons. A supervising

teacher at the Southeast Asia Union College (Singapore) helps prepare one of her student teachers for wider service after her graduation. Spicer Memorial College students conduct branch Sabbath schools in nearby villages. Summer or winter, spring or fall, students of South China Union College (Hong Kong) are intent on doing missionary work in an organized manner. Ministerial students of Colombia-Venezuela Union College use black-light. An orphan in Korea is assisted with nourishing milk.

"It is necessary to their complete education that students be given time to do missionary work—time to become acquainted with the spiritual needs of the families in the community around them. They should not be so loaded down with studies that they have no time to use the knowledge they have acquired. . . . Students should take a

broad view of their present obligations to God. They are not to look forward to a time, after the school term closes, when they will do some large work for God, but should study how, during their student life, to yoke up with Christ in unselfish service for others." — *Counsels to Parents, Teachers, and Students*, pp. 545-547.





Have *all* the members of *your* family  
enjoyed the fellowship of study with  
Christian teachers?

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An Open Letter  
from a princess of Christian Teachers

Dear Fellow Teachers - I greet you today  
as the most needed of all workers. Search  
- everywhere for well-prepared and  
- teachers. Since the

[illegible]

principles of the world and be so  
they will conform to the principles of the world—a very  
substitute for parents—what  
and the truth. But we  
A teacher is a substitute for parents—what they are. But we  
difficult position. We do not know what  
made the children what "live thy servant  
mom pray with Solomon, that I may  
an understanding heart, that I Kings 3:9.  
an understanding good and bad of the world.  
discern between good and bad of warning  
discern children, the work of judgment.

Our children the Father for the Father, you  
They must finish a people you and give you  
and preparing a bless you and give you  
and the Lord and wisdom for your

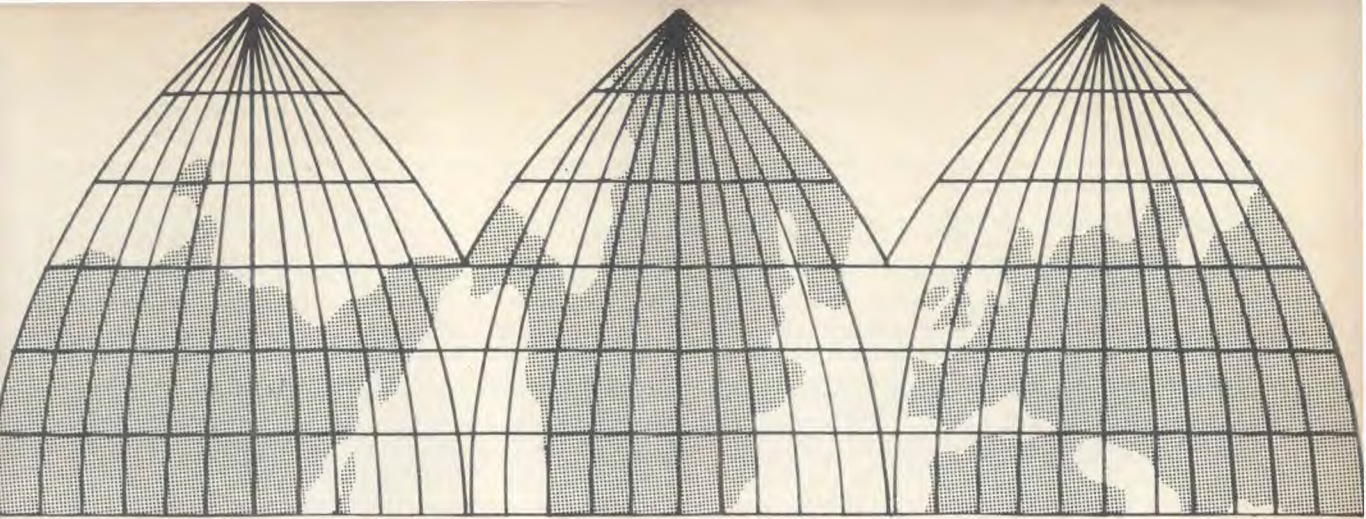
Then must I a pebble  
and preparing a pebble  
may the Lord bless you  
strength, and wisdom for your  
task. I hope to sit with you at the school of  
in Christ.

love. I hope in Teacher in  
task. of the master Your sister in Christ  
the Hereafter. (Anna E. McMillin)

of the man  
the Hereafter. Your sister in  
Uelma E. McElbourn

(lemma)





"The Lord would use the church school as an aid to the parents in educating and preparing their children for this time before us."—*Counsels to Parents, Teachers, and Students*, p. 167.



"The Bible should be the child's first textbook."—*Ibid.*, p. 108.



"The responsibility resting upon parents, teachers, and church members, to do their part in cooperation with God, is greater than words can express."—*Ibid.*, p. 166.



"The schoolroom is needed just as much as is the church building."—*Testimonies*, vol. 6, p. 109.



"In the Teacher sent from God, all true educational work finds its center."—*Education*, p. 83.



"Wherever there are a few Sabbathkeepers, the parents should unite in providing a place for a day school where their children and youth can be instructed."—*Counsels to Parents, Teachers, and Students*, p. 174.



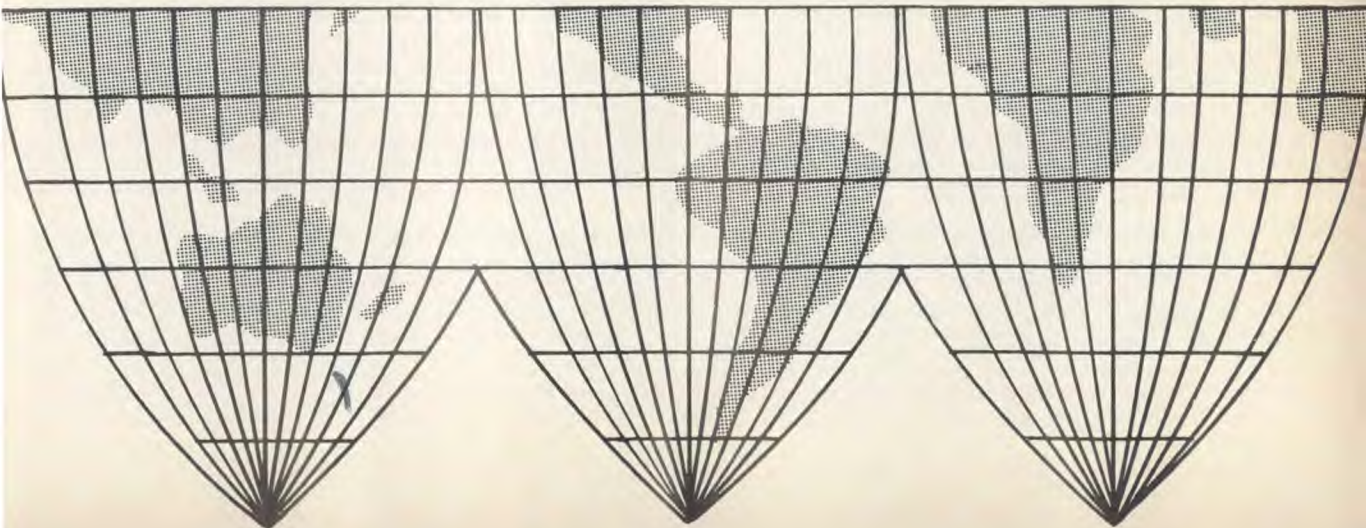
"It is the work of true education to develop this power [to think and to do], to train the youth to be thinkers, and not mere reflectors of other men's thought."—*Education*, p. 17.



"Several hours each day should be devoted to working with the students in some line of manual training. In no case should this be neglected."—*Counsels to Parents, Teachers, and Students*, p. 211.



"All the youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God."—*Testimonies*, vol. 6, p. 197.







# How **BIG** Should a Seventh-day Adventist School Be?



## Three Is Not Too Little

The treasurer of the conference and J. F. Knipschild, superintendent of schools for the Northern California Conference, were dispatched by the conference president to close the littlest school in the conference—just three students.

All 33 members were present at the business session that evening—mostly elderly, not a professional person among them!

We presented our case. It was valid, we felt, by all the laws of economics, operational procedures, supply and returns, et cetera. This would be a savings to all concerned. The burden was way out of proportion to the constituents.

Upon completion of the presentation, the "saints" just sat and looked at one another. Then, via the hidden communication of glances, the spokesman arose and said in substance, "Brethren, your arguments are sound, but the risk is too great not to have our school. These three children are precious to us. They are the heart of our church. We ask no discount rates. We will pay what you charge for the teacher. Please let us keep our school!"

On the way home, Superintendent Knipschild found new depths in the hymn "What a fellowship, what a joy divine, Leaning on the everlasting arms."


The 33 of San Andreas in defense of the three—the littlest school! The children were not just the heart—here was a fellowship that was all heart!

—J. F. KNIPSCHILD





Train up a child. . .



Parents. . .  
Teachers. . .  
Church members

what is your  
child worth?

"In comparison with the worth of one soul, the whole world  
sinks into insignificance."— *Testimonies*, vol. 5, p. 614.

"One soul is of infinite value; Calvary speaks its worth."—  
*Gospel Workers*, p. 184.

"He who has paid the price for its redemption knows the worth  
of the human soul."— *Patriarchs and Prophets*, p. 140.

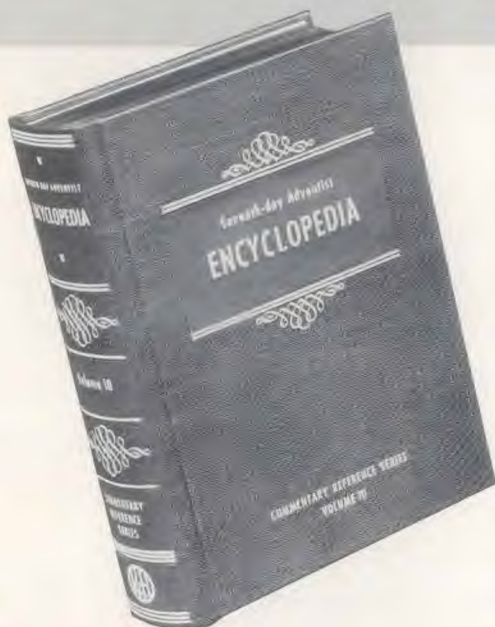
"Every child brought into the world is the property of Jesus  
Christ, and should be educated by precept and example to love  
and obey God."— *The Adventist Home*, p. 183.



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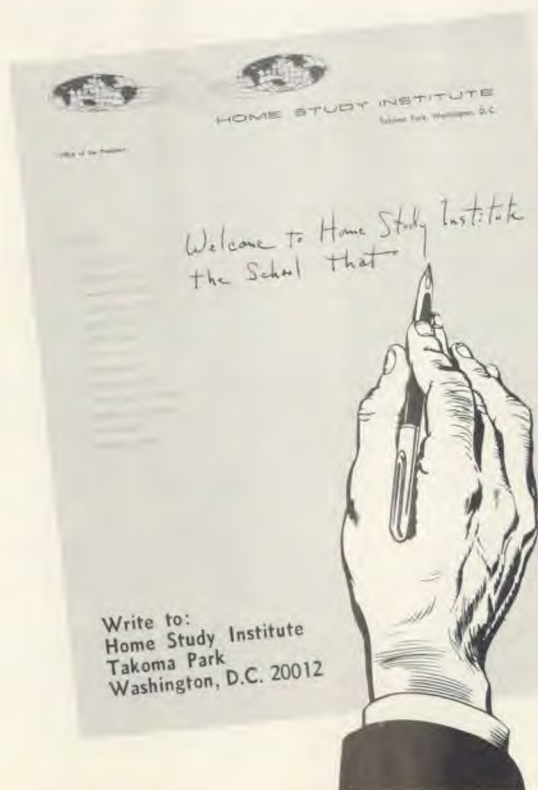
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	True	False
... serves the entire church.	<input type="checkbox"/>	<input type="checkbox"/>
... has 6000 active students.	<input type="checkbox"/>	<input type="checkbox"/>
... educates from kindergarten through college.	<input type="checkbox"/>	<input type="checkbox"/>
... was founded in 1909.	<input type="checkbox"/>	<input type="checkbox"/>
... has a qualified staff of 67.	<input type="checkbox"/>	<input type="checkbox"/>
... is a member of the National University Extension Association.	<input type="checkbox"/>	<input type="checkbox"/>
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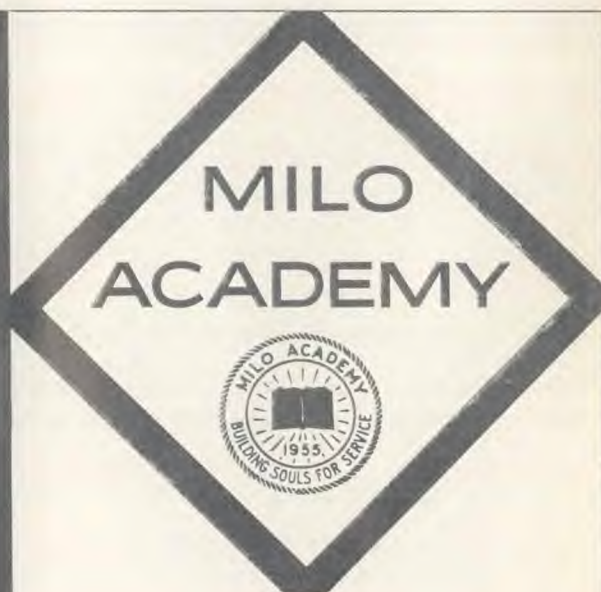


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