



**GOD and MAN  
and their  
WORLDS**

*The Journal of*  
**TRUE  
EDUCATION**

*Summer, 1967*

ART BY VOICE OF INDUSTRY  
GLYN PROVORNIK, ARTIST

# THE JOURNAL OF TRUE EDUCATION



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are  
cordially  
invited*



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THE JOURNAL OF TRUE EDUCATION

The reader—student, teacher, parent, patron, or other—is invited to peruse this issue of *The Journal of True Education* by first answering the following multiple-choice question:\*

## CHRISTIAN EDUCATION

1

has to do with the whole being, and with the whole period of existence possible to man;

2

is the harmonious development of the physical, mental, spiritual, and social powers;

3

directs man's mind to God's revelation of Himself and His plans;

4

is an experimental knowledge of the plan of salvation;

5

restores in man the image of his Maker;

6

prepares for joyful service here and for wider service hereafter;

7

means to walk in the footsteps of Jesus Christ.

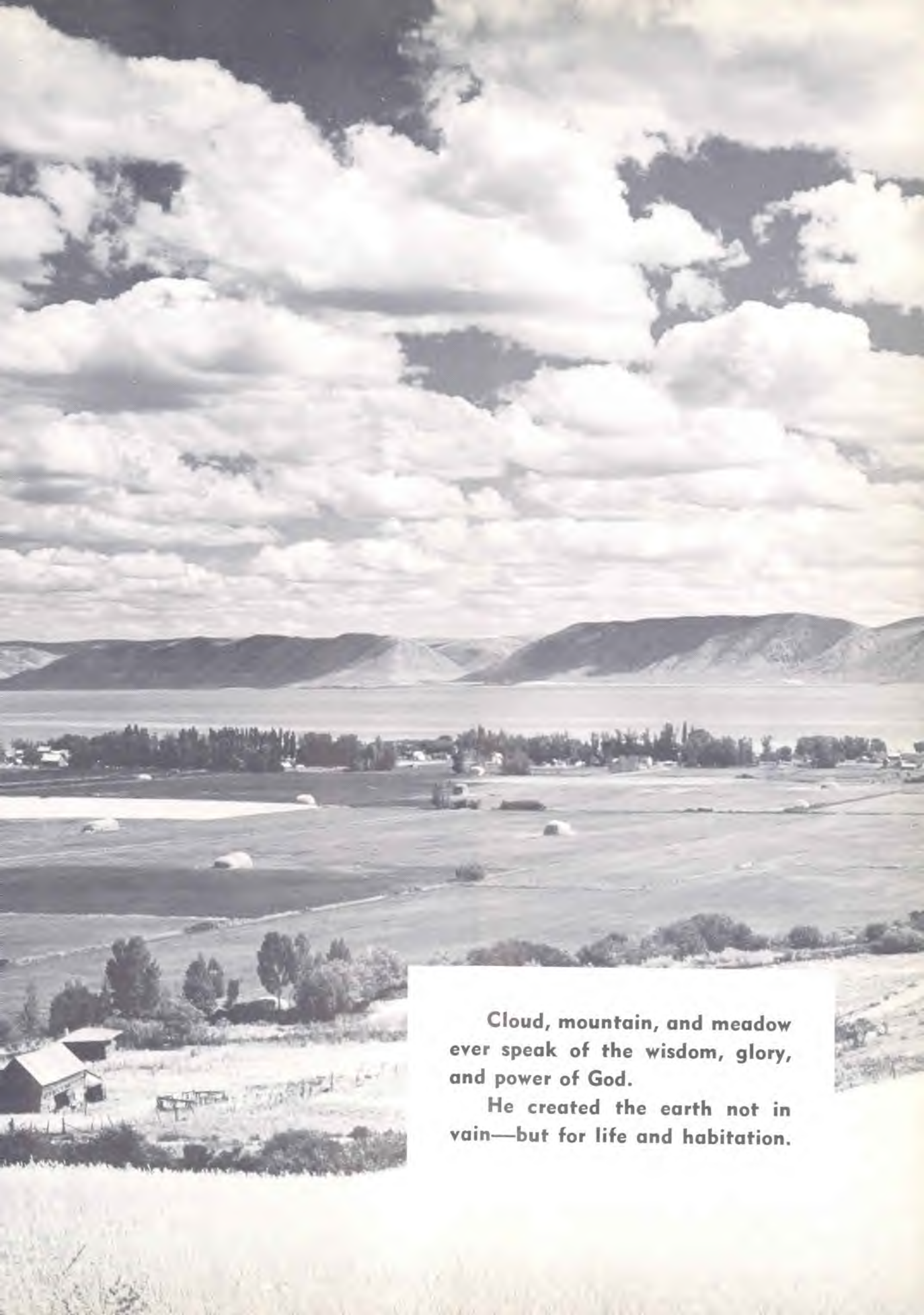
\* The correct answers are 1, 2, 3, 4, 5, 6, and 7.



**"And  
God  
said,**

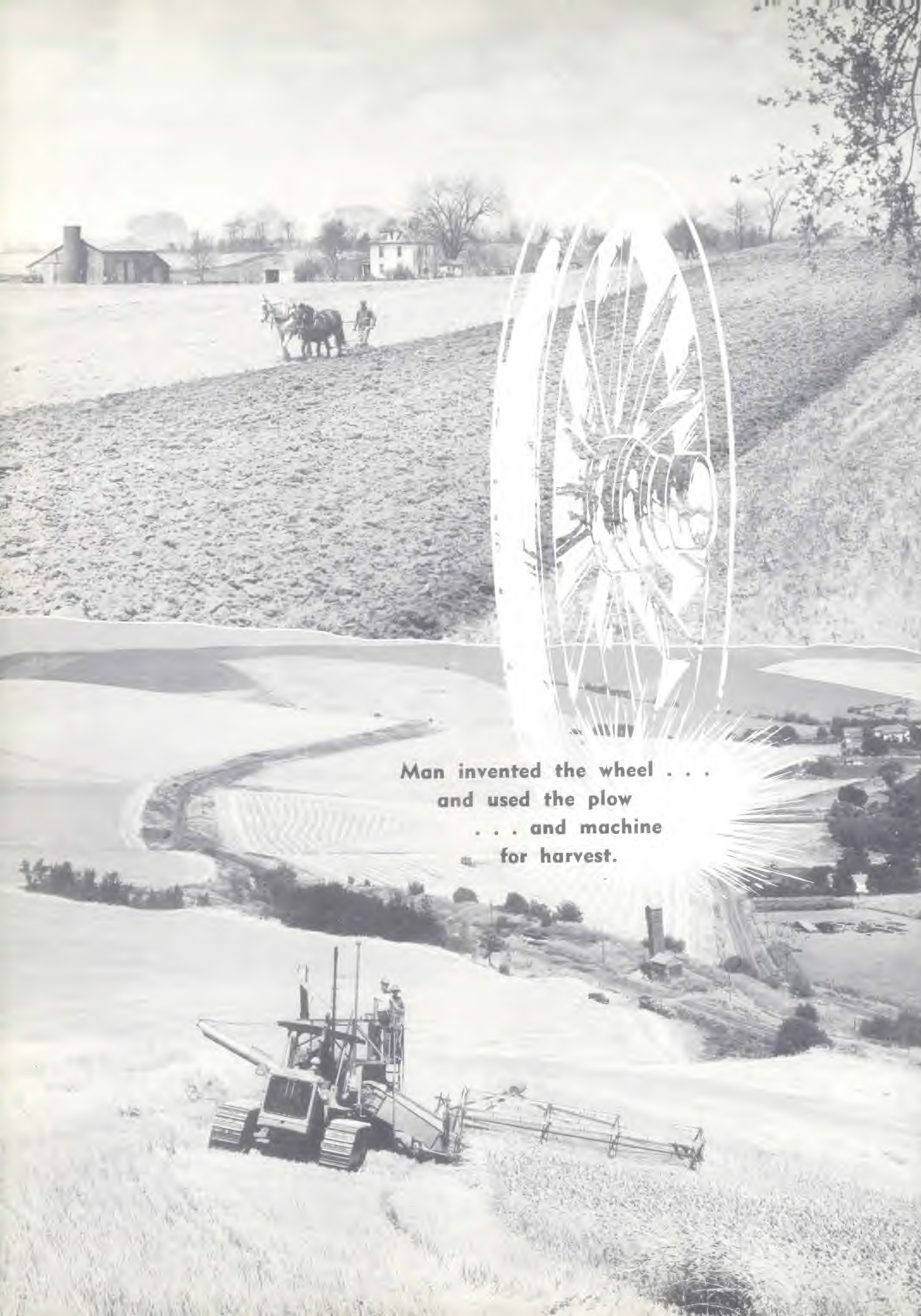
**Let there be light: and there was light" (Genesis 1:3)  
—so spake the Creator as He created a new world.**

**And the Genesis story unfolds . . .**



**Cloud, mountain, and meadow  
ever speak of the wisdom, glory,  
and power of God.**

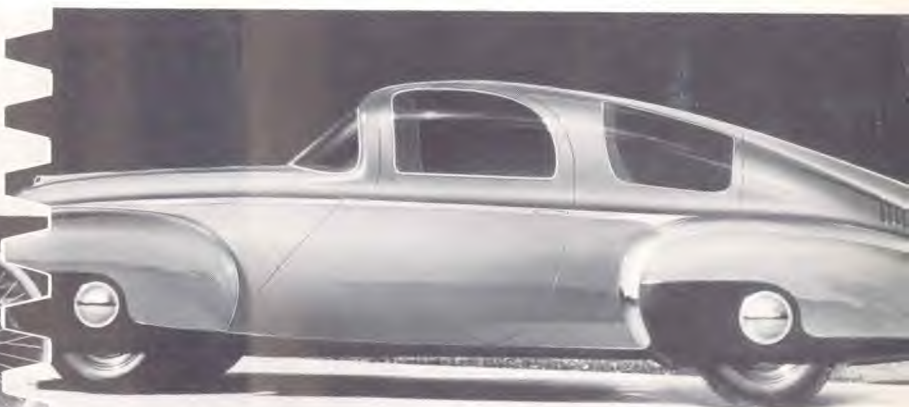
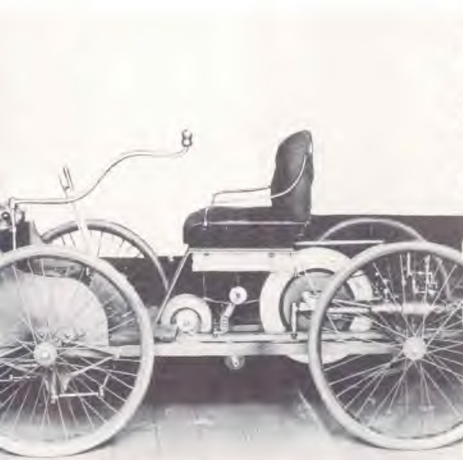
**He created the earth not in  
vain—but for life and habitation.**



Man invented the wheel . . .  
and used the plow  
. . . and machine  
for harvest.



**To travel by water, rail, road, and air,  
man sought out many inventions.**





From the simple principle of the abacus man can store and retrieve computerized information.

As man probes the atomic structure of matter and harnesses nuclear research, applications of energy are finding new outlets in such fields as chemistry, metallurgy, physics, electronics, medicine, and biology.







**From asphalt jungles, lighted skyscrapers of concrete, steel, wood, and metal tower skyward with whirling activity.**

**In contrast, pastoral and idyllic scenes reflect the calm, energy, and depth of nature.**



A detailed illustration of outer space. In the upper left, a sleek, white rocket with a pointed nose and a series of small windows along its side is shown in profile, flying towards the right. Behind it is a large, cratered moon. The background is a vast field of stars, including several prominent spiral galaxies and a bright, glowing nebula. In the lower right, a satellite or space station with a spherical module and a cylindrical base is orbiting. At the bottom right corner, a portion of the Earth is visible, showing continents and oceans. A bright comet streaks across the lower left quadrant.

Man in search  
of knowledge and new frontiers  
for exploration is pressing  
into the twenty-first  
century with solar heat, seeding  
clouds of water vapor, simulat-  
ing Martian atmospheres, reducing  
gravitational and magnetic fields,  
and experimenting with travel  
in outer space.

After the bustling highways and connecting bridges have improved transportation in consolidation and urbanization, man needs further communication with himself and with his God; and he wants to be alone—to reflect.

Who am I?  
Why am I here?  
Where am I going?  
What shall I do with my life?



FORTY CENTS

JANUARY 6, 1967

MAN of the YEAR  
**TIME**

THE WEEKLY NEWSMAGAZINE



Twenty-five and Under

*Did this startle you?*

## THE WORLD'S YOUTH

### MAN of the YEAR

The New Generation, the man—and woman—of 25 years of age and under, rising to power, was named 1966 Man of the Year by the editors of *Time* newsmagazine.

Chosen as a symbol, youth became the Fortieth Man of the Year, "the man or woman who dominated the news of that year and left an indelible mark—for good or ill—on history." This is the first time an entire generation was named for the symbolic cover.

In the closing third of the twentieth century, "that generation looms larger than all the exponential promises of science or technology: it will soon be the majority in charge.

In the United States, citizens of 25 and under in 1966 nearly outnumber their elders; by 1970, there will be 100 million Americans in that age bracket. In other big, highly industrialized nations, notably Russia and Canada, the young also constitute half the population. If the statistics imply change, the credentials of the younger generation guarantee it.

"Never," *Time* goes on, "have the young been so assertive or so articulate, so well educated or so worldly. Predictably, they are a highly independent breed, and—to adult eyes—their independence has made them highly unpredictable. This is not just a new generation, but a new kind of generation."

"With its sense of immediacy, the Now Generation couples a sense of values that is curiously compelling . . ."

"Theirs is an immediate philosophy," says *Time*, "tailored to the immediacy of their lives. The young today no longer feel that they are merely preparing for life; they are living it . . ."



**"The well-being of society, the success of the church, the prosperity of the nation, depend upon home influences."**

*—The Ministry of Healing, p. 349*

*Is this a good time  
to be born?*



Perhaps in  
some parts of the earth.  
But not in 118 other nations  
of this world. There, the  
odds are 4-1 that a  
child will not receive  
any medical attention  
at his birth—  
and little in his whole life.  
If he survives to  
school age the odds are  
2-1 that he will never  
get *any* schooling.  
If he does go to school

the odds are 3-1 that he  
will never complete  
elementary school.  
It is almost certain  
that he will go to work  
at age 12.  
He will work to eat,  
to eat badly,  
and not enough.  
His life will probably  
end at age 40.

*Your child*—what are  
the opportunities that you are giving him?



**“In His wisdom the Lord has decreed that the family shall be the greatest of all educational agencies. It is in the home that the education of the child is to begin. Here is his first school. Here, with his parents as instructors, he is to learn the lessons that are to guide him throughout life—lessons of respect, obedience, reverence, self-control.**

*—Counsels to Parents, Teachers, and Students, p. 107*

**The world is one of wonder to the child  
who, ever learning, asks,**

**WHY?**



## *"(Children and youth)*

may be constantly learning lessons from the things they see and hear. They may study from cause to effect, from the surroundings and the circumstances of life. They may learn every day . . ."

—*The Youth's Instructor*, April 21, 1886

He has reached the threshold of his future. Youth welcomes independence . . . challenge . . . accepts the responsibility.

Needed—an answer to this question: How can you further strengthen the communication and understanding between two generations—yours and the next?



**WHO** is needing an education

?

**WHO** provides the opportunities

?

**WHO** is guiding the students

?

**WHO** tapped the youth on his shoulder

?

**WHO** used all that he had to help

?

**who?**

**WHO** has made the sacrifices

?

**WHO** maintains an interest in you

?

**WHO** expects that you always will do your best ?

**WHO** plans for your future in life

?

**YES, YOU KNOW ALL THE ANSWERS**

# *What shall we give the children?*

What shall we give the children? It seems certain that they will travel roads we never thought of, navigate strange seas, cross unimagined boundaries, and glimpse horizons beyond our power to visualize. What can we give them to take along? For the wild shores of Beyond, no toy or bauble will do. It must be something more, constructed of stouter fabric discovered among the cluttered aisles and tinsel bargain counters of experience, winnowed from what little we have learned. It must be devised out of responsibility and profound caring—a homemade present of selfless love. Everything changes but the landscape of the heart.

What shall we give the children? Attention, for one day it will be too late. A sense of value, the inalienable place of the individual in the scheme of things, with all that accrues to the individual—self-reliance, courage, conviction, self-respect, and respect for others. A sense of humor. Laughter leavens life. The meaning of discipline. If we falter at discipline, life will do it for us. The will to work. Satisfying work is the lasting joy. The talent for sharing, for it is not so much what we give as what we share. The love of justice. Justice is the bulwark against violence and oppression and the repository of human dignity. The passion for truth, founded on precept and example. Truth is the beginning of every good thing. The power of faith, engendered in mutual trust. Life without faith is a dismal dead-end street. The beacon of hope which lights all darkness. The knowledge of being loved beyond demand or reciprocity, praise or blame, for those so loved are never lost.

What shall we give the children? The open sky, the brown earth, the leafy tree, the golden sand, the blue water, the stars in their courses, and the awareness of these. Bird-song, butterflies, clouds, and rainbows. Sunlight, moonlight, firelight. A large hand reaching down for a small hand, impromptu praise, an unexpected kiss, a straight answer. The glisten of enthusiasm and a sense of wonder. Long days to be merry in and nights without fear. The memory of a good home.

—MARGARET COUSINS in *McCall's*  
December, 1964 (XCII:3).  
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Not many families have the record of the Reinhold Blech family in Oxnard, California. Principal Benn Nicola of the Linda Vista Junior Academy reports that six of their seven children are attending church school this year. The only reason that Reinhold, Jr., is not attending is that he is only four years old.

Left to right are Gretchen, Linda, Helga, Ingrid, Leonard, and Irma. Mr. Blech is a stonemason, and Mrs. Blech baby-sits during the summer with twelve children besides her own.

Where there's a **Will** to get a Christian education, there's a way!



Not for  
wealth  
or fame,  
but  
"the nicest work"

...





Books are the labored products of mind and yearning, spread patiently across long decades and centuries. They are signs and symbols of thought, culture, and wisdom. They crystallize into permanency the rich and high moments of men and women. They breathe vitality into the past, whisper meaning into the present, and beckon hope into the future.

*There are books and there are books...*



Each discipline and every cocurriculum contribute to the enrichment of experience, the sharpening of wit, and the extension of one's life.



To illuminate the path that winds upward;  
To dispel the darkness of ignorance and superstition;  
To kindle some creative sparks for progress;  
To glow with the incandescence of wonder and  
enthusiasm;  
To burn with the satisfaction of having walked  
pioneer trails;  
To show a younger generation known ways—  
these are a part of the  
delight of learning and teaching.







**Beyond the parchment and the sheepskin  
are the hills and valleys of work  
and the dreams of tomorrow with God.**



To everyone comes the  
moment to decide  
between alternatives --

SELF

OTHERS

PRIDE

HUMILITY

REPUTATION

CHARACTER

FORTUNE

SERVICE

--that will affect  
his future

TIME

ETERNITY

# Good Sports

Remember the words  
you will never forget



*You could be here,*



working with your own class—challenging boys and girls who move easily from lesson to lesson, lending a hand to those who stumble, watching a boy's skills grow before your eyes, seeing a girl marshaling ideas she has gained from reading and listening and discussing and thinking.

You could know that these boys and girls are beginning to understand themselves, and to discover something of what God

is like; to recognize that they are His children and that He is their Father.

Yours could be the task—and the joy—of helping children get at the reasons for life's big problems; of helping them find answers that will give them a faith to live by.

Yours would not be an easy job. But you know it needs doing, and doing well.

You could enter this exciting world of children.

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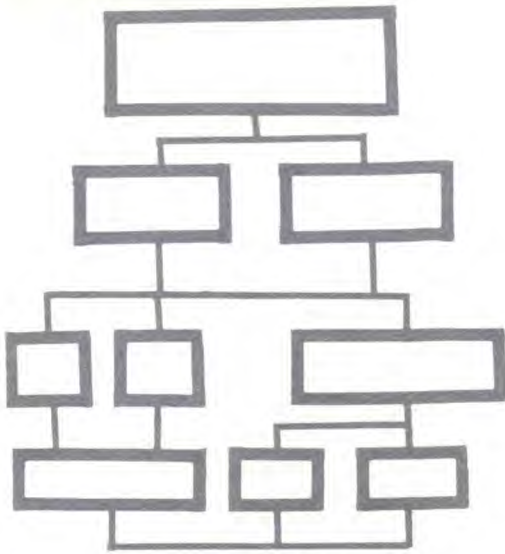
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Are YOU the man who will step out of the crowd?



*Don't worry*

**just where**

**YOU**

**will fit into**

**the work or**

**organization...**

**but we should**

**prepare**

**NOW.**

"To do our best in the work that lies nearest,  
to commit our ways to God, and  
to watch for the indications of His providence—  
these are the rules that ensure safe guidance  
in the choice of an occupation."

—*Education*, p. 267

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The Journal of True Education  
Volume 29, October, 1966-Summer, 1967

- "Academic Freedom," EARLE HILGERT, February-March, 1967, 16.  
ANDERSON, CARL DICMANN, "Guest" (poem), December, 1966-January, 1967, 13.  
"Are We Too Busy?" ROBERT H. PIERSON, February-March, 1967, 5.  
ARMOUR, E. F., "Office Tips for Busy Superintendents," October-November, 1966, 7.  
BAILEY, RALPH, "Jargon," October-November, 1966, 25.  
BALDWIN, W. O., "The One Great Principle," December, 1966-January, 1967, 5.  
BARGER, R. CHESTER, "Unfenced, Unwalled, and Uncurtained," October-November, 1966, 26.  
"Beneath the Surface," CHLOE A. SOFSKY, December, 1966-January, 1967, 6.  
BENSON, S. K., "Curriculum Development in English," December, 1966-January, 1967, 22.  
BERRY, MARIAN G., "Test Results," December, 1966-January, 1967, 18.  
BUSBY, JEANNETTE, "Teaching Is for Professionals," December, 1966-January, 1967, 9.  
BUTLER, J. L., "The Selection, Development, and Utilization of School Sites," December, 1966-January, 1967, 11.  
CAVINNESS, GEORGE L., "The Union College Freshman 1965-1966," October-November, 1966, 8.  
"Christian Education," LANA PFAFF, April-May, 1967, 18.  
"Curricular Activities Train for Leadership," D. G. PRIOR, December, 1966-January, 1967, 17.  
COLLINS, BETTY, "What Christian Education Means to Me," February-March, 1967, 23.  
COLVIN, GERALD F., "A True Helping Relationship," October-November, 1966, 9.  
———, "My Heart Could Cry," April-May, 1967, 17.  
"Counseling—The Bible Method," W. H. LESOVSKY, April-May, 1967, 12.  
"Crayon Thieves," ELSIE LEHMAN, October-November, 1966, 21.  
"Curriculum Development in English," S. K. BENSON, December, 1966-January, 1967, 22.  
"Deep Longing for Church School, A," JENNY KAYE, April-May, 1967, 9.  
"Department Approves Nongradedness," G. M. MATHEWS, December, 1966-January, 1967, 14.  
"Does Education Cost More Today?" PACIFIC UNION CONFERENCE, DEPARTMENT OF EDUCATION, December, 1966-January, 1967, 7.  
"Each Different From Another" (editorial), T. S. GERATY, December, 1966-January, 1967, 4.  
EASTMAN, ANN, "Teacher, Do We Have to Write a Story?" April-May, 1967, 5.  
"Ellen G. White, the Pioneer of Health and Physical Education," WILLIAM JARVIS, February-March, 1967, 20.  
"Enchantment," DEBORAH GOODMAN, December, 1966-January, 1967, 21.  
"Excellence in Education," H. R. NELSON, April-May, 1967, 22.  
"Freedom in Education," ROBERT A. TYSON, February-March, 1967, 6.  
GERATY, T. S., "Each Different From Another" (editorial), December, 1966-January, 1967, 4.  
———, "Pacesetters in Innovation" (editorial), April-May, 1967, 4.  
———, "Reflected Light" (editorial), October-November, 1966, 4.  
GOODMAN, DEBORAH, "Enchantment," December, 1966-January, 1967, 21.  
GREEN, CARLYLE F., "Strengthening the Timid," February-March, 1967, 10.  
———, "Will You Accept His Challenge?" December, 1966-January, 1967, 19.  
"Guest" (poem), CARL DICMANN ANDERSON, December, 1966-January, 1967, 13.  
HALE, FRANK W., "Human Relations," February-March, 1967, 7.  
HARRIS, MEL, "Where Should You Build?" April-May, 1967, 23.  
———, "Your School—Fire Trap or Fire Safe?" February-March, 1967, 12.  
HAUGHEY, ADELL M., "Music Accents—Its Rightful Place," October-November, 1966, 15.  
HAYNES, DONALD F., "How Do You Measure a Teacher?" April-May, 1967, 15.  
"Health Emphasis Week," ELLA MAY STONEBURNER, February-March, 1967, 9.  
HILGERT, EARLE, "Academic Freedom," February-March, 1967, 16.  
HILL, MELVIN S., "Music Accents—Scholarship for Music," April-May, 1967, 6.  
HIRSCH, CHARLES B., "Some Second Thoughts . . ." (editorial), February-March, 1967, 4.  
"How Do You Measure a Teacher?" DONALD F. HAYNES, April-May, 1967, 15.  
"How to Keep Our Schools Effective," JOSEPH G. SMOOT, October-November, 1966, 13.  
"Human Relations," FRANK W. HALE, February-March, 1967, 7.  
"Jargon," RALPH BAILEY, October-November, 1966, 25.  
JARVIS, WILLIAM, "Ellen G. White, the Pioneer of Health and Physical Education," February-March, 1967, 20.  
KAYE, JENNY, "A Deep Longing for Church School," April-May, 1967, 9.

- "Last Message of Francis D. Nichol to Seventh-day Adventist Teachers, The," December, 1966-January, 1967, 8.
- LEHMAN, ELSIE, "Crayon Thieves," October-November, 1966, 21.
- LESOVSKY, W. H., "Counseling—The Bible Method," April-May, 1967, 12.
- "Liberal Education in the Space Age," C. N. REES, October-November, 1966, 22.
- "Little One" (poem), SHERI SKIDMORE, April-May, 1967, 11.
- "Lonely but Beautiful," EDWIN MC VICKER, December, 1966-January, 1967, 20.
- "Mathematics, Science, and Maturation," LESLIE V. MORRIS, October-November, 1966, 11.
- MATHEWS, G. M., "Department Approves Nongradedness," December, 1966-January, 1967, 14.
- MC VICKER, EDWIN, "Lonely but Beautiful," December, 1966-January, 1967, 20.
- MC VICKER, EDWIN, "The Work Each Day" (poem), October-November, 1966, 24.
- METCALF, HAROLD E., "On an Academy Campus," October-November, 1966, 19.
- "Modern Math and You," HARRY C. REILE, February-March, 1967, 22.
- MORRIS, LESLIE V., "Mathematics, Science, and Maturation," October-November, 1966, 11.
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- "My Heart Could Cry," GERALD F. COLVIN, April-May, 1967, 17.
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- NETTINGA, JAMES Z., "One Way for Him," October-November, 1966, 5.
- NICHOL, FRANCIS D., "Last Message of, to Seventh-day Adventist Teachers," December, 1966-January, 1967, 8.
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- "One Great Principle, The," W. O. BALDWIN, December, 1966-January, 1967, 5.
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- "Selection, Development, and Utilization of School Sites, The," J. L. BUTLER, December, 1966-January, 1966, 11.
- SKIDMORE, SHERI, "Little One" (poem), April-May, 1967, 11.
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- "Teacher, Do We Have to Write a Story?" ANN EASTMAN, April-May, 1967, 5.
- "Teaching Is for Professionals," JEANNETTE BUSBY, December, 1966-January, 1967, 9.
- "Teamwork—Education's Most Attractive Word," F. DONALD YOST, April-May, 1967, 19.
- "Test Results," MARIAN G. BERRY, December, 1966-January, 1967, 18.
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- "Work Each Day, The" (poem), EDWIN MC VICKER, October-November, 1966, 24.
- YOST, F. DONALD, "Teamwork—Education's Most Attractive Word," April-May, 1967, 19.
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—*Education*, pp. 17, 44 (italics supplied).

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**DIRECTOR OF ADMISSIONS**  
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PROVERBS 8:12

"I am Wisdom. My neighbor is intelligence.

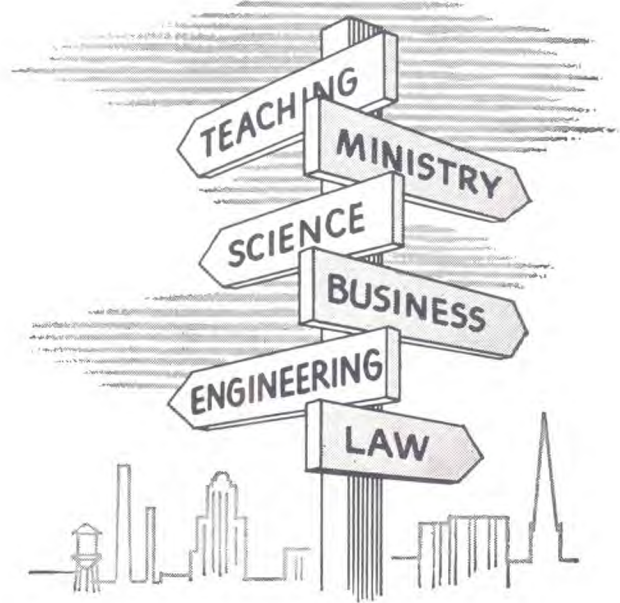
I am found in [company with] knowledge and thought."



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uni-ver-si-ty \,yü-nə-'vər-sət-ē, -'vər-stē\ n, often attrib [ME *universite*, fr. OF *université*, fr. ML *universitat-*, *universitas*, fr. L *universus*]: an institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees; *specif*: one made up of an undergraduate division which confers bachelor's degrees and a graduate division which comprises a graduate school and professional schools each of which may confer...

**Pardon Our Boldness, Noah,** while we do tip our hats to the Webster expertise in defining and explicating, you should know that Andrews University is in its Third International Edition<sup>1</sup> too! And you will want to note in your next addenda what Andrews has to offer the university-minded: • A Christian fraternity of scholars • A faculty qualified, dedicated, and accessible • Meaningful research in eternal verities • Curricula oriented to service-centered careers • An international graduate roster of 1,759 alumni. And, for a university, as Andrews sees it, these are the sine qua non. Any wonder, Noah, we say our aim in education is "something better"?<sup>2</sup> By the way, our admissions office will be happy to mail you the prospectus to our current International Edition. Just ask.

<sup>1</sup>First Edition: *Battle Creek College*  
<sup>2</sup>Second Edition: *Emmanuel Missionary College*  
 Third Edition: *Andrews University*  
<sup>2</sup>E. G. White, *Education*, p. 296.

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it cannot be destroyed.*

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but a *beginning*  
for a life  
in dedication to God and  
in service for man.

