



## THE GOOD TEACHER

THE Lord is my teacher,  
I shall not lose the way.  
He leadeth me in the lowly path of learning,  
He prepareth a lesson for me every day ;  
He bringeth me to the clear fountains of instruction,  
Little by little He showeth me the beauty of truth.

The world is a great book that He hath written,  
He turneth the leaves for me slowly ;  
They are all inscribed with images and letters,  
He poureth light on the picture and the words.

He taketh me by the hand to the hill-top of vision  
And my soul is glad when I perceive His meaning :  
In the valley also He walketh beside me,  
In the dark places He whispereth to my heart.

Even though my lesson be hard it is not hopeless,  
For the Lord is patient with His slow scholar ;  
He will wait awhile for my weakness,  
And help me to read the truth through tears.

HENRY VAN DYKE.

# God's Plan of Education

W. E. STRAW

THERE is much discussion these days in regard to the subject of education. We speak of a certain man and say that he is educated, and of another that he is not. Many people seem to recognise the importance of one's receiving an education. Fathers and mothers will deprive themselves of the association of their children for years, and spend a great deal of money that their children may be educated. But when we speak of education, what do we mean? Do we mean that the person who receives it has accumulated a certain amount of knowledge which the one who is called uneducated has not? Is this what we mean by education?

Dr. Dewey, one of the greatest educators of America, says, "Mere massing of information apart from the direct interests of life makes minds wooden, elasticity disappears." "Education is not an affair of telling and being told, but an active and constructive process." He says that education is a constructive process.

Dr. Hoyt, president of the Ypsilanti Normal School of Michigan, says, "Education is that reconstruction, or reorganisation of experience which adds to the meaning of experience and which increases the ability to direct the course of subsequent experience." According to him, education is a process of experience. In this, he recognises that while a child is receiving an education his mind is not idle. In fact, it is while young people are in school that their minds are most active, gathering information from which they form their ideas and formulate their ideals which will decide their future and perhaps eternal destiny.

I give below a few definitions of education by some of the world's great men. Plato says, "The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable."

John Stuart Mills, one of England's greatest philosophers, tells us that, "Education includes whatever we do for ourselves and whatever is done for us by others for the express purpose of bringing us to the perfection of nature."

Herbert Spencer says, "Education is the preparation for complete living."

Stein: "Education is the harmonious and equable evolution of the human faculties by a method based upon the nature of the mind for developing all the faculties of the soul, for stirring up and nourishing all the principles of life, while shunning all one-sided culture and taking account of the sentiments upon which the strength and worth of men depend."

Compayre: "Education is the sum of the reflective efforts by which we aid nature in the development of the physical, intellectual, and moral faculties of man in view of his perfection, his happiness, and his social destination."

Charles A. Mc. Murray in his book "Elements of General Method" says, "To an outward observer, the schools of to-day confine their attention almost exclusively to the acquisition of certain forms of knowledge and to intellectual training, to the mental dis-

cipline and power that come from a varied and vigorous exercise of the faculties. The great majority of good school masters stand squarely upon this platform, knowledge and mental discipline."

"But they are none the less deeply conscious that this is not the highest aim of education. We scarcely need to be told that a person may be fully equipped with the best that this syle of education can give, and still remain a criminal. A good and wise parent will inevitably seek for a better result in his child than mere knowledge, intellectual ability and power. All good school masters know that behind school studies and care is the still greater task of developing manly and womanly character."

"It is acknowledged that the perfection of the individual is a chief essential to the aim of education. No matter how much we emphasize scientific knowledge and mental discipline, all admit that the attainment of moral excellence is still superior to these. . . The more we probe into educational problems, the more we shall find the essential unity of all educational forces. The citidal of a child's life is his moral character."—pp. 8, 15.

According to the information we receive from these worldly men, the education given in the ordinary public school is not complete education. That which these schools give is no doubt beneficial, but it does not go deep enough because one of the most essential parts is entirely omitted from consideration. In fact these worldly wise men appear to recognise the truthfulness of the words of the Psalmist, "The fear of the Lord is the beginning of wisdom."

There are three essential faculties in man's make-up, the physical, mental, and spiritual. All these faculties are essential to man's complete living and when one of them is neglected, or is inadequately developed, there is a lack in the development of the man.

I think we all recognise what is meant by physical faculties and physical power. These are most prominent in the lower animal creation. The lion, the ox and the elephant are noted for their strong physique. It seems natural to them. But with man it is developed by proper nourishment and exercise and care of his health. If certain laws of health are considered and sufficient exercise is taken each day, one may become strong physically. But if the physical powers are neglected or abused, one will become weak and emaciated and the faculties atrophy.

The mental faculties are also essential. They are developed by use and are dwarfed by lack of use or by abuse. Those who take special care of the development and use of their minds may become strong mentally. But those who neglect the training of the mind, or abuse it by indulgence in light and fictitious literature will in the end find it weak and powerless to grapple with difficult problems.

The highest of all the faculties of man and the most essential is the spiritual. But strange to say, this is the most liable to be neglected. It is as real as any other faculty and as needy of proper care. Neither

the mental nor spiritual faculties are seen, but their effects upon the lives of men are apparent everywhere. These are the powers that, when properly developed, distinguish the man from the beast. But the spiritual stands higher and is that which most fully distinguishes man from the animal creation and brings out the best there is in him. How strange then that this faculty should be wholly neglected in the education of our children.

The great educators of to-day recognise that intellectual training is not sufficient. They know that something is lacking both in the process of training and in the product of those who are trained. They appreciate the fact that the intellect may be trained to the very limit and still the individual turn out a criminal. This is illustrated in the case of the two young men in the city of Chicago last year. They had received their education in the best universities of the land, but committed one of the most revolting murders recorded in history and for the least provocation. Educators of to-day recognise that something should be done for the child's soul, especially during the adolescent period when the ideals are being shaped and the course of life determined. Still, at the same time, they recognise that nothing of the kind is being done for them.

This is the reason why the Testimonies explain to us God's plan of education, that of developing equally all the faculties of man. In "Education," page 30, we read "In the highest sense the work of education and the work of redemption are one; for in education as in redemption, 'Other foundation can no man lay than that is laid which is Jesus Christ.' It was the good pleasure of the Father that in Him should all the fulness dwell." "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 the 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."—*Id.* p. 16.

"True education means more than the perusal of a certain course of study. It means more than the 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."—*Id.* p. 13.

Because of the above instruction, schools have been established among Seventh-day Adventists for the purpose of educating and training our young people. Mistakes may have been made in the operation of our schools and in some cases unkind and incompetent teachers employed. Yet in spite of this our schools have done a noble work in saving our youth to this Cause and training workers for the mission field. Statistics show that of the young people who have attended our own schools ninety per cent have been saved to the Cause, while of those who have attended the public schools eighty per cent have drifted out into the world. These figures ought to mean something to us as parents if we are interested at all in the salvation of our children. I speak from the stand-

point of one who has had a number of years of experience in our own schools, both as student and teacher. I speak also from the standpoint of one who has had a number of years' experience in public schools; and I speak from the standpoint of a parent, that the above figures in connection with my own experience teach me that I must put forth every effort possible to have my children attend our own schools. I fully believe the following words from Sister White:—

"We cannot afford to separate spiritual from intellectual training. Well may parents dread intellectual greatness for their children, unless it is balanced by a knowledge of God and his ways. This lies at the foundation of all true knowledge. . . . 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-operating with God, is greater than words can express."—*Counsels to Teachers*, pp. 167, 166.



## Our Duty to Educate Our Children

T. M. FRENCH

"TRAIN up a child in the way he should go: and when he is old, he will not depart from it." Proverbs 22: 6. In quoting this text we usually emphasise the *way* he should go, calling attention to the nature of the training. This thought is good. But I wish you to look at the word *train*. "Train a child." Here is a very definite command. God calls upon parents to *train* their children. Every child is to be trained. This has always been God's purpose.

In His plan for ancient Israel, God made provision for the education of the children. He did not leave this important work to be done or left undone as the people saw fit. Well He knew that the coming generation would be moulded by the education received. It was the schools of the prophets that stemmed the tide of apostasy in Elijah's day, and saved Israel from completely forsaking God.

Then there have been times when a special work was to be done. At such times, God gave specific directions as to the instruction of the messenger. Take for example, the training of Moses by his mother, the experience of young Samuel, the instruction given to the parents of Samson and John the Baptist.

We have reached the end of the age, when apostasy is abroad in the land, when God has a great work to do. In this solemn hour of earth's history, God has placed a special burden upon every parent. Our responsibility is the training of our children. The call is not to a few, but to all. Let us read what the Spirit of Prophecy has to say on this point:—

"The eyes of our brethren and sisters should be anointed with heavenly eyesalve, that they may discern the necessities of this time. The lambs of the flock must be fed, and the Lord of heaven is looking on to see who is doing the work He desires to have done for the children and youth. The church is asleep, and does not realize the magnitude of this matter. 'Why,' says one, 'what is the need of being so particular to thoroughly educate our youth? It seems to

me that if a few have decided to follow some literary calling, or some other calling that requires a certain discipline, receive special attention, this is all that is necessary. It is not necessary that all our young people should be so well trained. Will not the thorough education of a few answer every essential requirement?

"No, I answer, most decidedly not. What selection would we be able to make from our youth? How could we tell who would be the most promising, who would render the best service to God? In our human judgment we might do as did Samuel, who, when sent to find the anointed of the Lord, looked upon the outward appearance. But the Lord said to Samuel, 'Look not on his countenance, or on the height of his stature; because I have refused him; for the Lord seeth not as man seeth; for man looketh on the outward appearance, but the Lord looketh on the heart.' 1 Sam. 16:7. Not one of the noble-looking sons of Jesse would the Lord accept; but when David, the youngest son, a mere youth, and the shepherd of the sheep, was called from the field, and passed before Samuel, the Lord said, 'Arise, anoint him; for this is he.' Verse 12. Who can determine which one of a family will prove to be efficient in the work of God? 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 labourers together with God."—"*Testimonies*," Vol. 6, pp. 196, 197.

We have reached an age when an education is imperative for young people who are to carry the burden in connection with the work of God. "Those who are uneducated, untrained, and unrefined are not prepared to enter a field in which the powerful influences of talent and education combat the truths of God's Word. Neither can they successfully meet the strange forms of error, religious and philosophical combined, to expose which requires a knowledge of scientific as well as Scriptural truth."—"*Counsels to Teachers*, p. 514.

Parents, your attitude toward this important question will determine whether your boy or girl will have a living chance in this peculiar age; whether he or she can be used of God in the great work before us; or whether the life you have been instrumental in bringing into the world will go down in an unequal struggle. What is your attitude toward the future of your child?



### Cities of Refuge

B. M. HEALD

CONSERVING our sons and daughters to the Cause of God is a big problem confronting our parents and educators today. The world is bidding for our young people. They have been reared in Christian Seventh-day Adventist homes, under most favourable surroundings. They are clean and wholesome; they have high ideals and noble aspirations; they are worth while and the world knows it.

After the home-training we have given our children, shall we turn them over to an enticing world? Shall we stand by and see them deluded and defiled by the wicked allurements of self-serving and sin.

The world has sent multitudes to their hopeless

graves. It ruined King Saul, King Ahab, hateful Haman, greedy Juas, selfish Annanaias and Sapphira, and millions of others who have sold their souls for much less than 30 pieces of silver. Let me ask, What profit will it be for our sons and our daughters to gain worldly applause and vain-glory, and in the end lose their souls? The world has gone mad; is low, cheap and unsatisfying. It holds in store nothing but remorse, regret and uncertainty.

The writer has only mentioned the soul-destroying dangers of a Godless world to show the undermining influences threatening our children. If we pay no attention to the Christian education of our boys and girls we must expect them to go the broad way. The vast majority of our young people who go to worldly schools become enamoured by the glitter and tinsel of the world. They become materialistic; losing faith in God and His Truth, and leave their parents behind, heart-broken. This is only a voice of warning against an ungodly training of our youth.

The three Schools of the Prophets, established by Samuel, were located at Gilgal, Bethel and Jerico. These schools developed strong young men to withstand the wicked practices of those days. These centres of learning instructed the students to maintain their allegiance to God. Through this system, the students received the mould of heaven to go forth as fit representatives of the Kingdom. At least seven thousand of them at one time would not bow their knees to Baal. 2 Kings 19:18.

Is your boy or girl bowing to the gods of Fashion, to the Money King, or to the Shrine of Fame? Can you see them drifting away from the Truth? Can you see that the lure of the world is fascinating them? Then, for the sake of their souls, and for your own future happiness and satisfaction, see to it that your children are placed under Christian influences in our schools. God has established within the ranks of Seventh-day Adventists a system of Christian education that is saving our young people. 90 per cent of our young people who graduate from our schools are engaged in the Cause. 90 per cent of our youth who attend worldly schools give up the Truth and serve the world. What a difference!

Our educational system, ordained of God, is to qualify young people for efficient service, and to teach them the knowledge of the true God. It is in answer to the call of the Third Angel's Message, which is calling us out of Babylon to the worship of Him Who made heaven and earth; the sea and all that in them is. Our schools have been ordained of God to prepare the physical, intellectual and moral powers of our youth for the best performance of all the duties of life.

In proof of this, the following is an average illustration of what our schools are actually doing as cities of refuge. Our Eastern Canadian Union College has graduated 84 during the past 13 years, 73 of whom are engaged in denominational work, 8 are Seventh-day Adventists engaged in secular work, 11 are in foreign mission fields, 2 have died, and only one apostatised. This is being repeated in all of our educational institutions. Our schools are the home-base of supply to the Cause. Without these modern Schools of the Prophets, the whole movement of the Third Angel would suffer eternal loss.

It is a great source of encouragement to have within our midst one of these great centres of Christian education and culture. It is truly a safe-guard and a refuge for our young people in this Division. It is meeting the mind of God in its aims and ambitions and should we not as Seventh-day Adventist parents give it our fullest support? Let us in 1925 put forth every effort to safe-guard the youth of our families by placing them under the influences of Spion Kop College, and the writer is sure that we will be more than repaid.



#### Extracts from the Testimonies to the Church on

### Christian Education

GLADYS ROBINSON-STEARN'S

CHOICE determines character; therefore the greatest task of Christian education is to educate the choice. As an aid to this, young people should be placed in such an environment that the right choice and its results will be most clearly seen. "All are by their own choice deciding their destiny."—*Education*, p. 178.

#### SATAN'S TACTICS TO MAKE A WRONG CHOICE EASY

"Her (Eve's) *interest* and *curiosity* having been awakened, Satan proceeded to deny God's word, and to insinuate distrust of His wisdom and goodness."—*Id.* p. 24.

"It was distrust of God's goodness, disbelief in His word, and rejection of His authority, that made our first parents transgressors, and that brought into the world a knowledge of evil."—*Id.*, p. 25.

"Age after age the curiosity of men has led them to seek for the tree of knowledge, and often they think they are plucking fruit most essential, when in reality it is vanity and nothingness in comparison with that science of true holiness which would open to them the gates of the city of God. Human ambition seeks for knowledge that will bring to them glory, and self-exaltation, and supremacy. Thus Adam and Eve were influenced by Satan until God's restraint was snapped asunder, and their education under the teacher of lies began."—*Counsels* p. 12.

#### THE RESULTS OF A MINGLING OF THE KNOWLEDGE OF GOOD AND EVIL

"By the mingling of evil with good, his (Adam's) mind had become confused, his mental and spiritual powers benumbed."—*Education*, p. 25.

#### CHRISTIAN EDUCATION

"It is a fact widely ignored, though never without danger, that error rarely appears for what it really is. It is by mingling with and attaching itself to truth that it gains acceptance."—*Id.*, p. 230, 231.

"Learned men have given lectures in which they have mingled truth and error; but they have unbalanced the minds of those who leaned toward error instead of toward truth. The nicely woven sophistries of the so called wise men have a charm for a certain class of students; but the impression that these lecturers leave upon the mind is that the God of nature is restricted by his own laws."—*Fundamentals of Christian Education*, p. 329.

#### THE DANGERS OF PLACING THE YOUTH AND CHILDREN IN WORLDLY SCHOOLS

"Those who seek the education that the world esteems so highly, are gradually led farther and farther from the principles of truth, until they become educated worldlings. At what a price have they gained their education! They have parted with the Holy Spirit of God. They have chosen to accept what the world calls knowledge in the place of the truths which God has committed to men through His ministers and apostles and prophets."—*Counsels to Teachers*, pp. 15, 16.

"Well may parents dread intellectual greatness for their children, unless it is balanced by a knowledge of God and His ways."—*Id.*, p. 167.

"Those who attend public schools often associate with others more neglected than they; those who, aside from the time spent in the school room, are left to obtain a street education. The hearts of the young are easily impressed; and unless their surroundings are of the right character, Satan will use these neglected children to influence those who are more carefully trained. Thus, before Sabbath-keeping parents know what is being done, the lessons of depravity are learned, and the souls of their little ones are corrupted."—*Id.*, p. 173.

"It is because the human heart is inclined to evil that it is so dangerous to sow the seeds of scepticism in young minds. Whatever weakens faith in God robs the soul of power to resist temptation. It removes the only real safeguard against sin. We are in need of schools where the youth shall be taught that greatness consists in honouring God by revealing His character in daily life. Through His Word and His works we need to learn of God that our lives may fulfil His purpose."—*Id.*, p. 377, 378.

Men take it upon themselves to rein up the Word of God before a finite tribunal, and sentence is pronounced upon the inspiration of God according to finite measurements, and the truth of God is made to appear as a thing uncertain before the records of science. These false educators exalt nature above nature's God, and above the Author of all true science."—*Fundamentals of Christian Education* pp. 328, 329.

"To many who place their children in our schools, strong temptations will come because they desire them to secure what the world regards as the most essential education. But what constitutes the most essential education, unless it be the education to be obtained from that Book which is the foundation of all true knowledge? Those who regard as essential the knowledge to be gained along the line of worldly education are making a great mistake, one which will cause them to be swayed by opinions that are human and erring."—*Id.*, p. 544.

"Genius, talent, sympathy, even generous and kindly deeds, may thus become decoys of Satan to entice souls over the precipice of ruin."—*Ed.* p. 150.

"Efforts to educate our children and youth in the fear of the Lord without making a study of the Word prominent, are sadly misdirected. Unless there is such a training as will lead to a recognition and an abhorrence of sin, moral deformity will result. Our

children should be removed from the evil influences of the public school, and placed where thoroughly converted teachers may educate them in the Holy Scriptures."—*Counsels to Teachers*, p. 204.

#### WHAT SHOULD BE DONE

"Character building is the most important work ever entrusted to human beings; and never before was its diligent study so important as now. Never was any previous generation called to meet issues so momentous; never before were young men and young women confronted by perils so great as confronts them to day."—*Education*, p. 225.

"As a church, as individuals, if we would stand clear in the judgment, we must make more liberal efforts for the training of our young people, that they may be better fitted for the various branches of the great work committed to our hands. We should lay wise plans, in order that the ingenious minds of those who have talents may be strengthened and disciplined, and polished after the highest order, that the work of Christ may not be hindered for the lack of skillful labourers, who will do their work with earnestness and fidelity."—*Counsels to Teachers*, p. 43.

"Wherever there are a few Sabbath keepers, the parents should unite in providing a place for a day school where their children and youth can be instructed."—*Id.* p. 174.

"In planning for the education of their children outside the home, parents should realize that it is no longer safe to send them to the public school, and should endeavour to send them to schools where they will obtain an education based on a Scriptural foundation. Upon every Christian parent there rests a solemn obligation of giving to his children an education that will lead them to gain a knowledge of the Lord, and to become partakers of the Divine nature through an obedience to God's will and way."—*Id.*, p. 205.

"Consider this, parents, and place your children where they will be educated in the principles of truth, where every effort will be made to help them to maintain their consecration, if converted, or if unconverted, to influence them to become the children of God and thus fit them to go forth to win others to the truth."—*Fundamentals of Christian Education*, pp. 204, 205.

"The most essential education for our youth today to gain and that which will fit them for the higher grades of the school above, is an education that teaches them how to reveal the will of God to the world."—*Id.*, p. 512.

"There is earnest work to be done for the children. Before the overflowing scourge shall come upon all the dwellers of the earth, the Lord calls upon those who are Israelites indeed to serve Him. Gather your children into your own houses; gather them in from the classes who are voicing the words of Satan, who are disobeying the commandments of God. Let us in our educational work embrace far more of the children and youth, and there will be a whole army of missionaries raised up to work for God."—*Id.* p. 545.

#### WHAT CAN CHRISTIAN EDUCATION DO FOR YOUNG PEOPLE?

"True education is the inculcation of those ideas that will impress the mind and heart with the know-

ledge of God the Creator and Jesus Christ the Redeemer. Such an education will renew the mind and transform the character. It will strengthen and fortify the mind against the deceptive whisperings of the adversary of souls, and enable us to understand the voice of God. It will fit the learned to become a co-worker with Christ."—*Id.*, p. 543.

"True success in education, as in everything else, is found in keeping the future life in view."—*Id.*, p. 21.

"The worldly teacher may express high ideals and noble thoughts and should the student desire to attain these, the teacher can do no more for him; but the Christian teacher is able to put the student in touch with power to help to change his life.

"These principles (truth, obedience, honour, integrity, and purity) become a living power to shape the character, through the acquaintance of the soul with Christ; through the acceptance of His wisdom as the guide, His power as the strength, of heart and life. This union formed, the student has found the Source of wisdom. He has within his reach the power to realize in himself his noblest ideals."—*Ed.* p. 30.

"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 rejecting 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."—*Id.*, p. 83.



## Spion Kop College—Our Training School

E. D. DICK

SPION KOP is almost world-famous as a place where, a few years ago, many hundreds of strong young men surrendered their lives to the enemy of mankind in pangs of cruel death, of war and bloodshed. Spion Kop College, located in the shadow of the famous Spion Kop, is a spiritual battle ground and is the scene of many a glorious surrender of the best of our young people to the King of Kings and the beginning of a happy Christian experience, which shall neither grow old nor pass away with the ages.

Spion Kop College needs no introduction to the readers of the OUTLOOK, for there are doubtless but few who have not in some way contributed to its present success. It is true, however, that Spion Kop College desires, and we believe is deserving of, a larger share of attention and support than ever it has enjoyed in the past, for in *Counsels to Teachers*, pages 165 and 149, we read the following: "Nothing is of greater importance than the education of our children and young people. The church should arouse and manifest a deep interest in this work, for now as never before Satan and his host are determined to enlist the youth under the black banner that leads to ruin and death."

"Our schools are the Lord's special instrumentality to fit the young people and youth for missionary work. Parents should understand their responsibility and help their children to appreciate the great privileges and blessings that God has provided for them in educational advantages."

It is, therefore, clear that our schools are the Lord's special agencies to train our young people for the service which yet remains to be done by us as a people, and that there is nothing of greater importance. We believe, therefore, that our Training School should receive increased attention.

(The primary object of our school is often misunderstood. It is sometimes thought that its purpose is met in our teaching the formal branches of learning. While we do teach the essential branches of learning as given in the schools of the land, and also include other subjects which we consider of greater importance than those found in the ordinary courses of study, yet our real object is not to be found in our course of study alone.)

(The essential object of our school is two-fold. First, the establishing of the student in a Christian experience, the building of a character which will enable him to resist the many temptations to evil which are so designed of Satan to lead him away from the Truth; and, second, to give the student a training in the essential truths of our Message and acquainting him with the best methods of labour that he may be able to give this Truth to others.)

Apart, therefore, from the special benefit of studying the usual subjects through the help of Christian teachers, other essential subjects are offered. In every year a course in Bible is required, which is as follows:

SEVENTH STANDARD: New Testament History.

EIGHTH STANDARD: Old Testament History.

NINTH STANDARD: Denominational History.

History of Missions.

Spirit of Prophecy.

TENTH STANDARD: Bible Doctrines.

1ST YEAR TRAINING

COURSE: Acts and the Epistles.

2ND YEAR TRAINING

COURSE: Daniel and Revelation.

It will thus be seen that by the time our student has completed his work he should be rooted and grounded in the Scriptures.)

Moreover, studies other than those in the usual courses are given, such as Physiology and Hygiene, Hydrotherapy and simple nursing. These subjects are given to enable the student to be of service in practical missionary work. Then, too, other lines of study fundamental as a background to a full understanding of our Message are given, as Church History, Ancient and Mediæval History, General and Modern History, etc. Special lines of study are also offered to prepare the student for giving to others the truths which he has learned. Studies in Christian Education, Psychology, Child Training and Schoolroom Management become a part of our course. Thus it will be seen that the entire content of our course of study is not only the giving of the usual essential subjects thoroughly and well but also the giving of other subjects which will accomplish the two-fold object of all our schools. (These studies coupled with courses in vocational work as cooking and sewing for the girls, woodwork and agriculture for the boys and instrumental music (piano or organ) for both, coupled with a reasonable amount of work in the kitchen or work rooms, the farm or garden, makes for strong character

and fortifies the youth to meet the temptations of the world and prepares them to give this Truth to others.)

All the appointments of the school are arranged to accomplish the school's two-fold object. In the midst of our morning's programme is our prayer-band hour, when the studies are laid aside and the student body separates into prayer groups at which attendance is voluntary. Here the students learn to pray and take part in public services. Our chapel exercises are daily appointments where, besides the devotional hour, some cultural, inspirational or educational subject is presented.)

Our Friday evening meetings, too, are designed for spiritual uplift for the young people as are also the church services. Other services largely in the hands of our young people are the Sabbath school, Missionary Volunteer society, and the missionary meetings, all of which provide opportunities for development of leadership.)

The spiritual laboratory of our school is also provided for in the several bands of our Missionary Volunteer Society which meets fortnightly. We have a Mission Band, wherein the problems of our mission field are considered; a Personal Worker's Band which considers methods of personal work and becomes interested in those who might be helped by their personal contact; a Christian Help Band where opportunities for helpfulness are pointed out and encouraged.)

Thus the entire design of our school is intended to accomplish the God-given objectives. May the Lord so move upon the hearts of our people to "see light in His light" that more of our young people may enjoy the privileges of a Christian education.



## Education Day

At a recent meeting of the Division committee, Sabbath, January 24, was appointed as Education Day.

It is the plan to have an educational programme given at the eleven o'clock hour on this particular day, when the cause of Christian education will be set before our people. Readings prepared by workers interested in this phase of our work have been prepared and sent out to the European churches. At the close of the service the churches are asked to contribute to the Student Aid Fund.

It is hoped that all our church elders will make provision for this educational programme.

T. M. FRENCH.



"True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; above intellectual acquirements, character. The world does not so much need men of great intellect as of noble character. It needs men in whom ability is controlled by steadfast principle. 'Wisdom is the principal thing; therefore get wisdom.' 'The tongue of the wise useth knowledge aright.' True education imparts this wisdom. It teaches the best use not only of one but of all our powers and acquirements."—*"Education,"* p. 225.

## THE AFRICAN DIVISION OUTLOOK

Published semi-monthly by the

General Conference of Seventh-day Adventists, African Division

Subscription price, five shillings

---

W. B. COMMIN, ..... Editor  
 MISS P. E. WILLMORE, ..... Asst. Editor  
 Grove Avenue, Claremont, Cape

---

### Words of Appreciation in Behalf of Spion Kop College

From Our Students

IN 1922, at the Bloemfontein Camp-meeting, Mrs. Siepman and I consecrated our lives with those of our children to the Cause of God. This consecration was followed by our moving to Spion Kop College in 1924, my children to attend Church school and myself to take up a course of studies that would make me an efficient worker. A better move we have never made in our lives.

The year of study has been a revelation to me as well as to others, and we are all looking forward to another successful year.

Knowing the work of the school, we feel it is a wonderful privilege to every young as well as older person to attend Spion Kop College. We are building for eternity, therefore we gladly make the sacrifice. Our prayer is that the Spirit of God may continually brood over Spion Kop College.

J. G. SIEPMAN.

As a student of Spion Kop College I feel greatly indebted to the principles of Christian education, and I cannot help expressing my gratitude to God in allowing me to attend this institution. As my school years roll by, I feel more attached to the school and its Christian influences.

I am especially thankful this year for the study of "True Education." The Lord has often graced our class with His presence in a most marked manner. Surely the principles laid down and the seed sown will have fruit for eternity.

I know I express the sentiment of the school as a whole when I say that the Friday night meetings are the most prominent and vital features at the school. They are times of spiritual refreshing, of victory, and of determinations to press onward and upward to higher ground.

Among other and varied school activities the Personal Workers Band was one of great inspiration and

help to me. The study of the life of Christ, His ways and methods of dealing with people, has instilled in the hearts of many young people the sincere desire to do His will and to finish His work.

I truly believe that the time has come that the minds and steps of more of our young people ought to be turned towards the "ark of safety" and they be encouraged to receive the benefits of Christian education at Spion Kop.

C. C. MARAIS.

THE great aim of education is character building. Study is but a means to this end, and this fact is prominently kept before our minds, for Spion Kop College aims to prepare men and women with moral foundations so firm, with such powers of spiritual reserve, that they will be able to withstand the storms of the future. We, who came here this year with the fixed purpose of obtaining such an education, are so glad that we came. The spirit of God has been with us. This year has meant so much to me, that I am determined to put forth every effort to return next year, that I may obtain added power for service. Parents who have come and seen, have gone away enthusiastic and are prepared to make greater sacrifices that their children may attend. I wish that I could somehow, adequately express my appreciation of our school.

L. BILLES.

From a Parent

I ESTEEM it indeed a privilege to add my word of testimony for the college at Spion Kop. I have visited the school several times and have always been impressed that our girls and boys are receiving a true Christian education.

If students fail to live up to the Christian ideals there, the school is certainly not to blame. The faculty deserves every credit for its untiring labour to help the students.

It does parents good to be present at the Friday evening meetings, and hear so many good and earnest testimonies as the young people consecrate their lives to God. We are not sorry we sent our girls to Spion Kop, where they have been for the past five years.

The education at Spion Kop College is so different to that which the world gives. It is all the knowledge they need combined with Christian training, and which prepares the young people to fill their places as soul winners, and as good true citizens. I would advise Seventh-day Adventist parents to send their girls and boys to our school at Spion Kop, and keep them there until they have received all the knowledge which is to be obtained there.

(Mrs.) F. J. SNYMAN.

**"The knowledge of God and of Jesus Christ expressed in character is the highest education." Spion Kop College stands for the giving of this kind of an education.**

**School opens February 12**

**For full information address**

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