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BIRTHRIGHT—An Editorial

SEVENTH-DAY ADVENTISTS are an education-minded people. Furthermore, they are a people who appreciate and appropriate to themselves the blessings and advantages of Christian education. More specifically, having paid their public school taxes, the Adventist people are yet willing to support and pay tuition to church-related schools and colleges. This they do because they want their children in a Christ-centered learning institution, under teachers who are Christians. To safeguard the spiritual and social objectives of the church and the intellectual integrity of its young people, only Seventh-day Adventist staff members are employed in the schools of the church from the first elementary grade through college.

This denomination has developed one of the most extensive and comprehensive church-related educational systems in our time. It has been built and is maintained out of the devotion and sacrifice of the people, who see it as an absolute necessity. And it has been conceived and developed in wisdom.

When Christianity and education are separated, education tends to become the enemy of Christianity; when united, they reinforce each other. When combined with a living Christian faith, education is constructive and socially safe, because it is lighted by a superior code of ethics and built upon a rock of moral responsibility. Christianity, when united with sound educational practices, tends to raise the individual above fanaticism and narrow bigotry, and enables him better to comprehend the deeper meanings of his faith. While God can do great things

through the simple uneducated person whose life is consecrated to Him, He can accomplish greater things through the trained leadership of the equally consecrated person of superior capacity and education.

The church, then, has the double responsibility to see that Christian schools are provided, and that the willing young people of its members have the privilege of attending. This is a responsibility of the entire congregation. The searching question, "Where is thy flock?" will be asked of the biological parents, but not of them alone. The spiritual welfare, and therefore the Christian education, of Adventist youth is the responsibility of the entire Adventist community.

This responsibility is inescapable. It had better be met. Some churches and conferences need and can afford school plants as well organized and equipped as those of the State. A small rural church community may house its school in a log cabin. But large or small, simple or complex, the absolutely essential factor is a Christian teacher-learner relationship.

When every child in the church capable of receiving an education is brought into contact with well-trained Christian teachers, equipped with adequate facilities for the practice of their profession—only then is the obligation being met. No substitute for Christian education can properly reinforce the Christian home. No substitute is just as good. No excuse for substitution is valid. A church-sponsored education to the limit of his capabilities is the birthright of every Seventh-day Adventist boy and girl, young man and young woman.

Education in the Adventist Community

Keld J. Reynolds

ASSOCIATE SECRETARY,
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

CHRISTIAN education as conducted by Seventh-day Adventists, is, like the Advent message, a world-wide work. Schools follow the evangelist and the missionary. Secondary schools and colleges are established as they are needed and as conditions permit. Today the value of the denomination's school properties totals more than \$20,000,000. Approximately 150,000 children and young people are in attendance, and are served by more than 8,000 teachers.

Educational opportunity to the limit of individual capacity for every boy and girl has long been the dream of social reformers. And it has been for many years the plan of the Seventh-day Adventist church to provide educational facilities under Christian teachers and administrators, from the first grade through college, for every child of the church capable of using such opportunities and willing to make the most of them.

How well has the denomination succeeded? This report attempts to answer, in a statistical way, the question of success in but one of the world divisions, the North American, comprising the United States and Canada.

Let us imagine a city of 273,579 people, a city the size of Toledo, Ohio. This is the size of the Seventh-day Adventist denominational community in the North American Division (220,122 baptized members, with the added children who are below the age of baptism). This community is served by thirteen colleges and junior colleges, seventy secondary schools spaced for the convenience of the patrons, and 885 elementary schools. Five days

of the week, nine months of the year, some 24,500 boys and girls in the first eight grades study the Bible and standard courses under teachers who, by precept and example, put Christianity into their instruction. In the secondary grades some 8,800 young people are in attendance, and an additional 6,500 in the colleges. Here also, courses in religion are an integral part of the curriculum, and the instruction is vitalized by consecrated teachers. In the colleges are 2,400 former servicemen and servicewomen, averaging three years older than their grade, and working with grim determination to make every day count.

One medical college, one theological seminary, and one correspondence school with a world-wide enrollment list, also serve this community, besides sixteen schools of nursing, a school of dietetics, and others of medical technology and physical therapy. These add about 1,300 to the college enrollment, exclusive of the correspondence school.

Approximately 3,000 young people are in college this year for the first time, and about 575 will be graduated this summer. It can be safely predicted that from the colleges at least 400 men and women will enter the organized work of the denomination within the year.

In the Adventist schools the teacher-pupil ratio is low, to permit individual attention, as these averages will show. In the elementary school the ratio is one teacher for 17.6 children. In the secondary schools the ratio is one staff member for 11.5 pupils. And in the colleges the average is one teacher for 11.6 students.

The school properties in this community have a combined value of more than \$17,000,000. Instructional operating costs total more than \$4,275,000 per year. The institutional investment per elementary child is \$84.71, and the cost of instruction per year per child is \$55.73. The investment per student in the secondary and higher schools (not including the professional schools and the correspondence school) is \$970.95, and the yearly educational expenditures per student total \$188.11. Adding housing to the cost of instruction in the secondary and higher schools, the cost rises to \$348.50 per student per year. *

The schools and colleges of our community are bulging with record enrollments, a condition which it is predicted will continue to the winter of 1949-50. We have reason to believe that room has been made for all or nearly all fully qualified and worthy Adventist young people who have applied. But because of the crowded conditions, practically all of the schools have stopped systematic solicitation of those young people who, under different conditions, would enroll if personal work were done for them.

What of those who do not apply of their own accord? How many of the children of the Adventist community do not get into its schools? Only approximate figures can be given. Assuming for the Adventist population an age cross-section like that for the United States, as shown by the census of 1940, there are approximately 37,000 Adventist children of elementary school age, of whom 65.38 per cent are in Adventist schools; there are 20,200 of secondary school age, of whom 43.52 per cent are in our academies; and

* Figures are approximate. Complete accuracy is not possible with the information available.

there are 34,590 young people of college age, of whom 18.78 per cent are in Adventist colleges. These enrollments in relation to the total population of the Adventist community, and compared to the national figures, are shown in the following table:

PER CENT OF TOTAL POPULATION AT EACH SCHOOL LEVEL		
	Per Cent of Total Adventist Population in Adventist Schools	Per Cent of Total United States Population in School
Elementary	13.5	13.5
Secondary	7.39	7.39
College	18.77	12.64

The Adventist community is doing as well as the nation on the elementary and secondary levels, and definitely better on the college level. Considering that the incomes of Adventists are generally in the lower brackets, this is an excellent record for the church. Perhaps the community cannot be expected to do much better so far as college education is con-



"Schools should be established, if there are no more than six children to attend."—*Testimonies*, vol. 6, p. 199

cerned. But the percentages for secondary and elementary education, with so many children and young people still denied the advantages of a general and average level of education under Christian teachers during the formative years, clearly indicate that the Adventist community is not yet giving a completely satisfactory answer to the question, "Where is thy flock?"

The Quality of the Seventh-day Adventist Elementary School

John E. Weaver

ASSOCIATE SECRETARY FOR ELEMENTARY EDUCATION,
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

THE quantity, or number, of Seventh-day Adventist elementary schools can easily be ascertained through statistical treatment; but to determine the quality of these schools is not so easy. In almost everything that is measurable, quality is a relative condition which may differ widely depending upon the standards of evaluation, as well as upon the point of view, experience, and personal standards of the judge. With these variables in mind, it doubtless would be well to determine the essential qualities of any good elementary school, as well as the distinctively Christian characteristics of the Seventh-day Adventist elementary school.

Elementary church schools have been operated by Seventh-day Adventists in the United States for well over half a century. For many years also our system of Christian education has been organized and administered in scores of countries and in hundreds of languages and native dialects in all parts of the world. The chief purpose back of this whole educational effort has been to give the children and youth of the church an education of the heart as well as of the head and the hand. In other words, we recognize that religion is an essential part of true education, and that no education is adequate or complete that fails to train and nurture that spiritual nature, of which the heart is the symbol.

Perhaps no country in the world has done more, through a system of public education, to meet the intellectual and physical needs of all its children than has the United States of America. The democratic concept of education in this

country is based on the thesis that every child has the right to a common school education, which the various States have endeavored to provide. Yet in certain areas accomplishments have fallen far behind the ideal.

From the days of the little red school-house—when public education in this country was in its swaddling clothes—to the present time, great strides have been made in providing well-built, attractive school plants; arranged, lighted, heated, and ventilated for health and efficiency. The equipment and facilities for successful school living and teaching have been provided in varying degrees, dependent upon the leadership, vision, and courage of those responsible.

The ideals and objectives of Seventh-day Adventist elementary schools embrace all those included in the best public school education, and more. No child of Seventh-day Adventist parents need be deprived of church school attendance because his parents cannot pay the necessary school fees. All members of the church are instructed that they should help to make possible the Christian education of the needy children of the congregation. The doors of every elementary church school are wide open to all the children of all the members of the church. In many cases children from non-Adventist homes have, in the church school, found the light of the gospel and have carried it to their parents. Every church school may be and should be a missionary school.

When teachers for Seventh-day Adventist elementary schools are chosen their general literary qualifications, their

specific training for teaching, and their experience are duly considered. But above and beyond all these qualifications is their spiritual fitness for guiding the uncertain steps of childhood and youth toward a mature and stable Christian character. The Bible is the central theme in the Christian school, and not only is it studied for itself in every year of the course, but it permeates every other subject of the curriculum, most of which are found in the public schools. The study of nature—God's handiwork in earth and sea and sky—stands next to the Bible in its effect on the lives of the pupils. The inspiring and uplifting influence of spiritual songs and hymns, and the experience of communion with God through group and personal prayer and service—all these are means in the hands of the consecrated teacher to bring boys and girls to give their hearts and lives to God.

The financial remuneration of the elementary teacher is determined by a denominational wage scale for all types of Christian workers, which is set up on a missionary basis. Security of tenure, provision for medical and dental care, and a retirement plan are all provided for the Seventh-day Adventist elementary teacher as well as for the other groups of workers. All elementary and secondary teachers are certificated on standards equal to, and in some instances higher than, those for comparable public school teachers.

The school buildings, equipment, and teaching facilities of Seventh-day Adventist elementary schools have been greatly improved in recent years; yet in some areas there is still too wide a gap between the recognized standards and the results achieved. Here, as in public education, we find that vision, courageous leadership, and adequate funds are needed to reach the ideal.

In the matter of teacher recruitment it is a pleasure to record the fact that the Seventh-day Adventist educational sys-

tem has recently introduced an organization called the Teachers of Tomorrow, with scores of chapters and clubs in colleges and academies throughout the United States and Canada. This organization is similar in purpose to the Future Teachers of America sponsored by the National Education Association. Hundreds of potential teachers have subscribed to the constitution and bylaws, and have been inducted into the chapters; their names have been inscribed on the roll, and they have been given their membership pins. Thus these youth have identified themselves with a profession, a vocation, a sacred calling, than which there is no higher; and the future is bright with promise for our elementary schools.

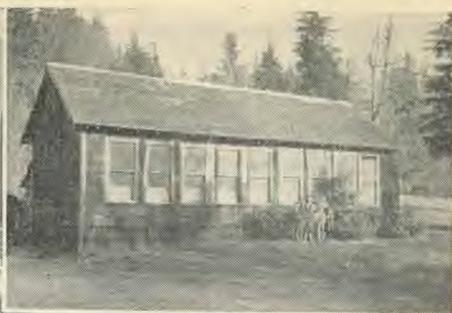
There remains the consideration of the pupils who are the product of our church schools. What difference, if any, is seen between those who have attended a Seventh-day Adventist elementary school and those who have gone to a public school? A few years ago one large city on the Pacific Coast made a survey of the elementary pupils in public, Catholic, Seventh-day Adventist, and other parochial schools in that metropolitan area. On the basis of identical examination material, it was found that the Seventh-day Adventist pupils showed four tenths to six tenths of a school grade higher achievement than pupils of the same year in the other schools. These results were reported to our educational leaders in that area by one of the public school officials who conducted the survey. It has been observed by many of our elementary teachers and supervisory officials, that elementary pupils transferring to our schools from public schools are frequently half a school grade or more behind pupils of the same grade in the Seventh-day Adventist church school they join. In the results of well-known standardized tests it has been found that the pupils from our elementary church

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A SAMPLING OF NORTH AMERICA

Left to Right: Duluth, Minnesota. Mount Vernon, Ohio. South Lancaster, Massachusetts. Flint, Michigan. Hastings, Nebraska. Fort Worth, Texas. Barstow, California. Bismarck, North Dakota. Auburn, Washington. Maitland, Florida.



VISION ELEMENTARY SCHOOLS

Left to Right: Takoma Park, Washington, D.C. Arlington, Washington. Angwin, California. Honolulu, Hawaii. Muskegon, Michigan. Valley View, Texas. Grandview, B.C., Canada. Victoria, B.C., Canada. Des Moines, Iowa. Chehalis, Washington.

The Academy—A Fundamental Link

L. R. Rasmussen

ASSOCIATE SECRETARY FOR SECONDARY EDUCATION,
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

APRIL 19 of the present year marked the sixty-fifth anniversary of an important event in the history of Seventh-day Adventist educational work—the establishment, in 1882, of our first denominational secondary school, at South Lancaster, Massachusetts. This pioneer academy was first operated under the direction of Professor G. H. Bell, veteran educator, and author of the once-so-familiar series of language texts.

It is with thankfulness to God, and a warranted degree of satisfaction, that we view the phenomenal growth that our secondary schools have made in the short span of sixty-five years. Today they form a fundamental link in the chain of Christian education, taking the youth from our elementary church schools and in due time passing them on to our colleges and professional training schools.

A basic objective and obligation of every American school, whether public or private, is to strengthen, improve, and unify the "democratic American way of life." The effectiveness of our academies, in their promotion of loyalty to the interests of the church and to the best interests of the state, is clearly shown by their product. The personal record of hundreds of men and women testifies to the value of the training they received in the academies, developing in them the competence to meet their personal, social, and economic problems, and to fit into the democratic way of life. But above all these advantages, their clean, happy, and helpful lives reflect the spiritual influences which have molded their characters.

The educational aims and policies of the Seventh-day Adventist academies

have been productive of the highest type of citizenship. It is the profound conviction of the church that there is a distinct place for our academies in preparation for a full and useful life. So long as a school helps to achieve these high objectives for the individual and for society, it is worthy of recognition and approval. Our academies seek not only to be outstanding in their specifically spiritual aims and objectives, but also to maintain a high standard in all educational functions so as to provide a sound basis for effective living on a national and international level, which is conceded to be one of the world's most pressing needs. The development of personal character through the inculcation of the Christian faith with its high moral virtues, is the best guarantee of proper patriotism, loyalty, and respect for authority. It is also the only real hope for the preservation and stability of the home and the church, of society and the nation.

Recognizing the surpassing worth of the individual human being, and the close relationship of school life, church life, and eternal life, the dominant idea behind our entire school system has been the following definition of education: "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."¹

The church established these academies for the express purpose of safeguarding its youth from the lowered moral and spiritual standards apparent in many

secular schools; developing a consecrated and loyal laity, imbued with the spirit of the Christian religion; and training a unified body of workers to give to the world in the shortest possible time the gospel of the Second Advent of Jesus.

This extensive school system which Seventh-day Adventists operate—on the elementary, secondary, and college levels—is a major factor contributing to the external growth of the church as well as to its internal strength, making it a body united in doctrinal position, consecration, and militant gospel program. The high degree of uniformity seen in standards, profession, and practice among the ministry, teaching staffs, and lay forces alike has been achieved largely through the basically uniform Christian training of our own distinctive school system.

It is very encouraging to learn from the best available statistics, that Seventh-day Adventists have more of their children and youth in their own schools, per capita membership, than any other denomination in America. Yet this is no cause for complacency or slackening of effort. Our twofold aim "Every Seventh-day Adventist youth in one of our own schools; every student in our schools a worker for God," is not yet achieved.

These fine academies, with their unquestioned blessings to our youth, have not come about of themselves, but by the vision, courage, and sacrifice of our leaders and people. It might be thought by some that the tremendous financial demands our schools make are unwarranted, and that these funds might better be spent on evangelism. To this we reply that our greatest field of evangelism is among our own youth. The greatest evangelistic hall is the schoolroom. To paraphrase a familiar text, What shall it profit a church if it gain the whole world and lose its own youth?

Yet the analogy is not perfect, for the church that cannot or does not save its own young people can never save the world: The home, the church, or the

conference that neglects the Christian education of its children and youth is neglecting its most priceless heritage, its greatest asset. Not only the church membership, but the church workers of tomorrow rest largely with the teachers of today. As Christian education goes, so goes the church. Education is one of the most dynamic factors in the growth of the church, and in the fulfillment of the gospel commission.

A strong, well-regulated academy brings strength to the conference through its influence on the youth and their parents, and therefore on the constituency as a whole. In many conferences the facilities for secondary education need to be greatly expanded and developed in order to provide adequately for the ever-increasing number of children who are being graduated from the church schools. Some of these conferences are taking the necessary steps to ensure that every youth in their territories may have the privilege and blessing of attendance at one of our own academies. We could wish that every conference would lay such plans that equal opportunities for education on the secondary level would be afforded all our youth.

The academic age is the formative period of adolescence, when the youth are making the most important decisions of their lives, when their ideals, attitudes, and friendships are being formulated for life. It is more important now than in any past period of our work, that our adolescent youth be privileged to associate with other Christian youth of like faith, hope, and aspirations, and with consecrated Christian teachers.

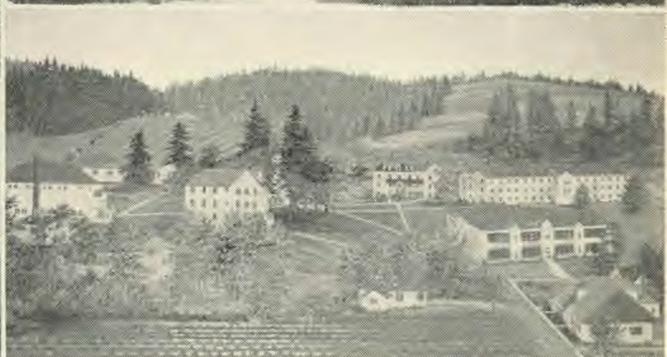
He who weakens the schools of the church, weakens the church; he who strengthens the schools, strengthens the church. It is herein sufficiently evident that our academies, both in the past and especially in the present, merit our commendation, confidence, and full support.

¹ Mrs. E. G. White, *Education*, p. 13.



A CROSS SECTION C

1. South Lancaster Academy, Mass. 2. Shenandoah Valley Academy, Va. 3. Valley Grande Academy, Tex. 4. Enterprise Academy, Kan. 5. Greater New York Academy, N.Y. 6. Pacific Union College Preparatory School, Calif. 7. Asheville Agricultural School, N.C. 8. Cedar Lake Academy, Mich. 9. Oak Park Academy, Ia. 10. Champion Academy, Colo.



OUR SECONDARY SCHOOLS

Left to Right: Philadelphia Academy, Pa. Broadview Academy, Ill. Mountain View Union Academy, Calif. Lynwood Academy, Calif. Nashville Junior Academy, Tenn. Dallas Junior Academy, Tex. Tacoma Junior Academy, Wash. Hawaiian Mission Academy, Honolulu, T.H. Seattle Junior Academy, Wash. Laurelwood Academy, Ore.

The Service of the College

E. E. Cossentine

SECRETARY,
GENERAL CONFERENCE DEPARTMENT OF EDUCATION

EARLY in the history of the Seventh-day Adventist movement it was felt that the education given in the public schools was not training our youth "for the joy of service in this world, and for the higher joy of wider service in the world to come."¹ A number of attempts were made on a small scale, to establish Seventh-day Adventist schools, but it was not until 1873 that General Conference actions were taken authorizing the establishment of a college. The necessary funds were raised, and Battle Creek College opened its doors to its first student body in 1874. From that time to the present our college program has steadily grown and advanced.

After nearly seventy-five years of operation, it is proper for us to ask ourselves some very definite questions: First, what service should our colleges be expected to render to the denomination? Second, how successful have they been in meeting the needs of a world-wide work?

It is natural to assume that a denomination establishes its own system of schools in order to give the type of education that is in harmony with the beliefs and practices of that denomination. Every evangelical church movement that has survived has had an educational plan and has established schools for the training of its own youth. The degree of success of such an educational program largely determines the success or failure of the church. There is an axiom that says, "A strong school makes a strong church; a weak school means a weak church." The reason many denominations have lost their vision and power to evangelize is that their schools have lost their vision and distinctive character.

Through the years since their establishment Seventh-day Adventist colleges have held to the original purpose, that they might "send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions."² Conditions change, new situations arise, and our schools have to meet them. Yet they follow their chart and compass, with their purpose, like a guiding star, leading them on their course.

Today our colleges are doing a wonderful work for our youth and for the church. They are training hundreds of young people for many lines of service, both in the homeland and in foreign fields. In fact, it is not too much to say that nearly every worker now in the employ of the denomination has had all or most of his or her training in the schools of the denomination.

In order to be able to help others, one must have a firm foundation of faith and knowledge, and an unwavering consecration that will hold true in the hour of temptation and conflict with evil. Theoretical knowledge is not enough—there must be an experimental knowledge of God's keeping power, to give needed courage and strength.

"Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached. Before the student there is opened a path of continual progress. He has an object to achieve, a standard to attain, that includes everything good, and pure, and noble. He will advance as fast and as far as possible in every branch of true knowledge."³

This, then, the guiding of our youth to God, is the first service our colleges can render to the denomination. True Christian teachers are ever on the alert to give sympathetic understanding and spiritual encouragement and help where needed. Their success is attested by the fact that the large majority of the young people who attend Seventh-day Adventist schools remain true to their faith. While not all may become active, full-time workers employed by the denomination, many do become earnest, energetic lay workers, and thus nobly support the full program of the church.

Seventh-day Adventist colleges have maintained a high standard of ideals centered in Christ and based on His Word. At the same time, in our effort to give instruction in the Word of God for the spiritual enlightenment and growth of our youth, we have not lost sight of an equally high standard of instruction and attainment in every field of learning, but have kept pace with the latest developments in education. Today our colleges are recognized as institutions meriting the full confidence and favor of the educational world, as well as the support of our own constituency.

To maintain a well-balanced educational program, and to fit the young people to be better citizens, many vocational courses are taught, so that young people may prepare for almost any work suitable for Seventh-day Adventists. Our colleges have also developed industries along many lines, by which students not only gain a practical education but also earn a large part of their expenses while attending college. Thus the true dignity of labor is taught and opportunity is afforded for many to attend college who otherwise would be unable to do so.

All about us today we see evidences that the world is drawing further and further away from God. Herein lies a great challenge to the church. The Christian college will help to meet this challenge successfully. Our youth need its en-

couraging, stabilizing influence. They need the help of its Christian teachers. "He who co-operates with the divine purpose in imparting to the youth a knowledge of God, and moulding the character into harmony with His, does a high and noble work."¹

Each church member must realize that now as never before, the only safe place for our young people is in our own schools, which are indeed "cities of refuge." All need to recognize their privilege and responsibility to support these schools in every way, if the spiritual life and welfare of our youth are to be protected. It will take love, labor, and sacrifice to save them; but consider their value, and the price is small.

When the children of Israel were in bondage in Egypt, and Moses and the leaders asked permission for them to leave Egypt to worship their God, Pharaoh said they might go, but that they must leave their youth in Egypt. But Moses replied, "We will go with our young and with our old, with our sons and with our daughters, with our flocks and with our herds will we go" together to worship our God. So must we be ready to meet that day when Christ shall come again, and shall ask us that searching question, "Where is the flock that was given thee, thy beautiful flock?" May we be able to answer, "Here, O Lord, not one missing." With His help may we save our youth for Him and for His service.

The Seventh-day Adventist college is our most certain way to present "an education that is as high as heaven and as broad as the universe; an education that can not be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above."²

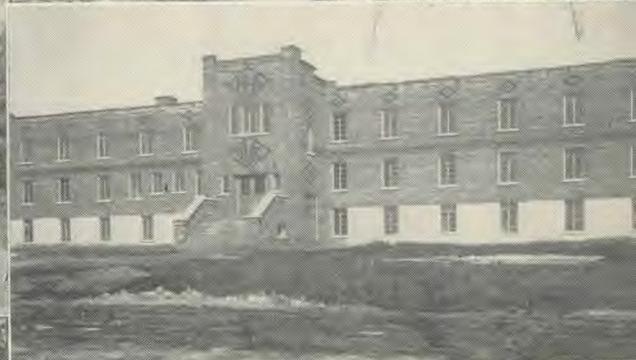
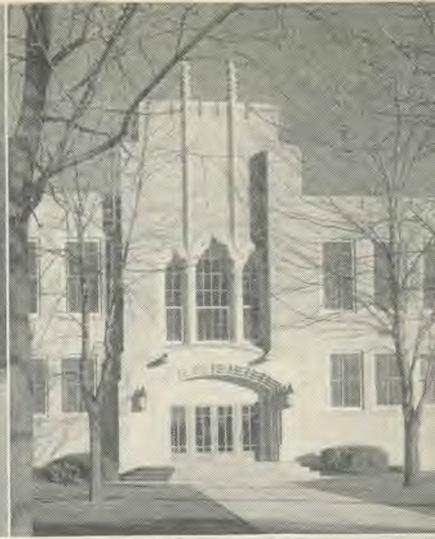
¹ Mrs. E. G. White, *Education*, p. 13.

² *Ibid.*, p. 18.

³ *Ibid.*, p. 18.

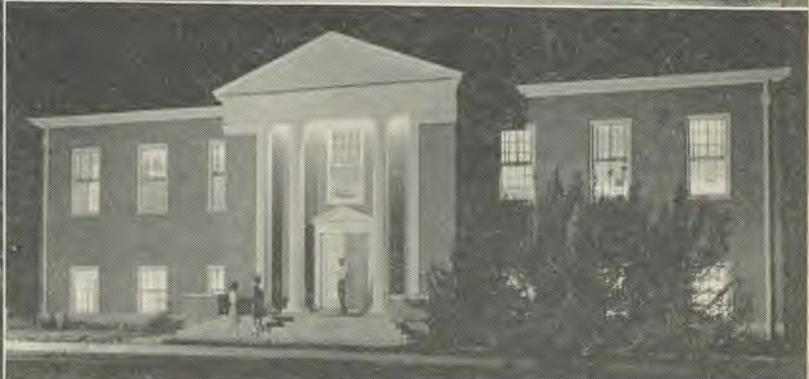
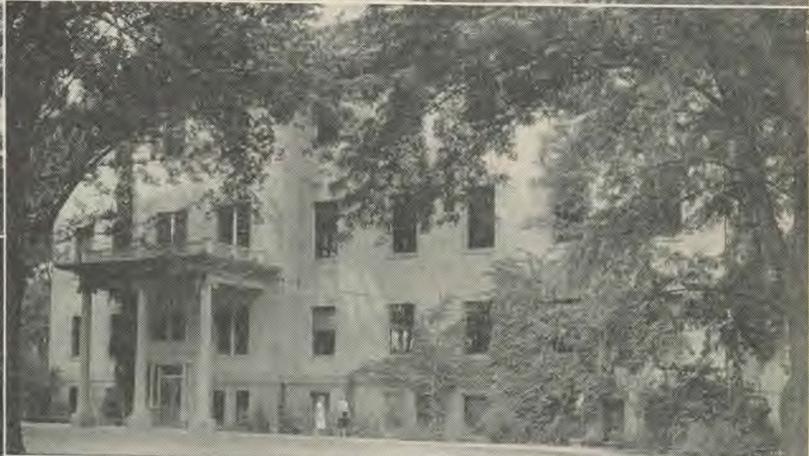
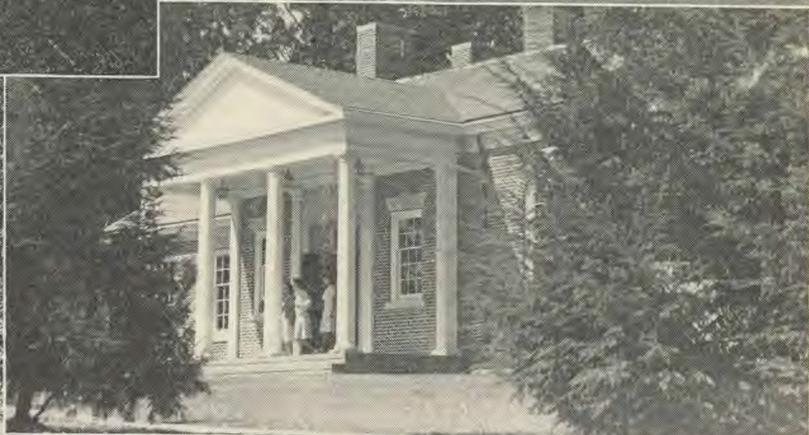
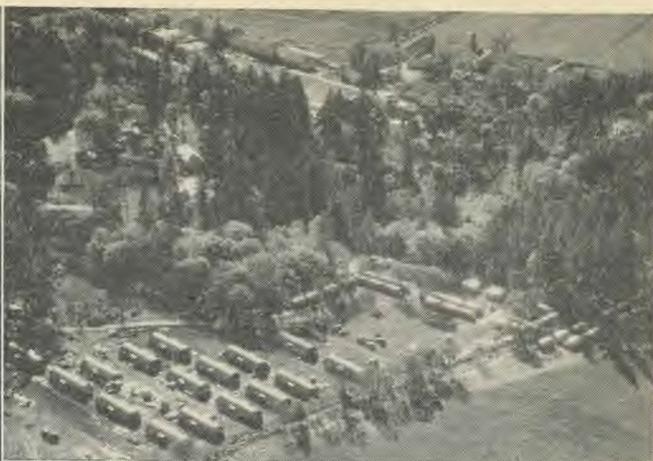
⁴ *Ibid.*, p. 19.

⁵ *Ibid.*, p. 19.



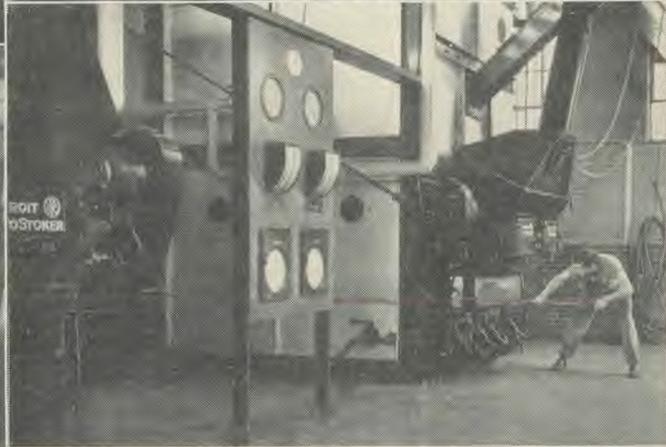
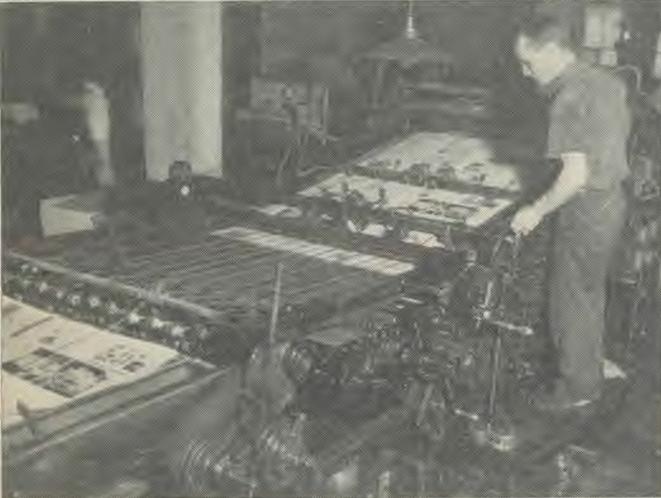
COLLEGES IN THE

Left to Right: Rachel Preston Hall, Atlantic Union College. Administration Building, Emmanuel Missionary College. Gladwyn Hall, La Sierra College. Administration Building, Canadian Union College. Drullard Library, Madison College. New Men's Home, Oshawa Missionary College. Administration Building, Oakwood College. Hamilton Hall, Southwestern Junior College.



NORTH AMERICAN DIVISION

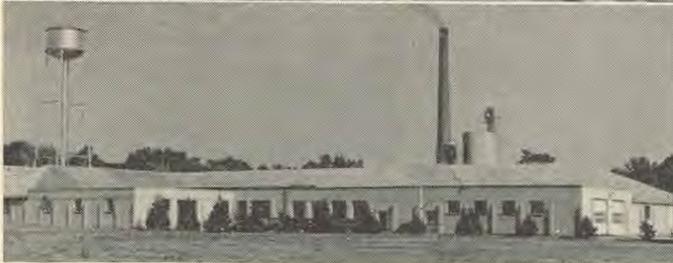
Left to Right: Irwin Hall, Pacific Union College. Veteran Heights, Pacific Union College. Administration Building, Union College. A. G. Daniells Memorial Library, Southern Missionary College. Columbia Hall, Washington Missionary College. Administration Building, Walla Walla College. Library Building, Washington Missionary College.



REPRESENTATIVE SCHOOL

- A Cappella Choir, Pacific Union College, Angwin, California
- Cylinder Presses, Emmanuel Missionary College, Berrien Springs, Michigan
- Home Economics Laboratory, Washington Missionary College, Takoma Park, Washington, D.C.
- Auto Repair Shop, Lynwood Academy, Lynwood, California
- Chorus, Philadelphia Academy, Philadelphia, Pennsylvania
- New Heating Plant, Emmanuel Missionary College, Berrien Springs, Michigan
- Farm Buildings, Wisconsin Academy, Columbus, Wisconsin





ACTIVITIES AND EQUIPMENT

- Loading Sugar Beets, Shelton Academy, Shelton, Nebraska
- Visual Aids for Evangelists, Washington Missionary College, Takoma Park, Washington, D.C.
- Plant A, College Wood Products, Emmanuel Missionary College, Berrien Springs, Michigan
- Dairy Herd, Southern Missionary College, Collegedale, Tennessee
- Radio Class, Laurelwood Academy, Gaston, Oregon
- Assembling Ironing Boards, Washington Missionary College, Takoma Park, Washington, D.C.
- Interior, Wood Shop, Lynwood Academy, Lynwood, California



For a Wider Horizon

W. Homer Teesdale

PRESIDENT,
HOME STUDY INSTITUTE

IT REQUIRES a lengthy stretch of the imagination to compare the outlook of a bug at the bottom of a barrel to that of a camera poised at the apex of the flight of a rocket bomb. The bug's outlook is limited to the rim of the barrel. A man who could take the place of the camera and have telescopic eyes would measure a very different world.

Almost forty years ago leaders of the church formed an organization whose fundamental purpose has been to widen the horizons of its students and to fit them for more effective ministry, out to the very limits of their vision. It was placed in the educational system as an ally of other institutions, established for the same purpose of preparing men to finish the world gospel task. It would keep them in vital touch with Christian principles and maintain their interest in things eternal, while they earned a livelihood and grew into service for the church in their own communities or prepared for even wider service.

This organization was designed and has been maintained for youth of character, purpose, and intellect. The ordinary have turned into easier paths; the less resolute have joined simpler tasks; but the strong—they have made ways through difficulty.

Basic to success in learning is the art of writing. Its place is so large that many people overlook it completely, and hurry to the notion that little benefit can come to any student who must write his thoughts. But these overlook the service of the notebook that has such a large place in all advanced schoolwork, the quiz, the thesis, the publications of learned societies, and of all printed mat-

ter that is at first in written form.

No thoughtful educator would reject any tool that aids the student in forming his temple of knowledge. The builder may use it but once or for a short time, but it can be essential to the majesty and permanence of his architecture. With it he can rise above a simple foundation into a tower of strength. Study by mail has served as such a tool for thousands of students who were temporarily denied the stimuli of campus life.

Anyone who has thought much himself appreciates the quiet of an isolated spot where thoughts, at first more fluid than the ink he uses, are better clarified and preserved by putting them into written form. Alone, there is no pressure except that of his own initiative and purpose. He develops resourcefulness and skills in expression. Circumstances favor independent, mature, creative thought.

The Home Study Institute is determined that its credits shall have unchallenged value. Teachers, found successful in the classrooms, and alert to improved methods and the best in textbooks, write the lessons and prepare the measurement exercises. Emphasis is placed on the growth and stimulus that come from exploring and mastering new areas of thought and experience. The writing exercise is reduced to a minimum consistent with the skills to be acquired and the information to be learned. All lessons are evaluated by those especially qualified for their tasks.

The quality of the service performed by the Home Study Institute has been widely recognized. The records for 1946 surpassed all previous years, exceeding

Please turn to page 33

Organization of Education

General Officers

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E. E. Cossentine, secretary
L. R. Rasmussen, associate secretary
Florence K. Rebok, assistant secretary
Keld J. Reynolds, associate secretary
John E. Weaver, associate secretary

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New York: H. W. Bass
Northeastern: J. E. Roache
Northern New England: D. I. Shaw
Southern New England: G. P. Stone

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East Taunton, Massachusetts
E. C. Harkins, principal

Greater Boston Academy
Boston, Massachusetts
Richard Hammond, principal

Greater New York Academy
Woodside, Long Island, New York
G. H. Gibson, principal

South Lancaster Academy
South Lancaster, Massachusetts
C. E. Kellogg, principal

Union Springs, Academy
Union Springs, New York
H. T. Johnson, principal

Elementary schools, 51

Canadian Union Conference

E. A. Crane, educational secretary
Conference educational superintendents
Alberta: R. M. Gardner
British Columbia: F. W. Bieber
Manitoba-Saskatchewan: T. Mohr
Maritime: G. M. MacLean
Newfoundland Mission: C. C. Weis
Ontario-Quebec: A. W. Kaytor
St. Laurent Mission: H. L. Rudy

Canadian Union College
College Heights, Alberta, Canada
E. E. Bietz, president

Oshawa Missionary College
Oshawa, Ontario, Canada
C. H. Casey, president

Canadian Union College Academy
College Heights, Alberta, Canada
E. E. Bietz, principal

Oshawa Missionary College Academy
Oshawa, Ontario, Canada
C. H. Casey, principal

Elementary schools, 46

Central Union Conference

G. R. Fattic, educational secretary
Conference educational superintendents
Central States Mission; T. M. Rowe
Colorado: G. D. Hagstotz
Kansas: C. R. Harrison
Missouri: A. S. Zytoskee
Nebraska: T. S. Copeland
Wyoming: H. R. Kuchne

Union College
Lincoln, Nebraska
R. W. Woods, president

Campion Academy
Loveland, Colorado
V. W. Becker, principal

Enterprise Academy
Enterprise, Kansas
Ellis R. Maas, principal

Shelton Academy
Shelton, Nebraska
R. M. Mote, principal

Sunnydale Academy
Centralia, Missouri
Lloyd Davis, principal

Union College Academy
Lincoln, Nebraska
J. H. Rhoads, principal

Elementary schools, 64

* Generally speaking, the organization here presented is duplicated in the overseas divisions. Education is a world-wide arm of a world-wide work.

Columbia Union Conference

G. M. Mathews, educational secretary
Conference educational superintendents
Allegheny: J. L. Moran
Chesapeake: T. H. Stockton
East Pennsylvania: A. F. Ruf
New Jersey: Walter Haase
Ohio: H. R. Nelson
Potomac: A. O. Dart
West Pennsylvania: L. L. Philpott
West Virginia: C. J. Coon
Washington Missionary College
Takoma Park, Washington, D.C.
W. H. Shephard, president
Mount Vernon Academy
Mount Vernon, Ohio
J. P. Laurence, principal
Philadelphia Academy
Philadelphia, Pennsylvania
Mrs. C. C. Ellis, principal
Pine Forge Academy
Pine Forge, Pennsylvania
J. L. Moran, principal
Plainfield Academy
Plainfield, New Jersey
W. G. McCready, principal
Richmond Academy
Richmond, Va.
W. M. Ladd, principal
Shenandoah Valley Academy
New Market, Virginia
W. C. Hannah, principal
Takoma Academy
Takoma Park, Washington, D.C.
C. N. Rees, principal
Washington Union Academy
Washington, D.C.
A. W. Clark, Jr., principal
Elementary schools, 99

Lake Union Conference

—, educational secretary
Conference educational superintendents
Illinois: R. A. Nesmith
Indiana: —
Lake Region: W. J. Kisack
Michigan: D. V. Cowin
Wisconsin: W. A. Nelson
Emmanuel Missionary College
Berrien Springs, Michigan
A. W. Johnson, president
Adelphian Academy
Holly, Michigan
V. E. Garber, principal
Battle Creek Academy
Battle Creek, Michigan
D. N. Hartman, principal
Bethel Academy
Arpin, Wisconsin
Kenneth Day, principal
Broadview Academy
La Grange, Illinois
L. N. Holm, principal
Cedar Lake Academy
Cedar Lake, Michigan
John Shull, principal
Emmanuel Missionary College Academy
Berrien Springs, Michigan
C. W. Lee, principal

Indiana Academy
Cicero, Indiana
Vern C. Hoffman, principal
Shiloh Academy
Chicago, Illinois
M. J. Harvey, principal
Elementary schools, 101

Northern Union Conference

K. L. Gant, educational secretary
Conference educational superintendents
Iowa: J. O. Iversen
Minnesota: E. A. Robertson
North Dakota: J. F. Knipschild, Jr.
South Dakota: P. W. Kemper
Maplewood Academy
Hutchinson, Minnesota
C. L. Smith, principal
Oak Park Academy
Nevada, Iowa
M. E. Smith, principal
Plainview Academy
Redfield, South Dakota
Floyd P. Gilbert, principal
Shewenne River Academy
Harvey, North Dakota
R. O. Stone, principal
Elementary schools, 45

North Pacific Union

J. T. Porter, educational secretary
Conference educational superintendents
Alaska Mission: E. E. Jensen
Idaho: M. J. Perepelitza
Montana: Arthur Patzer
Oregon: William Lay
Upper Columbia: H. S. Hanson
Washington: V. R. Jewett
Walla Walla College
College Place, Washington
G. W. Bowers, president
Auburn Academy
Auburn, Washington
A. J. Olson, principal
Columbia Academy
Battle Ground, Washington
B. M. Kurtz, principal
Gem State Academy
Caldwell, Idaho
H. D. Schwartz, principal
Laurelwood Academy
Gaston, Oregon
T. W. Walters, principal
Mount Ellis Academy
Bozeman, Montana
W. R. Emmerson, principal
Portland Union Academy
Portland, Oregon
P. G. Baden, principal
Rogue River Academy
Medford, Oregon
B. R. Ritz, principal
Upper Columbia Academy
Spangle, Washington
W. L. Schoepflin, principal
Walla Walla College Academy
College, Place, Washington
Dan W. Palmer, principal
Elementary schools, 145

Pacific Union Conference

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Conference educational superintendents
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Central California: W. L. Avery
Hawaiian Mission: Alban W. Millard
Nevada-Utah: D. E. Jacobs
Northern California: W. W. Ruble
Southeastern California: W. O. Baldwin
Southern California: N. W. Dunn
La Sierra College
Arlington, California
G. T. Anderson, president
Pacific Union College
Angwin, California
P. W. Christian, president
Arizona Academy
Phoenix, Arizona
O. D. Hancock, principal
Armona Union Academy
Armona, California
Theophile Fischer, principal
Fresno Academy
Fresno, California
Paul G. Wippermann, principal
Glendale Union Academy
Glendale, California
J. Alfred Simonson, principal
Golden Gate Academy
Berkeley, California
W. B. Ammundsen, principal
Hawaiian Mission Academy
Honolulu, Hawaii
D. J. Bieber, principal
Kern Academy
Shafter, California
H. H. Mauk, principal
La Sierra College Preparatory School
Arlington, California
N. L. Parker, principal
Lodi Academy
Lodi, California
E. F. Heim, principal
Loma Linda Union Academy
Loma Linda, California
Paul E. Limerick, principal
Lynwood Academy
Lynwood, California
W. B. Dart, principal
Modesto Union Academy
Modesto, California
Leslie Morrill, principal
Mountain View Union Academy
Mountain View, California
C. I. Chrisman, principal
Pacific Union College Preparatory School
Angwin, California
H. E. Metcalfe, principal
San Diego Union Academy
San Diego, California
C. C. Cantwell, principal
Elementary schools, 192

Southern Union Conference

H. C. Klement, educational secretary
Conference educational superintendents
Alabama-Mississippi: L. W. Pettis

Carolina: H. M. Lodge
Florida: Lee Carter
Georgia-Cumberland: J. M. Ackerman
Kentucky-Tennessee: E. J. Barnes
South Atlantic: F. H. Jenkins
South Central: F. B. Slater
Madison College
Madison College, Tennessee
T. W. Steen, president
Oakwood College
Huntsville, Alabama
F. L. Peterson, president
Southern Missionary College
Collegedale, Tennessee
K. A. Wright, president
Asheville Agricultural School
Fletcher, North Carolina
Mrs. Marguerite M. Jasperson, principal
Atlanta Union Academy
Atlanta, Georgia
William E. Rust, principal
Collegedale Academy
Collegedale, Tennessee
D. C. Ludington, principal
Forest Lake Academy
Maitland, Florida
J. M. Howell, principal
Highland Academy
Fountain Head, Tennessee
William Sandborn, principal
Madison College High School
Madison College, Tennessee
Dwight L. Bidwell, principal
Oakwood College Academy
Huntsville, Alabama
Mrs. Maxine Brantley, principal
Pisgah Institute
Candler, North Carolina
E. C. Waller, principal
Elementary schools, 126

Southwestern Union Conference

W. A. Howe, educational secretary
Conference educational superintendents
Arkansas-Louisiana: Boyd E. Olson
Oklahoma: T. O. Willey
Southwestern Mission: W. W. Fordham
Texas: H. W. Jewkes
Texico: L. G. Barker
Southwestern Junior College
Keene, Texas
J. V. Peters, president
Ozark Academy
Gentry, Arkansas
J. H. Bischoff, principal
Southwestern Junior College Academy
Keene, Texas
J. V. Peters, principal
Spanish-American Seminary
Sandoval, New Mexico
C. E. Fillman, principal
Valley Grande Academy
Weslaco, Texas
R. R. Rice, principal
Elementary schools, 76

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SCHOOL NEWS

PHILIPPINE UNION COLLEGE, at Manila, is courageously entering upon its program of reconstruction and rehabilitation, under President Andrew N. Nelson. New department heads are announced as follows: Theology, J. W. Rowland; Science, C. T. Jones; English, Irene Wakeham; History, W. T. Hilgert; Elementary Education, Nellie Ferree; Commerce, H. L. Dyer; Mechanical Industry, Virgil L. Nieman; Business Manager, Robert Cone.

BATTLE CREEK ACADEMY (Michigan) has added greatly to its equipment the past year, especially in the chemistry laboratory. It is hoped by the beginning of next school year to have a new academy plant in which to house and use the fine equipment.

RICHARD BARRON joined the faculty of Glendale Union Academy (California) the second semester, teaching the class in youth problems and sponsoring various youth programs in the Glendale area.

UNION COLLEGE is to have a new three-story home economics building, which will provide adequate dining rooms, kitchen, bakery, refrigeration rooms, classrooms, laboratories, and offices. This will free additional dormitory space in both dormitories for more students.

CECIL L. WOODS, CHOSEN NEW DEAN of Pacific Union College, will assume his duties at the close of the spring quarter. Dr. Woods is at present associate professor of Mathematics at Emmanuel Missionary College.

A NEW TYPE "PACKAGE" OF TEACHING TOOLS for high schools and colleges has been announced by McGraw-Hill. It consists of a textbook, 16-mm. sound motion pictures, and silent filmstrips, all correlated and using the same organization and terminology as the textbook.

THIS YEAR, 385 VETERANS are enrolled at Emmanuel Missionary College. They were honor guests at an informal dinner given by the faculty on March 2.

STUDENT VETERANS AT WASHINGTON MISSIONARY COLLEGE have formed an all-Seventh-day Adventist chapter of the AM-VETS.

TWO CHURCH SERVICES EACH SABBATH MORNING are necessary at Emmanuel Missionary College because of the record student enrollment.

EFFECTIVE JUNE 1, Merrill E. Smith becomes principal of Oak Park Academy (Iowa), succeeding C. L. Smith, who goes to Maplewood Academy (Minnesota) as principal.

A CLASS IN PHOTOGRAPHY, a lower division technical course carrying three science credits, was introduced at Washington Missionary College in the spring quarter.

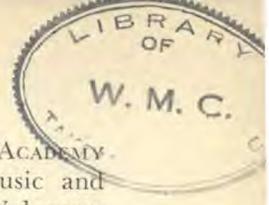
LAWRENCE M. ASHLEY, present head of the division of microscopic anatomy at the College of Medical Evangelists, Loma Linda, California, will join the faculty of Washington Missionary College in July, as head of the biology department and chairman of the science division.

AT LITTLE CREEK SANITARIUM AND SCHOOL (Tennessee) the sanitarium provides educational experience and financial support for students; and the school provides workers for the sanitarium, farm, construction, and maintenance.

LYNWOOD ACADEMY (California) is graduating a class of forty-nine this year.

CLEVELAND COLLEGE of Western Reserve University has introduced a new course, "English for Foreigners," using the vocabulary of Basic English. Emphasis is upon putting the limited 800-word list of Basic English into conventional English forms.

MADISON COLLEGE (Tennessee) is launching a new college curriculum with the summer session, with the emphasis on agriculture, home gardens, nutrition, care of the sick, simple home building, care of cattle and poultry, and other courses planned to meet the challenge of the out-of-the-cities message given years ago and now being revived.



BEACH (NORTH DAKOTA) CHURCH SCHOOL CHILDREN, under the direction of Mrs. Gertrude Kriedemann, have for the last three years spent their Wednesday morning recesses going by twos through the neighborhood distributing *Our Little Friends*, *Youth's Instructors*, and *Signs of the Times*. They have systematically followed up the resulting interest with Bible studies. Today there are seven children from non-Adventist homes attending the church school; four are Sabbath-school members, two of them baptized. The others are waiting till they are a little older. During the present school year, applications have been received from non-Adventist parents for fourteen children to be admitted to the school at the opening of school next September, each stating his or her willingness to pay the \$5.00 monthly fee rather than send the child to the public school. The present enrollment is twenty-three. This increased interest in Christian education has led the church school board to its recent decision to arrange for a two-room, two-teacher school for the fall of 1947. The Lord is overflowing our cup of blessing in this place.

THE SUPREME COURT RULING on the New Jersey school transportation case (February 10, 1947) justifies the use of public funds for transporting children to parochial schools, but only in New Jersey. However, on the strength of it, private school interests in other states have already presented bills to their respective legislatures to authorize extension of the practice. "Here," said a Washington school-law expert, "is a decision which does not conclude an issue."

MINISTERIAL STUDENTS OF EMMANUEL MISSIONARY COLLEGE are gaining invaluable experience in evangelism by actually conducting efforts at five churches within a radius of fifty miles. Souls are being strengthened in the faith and new members are being won. Elder George E. Vandeman directs these student efforts.

A FESTIVAL OF SACRED MUSIC, in beautiful Woodminster Amphitheater (Oakland, California), was enjoyed by students from church schools in the Northern California Conference, on Sunday afternoon, May 4.

REPRESENTATIVES OF BETHEL ACADEMY (Wisconsin) provided special music and other features for the Missionary Volunteer rally conducted by Secretary M. J. Pempelitz at Fort Atkinson.

AMERICA FACES WEST. The University of California is giving courses of intensive training designed to teach full-time students to read and write Chinese, Japanese, Russian, or Korean in a year's time.

ARTISTRY IN THE SCHOOL HOME is bringing out delightful surprises in the girls' home at Broadview Academy (Illinois) under the enthusiastic leadership of Dean Marjorie Jones.

JOINT MORNING WORSHIP in the dining room after breakfast is the practice at Indiana Academy. Boys and girls, as well as the home deans, heartily approve and support the plan.

AT LA SIERRA COLLEGE (California) four hundred mothers and daughters enjoyed the biennial mother-daughter banquet. Dr. E. C. Ehlers, assistant professor of Medicine at the College of Medical Evangelists, was the guest speaker.

CULTURE WEEK AT MAPLEWOOD ACADEMY (Minnesota) was featured in chapel and worship talks and programs, demonstrations of proper dress and conduct, and the display of effective posters.

PACIFIC UNION CONFERENCE reports two chapters and fourteen clubs of Teachers of Tomorrow functioning in its colleges and academies.

EIGHTY MILLION DOLLARS HAS BEEN GRANTED by the House appropriations committee for setting up temporary buildings for classroom use on campuses of "well established non-profit colleges and universities." Only \$31,000,000 of this sum has been contracted, however, and up to March 1 only \$4,100,000 had actually been spent. There is danger that if the schools do not make full use of these funds available for veterans' nonhousing facilities, a counter action may be taken rescinding funds still available, and asking colleges to meet the cost of relocating buildings.



ADMINISTRATION BUILDING

CHRISTIAN TRADITIONS
SOUND SCHOLARSHIP
NATURE ENVIRONMENT

EMMANUEL MISSIONARY COLLEGE
BERRIEN SPRINGS MICHIGAN

CHINA TRAINING INSTITUTE, whose work was interrupted during the war, will this fall be re-established on the campus of the South China Union Academy, at Kowloon, Hong Kong. It will be operated there for the coming two years, until sufficient buildings are completed at the new site to house the college. Definite plans are now being made for a very strong school to begin this coming autumn. This will be a great blessing to the work in China, particularly in the training of teachers for the middle schools.

ONE SCHOOL NURSE FOR EVERY 2,000 PERSONS is the standard set up by the District of Columbia Tuberculosis Association. Of the fifty-three city school systems thus far surveyed, twenty-nine are well within that ratio.

THE NATIONAL SCIENCE TEACHERS' ASSOCIATION is providing to 5,000 science teachers sample packets of "top quality commercial science teaching aids," in the hope of encouraging business concerns to produce better teaching aids, and helping science teachers in their classroom work.

CEDAR LAKE ACADEMY (Michigan) this year presents the largest graduating class in its history—forty-two.

WHILE PRESIDENT W. E. McCLURE of Helderberg College (South Africa) is on furlough in the United States, Milton Robison is acting president.

THE PHYSICS DEPARTMENT at Union College has recently acquired a complete glass blowing laboratory. The equipment, worth several thousand dollars, will be used in the projected glass blowing class and by students of atomic physics, as well as for research and for the manufacture of apparatus for the chemistry and physics departments.

THIRTY EMMANUEL MISSIONARY COLLEGE STUDENTS are majoring in agriculture, and upon graduation will receive the Bachelor of Science degree in applied arts.

PACIFIC UNION COLLEGE ENROLLMENT for 1946-47 has reached the total of 911, which includes twenty-seven college students enrolled in extension courses at the Hawaiian Mission Academy in Honolulu.

Southern Missionary College

"The School of Standards"

Application and Catalog Furnished Upon Request to the Dean



SUMMER
SESSION
BEGINS
JUNE 16

●
Collegedale
Tennessee



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LA SIERRA COLLEGE

An Accredited Senior College

As a Liberal Arts College—

La Sierra seeks to develop sound minds, sound bodies, mental proficiency, and social competence.

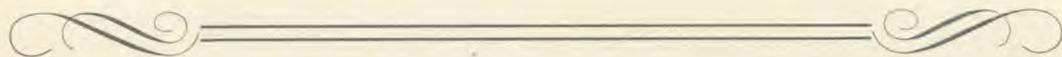
As a Christian College—

La Sierra is concerned with the development of ideals and right behavior patterns.



For information address

The President, LA SIERRA COLLEGE, Arlington, California



MORE THAN FOUR HUNDRED ALUMNI of Pacific Union College were present at the eleventh annual homecoming, March 30. Over fifty former members of the a cappella choir responded to an invitation to join this year's group in singing the last three numbers of their concert which was a part of the Alumni reunion program.

THE BACHELOR OF SCIENCE DEGREE IN NURSING EDUCATION will be given upon completion of a new course to be offered at Emmanuel Missionary College next year. Vera M. Fisher, R. N., M. S. in nursing education, will have charge of this field and will be assisted by other teachers.

SPANISH STUDENTS at Cedar Lake Academy (Michigan) are encouraged to "talk their language" by the assurance that participation counts, and special credit is given those who can use the language extemporaneously, in courtesy forms, etc.

PACIFIC UNION COLLEGE PREPARATORY SCHOOL LIBRARY has added 166 new books during the past year, and 100 more are on order to be accessioned during the summer.

SIXTEEN STUDENTS OF SUNNYDALE ACADEMY (Missouri) were baptized on Sabbath, March 1.

FORTY-FOUR BOYS OF CEDAR LAKE ACADEMY (Michigan) recently took over the entire task of preparing, serving, and checking the meals from Friday evening through Sabbath afternoon.

ADELPHIAN ACADEMY (Michigan) geometry class recently found a new and attractive reason for the study, when the teacher, Helen Collins, sponsored work in designs for tablecloths, quilt blocks, linoleums, and other uses. Originality and accuracy were especially stressed.

SENATORS TAFT AND FULBRIGHT are co-authors of a bill (S. 140) for setting up a new cabinet position, the Department of Health, Education and Security. A group of educators, convinced that under such an arrangement education will be overshadowed, are proposing that the Government set up an Office of Education as an independent, bi-partisan office.



"THE GATEWAY TO SERVICE"

Having passed through the "Gateway to Service," thousands of young men and women are diligently serving their Master in lands far and near.

Washington Missionary College offers Seventh-day Adventist youth a preparation for service in many fields of endeavor.

For information write to

The Director of Admissions

**WASHINGTON
Missionary College**

Takoma Park, Washington 12, D.C.

SOUTHWESTERN JUNIOR COLLEGE

●
Keene, Texas



The Southwest's Own College offers to you

- A true Christian environment
- An opportunity to prepare for life
- A wholesome work-study program
- Year-round recreational facilities
- A well-qualified, understanding faculty

●
Our Motto: "Where Students Learn
to Live"

LYNWOOD ACADEMY

Lynwood, California

"A School of Character Building"

A fully accredited, non-boarding, secondary day school

ELDER W. W. R. LAKE, who spent four years in a Japanese concentration camp in Borneo, recently visited Emmanuel Missionary College. His talks, which included some of his experiences, gripped the hearts of the listeners and challenged them to give God unlimited control of their lives.

THREE NEW MEMBERS of the Union College staff are: A. Earl Hall, Professor of History; Veda Pearl Quinn, administrative assistant for the cafeteria; and Chester Budd, linotype operator for the printshop.

THE FULBRIGHT STUDENT EXCHANGE ACT will enable American students to go for study to twelve European countries and fifteen others in the Near East, Far East, and Australasia. The first fellowships will begin in 1948, according to word to Congress from President Truman.

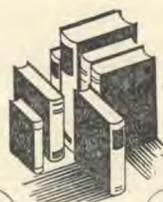
A JUNIOR CHOIR organized in the Sanitarium (California) church school is giving programs in the church and elsewhere. The boys and girls are enthusiastic and eager to learn and to sing "part" music.

GEORGE C. SMITH, of Mount Vernon, Ohio, is teaching French at Emmanuel Missionary College the second semester. He has his Master's degree from Michigan in Romance languages and has been working toward his Doctor's degree.

FRANK W. STEUNENBERG, of Gem State Academy (Idaho), is joining the faculty of Pacific Union College Preparatory School as instructor in Bible. He will attend the Seventh-day Adventist Theological Seminary for the summer quarter.

EFFECTIVE FOR THE GRADUATING CLASS OF 1950, Harvard will grant only one degree, the A.B., discontinuing the B.S.

THE EIGHTH BIENNIAL FATHER-SON BANQUET at Pacific Union College was attended by the men of Grainger and their guests, totaling 481. Walter B. Clark, who is leaving Pacific Union College to connect with the College of Medical Evangelists, was guest of honor, and W. R. French, former head of the Theological Department, was guest speaker.



A HELPFUL GUIDE

for Student and Worker

A LOYAL ALLY

of Academy and College



Write today for the 1947
Bulletin
of the

HOME STUDY INSTITUTE

Takoma Park, Washington 12, D.C.

QUICK AS A WINK YOU'LL FIND IT IN



The NEW Compton's

Gives the Young Mind "Room to Grow"
Meets the new school needs at every age level...

Man's hand has been the servant of his brain in the accomplishments that distinguish him from the brutes. And it is man's thumb that provides his hand with its unique dexterity. Just make believe you have no thumb and try to pick up something, or to write—or to find a fact in a book!

Just as a man's thumb distinguishes him from the rest of the animal kingdom, so the Fact-Index distinguishes Compton's Pictured Encyclopedia from other reference works.

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THE SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY presented eighteen candidates for graduation on May 14, 1947. Eleven of these received the degree, Master of Arts; seven received the degree, Master of Arts in Religion.

A NEW DEPARTMENT OF JOURNALISM at Pacific Union College next year will be directed by Leslie Sargent, who is to receive his Master's degree in journalism from Stanford University this spring.

ADELPHIAN ACADEMY SEMINAR members are visiting near-by Michigan churches and conducting Sabbath services.

THE FIFTY-ONE PIECE LA SIERRA COLLEGE ORCHESTRA began its annual concert tour at Loma Linda Academy, March 15, followed by concerts at San Diego, Glendale, and Los Angeles.

A. WINFRED SPALDING of Gobles, Michigan, is joining the staff at Southern Missionary College as assistant farm manager and landscape architect. Mr. Spalding has formerly been on the staffs at Pisgah Institute and Asheville Agricultural Institute (North Carolina) and Southwestern Junior College (Texas).

PACIFIC UNION COLLEGE SUMMER SESSION will offer courses in all departments, with special consideration to those needed by students to complete college work next year.

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For a Wider Horizon

Continued from page 20

other "bests" in 1945. As late as March of this present year another record tumbled. More lessons were received for that month than ever before.

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Continued from page 23

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ONE HUNDRED EIGHTY-SEVEN SENIORS FROM SEVEN ACADEMIES visited Pacific Union College on College Day and were the honor guests at various events of the day, including conducted tours and a concert by the college band.

THE FIRST SUNNYDALE CHORAL TOURING GROUP (Missouri) presented a television broadcast from St. Louis Station KSD on March 17. The week-end tours of this group covered eighteen cities and towns of Missouri.

AN ADDITION TO BURMAN HALL, the men's dormitory at Emmanuel Missionary College, is nearing completion. This new unit will provide three large, modern bathrooms, one on each floor of the building.

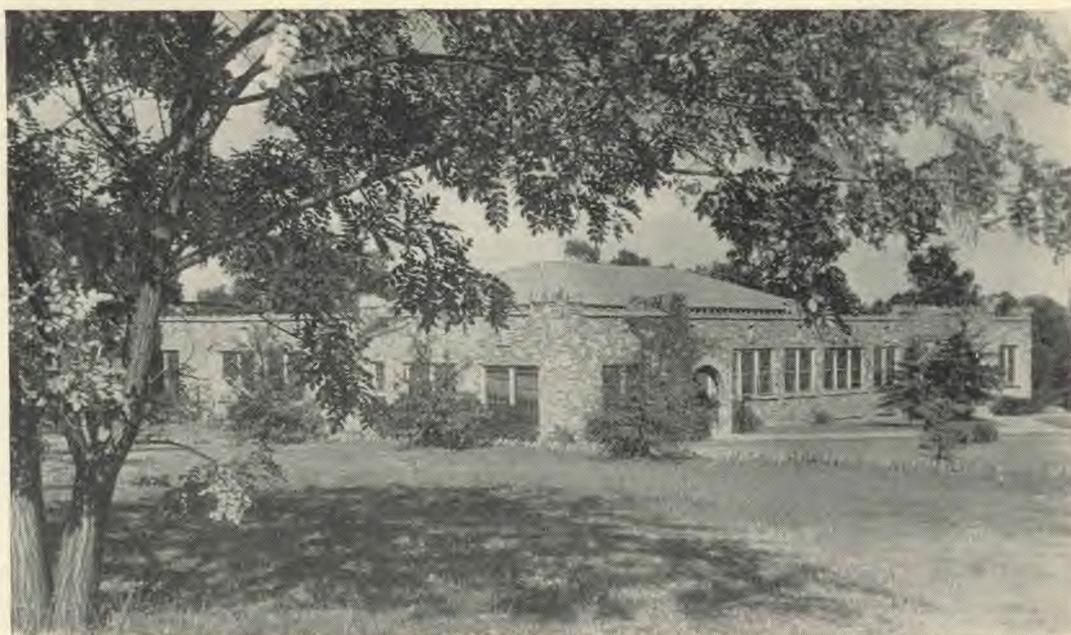
A BAPTISMAL CLASS of more than thirty students meets weekly at Union Springs Academy (New York), with Roger Pratt, Bible teacher.

LA SIERRA COLLEGE BIBLE TEACHERS conducted Spring Week of Prayer services at Lodi and Lynwood academies and at Paradise Valley Sanitarium, as well as at La Sierra.

THE CHOIR OF LODI ACADEMY (California) presented a program of sacred music in the Mountain View Seventh-day Adventist church on Sabbath afternoon, March 1.

GOOD CITIZENSHIP was featured in several chapel programs sponsored by the Students' Council of Broadview Academy (Illinois) during a recent week.

TWO HUNDRED AND FIFTY SENIORS from academies in the Columbia Union Conference were guests of Washington Missionary College for three days in April. Their entertainment included a sightseeing tour of Washington, D.C.



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COLLEGE DAY AT SOUTHERN MISSIONARY COLLEGE, April 21, brought the senior classes of nine Southern Union academies to Collegedale, Tennessee, for a reception, guided tours of freshman classes and campus, and counsel with faculty advisers, in preparation for college entrance in September.

TEN STUDENTS OF PACIFIC UNION COLLEGE have been selected to represent that college in *Who's Who Among Students in American Universities and Colleges* for 1947.

HONORS CONVOCATION AT BROADVIEW ACADEMY (Illinois) brought pennants for conduct honors to eighty-six students, for scholarship honors to ten, and for both conduct and scholarship honors to forty-five.

LA SIERRA COLLEGE is justly proud of its new library. An especially attractive feature is the panoramic view across the valley, afforded by the large plate glass windows on three sides of the 57'x117' main reading room.

KELD J. REYNOLDS, after twenty years' service at La Sierra College, has assumed his new responsibilities as associate secretary of the General Conference Department of Education. C. D. Striplin, chairman of the Division of Education, is the new dean at La Sierra.

FRESNO UNION ACADEMY (California) was host to the second Central California Youth's Congress, in February.

THE "VOICE OF YOUTH" PROGRAM is presented each Sunday morning over Station KGER by Richard Barron and students of Glendale Union Academy (California).

WOODWORK IS A FAVORITE SUBJECT at the San Andreas (California) church school. Under Mr. Perrin's direction, attractive and practical bookcases, end tables, desks, radio cabinets, and other items of furniture are being built.

EMMANUEL MISSIONARY COLLEGE STUDENTS have raised more than \$2,000 to cover the cost of 250 boxes of food sent to Europe during the present school year.

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E. E. COSSENTINE, secretary of the General Conference Department of Education, recently made a three months' survey tour of our educational work in the Middle East and in Europe. Everywhere he found facilities woefully inadequate to care for the young people eager for a Christian education.

ALONZO BAKER was guest speaker at the Pacific Union College Honors Convocation, April 4, at which time ninety-one students were honored for having maintained an average of "straight B" or better during the fall and winter quarters.

THE SYMPHONETTES AND BOYS' GLEE CLUB of Broadview Academy (Illinois) gave a program of sacred music at the Hinsdale Seventh-day Adventist church, as one of a series of Sunday night programs in the new church.

GLENDALE UNION ACADEMY (California) is proud of the new \$600 Boyce Crane planer recently added to the woodworkshop equipment.

WASHINGTON MISSIONARY COLLEGE students and faculty raised \$7,000 for Ingathering in a few evenings. Two young women raised \$185 each in three evenings' street solicitation. The largest single donation received by a student was \$100.

SHERMAN INSTITUTE (Arlington, California), a boarding school for American Indians, has requested La Sierra College to provide a Bible teacher for its students. Gordon Collier, a ministerial student, has responded to the request and is conducting regular Bible classes.

HIGH POINTS OF INTEREST in the last weeks of school at Washington Missionary College were the colporteur institute and the spring week of devotion. Encouraged by J. F. Kent, publishing department secretary of the Columbia Union Conference, a record number of students volunteered for colporteur work this summer. T. E. Lucas, associate secretary of the General Conference Missionary Volunteer Department, conducted a deeply spiritual Week of Prayer.

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Upper Right:
It Sometimes Snows
in New Mexico

Left:
A Room in Women's Home

Lower Right:
Prayer Band in
Front of Home



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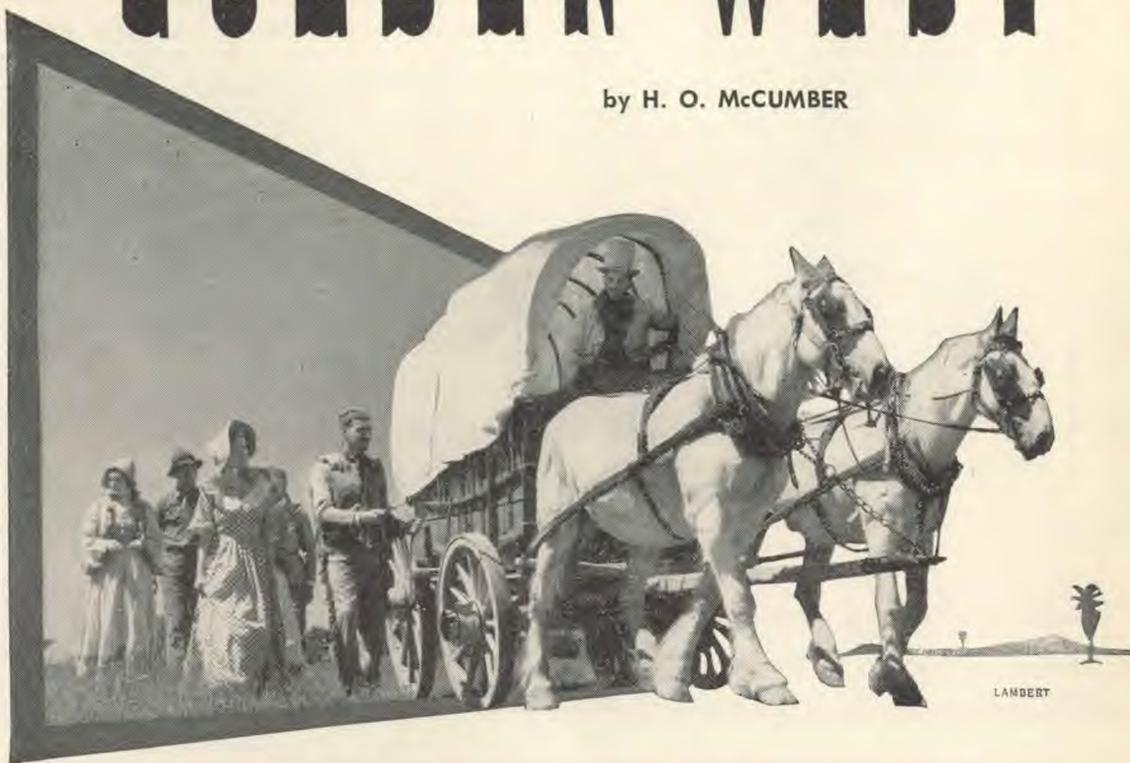
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VOL. 9, NO. 3, JUNE, 1947

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The Quality of the Seventh-day Adventist Elementary School

Continued from page 7

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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."¹

May every boy and every girl of Seventh-day Adventist parents this coming school year be given the privilege of a Christian education.

¹ Mrs. E. G. White, *Education*, p. 13.

The JOURNAL of TRUE Education

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"Just finished reading this inspiring and constructive book. As a result I am living and thinking on a higher plane."—*A. E. Hagen, Gospel Minister.*

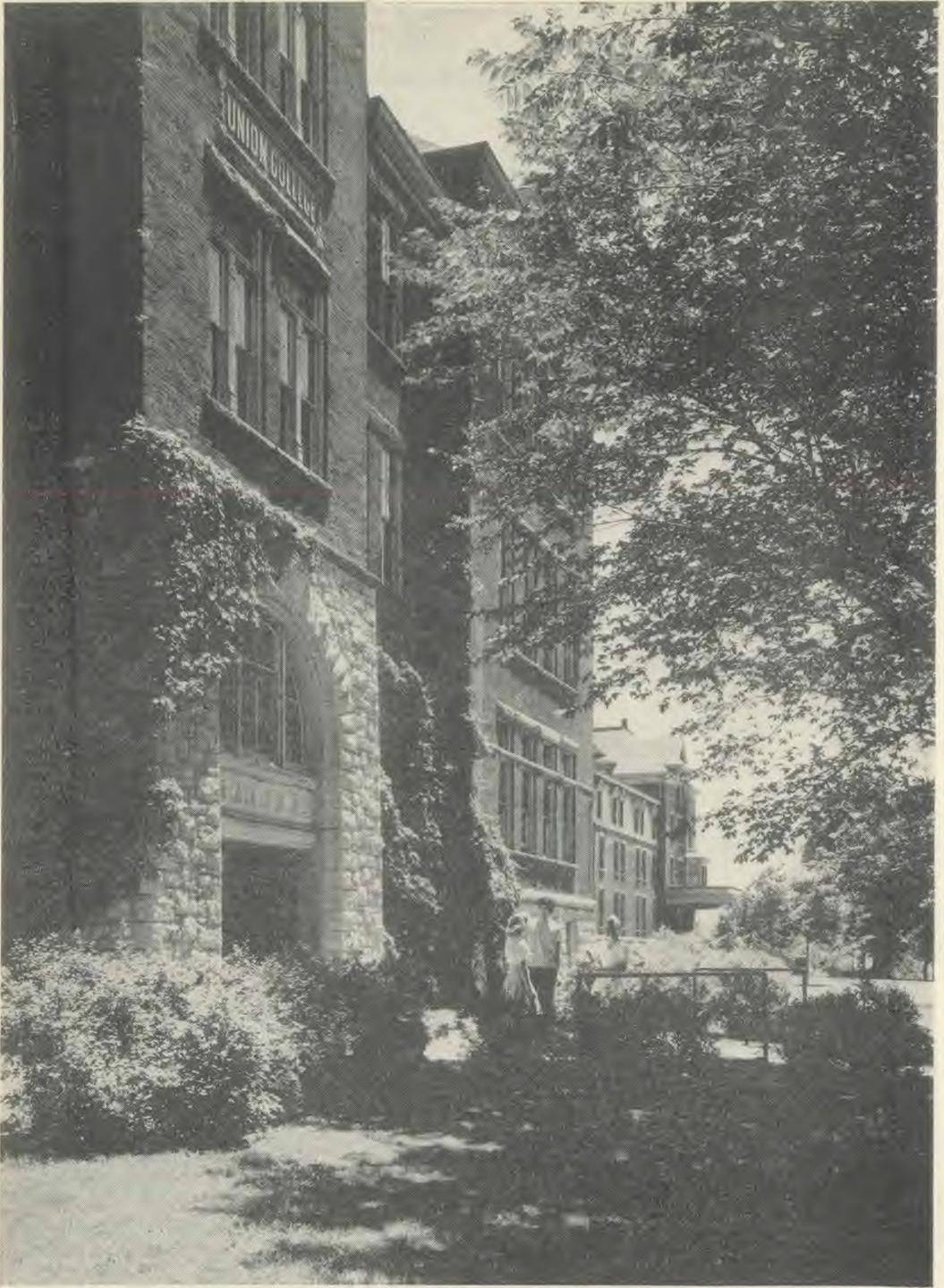
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