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THE ACADEMY IN THE LAST HALF OF THE TWENTIETH CENTURY—An Editorial



NEVER in the history of our secondary school program have Christian educators faced a greater challenge than at present, when it is apparent to the most casual observer that great changes are taking place in our civilization. We must keep in mind the great forces in human society that have effected and will continue to effect these changes—in ways of thinking, conditions of living, and appraisal of human values; in moral standards and the outlook of youth; in education and recreation resulting from the swift, efficient, and impressive means of travel and communication; in racial and national attitudes and relations.

These changes will vitally affect educational policies and standards during the next half century. No longer can the school merely reflect the culture of the society in which it is situated; instead it must endeavor to lead, hold, and uplift.

As we look back over the way the Lord has led us, as we examine our present position and see the support and confidence shown by Seventh-day Adventists in building and maintaining a program of Christian schools, we have much for which to be thankful. Then as we project our thinking and planning into the future, it is most important that we keep clearly before us the broad, basic objectives for which these academies were established; that we keep uppermost in our minds the Christian welfare of all our youth.

Our academies will face problems more intricate than ever before. Yet the more complex the problems and the more swift the changes, the more pressing will be the need for intelligent, consecrated, united planning and courageous action. Christian educators must be cognizant of the swift current of social forces causing stress and strain in our society,

yet both school and community need to understand that "under changed conditions, true education is still conformed to the Creator's plan. . . . The great principles of education are unchanged. 'They stand fast forever and ever'; for they are the principles of the character of God." *

In order that all may comprehend these principles, the purposes of the school's program and planned environment must be kept alive and up to date in the minds of supervisors, administrators, teachers, and the people of the church, through periodically studying and appraising these purposes by comparison with the blueprint and in view of the moral and spiritual challenge of present-day conditions.

Down through the history of mankind society after society has gone through periods of moral weakness and corruption. Today we face such a period, which calls for an intense moral and spiritual rearmament based upon sound religious convictions. It is imperative that we maintain a truly Christ-centered educational program, which will strengthen the personal character and Christian integrity of every individual who comes under the influence of our schools.

Many years ago Ralph Waldo Emerson stated that "the true test of civilization is, not the census, nor the size of the cities, nor the crops,—no, but the kind of man the country turns out." We must never forget that the true test of a school is the kind of students it produces.

If our youth are to be prepared to stand firmly for the right in the world-changing days ahead, we must pass on to them, undiminished, the moral and spiritual heritage of our pioneers.

L. R. R.

* Ellen G. White, *Education*, p. 30.

The Philosophy of the Adventist Academy

Frank E. Rice

PRINCIPAL
NEWBURY PARK ACADEMY, CALIFORNIA

WHEN educational philosophies are under consideration, Seventh-day Adventist educators immediately think of the great fundamentals of Christian education found in the Bible and in the writings of the Spirit of prophecy. All agree that in these we have a marvelous heritage. Each time we review these facts and principles we receive new inspiration, and usually we see more clearly or see something in a new light. This is as it should be, for these principles are eternal.

Seventh-day Adventist academies are an inspiration to all who know them. They exist only because of Christian philosophy, and they are successful only as they adhere to the principles taught and exemplified by our Master: love, purity, humility, fearlessness, unselfishness, honesty, consecration to God, faithfulness, perseverance, obedience, patience. Jesus gave the world its only perfect example of the graciousness and courtesy of a sanctified culture.

It is seen by a glance at the curriculum of our academies that these principles that were so pronounced in the philosophy of life and teaching of Christ are not listed as specific subjects to be taught at certain periods each day. However, any thinking educator will admit that our goal is to be ever more effective in teaching them, for not to teach them is to fail to practice the philosophy of Christ, our Master Teacher.

Christ taught these principles by example, but not only by example. How could we be more successful in teaching humility to our students than by example? Yet pride is taught largely by the same method. And so it is; point by

point by their personal example educators either teach or nullify the fundamentals of Christ's philosophy. What a challenge this solemn thought should be to every teacher and administrator in a Christian school. Location, buildings, equipment, curriculum, basic as they are to education, shrink to their right proportion as we recognize the weight of the consecrated teacher's example in teaching the true philosophy of Jesus. The Christian philosophy cannot be taught or maintained by one in the department of religion alone. It is only as an entire faculty accepts, believes, and lives in harmony with the philosophy of Jesus that a student body will make real progress toward the goal set by our Creator after man's fall in Eden—"to restore in man the image of his Maker." *

The influence of consecrated Christian teachers cannot be accurately measured. It takes time and much wisdom from God to judge the influence of one whose consecration is doubtful, and that is why it is difficult for administrators and boards to counsel the occasional teacher who loses sight of Christian objectives. High educational requirements, coupled with a missionary wage scale, help to cull out most of those who are not prepared to conform to the Christian philosophy. However, occasionally there comes into a faculty one who certainly needs to be counseled regarding adherence to the fundamental principles of Christian education. If, after counseling, such a teacher still persists in maintaining an attitude and example contrary to Christian standards, the school administration certainly should encourage him to take up another type of work or to transfer to a school

that is not pledged to maintain Christian objectives. Through the years Christian educators have been amazed at the extent to which the Christian philosophy can be undone in the minds of students by only one faculty member whose example or teaching is of the world.

Perhaps next in importance to a consecrated faculty whose lives are devoted to the forwarding of the Christian philosophy is a nucleus of leaders within the student body who are not only enlightened as to the Christian philosophy but who have dedicated their lives to the cause of Christ. Some would even place the influence of these student leaders upon their fellow students above the influence of the faculty. The school that has such a core of Christian young people certainly will see the student body at large accepting the Christian philosophy of our academies much more quickly and more satisfactorily than those that do not possess this consecrated student nucleus.

In every student body the potential is the same. However, the success or failure of gaining the cooperation of these student leaders depends as much on the over-all spiritual program of the school as it does upon the individual student's former Christian experience, since the factor of the converting power of the gospel is almost irresistible within a favorable environment. However, this environment does not maintain itself and it is not self-perpetuating. Because all the forces of evil are directed against it, constant watchcare and vigilance must be maintained lest it be sabotaged.

Though it is true that a core of students on the right side may be the most powerful influence in a school, it cannot be taken for granted that they can wholly offset the influence of students who are deliberately undermining the very principles of the philosophy of Christ. Therefore, it is important to the maintaining of a Christian environment that those individuals whose lives are out of harmony, whose attitude toward Christianity is ha-

bitually negative, whose conduct is borderline, and whose influence is damaging should, after unsuccessful counseling, be eliminated from the student body. This becomes more and more important as we near the close of earth's history.

Some might point to the disciples and mention Judas, but it should be borne in mind that Judas never openly denied Christ until the very last. In fact, he was attracted to Christ, and did not show the negative attitude that is spoken of here. One cannot imagine Christ's having closely united with Him one whose precept and example were constantly undermining the very philosophy that He so earnestly sought to implant in the lives of His disciples. Time after time those who are anxious to further the Christian philosophy err on the side of leniency, both toward an out-and-out evildoer and toward the indifferent. Many have been lost to the cause of Christ because, year after year, the principles for which an institution has stood have been undermined by either a teacher or a student who should not have been retained within the group beyond a probationary period.

Many other phases of the school program affect the teaching of an adequate Christian philosophy: a well-planned and directed devotional program, including vesper and chapel programs that provide students the atmosphere of worship; a well-rounded program of study in which solid thinking is approved and appreciated; a good, constructive work program with fair financial practices; an honest and sound method of dealing with wrongdoers; and the correction of practices and policies that are contrary to the unique philosophy believed and practiced by us as a people. The real test of an Adventist academy or college is whether the youth leave the school after four years, more or less, with a living, unique Christian philosophy and Christian experience.

* Ellen G. White, *Education*, p. 15.

The Kind of Teachers Needed in Our Academies

Ellis R. Maas

PRINCIPAL
EMMANUEL MISSIONARY COLLEGE ACADEMY, MICHIGAN

IN CONSIDERING Christian education, we should ever remember that education is not an end in itself but only a part—a very important part—of the whole program of God for the restoration of His image in men. There has always been a great difference between the underlying principles of God's plan of education and that offered by the world. It is a question of emphasis. In God's plan the individual prepares himself to serve others, but the world lays emphasis on serving oneself. Christian education is Christ centered, and most other types of education are self-centered.

In view of this fundamental difference in principles and purposes, it is essential that a definite plan be set up whereby the objectives of Christian education may be reached. This plan is clearly outlined in the Scriptures and in the writings of Ellen G. White, and to the degree that this pattern is followed, the objectives of true Christian education will be attained.

The church today is responsible for seeing that the great program of God is not frustrated by inadequate plans for the education of its youth. On this rock many a Christian organization has defeated its own purposes and objectives. The same danger is ours today, and the only guarantee of ultimate success is to stay close to the Heaven-sent blueprint.

When one decides to teach in an Adventist school he is aspiring to one of the noblest responsibilities in the whole plan of salvation, for we read that "it is the nicest work ever assumed by men and women to deal with youthful minds. The greatest care should be taken in the education of youth."¹

This is true of men and women who take up teaching as their lifework; it is doubly true of those who choose teachers for the school. They must have ever in mind the blueprint the school is to follow, since the school and its pupils will absorb and be guided by the spirit and the ideals of the teachers. Mistakes have often been made here when poorly prepared or inept individuals have been chosen for personal reasons and not because they fitted into a specific place in the great blueprint. This has always resulted tragically.

"In selecting teachers, we should use every precaution, knowing that this is as solemn a matter as the selecting of persons for the ministry. Wise men who can discern character should make the selection; for the very best talent that can be secured is needed to educate and mold the minds of the young, and to carry on successfully the many lines of work that will need to be done by the teachers in our church schools."²

A few criteria for the selection of teachers may be of help in the selection of a good faculty. These suggestions, though quite specific, basic, and inclusive, are not intended as the only norms that may be set up.

The first essential in a good teacher is a high and noble character, accompanied by a deep and personal spiritual experience. It will be impossible for the teacher to lift the young people any higher than his own experience has lifted him. If we want the youth who attend our schools to be spiritual, their teachers must first be spiritual. Our schools have periods of special revival to elevate the spiritual life of the students. But who will carry them along on the new level thus attained? The only answer is the teacher.

"Let it never be forgotten that the teacher must be what he desires his pupils to *become*. Hence, his principles and habits should be considered as of

greater importance than even his literary qualifications. He should be a man who fears God, and feels the responsibility of His work. He should understand the importance of physical, mental, and moral training, and should give due attention to each. He who would control his pupils must first control himself."³

"Let those who are competent to teach youth, study themselves in the school of Christ, and learn lessons to communicate to youth. Sincere, earnest, heartfelt devotion is needed."⁴

It is clear that teachers are to be persons of deep personal devotion and consecration, also of broad understanding of the youth and their problems. Unless the teacher loves youth and is able to join them on their level in the consideration of pleasures and problems, his work will be mechanical and of little value. This characteristic in a teacher is of greater importance than his technical preparation.

"Let teachers so far unbend from their dignity as to be one with the children in their exercises and amusements, without leaving the impression that you are watching them, and without going round and round in stately dignity, as though you were like a uniformed soldier on guard over them. Your very presence gives a mold to their course of action. Your unity with them causes your heart to throb with new affection. . . ."

"The teacher's obligations are weighty and sacred, but no part of the work is more important than to look after the youth with tender, loving solicitude, that they may feel that we have a friend in them."⁵

As we look at the blueprint again, we find it repeatedly stated that the Christian teacher must presently be a master of the subject matter to be taught, and should have previously acquired a thorough preparation and background.

"The more of true knowledge the teacher has, the better will be his work. The schoolroom is no place for surface-work. No teacher who is satisfied with superficial knowledge will attain a high degree of efficiency."⁶

Another characteristic of the true teacher is love for his work. Anyone who has taught knows that some of the teacher's most strenuous work is done after bells have stopped jingling and all students have left the classroom. Then preparation for the next day's work begins and may sometimes continue far into the night.

Then there is the question of discipline, so important to the teacher's success or failure. How often some little

thing will aggravate a whole class and make them difficult and disinterested. If a teacher finds discipline in his classes beginning to fray out, he should study himself before complaining to the principal about the students' conduct.

"Before he attempts to guide the youth, a teacher should learn to control himself. If he is not a constant learner in the school of Christ; if he has not the discernment and discrimination that would enable him to employ wise methods in his work; if he cannot govern those in his charge with firmness, yet pleasantly and kindly, how can he be successful in his teaching?"⁷

Other characteristics that might be mentioned are optimism, leadership, adaptability, and cheerfulness. One essential not yet mentioned is the keystone in the whole arch we have been constructing. A person may be spiritual, a hard worker, interested in the youth, optimistic; and yet he may fail as a teacher because he lacks the natural gift of good judgment—the ability to do the right thing at the right time in the right manner. This is why the blueprint so often warns against selecting teachers who are immature and inexperienced.

As the church follows the plan for Christian education, our schools will truly become cities of refuge for our youth. To this end a great responsibility rests on the teachers and on those employing them, to make sure that properly qualified individuals are led to work for the youth of the church.

¹ Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 73.

² *Ibid.*, p. 174.

³ White, *Fundamentals of Christian Education*, p. 58.

⁴ *Ibid.*, p. 116.

⁵ *Ibid.*

⁶ White, *Education*, p. 278.

⁷ *Counsels to Parents, Teachers, and Students*, p. 211.

God requires the training of the mental faculties. He designs that His servants shall possess more intelligence and clearer discernment than the worldling, and He is displeased with those who are too careless or too indolent to become efficient, well-informed workers. . . .

The Lord desires us to obtain all the education possible, with the object in view of imparting our knowledge to others.—*Christ's Object Lessons*, p. 333.

Promoting the Academy in the Field

W. B. Higgins

PRINCIPAL
COLLEGE DALE ACADEMY, TENNESSEE

ALL our young people in our own schools" has long been a denominational objective. But the pace at which we are traveling toward that goal is a matter of serious concern. With 38.2 per cent * of Adventist youth of high school age attending non-Adventist schools at the mid-century, it would seem that here is a problem, the solution to which poses a tremendous challenge to every Adventist parent, teacher, educational administrator, and church worker.

What are the reasons for this situation? What are the problems? and how shall we meet them? Who are responsible for their solution? These are questions to which we must find the answers.

Some of the most common problems are the expense involved in sending youth to our academies, parents' inclination to keep their children with them, the disinclination of youth to interrupt friendships formed in elementary or high school, the exaggeration in the field of discipline in our academies. The solving of these and other problems will require the combined effort of all educational and church workers. The parents and youth in the homes and in the churches still need a great deal of education regarding the values of Christian education. The information contained in the brochure *Seventh-day Adventist Youth at the Mid-Century* would be helpful in attacking this problem. Academy principals, educational secretaries and superintendents, and church officers should take the lead in this program of keeping before our people the value and importance of Christian education.

Upon the academy principal naturally falls the responsibility of leading in the

promotion of his academy among its constituents. Because energetic action in this direction starts at the center, waves of influence may be felt in an ever-widening circle.

The school paper may have particular value in promotion, though its usefulness will of course be in proportion to its quality standards and to its circulation in the patronage area. An adequate subscription list indicates that the principal and faculty are alive to the promotional value of the paper in the field. In addition to the paid subscriptions, the academy should provide free subscriptions for those who are in the finishing class in elementary and intermediate schools in the patronage area.

Presenting a copy of the annual to the library of each "feeder" school also has great promotional value. This could be autographed to the finishing class, with the understanding that it shall remain in the school library when they leave the school at the end of the year.

The columns of the union paper should be used periodically to present the type of material that will have wide interest. Some unions send their paper into every Adventist home; thus all patrons and prospective patrons are reached.

The writer believes that a major reason for nonattendance of Adventist youth at our academies is that not enough effort is made to integrate the elementary schools and the academy. It is most important that those finishing the eighth grade attend the academy beginning with the ninth grade. Direct personal contact is one of the best means of accomplishing this. There is no adequate sub-

stitute for elementary school visitation by members of the academy staff. This visiting gives evidence to the eighth grader that someone in the school next higher is interested in him. The student's questions can be asked and answered directly and authoritatively, promotion material may be given, opportunities for self-help at the academy may be clearly explained, and life and activities at the academy can be made real. If one or more really representative students can accompany the principal or other academy staff member, it will be most worth while. Students speak a language that other students understand.

If an academy day has been planned and dated, a personal invitation during the visitation will give an added stimulus to the eighth grader to visit the academy. If colleges feel that it is advantageous to invite academy seniors to their campuses, academies should find it equally valuable to invite those finishing the elementary and intermediate schools. We have heard from many schools that have tried this plan that it is very much worth while. Academy day should be fairly late in the spring. Elementary school teachers are usually glad to cooperate with the plan. When they can help furnish transportation they may do triple duty by better orienting themselves to the kind of school life experienced, and thus can more intelligently help their graduates to plan for the coming year.

When visitors are invited to the academy campus, those attending public schools should not be overlooked. Most public school principals and teachers will readily cooperate with the plan by excusing such children from school for that purpose. Experience has taught that a well-planned academy day is a most valuable method of promotion.

Church visitation in the interest of Christian secondary education is also of value. The principal can organize his teachers into teams with one or more students to accompany each. Thus all

churches within driving distance of the academy may be visited some time during the year. If an interesting program of music and talks is planned, in which students participate, interest in the academy may be created. Parents are usually impressed when they hear their own children deliver a pointed talk or perform acceptably in music.

The number of churches that can be visited during the school year will be limited, but during the summer months every principal and as many of his teachers as can be spared for that work should plan to visit parents and churches farther afield than they are able to go during the school year. If a file of prospective students has been carefully kept, including Adventist youth who are attending public elementary and high schools, the principal will be busy promoting his school in a very definite way. To visit the homes and parents of students already in the academy will also be valuable, for it will enable principal and teachers to become better acquainted with their home environment and background.

But perhaps the academy's best promotional material is the students themselves. If they go home for the summer, happy in the knowledge of accomplishment, and if they have imbibed the right kind of school spirit, they will be "living epistles" for the school. The principal will find therein perhaps his best method of promoting the academy in the field.

* *Seventh-day Adventist Youth at the Mid-Century.*
(Review and Herald, 1951.)

THE PERSONAL EVANGELISM CRUSADE of Pacific Union College has resulted thus far this year in 190 students' distributing approximately 30,000 pieces of literature in 6,000 homes throughout the area within 75 miles of the college. Ten branch Sabbath schools are in operation, and more than 60 individuals are receiving instruction and practice in giving Bible studies as follow-up work in the crusade.

The Christ-centered Academy Program

John R. Shull

PRINCIPAL
MOUNT VERNON ACADEMY, OHIO

"For I determined not to know any thing among you, save Jesus Christ, and him crucified."¹

"The first great lesson in all education is to know and understand the will of God."²

The creeping, subtle, yet persistent way in which the great deceiver is working upon our youth and youth leaders, through all manner of gadgets, inventions, and ideas, demands of Christian teachers and administrators that they be men and women who *determine to know* only Christ as the heart of the school program.

A Christ-centered program does not just happen, any more than a Christ-centered life is an accident of circumstance. It comes as a result of careful planning and determined effort, and begins with the character and philosophy of the administrator and staff of the school. "The teacher should be himself what he wishes his students to become."³ The youth rightly look for and expect to find in their teachers and leaders a sincere belief in and living example of what they teach and preach. Gilbert Highet sums it up in these words:

"The young dislike their elders for having fixed minds. But they dislike them more for being insincere. They themselves are simple, single-minded, straightforward, almost painfully naïve. A hypocritical boy or girl is rare, and is always a monster or a spiritual cripple. They know grown-ups are clever, they know grown-ups hold the power. What they cannot bear is that grown-ups should also be deceitful. Thousands of boys have admired and imitated bandits and gunmen because they felt these were at least brave and resolute characters, who had simply chosen to be *losers instead of winners*; but few boys have ever admired a forger or a poisoner. So they will tolerate a parent or a teacher who is energetic and violent, and sometimes even learn a good deal from him; but they loathe and despise a hypocrite."⁴ (Italics supplied.)

The administrator, therefore, will strive to have and to foster a Christ-centered staff of workers and teachers. This he will accomplish in these ways:

1. Through faculty and staff meetings when time, study, and prayer are given to the spiritual program of the school.

2. Through delegation of responsibility to every teacher for some phase of the spiritual program, such as sponsorship of a student prayer band or youth organization that has for its objective a religious or missionary project. For example, Sunshine Band, literature distribution, Sabbath afternoon reading circle, personal workers' bands, et cetera, all of which tend to foster a student-teacher spiritual relationship.

3. Through making teachers understand that their attendance at and participation in chapel and vesper services are imperative to a healthy spiritual tone.

4. Through the counseling program, in which the student is encouraged to confide in his teachers, and together they find that prayer is the logical solution to every problem—financial, scholastic, social, or spiritual. For instance, a fifteen-year-old girl confided to me a few days before Christmas that she feared she could not return to school after the holidays because she had used up all her summer credit and her parents, who are not sympathetic to the message or the school, would not help her. She had done her best and worked faithfully to care for herself, but now she needed help. We prayed together about the problem, and a day or two later she brought to me a letter that enclosed two checks from persons in her home town who wanted to help her have a nice Christmas. But she recognized this as an answer to our prayers, for it was exactly enough to balance her account after she paid her tithes.

Unless Christian education gives to youth a practical experience in trusting God to answer their problems, it fails in its main objective. This is the teacher's greatest challenge in personal work and counseling. "Let teachers . . . watch for opportunities to confess Christ in their conversation. Such witness will be more effective than many sermons."¹

Provision for student participation in the over-all spiritual program of the school is essential, not only to gain their cooperation, but also to foster a lasting personal experience. A boy or girl who invests some of his own time and ideas toward reaching the spiritual objectives of the academy program will enrich his own experience while helping to make the program succeed. Some fields in which students may be given responsibility to foster this Christ-centered program are listed here:

1. *The religious activity committee*, which organizes and implements plans for Ingathering field days and Weeks of Prayer, should include three or four student representatives elected by the students' association.

2. *The music committee*, also with student representatives to work with the music directors, plans special music for all religious services. Through these student representatives the music directors will learn about the talents of other young people.

3. *An all-youth week of devotion*, planned and entirely conducted by the youth for the youth during the "slump" of the long winter months between the fall and spring Weeks of Prayer, can be one of the most effective spiritual efforts of the entire year.

4. *Volunteer prayer bands*, conducted by some of the teachers after the Friday evening vesper service, will create an influence the effects of which cannot be measured or anticipated, for through the students who go out from the academy their influence keeps going and widening. The following paragraph is from a

letter recently received from one of our graduates now attending college:

"Even though I like this college, M.V.A. still has a very warm spot in my heart. It is still my second home. I surely do miss M.V.A. The thing I miss most of all is Friday night meditations and the volunteer prayer band that we used to have at nine o'clock. I was here two weeks and decided to start a volunteer prayer band. And now seven of us girls meet at nine o'clock each Friday evening for a few moments of prayer and meditation."

If Christ is the central theme of the teen-age student's program during his academy years, then Christ will be first in his heart when he goes out to meet the challenge of the world.

"With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world! How soon might the end come,—the end of suffering and sorrow and sin! How soon . . . our children might receive their inheritance where 'the righteous shall inherit the land, and dwell therein forever.'"²

This is the true objective of Christian education, which can be realized only through the Christ-centered life of the teachers and students and the Christ-centered program of the school.

¹ 1 Corinthians 2:2.

² Ellen G. White, *Fundamentals of Christian Education*, p. 414.

³ White, *Counsels to Parents, Teachers, and Students*, p. 65.

⁴ Gilbert Highet, *The Art of Teaching* (New York: Knopf), p. 21.

⁵ *Counsels to Parents, Teachers, and Students*, p. 554.

⁶ White, *Education*, p. 271.

RECENT IMPROVEMENTS AT ATLANTIC UNION COLLEGE include converting the old administration building (the original building of South Lancaster Academy) into a music hall, with five studios, ten practice rooms, a small auditorium seating 100, and a medium-sized auditorium seating 300. A new steam line now connects Thayer Hall (once a millionaire's mansion) with the power house, supplying abundant heat and hot water. This, together with its elegant rooms with marble and mahogany appointments and the spacious grounds, makes Thayer Hall a residence of comfort and rare beauty.

Maintaining High Christian Standards

W. B. Dart

PRINCIPAL
LYNWOOD ACADEMY, CALIFORNIA

IN THESE days of lowering standards I am very sympathetic with all who are responsible for maintaining the proper balance in our Seventh-day Adventist schools. In this respect I have nothing of which to boast. Doubtless we all sense our great need as we attempt under God to uphold the fundamental principles involved. Doubtless also we sense a great need constantly to review and to reaffirm these principles and standards. All proper Seventh-day Adventist rules of conduct have their foundation in the Bible and the Spirit of prophecy. They are based on fundamental principles and not on any individual's private notions.

The times in which we live present formidable obstacles. More and more parents, teachers, and students need to have a deep conviction backed by a genuine Christian experience in order to recognize and maintain proper standards. Our most important duty is to help all to develop a deeply religious life experience. A really converted individual has little trouble with Christian standards, but of course we shall always have some unconverted students in our schools. Also we shall always need rules and regulations; they have their definite place. We still believe that our students should not attend the motion picture theater, and that we must not relax on this point. We are equally sure that they should not feed on much of what may be heard on the radio or viewed on the television in the homes after school hours and during vacations or week-end leaves. No faculty can hope to control a situation like this by rules or penalties. Again, let me emphasize the increasing necessity of help-

ing students to develop a Christian experience capable of directing their own lives in harmony with Christian standards. When this is accomplished, standards will be maintained regardless of rules and regulations.

Our schools occupy an important place in our work. As educating factors they must be in advance of the crowd and at times even of the church. This should be made plain to our young people so that they will understand why school rules and regulations are at times more rigid than the requirements for nominal church membership or for what might be accepted as proper in their own homes. This is especially true in the matter of diet, dress, make-up, jewelry, music, and entertainment. It must be made clear that, regardless of differing opinions of parents or other church members, our schools are duty bound to uphold high standards; that the educator who is true to his duty can take no other course. Perhaps a student cannot be convinced that the point under consideration is a question of right or wrong. In such case, by wise counseling and a tactful appeal to the student's spirit of sportsmanship, he may usually be persuaded to cooperate even though he is not fully convinced on the subject.

In order to maintain high Christian standards the administration and the entire faculty must have definite convictions and the willingness and courage to uphold them regardless of consequences. We should subscribe to no less when we accept employment in one of our educational institutions. We may not always agree on every detail, but we can always show a spirit of willingness and forbear-

ance in unitedly following the pattern outlined. We must exercise much tact, good judgment, and a wholesome common sense in dealing with the many problems. Above all else, we need to pray much. We must also labor tirelessly in convincing our students—and their parents if necessary—of the reasonableness of our action and of the stand that our school must take in discharging its responsibility. The classroom teacher can help much to accomplish this. At Lynwood Academy, for example, a study of the school bulletin is required in the ninth-grade English class, where the reasons for the various regulations are explained. All this helps greatly to avoid those heart-rending and unfortunate experiences when principal and faculty find it necessary to take an open stand against the wishes or actions of a substantial group or even the entire student body.

A strong organization of capable, sympathetic faculty sponsors for all activities of the school is fundamental. These sponsors should be able to counsel wisely and guide tactfully, avoiding as far as possible the spirit or appearance of domination. The sponsor holds a master key in safeguarding the standards of the school. He should never compromise in order to gain favor or popularity with the student group. Most students will respect and cooperate with a kind, sympathetic, but firm teacher of experience.

If our Christian standards are to be maintained, great care is necessary in planning chapel exercises, student body meetings, and extracurricular activities of every kind. The positive approach should come first, emphasizing the proper things and planning all activities in harmony with the accepted pattern. The negative approach is secondary, but students must learn and know that the negative factor is also important in both secular and religious living. What would happen without the negative signs on the highway and the negative labels on bottles containing poisons? The test of

obedience in the Garden of Eden and the Ten Commandments are mostly stated negatively. We explain to our students that the list of proper things is too long to enumerate; so, for safety, we sometimes state mostly those things that are harmful or dangerous.

In conclusion let us discuss briefly a factor that, I believe, is conducive to the lowering of Christian standards in our schools. Though I believe that all are striving conscientiously to maintain high standards, yet you and I know that, in spite of all our good planning and good sponsors, things sometimes do happen that embarrass us. The danger lies in the fact that it is not uncommon for students to quote what was done in another school, and to use this as a lever to lower the standard for their own school also. Surely none would wish his mistakes to become the standard of a sister school. We are usually ashamed of these irregularities and wish to keep them as quiet as possible. Here is a place where we must be definitely and constantly on guard. We should avoid perpetuating these mistakes in news items for the school paper or in pictures for the annual. It is a dangerous practice to compare ourselves with our sister schools and to imitate what they may inadvertently do or what others may say they are doing. A few repetitions of such a course of action are bound to bring disastrous results. The only safe guide is the original pattern as found in the Bible and the Spirit of prophecy. Eternal vigilance must be our watchword.

THE INTER-AMERICAN DIVISION reports 55 new church schools during the past three years, 56 additional teachers, and an increase of 2,016 in enrollment to a total of 10,082. The 14 secondary schools enrolled 1,360, and 266 students are enrolled in the collegiate classes of the 5 schools offering work above academy level. During the past year 71 graduates of these schools have entered denominational work.

Fruits of Christian Education

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QUANTITATIVELY figures show that the shepherding influences of Christian education as administered by Seventh-day Adventists result in more years of school training per capita for Adventist youth than for the average young citizen. There are reasons for this. The message to be given to the world and the layman's responsibility for a part in disseminating this message demand a comparatively high degree of intellectual training. To this end our school boards, administrators, and teachers, unite in gathering into the schools as many as possible of our youth for as long as seems advisable.

The following statistics lend support to the observation that our conception of message value and message training lead to extended intellectual training:

"The general level of education of Adventists who no longer attend school is considerably higher than that of the nation as a whole.

"On a percentage basis, three times as many Adventists as Americans in general are college graduates. The same ratio holds for junior college graduates.

"Proportionately, one and one half times as many Adventists as Americans in general have completed the high school grades.

"On the other hand, compared to the Adventist population, proportionately twice as many of the general population have had their education stopped at or below the eighth grade.

"The future holds the promise of continued educational superiority for the Adventist children and young people now in school.

"For the eight elementary school years (ages 7-14) the Adventist attendance figure runs consistently 4 per cent above the national.

"Secondary school attendance by the Adventist population averages 16 per cent per year over the national for this age group (ages 15-18).

"Adventists attend college at a rate which averages 30 per cent above the national for each of the 19 to 22 year age levels."¹

In view of the general grade levels attained, there seems little doubt as to the results of our own system of Christian education as compared to like cross sections of the American population. How-

ever, with more years of training than the world about us, there is probably a measurable drop in average scholarship attainment of individual students. In other words, in our effort to educate all youth to a higher degree are we not gathering into our colleges many youth who, mentally, are not "college material" as state schools would measure? We hold, however, that this is justifiable in that we give opportunity and encouragement to every young person to develop his individual self toward meeting the practical and spiritual demands of life.

The chief objective of Christian education is the development of character in our young people. Achievement in this phase of education is formally measured by baptism and continued church membership, and there is abundant evidence that Christian education does produce outstanding fruit to this end. The following up-to-date figures on the relationship between Christian education and church membership speak for themselves as to the converting and holding influence of our educational system.

As of June, 1952, of one hundred academy graduates who received all their schooling in Seventh-day Adventist institutions, 70.6 per cent were members of the Seventh-day Adventist Church, 24.7 per cent had withdrawn, and 4.7 per cent had not been baptized. On the other hand, of one hundred young people who had never attended our schools only 35.4 per cent remained church members, 18.8 per cent had withdrawn, and 45.9 per cent were never baptized. Thus the church membership holding results of Christian education over non-Christian education in Seventh-day Adventist families is two to one. More than

this, the percentage of baptisms among the non-Seventh-day Adventist school group on the high school level is one tenth that of those who receive all their education in our schools right through to the twelfth year.²

When one considers the potentiality for church membership growth among our own youth, these figures become supremely meaningful. What if we had no system of Christian education? Again, supposing 100 per cent instead of less than 60 per cent of our youth of high school level had obtained all their training in our schools! These schools, like Israel in the wilderness, surely have their weak points; but they are all the Lord has for the training of our young people, and they are making good to the extent that they are supported by the attendance of Seventh-day Adventist youth.

Since the establishment of our first Seventh-day Adventist colleges and academies, thousands of workers have gone forth to carry on the divinely appointed work of the denomination. Since 1900 nearly 7,000 workers have been sent overseas to work in 716 languages.³ Whence came they? The exceptions are so few that none can deny the claim that they were educationally reared in Seventh-day Adventist schools.

There were, as of December, 1950, more than 6,000 teachers in over 4,000 elementary schools, and 3,481 teachers in 283 secondary schools and colleges.⁴ With scarcely an exception these are the fruits of our own training institutions.

In a globe-encircling chain of medical institutions there were in December, 1950, 376 physicians and 2,381 nurses ministering to the physical and spiritual needs of mankind.⁵ In addition, there are hundreds of physicians and nurses in private practice carrying on the same work. Came these from the public school systems? Nay, verily. From our farm and city homes through the Christian elementary and higher educational institutions they came, a never-ending line.

What is the educational background of the great majority of the 1,668 employees of 50 publishing houses scattering literature like the leaves of autumn?⁶ By what stretch of the imagination may we calculate any appreciable number of the 18,000 Adventist evangelistic workers in the world field as having been trained in any other than our own system of Christian schools?⁷

Surely God has been kind to and interested in this small people of three quarters of a million world membership.⁸ And they in turn have responded nobly. Only the records to be opened to our study in the school of the hereafter will reveal the measured sacrifices that have made possible the Christian educational fruits which have given a firm foundation to hundreds of institutions, thousands of youth and Christian homes, and have made possible a growing fulfillment of the gospel commission. Compared with the results of secular education, our schools are doing an outstanding work. This we have known for years.

Spiritual and character-building standards in the schools of the world, it is claimed, have been falling over a period of several decades. If this is true, just where do we stand? Are the standards we maintain and the goals we set any higher above the world's than when worldly standards began their decline a half century or more ago? How do our present standards compare with the standards originally set by the Lord for His people?

We shall be known by the fruits of our education, not as compared with worldly standards, but in the light of what we might have been had we conscientiously and consistently followed the divine pattern.

¹ "Population Sampling Report of the Seventh-day Adventists in the United States," prepared by the Department of Education and the Missionary Volunteer Department of the General Conference of Seventh-day Adventists, 1952, p. 16.

² *Ibid.*, p. 19.

³ *Seventh-day Adventist Yearbook*, 1952, pp. 329-331.

⁴ *Ibid.*, p. 335.

⁵ *Ibid.*

⁶ *Ibid.*, p. 336.

⁷ *Ibid.*

⁸ *Ibid.*, p. 3.

Developing a Good Academy Campus

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DEVELOPING an academy campus is big business, particularly in a time and place of inflationary prices. Figures indicate that at least a million dollars is required to develop a modest boarding academy plant, and a million dollars is a great deal of money in Seventh-day Adventist language. Therefore, extreme care should be exercised that the greatest dollar value be received in the development of the project.

The first and foremost essential is a clearly defined philosophy of the educational program intended; in other words, the type of program that is to be carried on. It is an accepted denominational belief that a training program is to be carried on in our schools which embodies "the harmonious development of the physical, the mental, and the spiritual powers." * As an integral part of each of these, we include development also of the social powers. If indeed a training program touching all four of these areas is promoted, a physical plant must be developed that will properly accommodate them all.

In the area of scholastic development proper facilities and space must be provided for classrooms, laboratories, library, vocational activities, auditorium, and last but not least the music department.

In a building and developmental program there is a tendency to overemphasize economy to the sacrifice of adequate facilities and space. Most of our schools are overcrowded from the standpoint of space, and in any new setup extreme care should be taken that all future anticipated patronage and plans of instruction can be adequately accommodated. The

size of classrooms, chapel, library, et cetera, obviously depends on the anticipated needs; but a good rule to follow is always to plan on needed space, plus. Extra space can always be utilized, whereas overcrowded conditions always hinder a good program.

One most neglected field in this area is the vocational. Though this is the most costly phase of the entire scholastic area, ample provision should be made. A well-planned and well-equipped home arts department should be provided, with sufficient space and facilities to accommodate at least a beginners' and an advanced course. Wherever possible a separate building should be provided, with adequate facilities for numerous vocational courses for the boys, including general shop, auto mechanics, and agriculture; also printing, wood products, shoemaking, and other practical arts if possible.

Extreme care should be exercised to provide properly for the music department. There has been a tendency in some schools to push this department into almost any corner of the building. Here again the size of the school and expected patronage should dictate the space and facilities. Provision should be made to accommodate at least half the students in some phase of music activity. A very convenient plan is to house the music department adjacent to the stage of the auditorium, thus allowing easy access for both chapel and music department facilities. Adequate and soundproof practice rooms should be provided, particularly for boarding schools.

The type of school should dictate the housing to be provided for the physical

development program. In a day academy where it is difficult to provide work experience, housing for physical education activities is essential. A modestly built gymnasium is a must. In a boarding school a sufficient number of work departments should be organized, with corresponding housing and facilities, in addition to the gymnasium. Basic in this area are well-planned and well-developed departments in agriculture, printing, bookbinding, broommaking, wood products, et cetera. Though valuable for budget purposes, these departments should be established primarily for the physical and vocational development of the students.

The thought often prevails that the spiritual area has nothing to do with the physical development of the academy plant. The opposite is true. Good spiritual development thrives best in adequate, pleasant, and well-planned surroundings. Good environment is a basic factor for happiness, contentment, success complex, et cetera, which qualities play an important part in Christian growth. A modest chapel, well-arranged and nicely decorated worship rooms in boarding schools, adequately equipped dormitories, a separate church building where possible, a beautifully landscaped campus, a well-planned and attractively decorated dining room, inviting counsel rooms, carefully kept deans' offices—all these contribute materially to a good campus atmosphere, which in turn greatly affects the spiritual aspect of the school.

A student group likewise progresses spiritually under a dynamic, happy, satisfied, and devoted faculty group. Since satisfactory home conditions definitely contribute to such attitudes, utmost care should be exercised to provide adequate though modest housing for the teaching group.

In developing a Seventh-day Adventist academy campus, the fourth or social area should be considered of prime im-

portance; for the type of social program in any academy makes the difference between a good or a poor school program. A properly controlled social program paves the way for development in every other area. For this reason it is highly important that the academy campus be laid out on a functional basis, to prevent social irregularities. The plant should be so arranged as to provide natural traffic passage between buildings. Obviously plans will differ, depending on the contour as well as the size and shape of the building site, but in general certain guiding principles should be followed.

If possible the cafeteria should be in a building by itself, between the dormitories, so as to allow a natural flow of traffic from each dormitory to a separate entrance of the cafeteria. Likewise the administration building and gymnasium should be so situated as to permit natural traffic to them from the respective dormitories without crossing of traffic and without a common walk. Other buildings should be so placed as to provide natural separate walks. The laundry building, if separate, as well as other girls' activity departments, should be located adjacent to the girls' home. Likewise the departments for the boys, such as the agriculture department, shops, et cetera, should be close to the boys' home to avoid cross traffic. To some this may appear extreme regimentation, but those interested in minimum social problems and good social morale will find this principle extremely valuable.

An important feature on the campus is a well-planned recreation center that will provide for physical education classes and such social and recreational activities as skating, marching, basketball, volleyball, shuffleboard, Saturday night programs, et cetera. Well-planned parlors and small kitchens in the respective dormitories, a clubroom in the cafeteria, and other provisions for social outlet

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Financing the Academy Program

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IN AN age when unbalanced budgets and deficit financing have become standard practice in high levels of Government operation, it is highly important that we give careful consideration to the financing of the academy program, for we have been counseled that "debts must not be allowed to accumulate term after term."¹ A casual glance at the "Financial Summaries of Educational Institutions in North America, 1951-52" is sufficient to warn us that this counsel has not been strictly heeded and that many of our academies are seemingly unable to operate within their income, although it is the hope and desire of every school administrator to operate his school without incurring indebtedness.

If successful financial operation is to be realized, the cooperation of every member of the staff must be solicited and obtained. This means that in the preparation of the budget, which sets the goal to be attained, each one who is expected to work under the budget should have a voice in preparing that portion of the plan that pertains to his department.

It is not my purpose to give details of financial operation of our academies, or to set up a pattern for financial planning; but rather to discuss income and expense items characteristic of all academies, and some specific ways by which members of the staff may assist in operating the academy on a sound financial basis.

The income essential to operate the school is derived from three sources: direct charges to the students for tuition, room, and board; profits from school industries; and operating subsidies. Of these, the first is naturally of major importance and should be adequate to carry

the main burden of operating expense.

Since the rates charged the students are set by action of the academy board, the classroom teacher may feel that there is nothing he can do to assist in maintaining the income from this source. Statistics reveal, however, that during the school year 1951-52, 16 per cent of the total enrollment dropped out of our academies or transferred from one to another. Doubtless the majority of these students were dropouts, and here is a field in which every staff member can and should exert his influence in helping to maintain the flow of income. We may be sure that if a mercantile firm was having one sixth of its sales returned, it would give serious study to the problem and seek to find methods to assure that the goods sold would remain sold and not be returned. Likewise, we need to study carefully this condition that results in a shrinkage of income.

A few of our academies operate industries that realize a profit which in turn augments the income available for financing the educational program. In the majority of cases, however, the greatest benefit from industries is that productive labor is available to the students. This means that students can attend school who otherwise would be unable to do so, and that the labor from all who work in the industry is converted into cash, thus providing operating funds.

During the school year 1951-52 the income from the third source, operating subsidies, ranged from \$5,880 to \$45,590 in our boarding academies, and \$4,600 to \$28,700 in the day academies. These figures indicate that this source of income is of increasing importance.

Turning to the expense side of operations, we may find numerous ways in which the staff may assist in the financial program. In general, expenses may be divided into two broad classes, fixed and variable. In the first class are those expenses not dependent on the enrollment: depreciation, insurance, salaries, and building repair. Building depreciation is assuming increasing proportions in our financing because of the exceedingly high cost of building in recent years. In many cases the physical plant of a quarter century ago is not adequate for today's needs. Rebuilding and modernizing, with attendant increased depreciation charges, are the inevitable result. If these increased charges are to be matched by increased income, we must build up enrollments, raise student charges, or increase operating subsidies. It is not likely that we can do both the first and the second at the same time, and it is questionable if many of our schools will be able to increase their incomes appreciably from the third source.

We may note in passing that there are two practices current regarding depreciation charges in educational institutions. The one followed by our schools is that depreciation is a logical charge to be made and that student charges should be adequate to take care of this. The other opinion is that depreciation is not a proper charge because in most cases the funds to build the plant were provided by the patrons or constituency to establish a school for their young people, and that to include depreciation in the computation of student charges is in effect to charge these patrons twice. This concept holds that when new facilities are needed the funds will be available from the same source that first provided them. Both these theories have their proponents in accounting authority. It should be pointed out that charging depreciation as an operating expense does not necessarily ensure that funds will be available for rebuilding or expansion.

Indeed, if the school operates with a loss equal to or greater than the depreciation charged, no funds will be available for such use.

Insurance is an item of expense that to some may seem useless until disaster overtakes the school. A word of caution appears in order, therefore, that in these times of increasing costs the manager give careful attention to adequate coverage, that the school may not be caught unaware if disaster strikes.

Salary expense may generally be classed as fixed, since it does not usually change during a given year, regardless of the enrollment. It will naturally change in time as a school grows and the enrollment increases. A problem in connection with salaries that requires careful attention by the administration and the cooperation of the classroom teachers is that of small classes. It may be necessary in planning the class schedule, and in providing a faculty to meet the needs of the schedule, to use an alternation plan, or in the larger schools, to provide fewer sections of the same class in order to reduce the high cost per student in small classes.

Though building repairs may not always be regarded as a fixed expense, it is included here on the basis of a recommendation passed at the 1926 Autumn Council, at Battle Creek:

"That each institution open a repair reserve account, and that an amount sufficient to cover the repair expense be charged to operating, and credited to this account, at the end of each month or six-week period, it being understood that repairs will be charged against this account as completed, and that any balance remaining at the close of the year shall be carried forward to the succeeding year."²

It would appear that a rate of 2 per cent would be adequate, although this will vary with schools. Present high costs of labor and materials make it difficult to suggest a single rate that would apply to all plants. The suggested 2 per cent would doubtless be inadequate for a plant that was erected during a period of low costs.

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A Curriculum for Today's Seventh-day Adventist Youth

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IF YOU want to farm, stay with me until you are twenty-one, and I shall help you to get started by furnishing some necessary machinery, horses, and a cow or two. But if you want to prepare for teaching, preaching, medicine, or some other profession, I shall help you to complete your work at Sheyenne River Academy. After that you will be on your own. I should like to do more, but you know there are nine of you children." Thus spoke our father to each of us children as we neared completion of the eighth grade. I had made my choice, and when my turn came to attend the academy I joined a group rather homogeneous in objectives if not in abilities, where the program was a restricted curriculum designed to meet college entrance requirements. Few went to school beyond the eighth grade in those days, when there was much work to do and fathers and mothers needed their sons and daughters at home during the winter as well as the summer. Not so today. Technological changes and child labor laws have practically eliminated the normal high school age from employment possibilities. Added to these, the mechanized farm and the home with its automatic and semi-automatic appliances and gadgets leave little but idleness for boys and girls who are not in school.

X We used to think that a schedule of classes comprised the curriculum, and in many schools it probably did. Present-day enrollments with such varying interests and aptitudes demand a more challenging curriculum. Work experiences and resultant essential training formerly provided by the normal home must now

be offered by the school. No greater challenge comes to the school than the task of preserving the moral, social, and spiritual integrity of youth. Vocational guidance is just one aspect of good counseling. All experiences that come to youth are important to the school.

What type of curriculum will encompass all these needs? Shall we follow the counsel of the advocates of academic subjects, who would have us believe that theoretical education is the most practical? They insist that information as well as specific skills learned today are obsolete tomorrow, and that only intellectual ability gained from study will keep us from frustration and disintegration.

Or is the solution for our generation to be found by following two separate paths—one for the mentally superior and another for the average and below-average group; an accelerated program for the upper quartile, and a normal four-year program for the remainder? Several colleges are experimenting along this line, and early reports seem to indicate that a brilliant student might well save two years of high school life and yet do as well as or better than the average college student. Why, then, waste the precious time of the superior student?

X A great deal has been said about a core curriculum, but too many cannot find the core. Some think of it as a list of "minimum essentials" for specific grade levels; others, as an administrative device; still others, as a kernel of experiences rather than subject matter. While educators blindly grope around, 45 per cent of high school entrants drop out before graduation.

Conclusions. Intellectual-spiritual awakening

X Of one thing we can be certain: Young and old alike seek satisfying experiences and lasting values, and only when factual information and specific school experiences become meaningful will youth seek them, for the *sine qua non* of all learning is a desire to learn. The adequate curriculum is the one that leads youth to know Him in whom is all knowledge, wisdom, and life abundant, and that provides opportunities for self-expression. God has given His people a curriculum and has recommended a climate for true character development. Educators, boards, and patrons need not more light but more courage to follow the light and instruction already given. God's program is not obsolete. It meets adequately the most heterogeneous enrollments of 1953. In it there is no intellectual hierarchy. "The little rill . . . is as useful in its way as the broad river. . . . Talent is too much idolized, and station too much coveted." "An education derived chiefly from books leads to superficial thinking."²

Without doubt there are students whose high school program could be accelerated by a year or two without sacrificing scholastic records, but what about the essential knowledge of practical life? "A spirit of devotion was cherished. . . . They were taught how to pray, how to approach their Creator, how to exercise faith in Him, and how to understand and obey the teachings of His Spirit."³ "Often these [the knowledge and skill required for the practical duties of everyday life] make all the difference between success and failure."⁴ "Every youth . . . should have acquired a knowledge of some trade or occupation."⁵ The recommended program of studies beyond the academic subjects include agriculture, gardening, manual training, workshops, healthful cookery, household economy, treatment of the sick, music, voice culture, et cetera. What splendid and comprehensive counsel for today's curriculum! A sufficiently en-

riched program for all who desire a good education, broad enough to satisfy the most gifted, yet providing for the needs of the one-talent student.

Any classification that tends to create divisions and ranks in the student body should be carefully avoided—only one great mission, with varied but common tasks for all. Minimum graduation requirements for the terminal high school program will vary with individual schools, but should include an understanding of and experience in the principles and doctrines of the Bible and other fundamental knowledge, and satisfactory use of the tools of communication that will enable the student to live resourcefully and cooperatively, and to meet the realities of life as a sterling Christian.

Since we are not here considering college prerequisites, the normal college entrance requirements are omitted from the following suggestive list for curriculum enrichment in subject matter: musical experiences and activities for all who can profit from them—private or group instruction in voice, instruments, and conducting; greater opportunities for creative expression in such other fine arts fields as painting, drawing, ceramics, et cetera; bookkeeping, typing, and shorthand courses with practical experience in office work; courses in practical science and mathematics in lieu of algebra, geometry, chemistry, and physics required for college entrance; for the girls, first- and second-year courses in household arts, including sewing, dressmaking, cooking, home furnishing and decoration; for the boys, courses in farming, animal husbandry and dairying, wood and metal craft, welding, mechanical drawing, and auto mechanics.

If finances, insufficiently trained staff, or few applicants for specific courses are handicaps to such an enriched program, correspondence study offers excellent help. One high school, by utilizing a large

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Science and Religion

Paul C. Heubach

(Concluded from December)

GOD reveals Himself to sinful men in three ways: through nature, through His Word, and through His providential dealings with men. In all three of these fields Satan has been successful in twisting the thinking of men.

Satan is the author of sin and death. He is responsible for disease and tragedy of all kinds. Calamity is his work, yet he would deceive man into thinking that these are acts of God. In nature thorns and thistles, earthquakes and storms, the struggle for life in the desert, the fear and screams of terror on the part of little creatures in the face of larger foes in the forest—all are his doings, but he would have us blame God.

In God's providential dealings with men Satan would again make Him responsible for tragedy, so far as their thinking is concerned. "Why did God do this to me?" is a typical question heard on every hand.

Even in His Word the character of God is misrepresented in a wrong understanding of the expression "the wrath of God" and in the misinterpretation of certain Old Testament experiences.

At the cross we see the heart of God in contrast to that of Satan. In that light we can see the manifestations of love in nature to be the work of God, and all the tragedy and suffering to be the work of Satan. This makes clear the statement read before: "In the light shining from the cross, we can rightly interpret nature's teaching."¹¹

The time has come for scientists and theologians both to vindicate the character of God and thus fill the earth with His glory. Since there is no marked dis-

tinction between the natural and the supernatural, any student interested in knowing the truth must consider the whole of the universe and not just the physical aspects of it.

In mathematics, at least in addition, the whole is equal to the sum of its parts. But though this is true of figures, in most areas the whole is something more than and different from the sum of its parts. Note how this is true, for example, in common water or salt. Take even two little lines one quarter of an inch long. These lines may be measured as to length, width, density of color, or what have you. After one understands all there is to know about these two lines, put them together in the form of an X. Immediately you have something more than two lines. You have four angles with which to deal. And in addition, you have what the X stands for as in algebra or higher mathematics. Besides, just as important is the fact that X also can have emotional content. All have at one time or another experienced the emotional response at finding a little x interspersed with zeros on a little piece of paper written by some little boy friend or girl friend.

In order for us to understand any thing, then, it must be seen as a whole, and each part must be seen in its relationships to the other parts and in its relationship to the whole. The tendency of modern science is to compare parts with many similar parts to understand that part better. For instance, a specialist compares a nose with a thousand other noses to determine what constitutes a normal nose. But really to understand a nose, the specialist must study the nose, not in comparison with other noses, but

in its relation to the face of which it is a part. Medical men have learned more and more about what each part of the body is for, but few have given enough consideration to what the whole man is for. Here is where theology steps in and ties all the parts together in a meaningful, purposeful whole.

We are taught in Scripture that God is love. Love cannot be solitary. Therefore God created man in His image capable of responding to His love. Love to God and love to man constitute the very essence of life. There can, however, be no love without fellowship. And there can be no fellowship without communication. In His creation God formed the physical universe to provide the structure necessary to make communication possible. Our bodies, our nervous systems and all, are units—receiving and transmitting sets if you please—with the capacity to respond intellectually and emotionally to communication and fellowship.

This illustration is not perfect, but I think it helps us to see the relationship of science and religion to each other. Each will recognize and appreciate the contribution of the other. The technician will concern himself mainly with the structure and will not try to give a message about which he has not familiarized himself. And the government agent (the theologian) who has no training in electronics will concern himself mainly with the communicate and will not try to tinker with the structure. He may do more harm than good if he does. Because a man is a specialist in physics he may look upon himself as an authority on religion and philosophy, when it may be that he has done little thinking or studying in that field. This has led many astray. The true scientist will not confuse scientific observations of physical phenomena with philosophical interpretations of what he sees. He may be a philosopher. In fact, no scientist can avoid being a philosopher; but he must recognize

where his statements of facts end and his philosophy concerning the facts begins.

The same is true of theologians. Many a well-meaning minister, in order to champion the cause of creationism, has spoken as with authority on some phase of science simply because in his mind it supports his ideas, when actually he has only heard it advocated by another who himself was not aware of the real facts. This too is a tragedy. The blunders of fundamentalism, so called, have done more to hinder the cause of God in many instances than the errors of modernism.

Now, though I have used this analogy, I am not suggesting a dualism again. I do not take the position that scientists should not talk theology, and that ministers should not talk science. I believe as Seventh-day Adventists we should get together and each contribute to the knowledge of the other. We should always be aware of our limitations, and in fellowship as a team bridge the gap of dualism in our relationship and cooperate in restoring communion with our Maker. Through the study of God's Word, the Scriptures, and His works, the physical universe, and through communion with the Master ourselves, which communion is possible through the Holy Spirit, we can grow in grace and in knowledge. The better we understand the structure, the more effectively we can communicate. And the more constant our communion with our Creator, the more and more insight will be given us of the nature of reality.

Truth always bears investigation. You can throw the searchlight of investigation upon it from every angle, and with each new revelation comes a broader insight and an increasing appreciation of both the Creator and His works.

It is only the immature and insecure individual who finds it imperative to settle all problems. He whose faith rests upon the answer to all problems will never be settled as long as he lives. For

just as soon as he should solve all the problems he knew, if that were possible, the very next day with the increase of knowledge new problems would arise, and again his faith would be unsettled. However, the man whose faith rests upon the Person who said, "I am the truth," never need be greatly disturbed, for then he can afford to let some things go unsolved, knowing that in God's good time more and more of the mysteries will be made plain. Until then the Creator is in perfect control of the universe, and we can rest all the problems with Him.

In any consideration of the problems that confront us, whether scientific or theological, *we should study the problem in the light of the character of God as revealed by Jesus, and not come to conclusions about God in the light of the problems.*

Someone said to me on one occasion, "Is not a God as great who can produce a redwood tree from a tiny seed over four thousand years as one who could speak one into existence full grown? In fact, would He not be greater? And would it not be more logical to think of Him as sitting above all the world, undisturbed by the years of time, creating by evolution an ever-increasingly complex universe?" We might agree that He would be as *great*, but greatness is not the only attribute in which man is interested. *Love* is also important, and the *destiny of man* is at stake as well. Our concept of the destiny of man is based upon our concept of the origin of man. And it makes a great deal of difference in our interpretation of the facts in all fields of investigation whether we believe in creation or evolution.

We are told that the time will come when we shall go forth and proclaim the Sabbath more fully. I believe this will be done when scientists and theologians get together in their investigations and research and proclaim to the world the true character of our Creator-God and His wonderful works. We are told, as we

read earlier in this discussion, that "all nature will bear testimony, as designed, for the illustration of the word of God."¹²

Now then, from my viewpoint as a theologian, here are a few contributions that you as scientists can make to the cause of God in these last great days. First of all, scientific confirmation of the Word of God. You are always on the lookout for new scientific discoveries. You should recognize the significance of these discoveries as confirming the Word of God and make known that significance to us as ministers and laymen in the field of science. You should also caution us to beware of misrepresenting and misstating the facts. But instead of living in a world all your own, open up that world to the people at large in terms they can understand, as far as possible at least.

Now you may say, "But, Elder Heubach, you don't understand. It is not the business of a scientist to do research in order to prove something. He should not be looking for confirmation of anything. He should merely be looking for facts." Yes, I know; but it has also become a mark of education to be so open-minded that one has no convictions at all, and consequently one champions no cause whatsoever, and then one suddenly finds himself adrift in a sea of doubt championing the cause of the devil. Grant you, that in following this recommendation you would be biased, but we need more men and women with a heavenly bias. We have plenty of the other kind, and I think one can have a heavenly bias and still be scientific, in fact, more so.

Second, you can help us interpret correctly certain Biblical statements. It is true that "the Bible is not to be tested by men's ideas of science, but science is to be brought to the test of this unerring standard. When the Bible makes statements of facts in nature, science may be compared with the written Word, and a correct understanding of both will always prove them to be in harmony. One does not contradict the other."¹³

"Science opens new wonders to our view; she soars high, and explores new depths; but she brings nothing from her research that conflicts with divine revelation. Ignorance may seek to support false views of God by appeals to science; but the book of nature and the written word shed light upon each other." "You, then, can help us understand more perfectly the meaning of those Scriptures relating to your field of interest and specialization.

A third contribution is that of bringing to light new insights into the character of God, His majesty, power, wisdom, and love. The ways of God are revealed in the natural world as well as in the Bible. Scientific research opens up vast fields of investigation and information, which constitute a valuable treasury from which every student in the school of Christ may draw. Through an understanding of nature lessons can be taught concerning God and His will that may not be found even in Scripture. To that extent you are theologians.

Again, as men of science you can help us reach a class of people in this world that otherwise could not be reached with the gospel. There are men of science in the world who scoff at religion, not because at heart they are evil or insincere, but because they have been taught a kind of religion that to them is not satisfactory. Thus some men are infidels because they are intellectually honest. Because of this they will not listen to a minister of religion, but they will listen to a fellow scientist. You, then, who have a correct view of God and His will for men can reach some that we theologians cannot reach. To the scientific mind we need a scientific approach. You are in a position to make that approach. It is necessary to dislodge error from men's minds before you can reach their hearts, and this you can do on their level through fellowship with them and through helping to direct their thinking in the right channels.

There are many men of science who

still compartmentalize man into the physical, the mental, and the spiritual, and who see very little relation between them. You who have the concept of "wholism," shall we call it, can help them to see the importance of things spiritual better than any minister of religion.

Another great contribution that you can make and are making is that of establishing the faith of our students in our Creator-God. With some students you can be more effective than any other teacher because of the nature of human nature, which we all understand. By establishing Christian fellowship with them, and in the context of that fellowship making them conscious of a fellowship with our heavenly Father in order that His purpose for all of us may be realized, you make your finest contribution of service. In view of the fact that many of your students are looking forward to medicine, you can make a real contribution to the cause of God so far as they are concerned by keeping before them the importance of ministering to the whole person. Help them to appreciate things spiritual, to keep in mind the purpose of their study as that of better fitting them to follow in the footsteps of the Master Physician to lead men and women to a fellowship with God.

Many problems that you as scientists face, being creationists, are the problems that we as theologians face. We cannot avoid them. In the very nature of our message and the very nature of the thinking of the men and women in the world with whom we must deal, a common understanding is necessary, and we can share together in our quest for greater wisdom and efficiency.

Here are two quotations to conclude:

"Having entered the school of Christ, the student is prepared to engage in the pursuit of knowledge without becoming dizzy from the height to which he is climbing. As he goes on from truth to truth, obtaining clearer and brighter views of the wonderful laws of science and of nature, he becomes enrapp-

—Please turn to page 28

SCHOOL NEWS

THE SIXTIETH ANNIVERSARY of the founding of Walla Walla College was celebrated with appropriate ceremonies and services the week end of December 5-7. Several former presidents of Walla Walla College were in attendance, as well as presidents of a number of sister colleges, and representatives from General, union, and local conferences, and scores of alumni and former students.

STUDENTS AT TOIVONLINNA MISSION SCHOOL (Finland) are given daily experience in such practical arts as metalwork, carpentry, building, and gardening for the boys; and domestic arts, sewing, and weaving for the girls. This plan is mutually beneficial to school and students.

FIFTEEN PRISONERS WERE BAPTIZED at new Bilibid Prison last September 20, by R. W. Wentland, religion professor of Philippine Union College. This was the fourth baptismal service held there as a result of missionary endeavors by teachers and students of the college.

SIX OF C.M.E.'s EIGHT SCHOOLS have an enrollment of 621 students for the present school year. Breakdown shows 377 in medicine, 176 in nursing, 16 in nutrition, 27 in physical therapy, 19 in laboratory technique, and 6 in X-ray technique.

THE COLUMBIA UNION CONFERENCE opened 14 new church schools this year, bringing the total to 123. The record enrollment of 3,400 students is a 10 per cent increase over last year. There are 200 teachers.

HELDERBERG COLLEGE A CAPPELLA CHOIR (South Africa) gave concerts in 14 cities of Cape Province, Natal, Transvaal, and Orange Free State during September.

SEVENTY STUDENTS AND TEACHERS of Newbold Missionary College (England) raised £564 Ingathering funds in three days during the 1952 campaign.

FRESNO UNION ACADEMY (California) reports an opening enrollment of 86, with 158 in the elementary grades—an increase in both sections.

MORE THAN \$10,000 INGATHERING FUNDS were raised by students and teachers of Emmanuel Missionary College on the annual field day, October 7.

THE OAKWOOD COLLEGE STUDENT ROSTER for 1952-53 lists 272 students enrolled from 28 States, the District of Columbia, and 8 foreign countries.

THE NORTHEAST BRAZIL ACADEMY (South America) reports completion of its new administration building, and new girls' and boys' dormitories nearing completion. J. Bork is principal of the school.

EAST VISAYAN ACADEMY (Philippines) reports 168 students, plus 50 in the elementary department. New teachers this year are Avelina Catalon and Dolfe Alsaybar, both graduates of Philippine Union College.

NORTH ENGLAND'S FIRST CHURCH SCHOOL was dedicated at Leeds, last October 23. Miss Joyce Hulbert is the teacher, and the opening enrollment was nine. There are five other church schools in the British Union Conference.

FIFTEEN THANKSGIVING BASKETS were packed with food donated by students of Emmanuel Missionary College, and delivered to needy families in the surrounding territory, "leaving with each one an abundance of E.M.C. cheer and good will."

CARIBBEAN TRAINING COLLEGE (Trinidad, B.W.I.) last August 27 celebrated its silver anniversary and at the same time honored Miss Linda Austin, treasurer and teacher of Spanish and commercial subjects, who is the only remaining member of the original staff.

NEW STAFF MEMBERS AT SOUTHERN MISSIONARY COLLEGE include H. E. Westermeyer, professor of history; H. B. Lundquist, assistant professor of language; Paul Boynton, instructor in education; Ester Andreasen, assistant professor of home economics; Joan Kewley, instructor in education; Elmore McMurphy, assistant professor of religion; Mrs. Kathleen McMurphy, associate professor of English; Clifton V. Cowles, instructor in music.

ARRANGEMENTS FOR A TWO-MONTH EXPEDITION to the Galápagos Islands, 650 miles west of Ecuador, to collect data and fish specimens relative to the problems of poisonous fishes, shark attacks, and other noxious marine animals, have been made by Douglas Oil Company of California—President Woodrow Krieger, sponsor—and Dr. Bruce Halstead and associates at C.M.E.'s School of Tropical and Preventive Medicine. The expedition party of 14 left Los Angeles November 25 aboard Mr. Krieger's 96-foot yacht *Observer*, which will serve as a floating base for the investigations and collections, which are sponsored by research grants from the U.S. Public Health Service and Office of Naval Research.

EDWARD F. CROSS, head of Walla Walla College's engineering department, has been given professional engineer status by both Washington and Oregon—a legal step that will greatly aid in the development of commercial work available to students in that department.

BOTANY AND ZOOLOGY STUDENTS at Canadian Union College have organized a nature club, with a beginning membership of 65. One project of the group will be to identify and label trees and shrubs on the campus and around the nearby lakes.

THE OREGON CONFERENCE reports six new church schools this year, bringing the total to 64 elementary and intermediate schools, with 126 teachers, and a total enrollment of 1,968 in grades one to ten.

R. O. STONE, principal of Cedar Lake Academy (Michigan), last summer completed work for a Master's degree in school administration, from Michigan State College.

PACIFIC UNION COLLEGE STUDENTS AND TEACHERS contributed 150 pints of blood to the American Red Cross mobile blood bank last November 19.

STUDENTS AND TEACHERS OF NORTHEAST LUZON ACADEMY (Philippines) solicited more than 400 pesos in three Ingathering field days last October.

WALLA WALLA COLLEGE reports enrollment of 987 college students, 150 in the academy, and 300 in the elementary school.

GEM STATE ACADEMY (Idaho) welcomes new home deans—Shirley Steward for the girls and Clifton Walter for the boys.

ONE HUNDRED PER CENT STUDENT PARTICIPATION in Ingathering field day at Campion Academy (Colorado) brought in \$1,062.

L. N. HOLM, president of Atlantic Union College, received the degree of Doctor of Education on October 6, from Portia Law School, Boston.

GOOD HOPE TRAINING SCHOOL was host last August to a seven-day institute for the 25 teachers of the Cape Mission Field—colored and Asiatic—of the South African Union.

CENTRAL CALIFORNIA CONFERENCE reports 5 academies and 35 elementary and/or intermediate schools, employing 134 teachers, and having a total enrollment of 2,289.

BATTLE CREEK ACADEMY (Michigan) reports more than \$2000 worth of new furniture and equipment purchased; campus grading, leveling, and seeding; and the gymnasium wing nearing completion.

MORE THAN \$3,000 INGATHERING FUNDS were raised by Walla Walla College students and teachers on the annual field day, October 14, and 302 pupils in grades one to eight of the elementary school raised \$1,153.59 in exactly one week.

ANTILLIAN JUNIOR COLLEGE (Cuba) reports the largest graduating class in its history—19 secondary and 12 junior college professional, besides whom six received diplomas from the normal course of Union College, with which Antillian Junior College is affiliated. Many of the graduates are already placed in denominational work.

THE CORNERSTONE FOR THE NEW MUSIC BUILDING was laid at Southern Missionary College last November 6. E. E. Cossentine, secretary of the General Conference Department of Education; F. D. Nichol, editor of the *Review and Herald*; V. G. Anderson, president of the Southern Union Conference; and G. R. Nash, president of the Georgia-Cumberland Conference, participated in the ceremonies.

THIRTY-ONE SPANISH STUDENTS and two teachers from Union College made an eight-day "pilgrimage" to old Mexico last November 25 to December 2, with headquarters at Montemorelos Vocational and Professional College. En route they visited Southwestern Junior College and the Alamo in Texas.

LAURELWOOD ACADEMY (Oregon) welcomes three new teachers this year: George Chalker and Norman Skeels, music; and Martha Jeanne Anderson, home economics. Principal Paul Limerick predicts that this will be "the best school year yet at Laurelwood."

A WEEKLY RESEARCH SEMINAR in the interest of helping develop C.M.E.'s potential, is directed by Charles Winter, Vernon Bohr, and Edward Wagner, in cooperation with Robert Woods, research coordinator for the Loma Linda campus.

THE NORTHEAST LUZON ACADEMY (Philippines) is this year offering vocational courses in horticulture, agriculture, poultry husbandry, and home economics; and the students are entering enthusiastically into the new program.

NINE STUDENTS JOINED A BAPTISMAL CLASS at Upper Columbia Academy (Washington) following the Week of Prayer. Seminar members are assisting in church and Sabbath school activities on the campus and in nearby churches.

SOUTHERN CALIFORNIA CONFERENCE reports an opening enrollment of approximately 3,100 in its 28 elementary and intermediate schools and four academies, with 160 teachers.

TAKOMA ACADEMY (Maryland) was host to 200 elementary and intermediate teachers of the Columbia Union Conference for their annual institute last October 12-15.

REGISTRATION AT CANADIAN UNION COLLEGE for the 1952-53 school year has broken all records, with a total of 351 on November 2, one month after school opened.

WISCONSIN ACADEMY students and teachers are enthusiastic over the new Hammond church-model organ installed in the chapel last October 17.

INGATHERING FIELD DAY at Auburn Academy (Washington) yielded \$1,276.79 from the effort of 150 students and teachers.

STANBOROUGH SECONDARY SCHOOL (England) is offering three annual scholarships worth six guineas each, to worthy and promising youth of the area.

ON INGATHERING FIELD DAY at Southwestern Junior College 288 students filled 48 cars to solicit \$1,832.30 from a territory within a radius of 150 miles from Keene.

HAWAIIAN MISSION ACADEMY (Honolulu) reports an opening enrollment of 221, an increase of 38 over the *closing* report of last year. There are 295 in the elementary section.

THANKS TO MISSIONS EXTENSION, Montemorelos Vocational and Professional College (Mexico) is purchasing equipment for a new printing industry under the direction of Archie Robinson.

LAYING OF THE CORNERSTONE for the new men's dormitory at Union College, last November 12, "was the first step toward plans to replace the college's three main buildings." Nebraska's governor, Val Peterson, was the principal speaker.

Science and Religion

(Continued from page 25)

tured with the amazing exhibitions of God's love to man. He sees with intelligent eyes the perfection, knowledge, and wisdom of God stretching beyond into infinity. As his mind enlarges and expands, pure streams of light pour into his soul. The more he drinks from the fountain of knowledge, the purer and happier his contemplation of God's infinity, and the greater his longing for wisdom sufficient to comprehend the deep things of God.¹³

And as we study together in the school of Christ, "science will then be, as she was to Daniel, the handmaid of religion; and every effort, from first to last, will tend to the salvation of man, soul, body and spirit, and the glory of God through Christ."¹⁴

¹³ Ellen G. White, *Testimonies for the Church*, vol. 3, p. 325.

¹² White, *Fundamentals of Christian Education*, p. 375.

¹³ White, *Principles of True Science*, p. 571.

¹⁴ White, *Patriarchy and Prophets*, p. 115.

¹⁵ White, *Testimonies for the Church*, vol. 4, pp. 413, 414.

¹⁶ White, *Fundamentals of Christian Education*, p. 99.

Financing the Academy Program

(Continued from page 19)

In the group referred to as variable expenses may be included student labor, supplies, and provisions. In a general way the manager of the academy is responsible for the distribution of supplies and the allocation of labor, but if economy of use is to be realized, those in the departments who use these supplies and services must be willing to economize whenever possible without jeopardizing the quality of the instruction or service. Every individual who accepts a position in our schools must constantly watch for opportunities to economize for his school, realizing that many small savings total a considerable sum.

A number of expense items appear on the statement over which the manager has direct control and for which he is personally responsible. Among these are telephone, travel, advertising, student solicitation, and bad-debts expense. There are opportunities for us, as school administrators, to set the pace by analyzing the expense items for which we are directly responsible and economizing whenever possible. We must not be unduly penurious, but we must accept the responsibility God has laid upon us to operate His schools on a sound financial basis; that under His guidance and blessing, and with the cooperative effort of each staff member, we may be successful in financing the academy program.

¹ Ellen G. White, *Testimonies for the Church*, vol. 6, p. 211.

² *Actions of the Autumn Council of the General Conference Committee*, Sept. 29-Oct. 5, 1926, p. 10.

MORE THAN 70 DELEGATES from eight colleges were guests of Emmanuel Missionary College for the third annual Student Association workshop, October 29 to November 1.

LA SIERRA COLLEGE reports increased enrollment in all sections: 798 college, 172 academy, 351 elementary—a total of 1,321.

THREE MINISTERIAL STUDENTS of Philippine Union College recently organized a church of eight members at the Tala Leprosarium.

MORE THAN \$3,000 IN GATHERING FUNDS raised by students and teachers of Adelpian Academy (Michigan) on October 2 topped the goal by \$700.

NOVEMBER 2-8 WAS TEMPERANCE WEEK at Forest Lake Academy (Florida), at the close of which 187 students and 20 teachers joined the American Temperance Society.

ENTERPRISE ACADEMY (Kansas) reports baptism of six students following the Week of Prayer conducted in November by W. R. French.

SIXTY-FOUR STUDENTS FROM 15 COUNTRIES of continental Europe and Northern Africa were enrolled in last summer's courses in English at Newbold Missionary College, in England.

MRS. LILLIAN LOGAN, director of the kindergarten demonstration school of Union College, received the Ph.D. degree at Wisconsin University on September 30, with major in childhood education and minor in musicology.

HILLCREST SECONDARY SCHOOL for European youth of the Cape Conference (South Africa) reports an enrollment of more than 100. After the recent Week of Prayer 23 children joined the baptismal class, several being from non-Adventist homes.

BATTLE CREEK ACADEMY (Michigan) reports five new staff members: Grant Guth, treasurer and teacher of bookkeeping and general business; Charles Hall, music; D. E. Jacobs, principal, and Mrs. Jacobs, home economics and English III; and Beatrice Keith, French and English.

C.M.E.'s DR. HAROLD MOZAR, director of the School of Tropical and Preventive Medicine, was on leave of absence with the Institute of Inter-American Affairs for ten weeks as tropical disease consultant. He spent two weeks in Haiti, one month in Colombia, and finished his work in Ecuador in November.

Developing a Good Academy Campus

(Continued from page 17)

should be included in the plant development. A well-provided-for social program is a constructive means to prevent problems and is conducive to good school morale.

The technical and detailed work of planning the new school plant calls for a well-qualified architect who specializes in the educational field and who understands the philosophy and needs of the academy program. Before a building permit can be secured, the structural or working plans must be completed by a licensed engineer. All these requirements are for the protection of the organization, and fees spent for this phase of the building program pay good dividends. After the general design and construction details have been decided upon, subsequent buildings may be designed by less-expensive architects and engineers.

It is important to engage an experienced building superintendent and other good workmen who are specialists in their fields, and who understand the educational plan of the church. Some construction work such as plastering, electrical and plumbing work, tile work, et cetera, may be done on a subcontract basis; but wherever possible good Adventist specialists should be employed. Students too should assist in the building program. This will give them work experience and income, and also a sense of pride in having helped to build their own school.

Materials used and type of construction will depend on local situations and local building codes. One must always bear in mind that the best type of construction is the cheapest in the long run. Many factors should be considered in planning the construction of the buildings, including adequate office space; sufficiently wide corridors; adequate janitor rooms, lavatory facilities, hygienic

and safety features, coatrooms in cold climate areas, and locker space; a good bell and clock system; provision for inter-communication system; and other conveniences that add so much to the efficient operation of a school.

Aside from the actual buildings, proper consideration should be given to an adequate water system and electric and other utilities; a good sewage and drainage system; well-planned and properly surfaced roads and walks; sufficient good land, particularly for a boarding school; appropriate outside recreational space; and other miscellaneous needs.

A main essential in developing a Seventh-day Adventist campus is conformity to the simplicity and beauty that characterize the church. Design and decoration of buildings, symmetry of building arrangement, well-landscaped grounds—all add much to the attractiveness of a school campus. A modest amount wisely invested in beautifying a campus will go far in commanding the respect of those who pass by as well as to the happiness and pride of possession in the hearts of students and staff alike.

It is a challenge and a privilege to plan and develop a Seventh-day Adventist academy campus. With the challenge comes the satisfaction of a worth-while contribution to the training of the youth for a place in God's cause.

* Ellen G. White, *Education*, p. 13.

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A Curriculum for Today's Seventh-day Adventist Youth

(Continued from page 21)

hall and providing special study and supervisory arrangements, was able to add three hundred subjects to its regular schedule of classes. The possibilities along this line have been only barely touched by most schools. In the smaller schools a program of alternation of courses can be worked out for enrichment without extra cost. Individualization of instruction is feasible in many of the vocational classes without adding much to the burden of the instructor.

It is obvious that however good a curriculum may be, it becomes worthless without a staff that believes in it and is willing to share in the responsibility of making it succeed. "Let teachers share the work with the students, and show what results can be achieved through skilful, intelligent effort."⁶ "Let the teachers in our schools take their students with them into the gardens and fields."⁷ "The true teacher can impart to his pupils few gifts so valuable as the gift of his own companionship. . . . There are few means that count so much as pleasant association together outside the schoolroom."⁸ In the ideal curriculum teachers do not carry a load of five regular teaching subjects, but introduce students to work experiences outside the classroom.

Someone has well said, "What you wish to see appear in the life of the nation must first be introduced into the schools." In order to be understood, the introduction must be made by example as well as precept. Our objectives may appear to us to be satisfactory, even stimulating; yet be vague to the student without a practical demonstration. Action and knowledge must go together.

¹ Ellen G. White, *Education*, p. 117.

² *Ibid.*, p. 220.

³ *Ibid.*, p. 47.

⁴ *Ibid.*, p. 221.

⁵ *Ibid.*, p. 218.

⁶ *Ibid.*, p. 219.

⁷ White, *Fundamentals of Christian Education*, p. 325.

⁸ *Education*, p. 212.

JAMES G. TOWERY is the new librarian at Oakwood College.

NEWBURY PARK ACADEMY (California) welcomes the largest enrollment in its history—210 students, plus 20 in the elementary school.

MORE THAN \$3,000 INGATHERING FUNDS were solicited by 350 Union College students on field day, October 20. An additional \$925 were solicited in Omaha, Nebraska, the evening of December 16.

RICHARD L. HAMMILL, head of the language and literature section at Southern Missionary College, is dean of the college, replacing F. O. Rittenhouse who is now dean of Emmanuel Missionary College.

MADISON COLLEGE GRADUATED 56 seniors in its annual commencement last August 31: 20 B.S., 18 professional nurses, 5 medical technicians, 4 X-ray technicians, 8 anesthetists, and one 2-year elementary teacher.

TWO WALLA WALLA COLLEGE TEACHERS completed work for advanced degrees last summer—Henrique G. Stoehr, Ph.D., in Paris, France, and Evelynne Wright, M.A. in home economics at Oregon State College.

CEDAR LAKE ACADEMY (Michigan) reports an overflow enrollment of 260, an Ingathering field day yielding \$3,244.99, a record corn crop harvested from the farm, and provision of \$75,000 in labor to students during 1952.

AT BETHEL TRAINING COLLEGE (South Africa) 24 Master Guides, 5 Guides, 13 Companions, and 40 Friends were invested last October. The Master Guides included most of the senior students, which is a good omen for the future of the children and youth with whom these graduates will work.

RESEARCH GRANTS RECEIVED BY CME faculty members during November include: \$11,300 Air Force contract to Dr. Bruce Halstead to compile a monograph of poisonous and venomous marine animals; \$4,541 by the National Institutes of Health to Dr. M. G. Hardinge for research on mechanical factors influencing bone healing; and a \$14,000 grant sponsored by United States Public Health Services for heart research to be directed by Dr. Donald Griggs.

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