

EDUCATION SPECIAL



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"EDUCATE FOR ETERNITY"

"With such an army of workers as our youth, rightly trained, might furnish, how soon the message... might be carried to the whole world!"



Youth of the Northern European Division for whom Christian education must be provided.

THE TERM "education" in common use has taken a narrow meaning of a certain scholastic achievement. The Oxford Dictionary defines education as, "Bringing up (of the young); development of character or mental powers." This is a very satisfactory explanation of the best in secular education, but for the Christian it is not enough.

"Our ideas of education take too narrow and too low a range.... True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers."—*Education*, page 13.

The wisdom of Solomon in Proverbs 9:10 gives meaning to Christian education: "The fear of the Lord is the beginning of wisdom: and the knowledge of the holy is understanding." True education is a Christ-centred culture and development.

The Home Is the First School

"In His wisdom the Lord has decreed that the family shall be the greatest of all educational agencies. It is in the home that the education of the child is to begin. Here is his first school. Here, with his parents as instructors, he is to learn the lessons that are to guide him throughout life—lessons of respect, obedience, reverence, self-control." (*Counsels to Teachers*, page 107). It has always been the Lord's plan for the home to lay a true, basic, spiritual foundation in the life of every child. In Moses' exhortation to the children of Israel we read: "Now these are the commandments, the statutes, and the judgments, which the Lord your God commanded to teach you,... and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." Deut. 6:1, 7.

The Christian's home with its family altar, with morning and evening periods for worship, the habit of grace before every meal, and a consistent life in harmony with the Christian profession of the parent, will exert a lasting influence and enduring impression on the life of the child.

The Primary or Elementary Church School

The Christian parent has brought up the child to appreciate the Sabbath school and the church. The child is now a part of the larger group. Here the church as a

Educate for God

By J. Alfred Simonsen

Division Educational Secretary

community organization takes an interest in its child members to provide further training.

The church has a special work to do in educating and training its children that they may not, in attending school or in any other association, be influenced by those of corrupt habits.... Wherever there are a few Sabbath-keepers, the parents should unite in providing a place for a day school where their children and youth can be instructed."—*Counsels to Teachers*, pages 173, 174.

"If there are some who should have the benefit of the school, but who cannot pay full price for their tuition, let the churches show their liberality by helping them."—*Ibid.*, page 69.

Properly conducted church schools will do much to promote an interest in the church throughout the community. The children who are receiving a Christian education will witness for Christ. Their life and example will testify of their training.

Some may reason that they cannot afford to send the child to church school, but will plan to send him to the secondary school. This reasoning is too often disastrous. The child, if sent to the secular school, has made his friends there. He has become a part of a new community and his interests are centred there. The sports, the entertainment, and the social influences tend to alienate him from the church-conducted secondary school. When he is ready to be enrolled he rebels at the thought and he finds himself at a disadvantage to begin, and may not adjust himself to the new environment.

The child that has attended the church school naturally and willingly transfers to the secondary school.

The Middle School

The average child reaches the middle or secondary school level in his early adolescence. These are the critical years in his life. Associations and friendships are formed that are lasting. Habits become established, life careers are envisioned, and parental guidance is not sought. The youth begin to choose their own ways. Even those who have had the best home training and church school privileges are often tempted

to be wayward and indifferent to the things of God. It is at this period of life that the secondary school and the boarding school become a power for God. The participation in morning and evening devotions, the associations in Bible classes, the close friendship of others with the same interests and aspirations become an influence that develops spiritual power and strength of character.

Young people who attend non-Adventist schools through adolescence rarely find their way into the Christian college to prepare for active work in the cause of God. The entire church membership should be cognizant of this fact: "If ever we are to work in earnest, it is now. The enemy is pressing in on all sides, like a flood. Only the power of God can save our children from being swept away by the tide of evil. The responsibility resting upon parents, teachers, and churchmembers, to do their part in co-operating with God, is greater than words can express."—*Counsels to Teachers*, page 166.

There is danger that some parents and youth may have a wrong conception of the scholastic standards of the church secondary school. Therefore they seek schools reputed to have a high record in student achievement. This is not a correct conclusion. "When the Bible is made the Guide and Counsellor, it exerts an ennobling influence upon the mind. Its study more than any other will refine and elevate. It will enlarge the mind of the candid student, endowing it with new impulses and fresh vigour. It will give greater efficiency to the faculties by bringing them in contact with grand, far-reaching truths."—*Ibid.*, page 396.

"We cannot afford to separate spiritual from intellectual training. Well may parents dread intellectual greatness for their children, unless it is balanced by a knowledge of God and His ways. This lies at the foundation of all true knowledge. In the place of unsanctified rivalry for earthly honour, let it be the highest ambition of our students to go forth from their school life as missionaries for God, educators who will teach what they have learned.... They will do a work in the world that not all the powers of evil can counteract."—*Ibid.*, page 167.

The boarding or secondary school stands as a city of refuge for our youth. Parents, desirous of the protection and guidance afforded the youth in these schools, should make every effort to enrol their boys or girls in one of the many

(Continued on page 15.)

NEWBOLD SENIOR COLLEGE



The College with its seventy acres of grounds is situated in the village of Binfield near Bracknell between Windsor and Reading amid the beautiful countryside of the royal county of Berkshire, thirty miles from London.

Greetings to the youth of the Northern European Division: As I arrived at Newbold as recently as September 10th, it is fitting only that I should convey a message of good courage and optimism concerning the outlook for the future of Newbold Missionary College. I have been delighted with its beautiful location and with the splendid spirit of both faculty and students as they have assembled for the work of a new school year.

The enrolment at the present time approaches the capacity of the plant in its housing, boarding, and classroom facilities. However, with the new plans for developing several four-year college curricula, and for introducing new avenues of training that will meet the varying needs and aptitudes of our youth, the number of young people seeking admittance to Newbold College will be greatly increased. A large constituency in the Northern European Division awaits the enlargement of field and institutional facilities that will both prepare the youth for active participation in denominationally directed enterprises and provide openings in our work for those who are ready for service.

Since the English language is widely spoken around the world, it would seem that all of the European divisions could



Dr. and Mrs. W. I. Smith

well unite on Newbold as the centre where their promising youth could spend one or two years finishing their college work and giving special attention to the improvement of both spoken and written English. A considerable number are already doing this and we believe that the interest can be greatly increased.

Having given consideration to the many potential sources of student support from the Northern European Division and the other divisions on the Continent, and having studied carefully the limitations of the present plant, the College Board has already taken steps, looking toward the expansion of classroom facilities and the establishment of suitable industries. The College is pointed in its growth toward an all-round balanced development that is in accord with the pattern of the Spirit of prophecy.

Newbold has done an important work through many years. Her graduates are serving in many lands both at home and abroad. Let us believe that with a rapidly increasing constituency, a much greater work lies just ahead. Let us rally with our means to support the just needs of the institution and with the spirit of loyalty and co-operation to encourage every youth of college age to avail himself of the

opportunities provided at Newbold. May our college youth of the Northern European Division lift up their eyes and aspire to make ready for some part in the finishing work of God, for "the heaven-appointed

purpose of giving the Gospel to the world in this generation is the noblest that can appeal to any human being."

—*Education*, page 262.

W. I. SMITH.

The 1954-55 College Year Opens

By J. D. Brailsford

THE COMMENCEMENT of the 1954-55 academic year was one to which all interested in Newbold Senior College had been looking forward with keen interest. On the evening of September 15th the school family assembled in the chapel to witness the official opening of the new session.

The presence of so many of the members of the Division Committee and the British Union Committee proves their keen interest in the progress of the work of senior education in the Northern European Division, and the importance which they attach to the development of our training centre is further evidenced by the great efforts put forth to secure the best possible staff.

Those who took their places on the platform were: A. F. Tarr, Division president and chairman of the College Board; J. A. Simonsen, Division Educational secretary; G. A. Lindsay, Division treasurer; G. D. King, Division Publishing secretary; E. W. Pedersen, Division Home Missionary secretary; W. W. Armstrong, British Union Conference president and vice-chairman of the College Board; and N. H. Knight, Union treasurer. There was also welcomed onto the platform, Alvin G. Munson, assistant secretary-treasurer of the Pacific Union Conference, who was visiting the College while passing through London.

A. F. Tarr, opening the proceedings, very pleasantly introduced each member of the teaching staff and, of course, particularly welcomed the newcomers: G. D. Keough, our veteran and beloved missionary and teacher who has returned to us from his labours in the Middle East; V. N. Olsen, from Denmark; A. J. Woodfield and Myrna Dorland from Stanborough Park; Irene King from the London office of ESDA and last but not least our new president, Dr. W. I. Smith, who though not previously well known to us in Great Britain has already found entrance to our hearts. We were all looking forward to hearing him speak and this he did in a quiet and unassuming way

but with the weight of a lifetime of experience.

In order to arrive here for the opening of the College year, Dr. Smith had had to travel by plane and this for the first time in his life. We could thus understand the admiration he expressed for the pilot who brought him safely across the Atlantic. Apparently on this route it is the custom to hand the passengers a map with which to follow the course of the journey while there is land in view. Youth, he said, is the time when we must set life's course. We too have a map from which we can choose the path to safety at each of the vital turning points represented by such questions as: How long shall I stay at school? Shall I be a Christian? What occupation shall I follow? Who shall be my life's partner? What am I to become? We heard that our stay at school is to fit us for the proper discharge of life's responsibilities; if we choose wisdom's ways, they are the ways of pleasantness and all her paths are peace. We are told to do our best in the work that lies nearest and that fame and money are transient, position and power unsatisfying. Character alone endures. Unselfishness

underlies all true service. It is easy to recognize the voice of the Lord in this advice, counselling us to choose the best, the only way.

Later we had the opportunity of hearing from J. A. Simonsen, W. W. Armstrong, G. A. Lindsay, and again from A. F. Tarr. These talks provided a nicely balanced programme of spiritual food, exhortation, counsel, and information concerning the plans for further development of the College. A. F. Tarr spoke concerning the love of school, W. W. Armstrong spoke of the love of the Lord and its all important place in our school life. G. A. Lindsay spoke of the love of the work. Newbold, he said, is a place of God's planting to which young men and women have come to fit themselves for a place of usefulness in the cause we love so well. This is a college in the making which the students, faculty, and president and other members of the Board will remember continually in prayer. And so the year 1954-55 began and we set out in a spirit of earnestness and gratitude.

THE PRICE OF WISDOM

"It cannot be gotten for gold,
Neither shall silver be weighed for the
price thereof

It cannot be valued with gold of Ophir,
With the precious onyx, or the sapphire.
The gold and the crystal cannot equal it;
And the exchange of it shall not be for
jewels of fine gold.

No mention shall be made of coral, or of
pearls;
For the price of wisdom is above rubies."

Job 28:15-18.

Students from
West Africa and
Ethiopia regis-
tering for the new
school year.
Seated are Dr.
Schuil, J. Wogu,
Menbere Tadessa,
and Pastor Olsen.





Newbold Missionary College Faculty: F. Wood, Preceptor, Bible; A. J. Woodfield, B.A., English; M. Dorland, B.A., History; J. D. Brailsford, B.Sc., A.M.I.E.E., Science, Mathematics; E. B. Phillips, B.D., M.Th., Dipl. of Ed., Biblical Languages; G. Keough, Bible History; W. I. Smith, Principal, M.Sc., Ed.D., Education; N. Olsen, M.A., B.D., Theology; P. P. Schuil, B.A., Ph.D., Language, Registrar; A. W. Lethbridge, Business Manager; Dora E. Watson, Preceptress, Bible; I. King, A.A.S.A., A.C.I.S., Commercial Subjects; R. W. Scarr, L.R.A.M., L.T.C.L., Music.

THE SENIOR MINISTERIAL COURSE

THE QUESTION is often asked by students of our colleges in the various countries of the Northern European Division, "What does the Senior College of the Division offer us?" The real answer to such a question can only be: "Come and see." It is only as one experiences the pleasure of advanced study that one can realize what is meant by it: the exploring of new depths; the opening up of broader vistas in the subjects dear to the worker for God; the discovery of more effective methods of presenting the message; and not least, the preparation for a lifetime of continual, systematic research. In this article we can only hope to indicate briefly some of the aspects of senior college work.

Now, if a school is to guide its students into a more profound study of the literature of the Christian faith and a broader knowledge of the ways in which great men and women of God have won souls, the first requirement is that it should be staffed with teachers who have devoted their lives to the acquisition of such knowledge and experience in the theory and practice of ministerial work. Newbold is grateful to God for the labourers whom

He has sent. Pastor V. N. Olsen, for instance, has with his M.A. the B.D. of the Theological Seminary at Washington, D.C., the highest preparation in his field which the movement can offer; and he combines with this specialized and systematized knowledge an experience in evangelism which comes of many years of successful public work within our Division.

Pastor G. D. Keough, to mention another senior Bible teacher, has a knowledge of Bible lands equalled by very few, having spent thirty-four years in patient work for the souls of Arabic-speaking peoples in the Near East. A course in Ancient History or Old Testament Prophets with Pastor Keough makes the nations of old live again in one's imagination; the historical places in Egypt and Palestine become almost as familiar as if we ourselves had seen them; and the age-worn customs and traditions of the present inhabitants of Near Eastern lands are found to throw precious light on many an incident in Bible history, many a figure of speech used by the prophets. Against the background of these two subjects, it is fitting that Daniel and Revela-

tion should also be taught by Pastor Keough, who has made a special study of these two prophetic works. The centre thought in all Pastor Keough's teachings is the revelation of God in Christ.

In his exposition of the Epistles of the New Testament, Pastor Olsen conducts his class through a verse by verse examination of the epistles to the Romans, the Galatians, and the Ephesians, placing the main emphasis on the themes of Grace and Law. In these, as well as in all the other epistles, special emphasis is placed on verses which seem difficult to harmonize with the doctrines of our movement. The problems of modern higher criticism are faced in detail. In the careful examination of the epistles, different methods of exegesis are disclosed, and discussed, and students are required to show their ability, in special assignments, not only to apply these but also to exercise their own exegetical powers. To get the best of this study, a knowledge of Greek is essential. Not only the terms and synonyms used by the original authors, but also the rules of Greek syntax are shown to be a valuable aid to the understanding of theological concepts such as



Women students always find a warm welcome from Mrs. Watson their preceptress.

divinity, justification, sanctification, conversion, covenant.

In Systematic Theology the principal doctrines of the Christian church are made the object of a thorough study. In some cases the history of a doctrine is traced back to New Testament times; for instance, that of the Sabbath, Law, Grace, Baptism, and the Trinity, and the background from which changes in these concepts have emerged is illuminated. For this course a general knowledge of Church History is valuable.

The practical side of the preparation for the ministry is divided into Public Evangelism, Personal Evangelism, and Pastoralism, besides the semi-theoretical subjects, Speech, Homiletics, and Music. A particular feature of these studies at Newbold College is the opportunity to do field work and the personal contact with experienced workers in the field. The campaigns at the New Gallery in London are followed both directly and indirectly. That is, besides attending public lectures and meetings in which the evangelist instructs his workers, there is a week-by-week study of the progress of the work in London. An opportunity is given to see the filing system in use. Each student remains in contact by correspondence with some other evangelist of his own choice who is conducting a campaign in Britain, obtaining from him, as the effort proceeds, complete information regarding methods

of working and results. These, together with copies of all the material used in the various campaigns, are analyzed and compared. Basic evangelistic techniques are studied.

Closely allied to this more practical work is the study of the fundamental principles governing the construction and delivery of sermons. The most important aim of this course is to teach the prospective preacher how to make each sermon Christ-centred. The underlying principles of persuasive preaching are stressed, examples being taken from the sermons of great master preachers. The student is required to find out from a study of the life and work of great men, as well as an analysis of their sermons, what kind of appeal each used and what was the secret of their success.

The work of the Bible instructor is dealt with in Personal Evangelism. In working out Bible studies the student must learn how to meet the general excuses for not accepting Christ or following the doctrines of the church. Here, too, personal contact with Bible instructors in London and other towns makes the study thoroughly practical. The general principles of modern psychology and counselling are made clear in the basis of actual case-work experience. Students are required to seek personal acquaintance with men and women in leading positions in other denominations and bring to the class reports of interviews and observations of Dorcas work, house and hospital visitation, and similar social work. As regards the work of instructing people in the Advent faith, methods of securing



Students from the East Nordic Union.

decisions both in public preaching and in personal work in the homes, are taught. In this way advantage is taken of the experiences gained and recorded by some of the most successful evangelists and Bible instructors in our movement.

The history of the work of the Spirit of prophecy from the fall of man to the second coming of Christ forms an introduction to the study of the work of Mrs. E. G. White. Terms are defined, and the biblical doctrine of the Spirit of prophecy is paired with the records of the operation of the Spirit in past and present eras. The life and work of Mrs. White as read in her *Life Sketches* form the background to the study of her contributions to the teachings of the Seventh-day Adventist denomination. The student is made acquainted with the main objections raised against the writings of Mrs. White, and shown how to meet these. Special unpublished material obtained from the General Conference is discussed. The history and significance of each of Mrs. White's books are taken full account of.

The study of Greek and Hebrew at Newbold College has for its object the better understanding and appreciation of the Word of God. It is true that the Bible is, of all great works of literature, the most readily translatable; the way of salvation can be understood from even the poorest version. But the earnest Christian will long to be able to read the Scriptures in the language in which they were



A peep into the Commercial Department.

written; ability to do so not only gives heightened enjoyment from their study, but also gives power and confidence in their exposition. Surely our ministers, believing and proclaiming the wonderful message, should be fully equipped linguistically to explain such doctrines as the state of the dead, that even classical scholars will acknowledge the truth. Our teacher of this subject, Pastor E. B. Phillips, has the highest qualifications for this task and a very intimate knowledge of the Old and New Testaments in the original languages.

Science is spoken of by Sister White as both the handmaid of religion and the chariot of the devil. Now we prefer the more animate representation, but there is no doubt that modern science has become a vehicle for destruction of faith. No senior college can therefore afford to be without a representative who while being able to interpret the language of science can set before the students the information they require to combat false teaching and lead men and women to trust in the Word of God. At Newbold we attempt to do this in the Christian Evidences class.

There is another branch of our work which is related to pure science and that is the science of Health. We have therefore a Health Principles class, the function of which is to study the light that has been given on this subject through Sister White and rationalize it in the minds of the students so that instead of its appearing obscure, the practical application of this instruction can be seen to play a vital part in our evangelistic programme.

Mention has been made in another article of the work done at Newbold in teaching English to foreign students. This forms an integral part of the winter programme as well as the summer. The staff of Newbold includes people who have worked in almost every country in the Division and are fully acquainted with most of its languages. Thus when English is taught the teacher knows what kind of peculiar difficulties each student has because of the linguistic background from which he comes.

The students and teachers of Newbold College have unique opportunities of hearing addresses by the officers of the General Conference. One of the systematically arranged features of the College curriculum is lectures in class as well as speeches in chapel by such visitors from the world fields and the denominational headquarters.

REGISTRATION COMMITTEE.

HISTORICAL SURROUNDINGS OF NEWBOLD

By E. B. Phillips

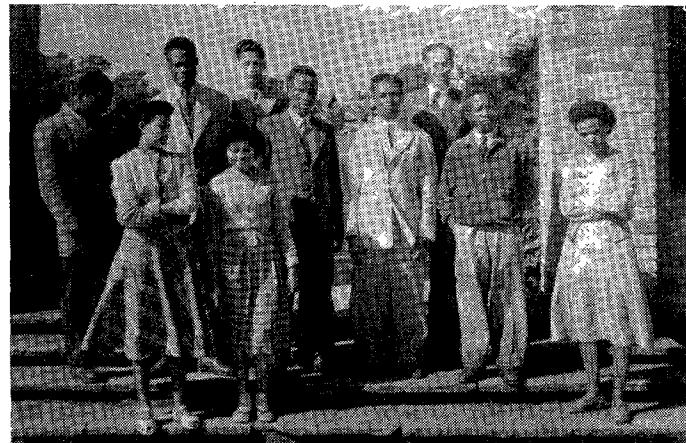
NEWBOLD, the senior college of the Northern European Division, is located in the beautiful countryside of Berkshire, England. Within a radius of a few miles are to be found a number of places of historical interest. Alexander Pope, the early eighteenth-century poet, famous for his *Essay on Man*, lived hereabouts: in fact one of the estates belonging to the College is still called "Popeswood," a certain tree in the grounds was long pointed out as a favourite resort of the poet.

One of the most important landmarks of English history is the Magna Carta, 1215.

walls and towers form a silhouette more striking even than that of Newbold itself. By grace of Her Majesty the Queen, certain parts of the castle and grounds are open to the public, and throngs of sightseers take advantage of this favour to visit St. George's Chapel, a majestic edifice where the banners of the Knights of the Garter are displayed; the Round Tower, with its countless toilsome steps, and the magnificent view to be gained from its summit; the State Apartments; and the Queen's Dollhouse. Windsor Forest extends for miles around the castle, in park-like loveliness and charm.

Other notable places within easy reach of our College are: Eton School, foremost of England's "Public Schools," just across the river from Windsor; the village of Stoke Poges and the churchyard where Thomas Gray composed his *Elegy*, esteemed by many to be the finest poem in the English language:

Students in this group come from West Africa, Ethiopia, Jamaica, Sarawak and the Near East.



It was then that the barons forced King John, reputed the worst of England's kings, to sign an agreement to share the government with representatives of the peers and people. Although John "Lackland" tore up this charter shortly after signing it, the document is rightly famed as the beginning of Parliaments. The Act of "Habeas Corpus" had its origin then. Runnymede, the island in the Thames where the barons met their king, is only ten miles or so from Newbold.

Windsor Castle, known to all as the country residence of the British monarch, stands on a strategic spot in an angle of the Thames, a dozen miles away from our College. William the Conqueror chose the location for the erection of a fortress. The present-day Castle has had a romantic history; today it attracts thousands of visitors from all parts of the world. The

*The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea;
The ploughman homeward plods his
weary way,
And leaves the world to darkness and to me.*

Hampton Court, renowned for its associations with Cardinal Wolsey, Henry the Eighth (and his six wives), is somewhat further afield. In another direction one can visit the humble meeting-place where George Fox used to worship, and the nearby barn, reputed to be built of the timbers which had gone to make the "Mayflower."

Altogether, the country surrounding Newbold is exceptionally rich in historic interest, and several days may profitably be spent in exploring these memories of Old England's fame.



NEWBOLD SUMMER SCHOOL

READY in the period between the two world wars Newbold had become famous as a centre for the study of the English language. That "famous" is actually no exaggeration is confirmed today by the warmth with which our College is recommended throughout the free countries of Europe and many other parts of the world as the best place at which to learn English. These recommendations are given, not only by former students of Newbold, not only by Seventh-day Adventists, but also by private teachers and university professors who have never been on the College estate but have found out by experience that those of their pupils who have been here have made good progress in their English and have returned to their home towns with glowing accounts of their stay in Berkshire.

Each summer the whole attention of the College management and teaching staff is directed toward receiving guests from abroad whose interest is in acquiring a sound knowledge of the English language. As a result of long experience four courses have been worked out to meet the needs of students at various stages of advancement, ranging from the beginner to the university graduate and teacher of English. The difficulties of language study are attacked from every angle and it is very encouraging to see how they are overcome. There is plenty of reading and writing, of course, and the constructions of the language are made clear in grammar lessons. A specialist in pronunciation visits each class once a week, using a tape recorder to make exercises effective; another teacher

takes the classes in rotation in reading aloud for sentence accent; a third deals with the idiomatic aspect of English; and yet another makes it his business to encourage each student to join in conversation.

This matter of actual practice in speaking is so important that it has been made the object of special organization. Once a week a *conversazione* is held at which the teachers and their wives join with our Continental friends in carefree conversation around little tables in the College lounge. These are pleasant occasions that one does not easily forget. There is music and singing, games promoting thought in English and, above all, plenty of merry talk, talk, talk. The Newbold MV Society brightens the summer school with several social evenings held in the beautiful gardens of the College.

People who come to England are keen not only to learn the English language but also to get to know the people and their customs and see something of the country in which Britons have been living for hundreds of years. This aspect of the visit to England is taken care of on conducted trips to places of historical and scenic interest within 120 km. radius. These expeditions are made once a week, and an explanatory talk is given at chapel hour the preceding day, so that the students are familiar both with the geographical position and the historical background of their objective, as well as many other details of interest, before setting out in their motor coaches. Another approach to the lore of old England is made by means of song.

The Friday morning community singing hour, at which many of Britain's most beautiful folk songs are learned, is a favourite period in the week's work.

Although half of our enrolment is non-Adventist, the summer course has a definitely Adventist atmosphere. This last summer there were about thirty non-Adventists in regular attendance at evening worships, all Sabbath and MV meetings, and also the regular Bible Study hour held each Tuesday morning as a part of the summer course. None of these religious meetings or classes are compulsory but the majority of students prefer to attend them.

The fruits of the summer's work are gratifying in more ways than one. Newbold College is authorized by Pitman's Institute to hold their examinations in English for foreigners, and most of our visitors finish their course by taking one of the Pitman examinations, either elementary, intermediate, or advanced. Most of those who entered passed, fourteen of them at advanced level. But there are results of the summer's associations which we believe will be more far-reaching and enduring than these. We have the assurance from our guests that their interest in attending our meetings has by no means been restricted to their desire to hear English spoken. With few exceptions they gave willing and generous expressions to their appreciation of the services and Bible themes unfolded.

The worships and MV meetings conducted by young people, students of Newbold College spending the summer here in order to earn their fees for the autumn session of the Ministerial College, made a deep impression upon non-Adventists. It was something new for them to see young people witnessing with such earnestness and boldness and eloquence. Above all, our new friends told us that they were going to find out where Adventists assembled in their home districts in order to be able to keep contact with them and improve their knowledge of the Bible and its message for our time. Thus about thirty young people have returned to ten different countries with the personal conviction that Adventists are worth knowing. The most stirring tribute of all to the power of the simple witness of the summer school was the final testimony meeting, in which a number of non-Adventists told of their thankfulness to God for what they had seen and heard at Newbold College and their determination to live a more consecrated, godly life.

P. P. SCHUIL.

UNION PRESIDENTS WELCOME THE SENIOR COLLEGE

EAST NORDIC UNION

By C. Gidlund, President



DURING past years many of our young people have gone from our Union to the United States of America for further education in our denominational colleges. Unfortunately some of them have never returned and for

all of them it has been an expensive trip. It is therefore of great importance to us that the dream of a Senior College in our Division has become a reality. It is true that many of us have wondered concerning the future of "this child" and it is certainly not without travail and anxiety that it has been born.

We know that it has not been easy to find competent and well-qualified teachers for the College. Still a college does not consist solely of good teachers. There must also be students. It is wonderful that our young people from so many nations can be brought together and merge so well into one unit. However, the Advent people certainly have the right qualifications for bringing about such a League of Nations for we all speak the same spiritual tongue.

The need for well educated workers is very great in our Union and especially when it comes to our ministerial evangelists. The local schools have done much, but it is not enough in these times. Now it will be the great task of our educational leaders to co-ordinate the schools throughout the Division in such a manner that the transfer to the Senior College can be made as easy as possible for our students and without loss of time. Now the way is open for our young men and women who wish to widen their knowledge and gain a deeper understanding of the greatness and seriousness of our task. The times and the cause now put higher requirements on those who shall bring the Advent message to the world. It is therefore our hope that there will be a road from every land within the Division leading to Newbold Senior College and that many who

are ready for advanced study may enter that road. Signs indicate that many are finding their way there already. Seven students from our union are studying there this year. That surely may be considered a very good beginning.

Concerning our school at Ekebyholm, the four-year course of study now leads to the "Real" examination. After that follows a two-year course, which to a certain extent may be equivalent to the Junior College. There are, however, weak points in the curriculum which we hope will be adjusted when the Division educational policy really gets under way.

WEST NORDIC UNION

By Alf Lohne, President



A MAN was known for his sympathetic attitude to everybody. He had something good to say about all. "You might even be able to say a good word about the Devil," a friend suggested. "Well," he answered, "I can at least say that he is very active."

We surely feel that evil forces are hard at work in these evil times. Men of great learning and influence are leading young people away from the straight paths of the Word. The "foolishness of God" and the simple truths revealed in the Scriptures are looked upon with scorn. In our fields it is hardly possible to find books on geology, zoology, and botany that contain theories harmonizing with the first chapter of the Bible. Belief in the Creator and creation is hard to find among the educated classes. For such people there is no foundation for obedience to the fourth commandment.

We certainly need our schools to which we can send our young people where humble Christian teachers can turn their eyes and minds toward our Maker and our Redeemer.

In the West Nordic Union we are glad and happy for the splendid work done by our teachers at Vejlefjord College in

Denmark. More than one hundred young people enjoy the great privilege of being students there this year. A fine staff of teachers from Denmark and Norway exert their moulding and guiding influence there.

We are also happy for the many young people who have continued their studies after having finished at Vejlefjord.

Some have gone to universities and training centres in the homelands to take degrees valuable for their work as educators at home. Others have gone to America and taken their B.A. and M.A. in our senior colleges and at the Seminary. As many as we have been able to employ have returned and are doing a good work. The time demands a ministry well trained and well "spirited" for the task.

We are glad to know that plans are made for Newbold College to give a training equal to that given at our accredited colleges in the U.S.A. That may save some of the great expenses when our students go across the ocean.

We warmly welcome the news of the enlarged staff at Newbold College, and look forward to hearing more of the affiliation plans to be worked out with one of the great Adventist educational institutions in America.

BRITISH UNION

By W. W. Armstrong,
President



THE British Union has before it the vision of Christian education, but unfortunately it is not very far along the road to the realization of this vision. This can readily be understood when it is known that we have only six church schools in this union, and one secondary school which is serving the Watford area. Establishing church schools in Great Britain is a real problem too involved to explain in detail here, but we are

meeting it courageously, and with faith, for we have a deep conviction as to the need and place of church schools.

Perhaps the saddest fact concerning our educational work is that very few of our young people when they reach the vital years of fourteen to sixteen are receiving their education from Adventist teachers.

Our secondary school at Watford is a splendid one, and Pastor A. J. Woodfield is to be complimented on the fine work being done for our boys and girls in attendance, but it is not a boarding school, and consequently only the children of local Adventist parents get their education here. One of our great needs is to convert this present school into a boarding academy, so that boys and girls from all parts of our union can be cared for up to the age of sixteen, preparatory to their going on to Newbold College. This project we plan to undertake during this quadrennium, if funds are available. Knowing the difficulties involved in this conversion, we solicit an interest in your prayers for its accomplishment.

Many of our membership losses occur

in the ranks of the young people as they approach adult life, but we believe such a boarding school would prevent this situation to a large extent.

Fifty and more years ago the call to enter the ministry was regarded by many as an honoured one, and the minister was usually accepted as an intellectual as well as a spiritual adviser to the people. Time has changed this somewhat, and with the increase of knowledge and intensified training for the professions, the minister is often regarded as a backnumber in educational matters. But this should not be so in the ranks of the Adventist ministry. All our Gospel workers should be so educated that they can meet confidently not only the average cross-section of the public, but impress those who are specialists in their own professions.

It is because we have this vision of the standard the Adventist ministry should attain that we welcome the progressive plans now adopted for our Newbold College. In Great Britain we heartily endorse and support the higher standard set for our ministry.

Our aim is that most of the students who finish studying at Ekebyholm and Toivonlinna shall have the opportunity of continuing their studies in England for one or two years. May our goal be that our schools reach the standards that our youth require so that instead of standing empty they may be filled with our Advent youth preparing to supply the mission fields with much-needed workers.

"Please, Sir, I Want to Be a Christian"

By D. V. Cowin, *Education Secretary, West African Union*



"PLEASE, sir, may I ride with you to Idah? I am a student in a secondary school and word has just come that my mother is near death. I have no transport. Will you help me to reach her?"

This was at Lokoja on the banks of the mighty Niger River and I was on my way by road from Awtun to Aba. My route would take me through Idah and of course my answer to that native boy was, "I will be happy to carry you along."

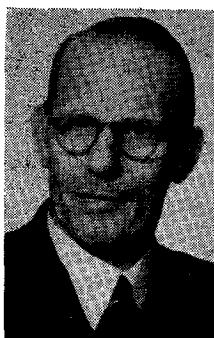
Soon we were pushing along rapidly over the usual bush roads. Conversation was not easy in that noisy "pick-up," but the boy was troubled and wanted to talk. After a while, he asked, "Are you a pastor?" "Yes," I said. His next question was, "What church?"

Here was my unexpected chance to share my faith with a boy who was hungering for truth. We had one hundred miles to go. I talked most earnestly for I knew that all too soon our ways would part. I told him of the love of God and His plan to save each one of us.

Suddenly he stopped me and said, "Pastor, do you see these people? They are my people. This is my tribe. Notice how carefully each one has arranged his hair and how clean the faces are. Do you see that they do not carry any loads on their heads? This is because each one worships his own head as a god, in fact each one worships himself as God and since they say that gods cannot sin, there is no sin. Is that the way it is in Christianity?"

From Educational Secretaries

**RAISING
OUR STANDARDS**
By David Carlsson, *Education
Secretary, East Nordic Union*



TEN years is not a long period in our chronology. Yet much can happen during that time. And this has been the case during the past ten years.

In our union, and more especially in Sweden, the youth's view of the school

system has undergone a noticeable change. They know that they need education. Higher living standards demand better education and higher trade knowledge. In spite of the steadily increasing number of schools, young people today have to queue up in order to find a place in one of the institutions. Especially do they flock to those schools which offer them

the State-recognized examinations. As an illustration I might mention that Hultafors Sanitarium, which during past years has trained nurses, now finds it difficult to recruit them because the course it offers is not State-recognized. Ekebyholm has had the same experience, but now that there is every prospect of being able to offer the "Real" examination, the number of students has almost trebled.

Our youth demand good schools. If we cannot meet this need they will turn to the worldly schools. If this should happen to any great extent it would prove a catastrophe to our denomination, as the power of the worldly schools to lead youth away from the narrow path is greater now than ever before. It is necessary that all attend our own schools to prepare them for a place in that great mission work that Jesus has called us to do.

Now that we have our own college at Newbold, we feel very gratified. To be able to continue one's education at a Christian college is an inestimable privilege. Our young people will also appreciate the opportunity of studying English in a country where it is the mother tongue. This will enable them to become very proficient in the English language.

I felt helpless in the face of that searching question from the mouth of that boy. And then from the fullness of my heart I poured out the whole of the Gospel story. I tried to make every word count.

All too soon we reached the village of Idah, the end of our way together. We knelt down right there and prayed. When we arose he placed his hand in mine and said, "Please, Sir, I want to be a Christian."

It is for African boys and girls such as this and for our own church family that we urgently need our own Christ-centred programme of education in the form of primary, secondary, nursing training, and advanced schools.

The impact of unbelievably rapid and extensive developments throughout this field make it mandatory that certain proven workers be encouraged to go overseas for higher education. It is preferable that these persons go to our own Division Senior College at Newbold, England.

Their crying need is for an education which will prepare them for better leadership in all departments of our work.

Fifty-five years of Seventh-day Adventist missionary enterprise in West Africa has brought us to this present serious state of affairs in which we plead for more and better educated workers. But the present hunger for schooling has not always been as it is today even though mission work began with a school.

Even up to the year 1915 few people had any taste for education. Parents had to be coaxed and given "dashes" (gifts) in order to attract their children into the schools. They felt that they were doing the mission a great favour in allowing their children to attend the school. They preferred to send their slaves to school instead of their own children. Twenty pupils in a school was very good. But all of that is changed now and education is in great demand.

That humble beginning of fifty-five years ago has grown until today in 1954 we have in our union 140 schools with 553 teachers and 15,871 pupils and these figures are growing rapidly. There are primary, middle, secondary, nursing, and training schools in the group doing a great work for God.

It is to these worthy ends that the committees lay long-range plans for the training of our youth and mature workers so that the load of soul-winning and leadership responsibility may soon rest dependably upon the shoulders of true Seventh-day Adventists in this field.



Kuyera Training School, Ethiopia.

OUR CHALLENGE TODAY

By H. E. Davis, *Education Secretary, Ethiopian Union*

THE greatest need facing us here in Ethiopia today is for trained Ethiopians to fill places of responsibility in the already existing work, and to take the lead in developing the new. The seriousness of this problem is augmented by rapidly rising educational standards and the challenging conditions. To find a solution to the dilemma, our training school has been established in Kuyera.

Kuyera is 150 miles south of Addis Ababa in the province of Arussi, a very beautiful and scenic location. There is a large tract of land in conjunction with the training school which provides useful employment for the students, as well as giving excellent opportunities to teach agriculture. Its location also affords excellent opportunity to do evangelistic work among pagans and Moslems.

At the present time the high school, or secondary section, is taking the students through the tenth grade according to American standards. After that the students either go into our Nurses' Training school at the Empress Zauditu Memorial Hospital or into the combination pastor-teacher training school for an additional two years. The current school year will come to an end on October 16th, and the enrolment at present is nine students in the ninth grade, sixteen in the tenth grade, and five in the training school section. Those in the last group will not complete their training or take up their share of the burdens until 1955. One training class consisting of twelve members has already graduated and, with two exceptions, all are carrying heavy burdens and doing an excellent work. One is pioneering the work high up in the mountains among a pagan tribe, far removed from any of the creature comforts of life. But he is happy in his work which is being well received by the local people.

The training school could better serve

its purpose if it had its full staff. At present the school is headed by Pastor Lester Rasmussen. He is assisted by Norman Tew and three Ethiopian teachers, plus a complement of student teachers in the lower grades. Miss Gladys Martin, who has been away on leave has completed her college work and will be returning for the next school year to lead out in the teacher-training section of the institution. But still we urgently need more teachers and help to strengthen and develop the high school through the twelfth grade as the time demands. Profitable industries could and should be established if more help were provided. How good it would be if extra help from abroad could be with us for the new school year!

The physical plant is being developed in a strong way. This year has seen the completion of one European dwelling, the chapel, and the girls' dormitory. The chapel was recently inaugurated by a Week of Prayer conducted by the writer. At present, two homes for the Ethiopian workers are under construction. Next year, if funds permit, the plans are to build an administration building, another European dwelling, and more houses for the Ethiopian workers.

Before the training school can reach its full strength we shall need some college-trained Ethiopians to help in the high school section. There are some who are almost ready for this training, and they will be looking forward to attending Newbold Missionary College if circumstances permit. The entire Division should profit greatly and develop strongly as its College fulfills its purpose for which it was founded.

May God help us that through our educational institutions we may soon have an army of youth trained to help finish the work.

School Principals Prepare for Senior College



Stanborough Park Secondary School

A Plea for the Work of Christian Education in Great Britain

By A. J. Woodfield, *Principal*



I WAS browsing through one of Elder Froom's fine volumes on *The Prophetic Faith of our Fathers* a few weeks ago, renewing acquaintance with some of the great reformers of the sixteenth century. Mighty and lasting was the work that God did through these holy men of old, men whose names have come down to us with such an aura of sanctity about them that we look on them as almost more than earthly and on their work as beyond repetition. I was struck, more vividly than ever before, as I read and pondered, with this fact: these great men were not simply born great, were not used of God with such conspicuous certainty only because they were saintly and devoted; but were enabled to do this work of reformation so thoroughly because, in addition to their consecration, zeal, devotion, and courage, they were mighty in the Scriptures; they were men who were the ornament of their times for learning, and who have in many cases left us a priceless heritage of spiritual learning so that they, being dead, yet speak today. Then in the early seventeenth century came the meticulous

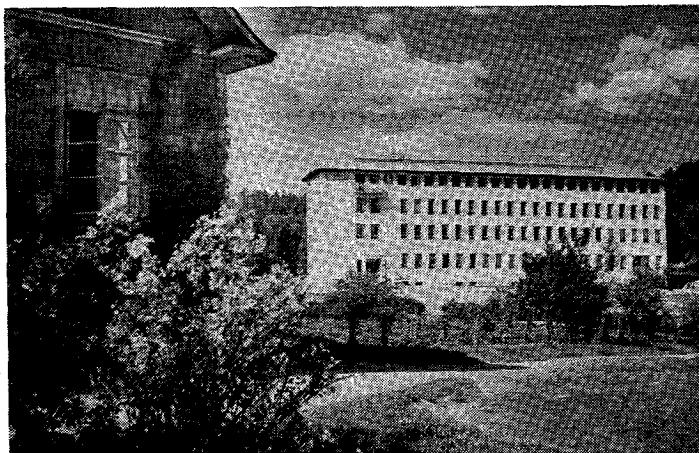
painstaking band of scholars who set the seal of perfection on the work of reformers and martyrs, of Tyndale, Coverdale, and others by their matchless translation of the Authorized Version of the Bible. Never will it be known, this side of the kingdom, what miracles of conversion the work of these eminently learned ministers of Jesus Christ has brought about.

And now we are on the brink of eternity. Soon Messiah's great kingdom will grind to powder the kingdoms of this world. These are the days our Lord saw when He said: "Look on the fields already white unto harvest, and pray the Lord of the harvest to send forth reapers into His harvest." Infinitely vaster and more widespread are the fields over which with fainting hearts we look today than were the fields of the small world of the sixteenth and seventeenth centuries. Greater even than the mighty Reformation that shook Babylon on its ancient, deepest foundations must be the reverberations of the loud cry of the third angel. To make that cry resound about the broad circle of the earth we need consecrated ministers of learning to cry aloud in voices that will compel attention, not only for their overpowering volume, but because of their authority and learning. Here in the congested islands of Britain, with their fifty-two millions of souls in the home territories and the greatest city of all time, with

their ancient and venerable traditions and their world-renowned centres of learning, we need an Adventist ministry of the very highest education so that the cry of the angel in the British islands may echo and re-echo to the uttermost ends of the commonwealth.

What are we doing about this as we stand divided from eternity by only a few fleeting moments? The Lord's people have set their hand to the task, but to get the mighty men of learning we must start with the children and growing youths, training them diligently and prayerfully for their great destiny. We have a handful of church schools, but we need them multiplied again and again. We have a secondary school, but we need to gather into it all the many gifted young people who have to get their General Certificate elsewhere. We have a college, launched bravely and with vision and faith on a most ambitious programme of expansion; but we need more and more young people of education and character to fill it to the full.

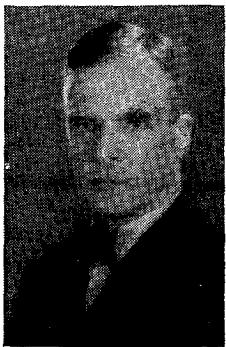
Our school at Stanborough Park is being signalized of God to prepare it for the pivotal part it will play in the swelling volume of the loud cry. Today it trains our children and young people in the immediate vicinity of Watford and seeks to give them the vision of further preparation at Newbold. It has been developed over the years until it is now perfectly organized for the intermediate rôle it should play in our denominational scheme of education. But to get this organization it has had to increase its numbers and today it is teaching the truth to about 200 non-Adventist children. This however, can never alone be its true mission. It is waiting to open its doors to all our young people in Britain to direct them to our senior College for that deep learning they need for finishing a work that shall eclipse and consummate the work of the Reformation. It is waiting to inspire in them a vision they can seldom get in other schools, that will so enthuse them that they will want to live and train for no other purpose than that of preparing a people to meet their God. To do this, we must convert our school into a boarding academy, must fill it with every Adventist youth of promise in our great country, and then pass them on to finish their course, workmen needing not to be ashamed, rightly and mightily dividing the Word of truth.



Finland Mission School. (Toivonlinnan Kristillinen Opisto)

Our School Work in Finland

By H. Karstrom, *Principal*



DURING the eight weeks I spent in the United States of America this year as a delegate to the General Conference session, I was led to understand that the strength of the Advent movement in America is largely due to its well organized and extensive educational programme. Because the Advent youth can there go to our own schools from the kindergarten right up to college, they become indeed rooted and grounded in the truth and the church. Thus it follows that a strong educational system is bound to produce a strong church.

We in the Northern European Division have much to learn from the strong programme in the States. We are glad that during the past few years energetic efforts have been made to build up and gradually strengthen our school work in our Division. The most important move has been the founding of a senior college at Newbold in England. This senior college has obviously an important mission to fill as a centre of higher learning for the Adventist youth of the Division as well as of the other European divisions. This higher education will become more and more important to our workers both in the homelands and in the mission fields.

In Sweden and Finland our educational programme is centred in a four-year so-called "middle school" or secondary

school. There are no church schools in these two countries so Adventist children must go to the public schools for six or seven years while they are between the ages of six and thirteen. Only then are they prepared to attend our own middle school. This complete lack of elementary church schools is a serious breach in our school work. In spite of this, the four-year middle school has been a great blessing to our work here. Most of our workers have attended these schools. Some of the graduates have received appointments in the conferences; others have continued their studies in our schools in other countries.

In order to give our youth in Finland an education equal to that of the middle schools of the States, our intention has been to teach them the same subjects as taught in these middle schools as well as our own biblical subjects. Although our school has not as yet been accredited as a middle school by the Department of Education, those of our students who have desired to continue their studies at a higher level have been able to do so without an entrance examination. As a result more and more of our students have been able to enter the universities in order to become physicians, teachers, etc., in our own country.

It would, however, be a wonderful privilege if our Finnish students could receive all their education in our own schools until they are ready to enter the universities. In order to accomplish this, the following steps ought to be taken: 1. Church schools must be founded at least in our larger churches. 2. Three more years of teaching must be added to our

present middle school in order to prepare our students to enter the university.

In spite of the economic sacrifices and the strenuous efforts required, I am sure that it will pay rich dividends and the Lord will abundantly bless the efforts. Let us remember that strong school work will certainly produce a strong church.

During the past few years the enrolment in our Finland Mission School has been about one hundred, but this has increased to 117 this year. During the past three years we have had from three to ten students in the Seminary I class, which has offered only one year of study. Several seminary students have shown themselves to be good workers. One of them won nineteen souls to the truth last year.

As a result of the influence of this school, students have joined the church each year. Last year eleven were baptized and the year before, twelve. Our students in turn, have held evangelistic efforts and have won souls into the truth. This year we are planning to begin regular meetings in a nearby city in order that the seminary students might get some practice in evangelism.

CHRISTIAN EDUCATION IN THE WEST NORDIC UNION

By Axel Varmer, *Principal*

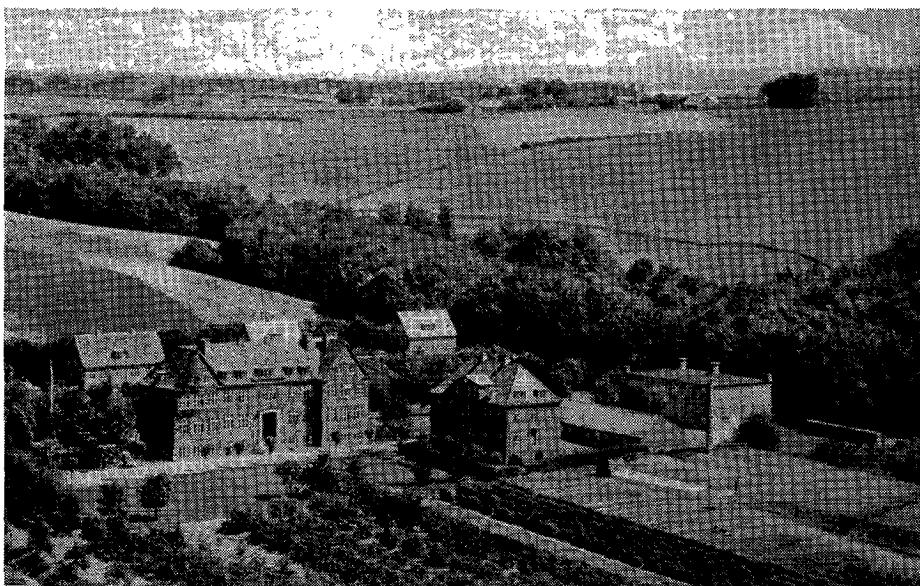


FROM the very beginning God has revealed to the Advent church that the only proper and true education is a Christian education, and this can only be obtained in homes and schools where Christ is the master teacher

and His inspired Book the basis of all teaching. "The searching of all books of philosophy and science cannot do for the mind and morals what the Bible can do if it is studied and practised."—*Fundamentals of Christian Education*, page 130.

For this very purpose our schools were established, but closely connected with this was the other pillar in our educational system, the training of our children and youth for the work of God.

In the West Nordic Union we have



Danish Mission School (Vejlefjord Hojskole), Daugaard, Denmark.

more than 150 evangelistic workers employed by the conferences. Practically 100 per cent of this working force has been educated mainly in our own schools in Denmark and Norway, where our educational programme began as far back as 1896. The first school-building was built in Frederikshavn in order to serve the three Scandinavian countries. In 1909-10 a new school building for Denmark and Norway was erected in Skodsborg in connection with the Sanitarium. In 1917 we moved to Nærum, and in 1929-30 Vejlefjord Training School was built on the beautiful slopes of Vejle Fjord in Jutland. In 1920 Norway bought the Onsrud property which served our youth in Norway for more than thirty years.

In the beginning the curriculum was very limited; only a three-times six-months' course was given to prospective ministerial workers. Later on it was raised to a four-times eight-months' course, and at the present time we have a four years' secondary course and two college classes. The development of our school programme in the West Nordic Union has been very slow, and an altogether too large number of our young boys and girls have been forced to obtain a higher education in the schools of the world, but now it seems that a new day is dawning for the upbuilding of a stronger and higher educational programme in our Division and union. With the establishment of a Senior College in England we have finally reached the point where we are able to give prospective workers a more thorough education for

which the need is so great in such a time as ours.

Further we must plan and work to raise the educational standard in our national schools. An increasing number of our young people are aiming at a professional training as doctors, dentists, engineers, nurses, and so on, and in order to keep them as long as possible inside our own schools we should raise our curriculum to the level of a "studentereksamens" which gives admission to the national universities. In Denmark we hope to materialize such an educational programme in the near future. Then we can keep our children and youth in our own schools from the seventh to the nineteenth or twentieth year.

In closing we want to extend a very cordial greeting to all our fellow teachers in the Northern European Division. Again this year Vejlefjord is filled to its ut-

most capacity—from Norway 48, and from Denmark 62 students—a fine group of young people. The beginning of the school year has been very satisfactory in every aspect.

Our children and youth have a right to obtain a true Christian education that will make them "useful, respected, and beloved members of society here, and have a moral fitness for the society of the pure and holy hereafter."—*Fundamentals of Christian Education*, page 67.

EKEBYHOLM SCHOOL

By C. Gidlund,
Acting Principal

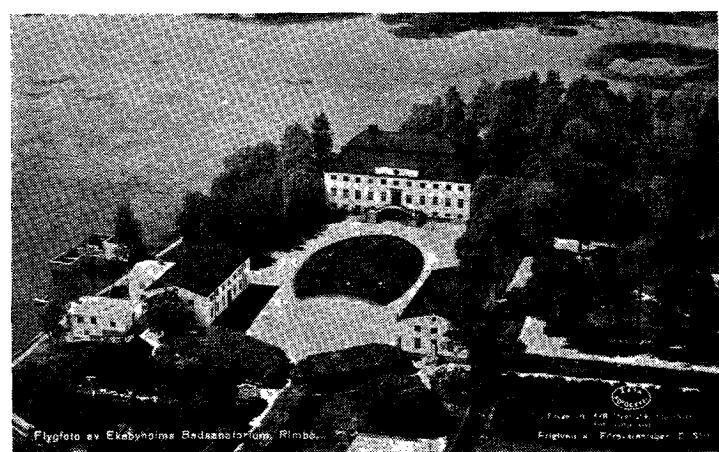
SOME years ago there were many who were astonished because we had put up such a large school building at Ekebyholm for so few students. Some were fully convinced that we had made a mistake. So it may seem with much of what we plan, if we do not "prophesy," "dream dreams," and "see visions." This year, when the school opened, we had the pleasure of welcoming 110 students to Ekebyholm—the largest enrolment in the history of the school—and possibly we shall soon have to ration student applications if the present trend continues. We can accommodate only twenty-five more students and that is all.

In the immediate future—maybe in 1955—we hope the State will allow us to offer



Adolf Blomstedt

Swedish Junior
College and
Seminary (Ekeby-
holmsskolan),
Rimbo, Sweden.



Flyfoto av Ekebyholms Badanstalt Rimbo.

the "Real" school examination. During the past three years our students have entered for the examinations as private candidates. We are glad to report that they have passed with high marks. But the denominational goal for the school is still higher than this for its Advent youth and even for those coming from non-Adventist homes.

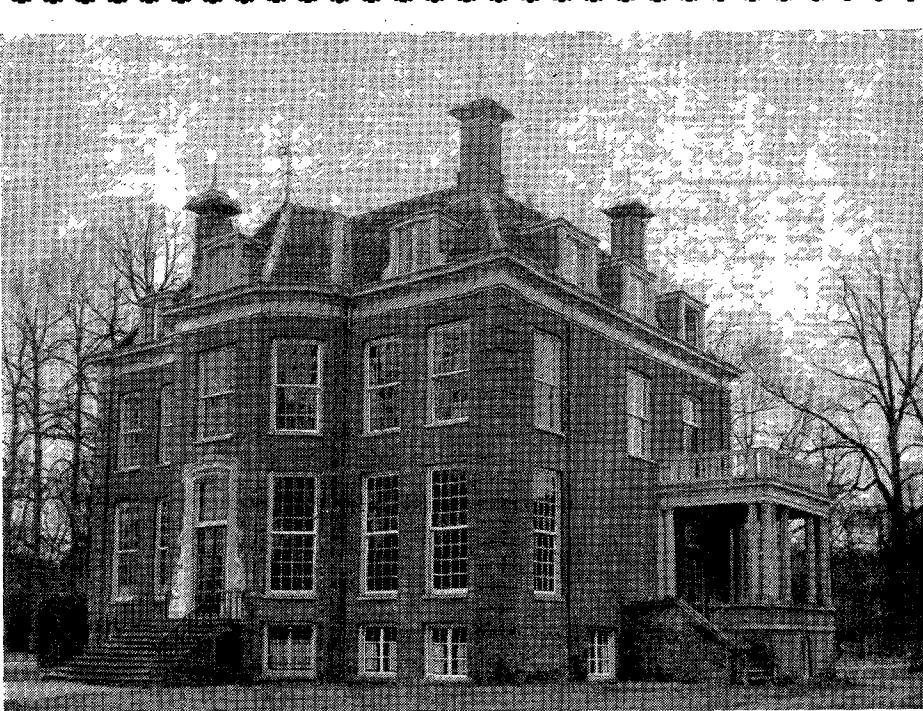
Pastor Adolf Blomstedt is the new principal of Ekebyholm and two new teachers have also been added to the staff. They are Ylermi Määttänen, M.A., who is also preceptor, and Per Ove Ohlsson, undergraduate in Arts. We feel sure these will add great strength to the school.

With this brief report we send greetings to all our sister schools in our Division.

now go to the Senior College at Newbold.

In this country it has been a great problem to increase our enrolment. Gradually our members are beginning to appreciate Zandbergen and to make sacrifices to send their youth to it.

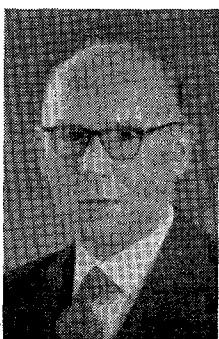
In spite of our many handicaps the Lord has helped us. One of our students who matriculated this year is now studying to be a teacher in our school. Our aim is to make Zandbergen a shining light illuminating the farthest corners of this country of ours. May the Lord bless our efforts.



"OUD ZANDBERGEN"

Netherlands Junior College

By A. G. Schmutzler, Principal



Lord. Looking back on these years, we can say that the Lord has greatly blessed our work.

We started with a group of fifteen pupils, giving them the most necessary

preparatory lessons. In the course of time the necessity was felt to give our students a thorough training to enable them to follow the theological course and also to attend lectures at the University. This involved our offering a secondary course of five years, which we started under the guidance of God. Though there are only a few students who desire to matriculate, we have this term five secondary classes and three theological classes.

Up to the present our students have been offered a two-year theological course, followed by one year of practical training under the guidance of a minister. They were then required to attend college for another year before graduating.

During the past seven years twenty-one persons have graduated, seventeen of whom are in the ministry now. Others are preparing for the medical work. Our women evangelists also graduated at our Junior College.

In the future, after two years' study at the Junior College, our students will

EDUCATE FOR GOD

(Continued from page 2.)

schools operated in the local or union conferences. From the middle schools and secondary schools the colleges draw their student bodies:

The Senior College

The Seventh-day Adventist College is the recruiting station for consecrated, trained personnel to fill positions of responsibility and leadership throughout the Northern European Division.

It is gratifying to know that Newbold Missionary College has become the senior college for this great Division of the world field. Plans are developing to have this college affiliated with one of the senior colleges in America to further strengthen the work offered and to give wider recognition to the attainment of the students. The College Board and the school administration are providing a college atmosphere, curricula, facilities, and training to correspond to that offered in other senior colleges for the preparation of qualified workmen in the cause of God. The words of counsel from the pen of inspiration are to be fulfilled at Newbold College: "The knowledge essential to prepare a people to stand in the great day of God is to be made the all-important theme. The students are to be fitted to serve God, not only in this life, but in the future life. The Lord requires that our schools shall fit students for the kingdom to which they are bound."—*Ibid.*, page 540.

Courses in theology, Bible work, stenography, book-keeping, business, and teaching are now offered. A well-trained, qualified faculty is giving excellent help to students in the various departments.

Other activities and college projects include the dairy, which provides an abundance of wholesome milk for the school family; greenhouses, gardens, or-

(Continued on back page.)

WEEK OF SACRIFICE AND ANNUAL OFFERING

SEVENTH-DAY ADVENTISTS have reason to be profoundly grateful for the blessings that have been theirs during 1954. In none of the world divisions is this more true than in the Northern European Division.

Amid strained international relationships and much widespread preparations for war we have enjoyed another year of tranquillity and peace. When in so many countries religious liberty is so greatly restricted, we in the Northern European Division have suffered no curtailment of our freedom to worship according to the dictates of our conscience. And in material things our membership has been blessed to a greater degree than possibly ever before. Employment has been plentiful, and Sabbath privileges have never been more easily secured than now. The message, too, has made progress in all of our countries, both at home and in our foreign missions, and by the time that our records close for the year there will undoubtedly be several thousand new members as fruit for our labour for 1954.

For all of the blessings enjoyed, and for the abundant mercy that despite our failures still continues to be ours, would it not be appropriate to bring an offering at the close of the coming Week of Prayer that will reflect the gratitude we feel for what God has so generously done for us? And in bringing this offering we are providing an avenue whereby the blessings we ourselves have enjoyed shall be made available also to others.

Every evidence about us indicates that the fruition of all our hopes—the coming kingdom—cannot now be far distant. The work we still have to do must be done with the utmost urgency and earnestness, and with all the resources at our command. Surely the prophecies of the Bible and the admonition of the Spirit of prophecy which through the years we have professed to believe must now be sounding in our ears with almost deafening tones, and must make us realize that God requires more of us today financially and in every other way than ever He did before.

And may it also be suggested that in approaching this Week of Prayer we be just as earnest and generous in placing ourselves at God's disposal as we are in the gifts we plan to make? There may, in the lives of some, still be habits and

indulgences which we know to be wrong. These have disturbed us at times, and yet we keep putting off the day when we plan to make a complete surrender. Shall we not make that complete surrender during the coming Week of Prayer—or right now before it begins? What unspeakable joy—and power—would come to our churches and to our individual lives if this might be so! We have all confidently expected sometime to do this. Why not now?

We fervently believe that this twofold dedication—of our means and of ourselves—would make this Week of Prayer a most momentous occasion and cause it to become the greatest step toward God's kingdom that as a church or as individuals we ever took.

May every worker and every member of the Northern European Division share in this blessed experience. A. F. TARR.

ICELAND!

I

YESTERDAY afternoon at 2.30 p.m., October 7th, we had the premier showing of the film, "I Beheld His Glory," in Reykjavik. There were almost a hundred present in response to our invitations. The Bishop of Iceland, the Minister of Education, practically all the clergy and a large number of teachers including the radio announcer were in attendance. The radio announcer gave a fine report of the film amongst the news items at 8 p.m. We think this indicates that we shall have a good beginning on Sunday, October 17th, at 2.30 p.m.

II

October 18th. All seats were reserved for our first meeting by Thursday, October 14th, and by Sunday, 17th, every seat was taken for our second meeting on October 24th. The people revealed a keen interest in the lecture entitled, "Christ the Central Character of the Centuries." Pastor Julius Gudmundsson interpreted magnificently and every detail of the programme was carried through without a hitch, except that the four young ladies appointed to receive the collection as the people left the hall were embarrassed because the baskets were not large enough to hold the money. They had to push the notes and coins into their pockets and do the best they could while the money spilled over and rolled onto the floor as the people crowded past them. The offering amounted to 100917 Kronur which is between £40 and £50 in English money. As you can imagine this was not real trouble, at least, not the kind

of trouble to worry a Scottish evangelist. We have bought larger baskets for next week.

The Bishop of Iceland wrote me a personal letter wishing us God's richest blessing.
L. MURDOCH.

EDUCATE FOR GOD

(Continued from page 15.)

chards, and agricultural phases of the farm that are rapidly being developed under capable leadership.

Students who desire to earn a part of their school expenses find avenues of employment in these activities. Study is being given toward providing various crafts and vocations to supply additional work and practical experience for students. Further announcements will be made through these columns.

We solicit the interest of all parents and students in the Northern European Division to look to Newbold Missionary College for college training and preparation to enter the work of God. These times demand thoroughly trained men and women. This College is destined to become the source to supply labourers for the "harvest fields."

Let us join our forces to make it possible to educate all our youth for God through His complete programme of Christian education.

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