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The JOURNAL of TRUE
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The School Gives Vitality to the Church

Harvey A. Morrison

SECRETARY, DEPARTMENT OF EDUCATION

THE history of the progress of the gospel shows that it is very closely related to the efforts put forth by the church in educating and training the children and youth. Observation would indicate that if there were a full statistical report of Seventh-day Adventist churches and schools through the years, it would reveal that the greatest progress is made in the churches and conferences in which Christian schools have been strongly supported and in which there has been full opportunity for the children and youth to get a Christian education. It would also be found that these churches and conferences develop devoted workers in about the same proportion as the membership of the schools.

The chance of a child or a youth's remaining an Adventist or becoming a worker is very meager if he does not have the privilege of attending Christian schools. Of those who have not had the privilege of a Christian education, only a very few remain true to the cause, and scarcely ever is one found who becomes a worker.

In one faithful family of new believers, the mother died, leaving five children.

The father was not a member of the church, but was very sympathetic. The oldest in the family, a girl about fourteen, took upon herself the burden of the home and carried out the mother's great desire to see that all the children had the privilege of church school and further education in higher schools. All these children completed their education in Adventist schools; two of them are faithful workers in foreign lands, and one is a worker here in the homeland.

The story has been told of a church school in Brazil that has been established eighteen years. From the children in that church school three have developed as ministers and are now ordained, and several others will be ordained in the near future. In this same school there is a baptismal class of thirty-five. There are hundreds, if not thousands, of such schools scattered throughout the world.

There has been an excellent increase in enrollment in the three divisions of education—elementary, secondary, and collegiate. May every church and conference take upon itself the responsibility of seeing that all Adventist children have these privileges.

Dare to Be Prosperous

Jay J. Nethery

PRESIDENT, LAKE UNION CONFERENCE

THESE are good days for youth. This can confidently be said in spite of appearances in the world at the present time. Prosperity and material values seem to be endangered by organized determination to bring about wholesale destruction. There never was a time when it was more important to know one's place in the world. There is a definite service for each person, and that service should be given with a deep consciousness of a God-given responsibility to serve in that definite and particular sphere. Yes, these are good days for young people.

Some decades in the past the days were good for the pioneer fathers. There is still plenty of room for the pioneer with his pioneering spirit. The world is not so large as it was a thousand or even a hundred years ago. Nevertheless, there is plenty of room for one who dares to do. There is no need to break continental trails over mountain ranges and across desert wastes, or to drive out treacherous Indian tribes and hold at bay savage beasts that seek to destroy. No, that challenge does not confront twentieth-century youth, but these are good days in which to live. There is no need to waste sympathy on the youth today, thinking that they are hedged in by circumscribed limitations. There is sufficient room for the frontiersman and sufficient reward for the daring.

For the graduates of Seventh-day Adventist colleges the future is rich with opportunities. They have already taken long steps in the advance toward success by finishing a well-rounded college course—four years well spent in college developing good mettle and fiber. They have

experienced the truth of the words of a great college president of long ago, who, when asked about the requirements of a student entering college, said, "Stand on his feet and go after getting what he needs to get."

What are some of the fields that a college graduate may enter? What are some of the works that he may attempt? This cause needs a few thousand salesmen of Seventh-day Adventist literature. No man or woman is half good enough or worthy enough to be privileged to introduce Seventh-day Adventist literature for purchase by the inhabitants of earth in this matchless hour. It is by the Lord's grace that this opportunity for service is given. Proper preparation of heart and mind, and determined and well-directed, persevering effort to serve ensure success in approaching, compelling attention, inducing to purchase, and inspiring to read and believe. Plenty of heart thrills await such a colporteur, and without question financial reward and prosperity will follow. Many are engaging in this work. Others will follow them.

Experienced leaders have deepening convictions that more of the laborers in this denomination should have had experience in the field of salesmanship and particularly in the field of selling denominational literature. It is likewise proper to enter the field of salesmanship of other merchandise of various kinds and by various methods. It is possible to live a life of happiness in the business world and exert a saving influence on those with whom contact is made. The life of an honest Seventh-day Adventist businessman is one effective preacher of the gospel. Of course, an abundance of inde-

pendence can be acquired by Seventh-day Adventists in this field. None need fear too much prosperity.

In this day the instruction in the Spirit of prophecy writings concerning a home in the country should be heeded. It is said that approximately thirty-nine million people in the United States live on farms and ranches. Do Seventh-day Adventists have their proportionate share of the country homes among these millions? The land still responds to man's effort and attention and God's blessing. More of our people ought to heed this instruction. Master farmers and stock raisers ought to be found among Seventh-day Adventists in great numbers. There is abundant room for the application of science and business principles and procedure in this most favored field of endeavor. Agriculturists among Seventh-day Adventists should be leaders and teachers of these fine arts in the neighborhood. Soil culture, crop rotation, animal husbandry, and kindred subjects should be well understood and followed. To occupy until the Lord comes means activity, success, prosperity, and influence to attract to the message in a realistic world.

And, of course, it is not too late to be preachers and teachers of inspiration. Too few powerful leaders in these two fields of special influence are found today. Schools need dynamic teachers;

conferences still need successful preachers. Preachers, perhaps most of all, are needed to attract attention to denominational fundamentals. Publishing houses need among their workers editors who can write the message in a way to command attention. In the administrative field, leaders are needed to guide and inspire in the direction of doing that which has generally been believed impossible. Things that some say cannot be done are going to be done—in fact, are being done now.

Medical workers of skill combined with patience and perseverance are needed everywhere to bring healing and hope to suffering millions. The magic touch and the kindly spirit still win. Doctors and nurses have through the years been blessed and prospered in their special fields of service. Dentistry is being recognized as a most serviceable profession.

In the mechanical field many would find satisfaction and financial returns. Greater numbers among Seventh-day Adventists should be regarded as experts in their chosen vocations, such as building, electrical work, steam fitting, painting, interior decorating, and auto mechanics. Those who serve now in these trades are honored for their integrity, success, and thrift, and stand as influential witnesses for the message in their communities.

“Is Not This the Carpenter’s Son?”

Edgar A. von Pohle

EDUCATIONAL SECRETARY,
ATLANTIC UNION CONFERENCE

THE measure of the success of any institution or organization is the type of product that is sent forth from it. Seventh-day Adventist schools are also measured by their products—the youth who have attended for varied periods of time and then gone forth into life’s activities.

Millions of dollars have been spent, untold sacrifices have been made, mental and spiritual anguish has been experienced, to establish and to maintain these schools. Has it been worth while? What judgment will the churches and the communities pass upon the schools as they observe their product—the youth who come from them?

In checking through the names of hundreds of our denominationally employed workers, as listed in the 1941 Year Book, it becomes apparent that almost 100 per cent of them are the product of our schools. Surely the accomplishments of these workers through the years compensate for all expenditures.

Our schools have benefited every branch of our work by sending forth a steady stream of workers, who exemplify the life of the Master in every land. They have gone forth to swelter under tropical suns, to shiver in the fury of mountain blizzards, to face bloodthirsty savages in heathen countries. These workers have kept the pure flame of apostolic doctrine burning in every land, and have won thousands to the Master.

Our schools were not established, and are not maintained, for the education and training of conference workers alone, but for the education and training of all our youth for every type of missionary endeavor, and especially for producing an educated and trained lay leadership.

Many of the youth who go away from home to school for a year or more return to their home churches. They are often changed in attitudes, ideals, purposes, habits, and ability. They come out of college with an awakened spiritual experience, and with enlarged ambitions and stronger desires to help advance the cause of Christ. They have new ideas and methods. Their minds are pregnant with devices to suggest for doing a stronger and better work. While away at college, the youth have caught new glimpses of intellectual and spiritual possibilities, and when they return they are in a position to inspire and to strengthen every branch of church work.

The youth in our schools should be careful not to become so engrossed in their studies and in the routine scholastic work that they neglect to gain active practical experience in Sabbath school administration and teaching, Missionary Volunteer activities, home missionary endeavor, colporteur work, and other phases of the denominational program that are associated with our schools.

If, while attending the Christian school, the youth have taken advantage of the opportunities of acquainting themselves with the various types of work carried on by the denomination, and have observed and studied the methods and devices which the leaders in the larger centers have used, they will be qualified to render the help that is most needed and expected of them in their home church. They will thus become promoters of our Christian schools.

Young people who spend a year or more in one of our Christian schools become stewards of that which they gain

during their attendance, and when they return to their home churches after such a period of training, it is only natural to suppose that the communities and churches will expect these youth to give them some of the fruits of their privileged experiences. Their home communities and churches will present to them many opportunities for the use of their education and training. In fact, their education and training will probably be much needed.

Many more of our youth would probably be of greater assistance to the local churches were it not for the conservative attitude of older members, who present the same problem that was faced by Jesus. After being away from home for some time, Jesus returned and began to teach, expressing thoughts of such spiritual significance that His old associates and acquaintances were amazed and began to question: "Is not this Joseph's son?" "Is not this the carpenter, the son of Mary?"

They had known Him as a boy and as a youth growing up among them, apparently not very different from other boys. He was from a home and parentage not above the others of the neighborhood. Now He returns and gives expression to new thoughts and new ideals, in new words, with new interpretations of old words and formulas. Many of His old neighbors and associates refused to listen to Him, and Jesus made the comment, "A prophet is not without honor, save in his own country." Their attitude hindered greatly the work which He might have done among them.

To many of our older church members, the ideas of our youth may be considered as containing even destructive or dangerous possibilities. They immediately begin to question, "Is not this lad the boy who grew up among us? His family are still here. They have never amounted to very much. Where does he get all these new ideas?" Thus the tend-

ency is to repress the youth instead of guiding him into the proper use of his talents, which might be so effective in advancing the interest of the church.

It is true that the activities and the ideas of youth may contain possibilities as powerful as dynamite, and if they are exploded at the wrong time, the wrong place, or in the wrong cause, they may do untold damage. It is also true that these same activities and ideas, if rightly guided and used at the right time and place, can result in untold good for the church.

Unfortunately, it sometimes happens that a youth who returns to his home church loses his inspiration and comes with the enlarged ego that often accompanies a slight acquaintanceship with the halls of learning. He may feel that the opportunities presented to him by the small church as an outlet for his ability, education, and experience are not commensurate with his developed talents. He ignores the opportunity to further develop those talents, and thus permits them to atrophy. This is most unfortunate, because it means retrogression for him, and the church may also pass judgment upon the school because of the failure of this individual to do what was expected of him.

For the most part, there have been satisfaction and thankfulness on the part of our church leadership for the youth who return from our schools, for they have carried a spiritual refreshing, an intellectual stimulus, and a social uplift back to their home churches, and thus have given impetus to the church in carrying out the gospel commission.

In studying the history of such youth, it is found that the home churches and communities have been greatly stimulated and encouraged by them, that they have accepted responsibilities, and that their achievements have greatly augmented the accomplishments of the local churches.

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Why Go to College?

Walter I. Smith

PRESIDENT, PACIFIC UNION COLLEGE

THE first thing to consider when you are planning to go to college is your real reason for going. Too many young people these days go to college because it is popular to do so. They believe that they will have a good time, that a college education will increase their social standing and prestige, and that it is an easy avenue to a white-collar job and a salary. But beyond these reasons many want to go because it is their parents' wish and it will require no particular effort.

Multitudes of youth who stand facing the college year are interested in education. Our first question to these is, "What will you do with it if you get it?" But vastly more important than this is a further question, "What is it you are trying to get?" Recently a building was in process of construction on a college campus. The construction superintendent spent much time in his little office poring over blueprints, so that he might make no mistake in carrying out the intentions of those by whom he was employed. The queries, "How shall I do this?" and, "How shall I do that?" were all answered by reference to the architect's drawings that had been prepared and approved weeks before the construction of the building was begun. So it is in the matter of going to college. When the ends to be attained are clearly comprehended, the reasons for going become altogether sufficient and convincing.

It was President Wilson who said, "College is for the training of men who are to rise above the ranks." The General Conference has designated colleges as union conference training schools, because they look to these institutions for

the recruits to supply the future workers of the denomination. Now, because youth are aspiring, it would appear that primarily and fundamentally the prospective student enters college to develop leadership, which is the conscientious exercise of one's influence toward carefully chosen ends, and which calls for the active use of one's talents in behalf of the larger good.

Some very important requisites in the training of the leader are these: He must develop good health. He should at all times be physically fit. One who has sound health with an abundance of reserve energy has a tremendous advantage. With abounding physical energy and vitality, the next and highest task in the making of the leader is the building of mental and moral muscle. It is the function of the college to "tighten up" a man's intellectual gearing. College is an arena for mental and moral wrestling. Men go there to learn the value of discipline, to acquire the art of study, and to establish habits of promptness, accuracy, and thoroughness. This is accomplished while meeting the exacting requirements of the curriculum in the routine processes of mastering course by course as one diligently pursues his way through college. He should cultivate a pleasing voice and an ability to speak well in public. Perfectly controlled, clear, and mellow tone in speech adds strength to any leader.

The leader should acquire skill in writing. Exact expression will clarify his thinking and make him more forceful. He should understand the principles of parliamentary law. These define good form for working groups and enable the

leader to expedite business and to eliminate bungling. He should foster an acquaintance with leaders, both denominational and historical. Our institutions are centers which are visited frequently by General Conference leaders. Also the school libraries are replete with life stories of great men and women. Their achievements will spur the earnest reader to worthy life endeavor. And lastly, in college he should make discovery of his lifework. The leader attaches himself to some worthy cause. He seeks to realize the ideals of this cause and to help others to visualize them. Loyalty and devotion to a worthy cause impel him forward in his life task.

Each of these requisites for developing leadership constitutes a worth-while reason for going to college. In the organization of the denominational institutions, neither thought, effort, nor money is spared to bring together in compact form the best faculty and the most up-to-date facilities for assisting the student to develop these qualities of leadership. Not even in the field of experience itself can the student find such opportunities for growth and progress toward his goal as he finds within the halls and classrooms of the well-organized training school. As a veteran worker once expressed it, "A year of training in college is worth five years of experience in the work."

It would not be fair to assume that one will "make good" simply because he is a college man, or that he will fail if he lacks that training. The real situation is well stated in the words of a prominent educator: "Considering the time of life when the work of education ought to be done, the most costly education with the minimum results is that which is picked up here and there as life brings opportunities and as boys improve them. With their well-ordered and enriched courses, the colleges effect for young men an enormous saving of time and many costly mistakes."

Also attendance at one of our training schools places a young person in an environment that is favorable for Christian living and growth. The restraining regulations that govern all phases of conduct constitute a protecting hedge for him. The Bible instruction and religious exercises provide a solid foundation for faith and practice. The comradeship of earnest Christian young men and young women is ever an inspiration and an uplift, and the routine grind develops qualities that are absolutely essential to success in our work.

Then, too, there are many of our youth who attend college for one, two, or even three years and who never anticipate becoming active denominational workers on a salary basis. For these the benefits of college are not lost. Rather, they will profit through all their lives by the influence of the Christian environment. During their stay at college they will gain an experience that will help them to be better Sabbath school teachers and Missionary Volunteer leaders, better workers in the home church, better homemakers, and better citizens.

The Christian college is becoming more of a necessity with the passing years. Christian parents everywhere are looking toward institutions that will surround their young people with an atmosphere designed to hold them true to the "faith of our fathers." Clearly, such an influence is likely to be found in institutions that make it their business to promote a respect for, and a knowledge of, God's word.

More and more, the denominational training schools are becoming the "gateway to service." Rarely, indeed, in these days does one who has not had a training in our own colleges become a Seventh-day Adventist worker. The reason is apparent. Also our training schools constitute the "beginning of the trail" to foreign lands. In Missionary Volunteer

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Making the School Attractive

Emil E. Bietz

PRINCIPAL, CAMPION ACADEMY

A BARREN and cheerless school plant does less than its appointed task in the development of boys and girls. The charm of pleasant surroundings has an unconsciously penetrating effect. Spacious lawns, trees, shrubs, and flower gardens that flare into color before the snow is off the ground and keep right at it through frost, show courage and perseverance that are a spontaneous and thrilling inspiration. Improved driveways and well-kept buildings are inclined to make students thoughtful.

Pleasing changes in behavior are wrought by an improvement program. Two years ago during the Christmas holidays a badly worn, cracked, and dusty cement floor in a school dining room was replaced by a beautiful oak floor with a shiny finish. Dark walls were changed to a cheerful color, and the windows were dressed up with appropriate drapes. To reduce the noise of 150 chairs moving simultaneously, domes of silence were fixed on the legs of every chair. The reaction after the students returned from vacation was most interesting. The faculty's first impression was that during the holidays the students had absorbed most of Emily Post's treatises on table manners.

A spirit of carelessness and destructiveness can be changed into an attitude of pride. Let students resand and refinish classroom chairs and chapel seats that have been badly cut, scarred, and even engraved, and notice the healthy and protective state of mind toward the same furniture. Dark kitchen walls, ceiling, decks, and worktables will not show dirt as readily as a light color, but a spotless white kitchen will, without

doubt, make better future housekeepers.

Major repairs in dormitories and administration buildings should normally be made during the summer, but many improvements can easily be carried out during the school year with a wholesome effect.

The secret of keeping a school plant in good order is to keep up with minor repairs. One mark on the wall is an invitation for another; the second scratch on a seat is made more readily than the first; one broken garage window is a temptation to use the next one as a target.

Not all education is absorbed from books. Future conduct of students will be determined to a large extent by the kind of rooms they keep in school, how they use the different equipment provided, and the respect they show for another's property. Oil-soaked floors help to settle dust, but dust and oil combined do not present an attractive surface for classrooms or auditoriums.

The chapel at Campion, which has always been used for church services, was not conducive to a spirit of reverence. Clothes were badly soiled when the congregation knelt for prayer. After sanding, all floors, new and old, have been treated to a penetrating seal. The penetration and sealing efficiency is dependent on the amount of tung oil in the sealer. Tung oil not only penetrates into the pores of the wood, but fills and seals it against moisture and dirt, and adds greatly to its resistance to wear. Wax has been used consistently as a further protection against heavy traffic.

A school farm on which one has to drive a starved team of solid-hoofed

quadrupeds, ill matches in size and color, broken-winded, fitted with poor harness, and hitched to a dilapidated vehicle, will not be much of an inspiration to a future farmer. What boy does not take pride in well-groomed horses that have style, and in equipment and machinery that are in good repair and newly painted? There is something stimulating about an attractive dairy herd and a healthy flock of chickens. Only the best is good enough for our schools in which boys should receive an incentive and inspiration to return to the farm determined to excel.

Several years ago a wide-awake and progressive board of trustees decided that the constituency of Colorado deserved an enlarged and more attractive plant. Often buildings are erected and placed promiscuously without much thought of symmetry and future expansion. One of the first steps taken was to hire an experienced architect to help in rearranging the campus. When the blueprint was presented, eight buildings, including the barn, were scheduled to be moved.

At first the plan seemed too extensive, but since the work has been completed, everyone appreciates the improvement. Beautiful lawns and sidewalks have replaced alternately dusty and muddy parking spaces adjacent to the main buildings; a well-drained playground, including two volleyball courts, one tennis court, and a baseball diamond, occupy the ground that was formerly used by barn, corrals, poultry houses, and repair shop.

A progressive administration that is interested in beautifying the grounds can always find those who are interested in general improvement. Through the local forestry extension agent, Campion Academy was able to get, free of cost, several hundred dollars' worth of trees and shrubs from the regional forestry experimental station. More than two

hundred and fifty evergreens, several varieties of spruce and pine, three hundred American and Chinese elm, one hundred Russian olive trees, a large amount of hedge, cherry trees, tamarack, ash, honey locust, and other specimen trees have been planted without any expense above the labor cost of planting.

Friends and patrons of the school contributed much toward campus improvements. A contractor, a patron of the school, moved in with his large dragline to help in the landscaping project, and in two days performed work that would have cost the school hundreds of dollars. Another friend offered the use of a caterpillar tractor to move buildings. A local businessman donated two hundred dollars.

In order to give the campus a more pleasing appearance, all the frame buildings, located to the rear of the main buildings, have been painted white with green roofs. The girls' dormitory, made of cement blocks, did not fit into the color scheme of the brick administration building and the boys' new dormitory. A well-known paint company offered the services of their specialist when the problem was presented, and they prepared a special paint for cement blocks that has helped this building to fit more admirably into the color harmony of the principal buildings.

"A thing of beauty is a joy forever." Neat lawns, colorful flower beds, the changeless color of pine and spruce, majestic shade trees, clean and neatly arranged buildings, good equipment, cheerful rooms, clean floors, all play a prominent part in the proper training of Colorado youth.

Our schools are not operated for profit, and too often improvements are neglected because of shortage of funds. A creative imagination, however, backed by persistent determination and willingness to work hard, accomplishes much without a large outlay of cash.

Making the Most of the Summer

Carl E. Weeks

SECRETARY, PUBLISHING DEPARTMENT

NATURALLY the ambitious, worth-while young man or young woman desires to make the most of the summer days. The vacation period at best is short. With the majority who have been in school the supply of cash has very nearly reached the vanishing point. The course pursued during those fourteen short weeks following the close of school will to a large degree determine whether work in college or academy can be continued in the autumn. So the question, "How can I make the most of the summer?" becomes a very practical one.

How thankful we should be that God has come to our rescue and has outlined a plan that He has said is an ideal plan. We read: "The Lord has instituted a plan whereby many of the students in our schools can learn practical lessons needful to success in afterlife. He has given them the privilege of handling precious books."¹

Persons older in years can point back to the blessing they received by following this plan which God gave so many years ago. Probably the majority of those who occupy positions of responsibility in the work of God round the world field received their education in part or in whole by the colporteur scholarship route. But many are not greatly impressed by what was done in "the long ago." Haven't things changed? What can be done—what is being done—today? One can do no better than to take one or two chapters right out of very modern history on this point. A young man now in the midst of his college course, who during the summer of 1940 sold about \$1,400

worth of books (approximately two scholarships), writes:

"How often it is that lads of seventeen really need a more practical outlook on life, and a stability of spiritual purpose. Frequently these boys fail to get this broader vision when they most need it.

"Fortunately, when I had completed the tenth grade in church school, a friend who was a literature evangelist sold me on the colporteur work. All I had to invest was myself and my bicycle. I learned what makes people act by getting them to act. I found out how money was earned, and developed an interest in how to get full value out of the dollars I spent. I began to see that time and energy are the price of everything worth while. I have now been financially responsible for my junior and senior years at Valley Grande Academy and these first two years of college. I see a clear road ahead to finish my preparation on schedule, being financially independent at the same time, and to pursue my work program during the summer.

"My experience as a literature evangelist is responsible for my being an Adventist today. This experience has brought me a vision of our present task as the people of the remnant church in earth's twilight hours. It has given me a desire to help win souls and a taste of the joy that comes from knowing one had a part in bringing a family into the truth. I have learned that Jesus is my personal friend and that success depends on keeping in touch with Him."

And still another, who in fourteen weeks during the summer of 1939 delivered \$1,266.75 worth of our message-filled books, says:

¹ Mrs. E. G. White, *Testimonies for the Church*, Vol. IX, p. 76.

"I was most reluctant in refusing an attractive offer in the field of commercial sales during the spring of 1939 in order to spend a summer in the canvassing field. I am deeply grateful, however, for kind friends who helped me make my choice to cancel those plans and respond to the sense of duty which from early youth had been instilled into my life by conscientious Christian parents. They had always planned that I would someday be of use in some phase of the Lord's work. However small that place or part might be, it was always placed first and paramount in their ideals for my life's work.

"I had not been in the field long when I realized that it was not a path free from hardships and difficulties, for many times I felt a bit discouraged, a little tempted to give up when things went hard, but always I found encouragement and success in Christ, who is our source of strength. The precious seasons spent alone with Him by the roadside, when I realized, as I never had before, my utter dependence upon His strength, have increased manyfold my faith in His love and His power to hear and answer prayer.

"Since my very early childhood, my highest ambition has been to achieve perfection as a successful salesman. When thinking of my life's work, I would invariably name the qualifications of the job I hoped someday to have, and describe in my imagination the company which I had hoped to represent. It must be a job, I thought, which taxed my utmost initiative, one which required real salesmanship, and it must be in connection with a large, well-established firm. All these qualifications, and more, I have found in the field of colporteur evangelism. I find that it takes real

initiative to get up at five and six in the morning and to work until seven, eight, and even later in the evening. It requires real salesmanship to convince those who are well-read that they need to read more of God's word. It takes real convincing power to help those who are not able to purchase books to rely upon God in simple faith, believing that He will help and bless them financially, and those financially independent to feel their need of His love and saving grace.

"Where can we find a larger, better-established firm? The one I rejoice in having the privilege to represent today has laborers in every part of the world, working together for the accomplishment of one purpose—that of promoting the work of an organization established by God since creation. I am confident that if we devote our all to the task, with prayer and faithfulness, God will add success."

You will notice that in the above experiences the financial side is given little prominence. Emphasis is placed, and rightly so, on the spiritual blessings received, on the value found in the work itself as a preparation for future service in the work of God. That is where the emphasis is placed in the Spirit of prophecy writings. The financial remuneration is a by-product. It is just the simple proposition of following a gospel injunction: "Seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you." That is a good lesson for all to learn even in the preparation years.

Surely educators should not overlook the great blessings that are provided by the literature ministry when giving guidance to the youth who are planning how to make the most of the summer.

Come to School

Romeo L. Hubbs

PRINCIPAL, AUBURN ACADEMY

THE enormous advance gained by the sciences of inanimate matter over those of living things is one of the greatest catastrophes ever suffered by humanity."¹ The scientist has unlocked the secrets of cold and pulseless matter, and from this mute and inanimate material has made possible powerful explosives such as TNT, such marvels as the radio, such instruments as the airplane, and such educational agencies as motion pictures.

The impact of these and other forces against our standards and ideals has been terrific. New conceptions of honor, truth, justice, liberty, equality, and responsibility are being promulgated and tested before the bar of a revolutionary world. With TNT men could remove mountains in a few moments, throwing them across river valleys to produce great dams and thus create electric power, making possible a higher standard of living and enjoyment for the poor and impoverished millions of this age. In contrast to this use, thousands of tons of high explosives are dropped from airplanes on defenseless women and children in the cities of the world.

With the slim finger of radio, man has been able to capture out of the sky the myriads of voices, and pass them into the living rooms of the common people; yet this marvelous educational possibility is used for the low purpose of keeping millions enslaved by the constant repetition of half-truths. By means of the airplane, nations that only a few years ago were far removed are as close as the next county was in 1890. This rapid transit

through the air opened possibilities for quicker transportation of necessities for life, but has served to make millions homeless and to fill the lives of countless other millions with constant fear.

In the cinema each day millions of boys and girls see crime glorified, sex irregularities emphasized, and goodness mocked. Certain it is that especially young people born and reared in such an environment will need to be taught how to move through such a situation untarnished. Under what conditions would it be possible for young people to pass through such social upheavals and conflict without being caught in the cross-currents and forced down? A systematic study of God's word, His truths, to fortify each heart against the fears, hates, propaganda, and cynicism that are constantly forced into the realm of the attention, is the only solution to the problem. The constant stimulation, noise, frustration, and fear will do something to the mind that is not filled with truth.

Today many Seventh-day Adventist young people are not in denominational schools. Probably the primary reason for this unfortunate condition is that parents do not sense the true nature of the work done in these boarding schools.

Of first importance is the fact that the message of God is in the curriculum. The Bible class emphasizes in a systematic and thorough way the essential points of faith. In these evil days, it is folly to think that less than this daily organized and systematized study will produce youth who are rooted and grounded in the truth.

Not alone in the Bible class are students brought into contact with God's

¹ Alexis Carrel, *Man the Unknown*, p. 28. New York, Harper and Brothers, 1935.

plans and power. History is looked upon not merely as a record of past events, but as a demonstration of God's power, wisdom, and willingness to act in man's behalf.

Physiology includes instruction in healthful living, principles of which the world is ignorant and which are contradicted in high-school textbooks. Furthermore, the principles are lived out in the school homes.

Science classes have as one of their main objectives to lead the mind to acknowledge the Author of all the forces present in our world. In English, usage is stressed, and a thorough knowledge of the mother tongue is held up as a prime necessity. The Sabbath is strictly observed. No unnecessary work is done. Quietness and a reverent attitude are maintained in the school homes.

The student learns to work, though not necessarily in some specialized trade. He learns to do common home and farm work and to appreciate the dignity of labor. Cooking, woodwork, laundering, carpentry, house cleaning, and wood cutting are part of the daily program.

In order that these training factors may be effectual, the student is under close, personal supervision of competent, Christian teachers. There are not so many students but the instructors are personally interested in and acquainted with each of them and their specific problems and needs.

In many cases, the greatest good our academy does for the students is in helping them to avoid some common evils. The school home is a refuge from the

character corrosion of the radio. Many Christian homes lack the moral courage to silence or control this source of mental infection, but the academy dormitory does control it. Academy students play games, but they are shielded from the brutalizing influence of modern sports. They are not pitted one against another in a demonstration of brute strength.

In our schools, the student is not assigned reading from infidel authors. Reading from writers who know not God cannot fail to blight the faith and scar the soul of the young person in his teens, even though he is forewarned. The parent alone cannot counteract the atheistic poison which some young people get in daily doses with their high-school studies. In many of the systems of public education, the youth is taught that doubting is the proper attitude of approach to any fact. This is a plan of the devil to make young men doubt the word of God.

Some years ago a gun was made that would throw a shell from the border of Belgium to Paris. On numerous occasions through its barrel projectiles were hurled with mathematical accuracy into the capital of France, scores of miles away. The relatively few feet of the gun barrel gave the bullet its direction, and for seventy-five miles it followed its course, through warm air at sea level, through the crosscurrents at the higher levels, through the thin air of the stratosphere, and finally to its mark. Like the projectile guided by the few feet of gun barrel is the child whose life is guided by his teachers in the few years of attendance in a Christian boarding school.

Education in South America

John E. Weaver

ASSOCIATE SECRETARY,
DEPARTMENT OF EDUCATION

OUR educational work in the western part of South America, in Chile, Peru, Bolivia, and Ecuador, is concerned with schools for the nationals, and for the native Indian children and youth.

The Indian schools began back in the days of Elder F. A. Stahl, thirty years ago, and have grown until today there are six thousand students and 175 teachers, in 150 schools, engaged in this soul-saving work. Many of the pupils are not from Seventh-day Adventist homes; thus the teacher is doing a definite missionary service in carrying on this work. In many communities and villages these mission schools are the only ones in operation, and the government recognizes the high type of training given in them.

The parents of the children who attend these schools pay tuition. There are a number of cases on record in which another parochial school or government school opened near one of our mission schools, but the parents and patrons preferred to pay tuition in the mission school rather than send their children without cost to one of the other schools.

One of the most difficult problems faced in these mission schools is to secure properly qualified teachers. Frequently the teacher has attended school only five or six years and has had no training for teaching. Certain native aptitudes and interests are observed, and so the young man is asked to become a teacher. Occasionally a young woman may be called to teach, but the large proportion of mission school teachers are young men.

An interesting mission school was visited at the Collano Mission, near La Paz, Bolivia. The teachers were two young men, the head teacher and his

assistant, and their charges were more than 125 Indian boys and girls from six to eighteen years old. This group included about fifteen children in the kindergarten class, and pupils in each of the five grades of the primary school. The schoolroom had benches along the walls, and a few tables at which the pupils were seated for study. In front was a recitation bench to which certain classes came to recite, and the assistant teacher took his classes to a point toward the rear of the room. The dirt-and-stone floor, the galvanized roof, the inadequate light, the shortage of books and of other equipment and supplies, indicated the needs of the school; but the quietness and good order observed indicated that the teachers were in charge and had the respect and confidence of the pupils.

Adventist Indian mission schools are held in high regard by government authorities, and their words of commendation are frequent. Recently the director of Indian education of Bolivia made the following statement concerning these schools:

"I know sufficiently well, although not in its entirety, the civilizing work that the Adventists are doing in the country, and that which they have already done in Peru. I have visited towns that have been under their influence, where the Indians have truly changed their habits. They do not drink, or smoke, or chew coca; and it cannot be denied that they are moral. They know how to read, write, sing Bible hymns, and I know that they take their religion more seriously than do those of some other faiths in this country."

There are increasing opportunities in

many parts of South America for opening additional elementary or primary schools, but the hindering factor is the lack of properly qualified and trained teachers. One conference educational superintendent said that he could have opened eight more schools this year if he had had the teachers. Another said that six calls for new schools could not be answered until teachers were found. Therefore, one of the greatest needs at present in the primary educational work in South America is more adequately trained teachers.

The training schools are working hard to do their part in preparing teachers and workers for all branches of soul-saving service. The Lake Titicaca Training School for Indian youth is located at Juliaca, Peru. Under the guidance of Director H. C. Morton and his associate teachers, this school is doing a large and successful work in preparing Indian workers for the Peruvian field. The Bolivia Training School, established in 1931 at Cochabamba, Bolivia, is doing a similar work among the Indian youth of Bolivia. Director E. U. Ayars and his faithful staff of teachers are doing their part in this important program.

A few years ago a large number of the most promising young men of the church in Bolivia were called into the Chaco War, and many failed to return when hostilities ceased. This serious loss has been a severe handicap to the educational work, because many of these young men were potential teachers for the primary schools.

The educational work in the Inca Union is under the able leadership of R. L. Jacobs, who is giving a good account of his stewardship in behalf of the children and youth. The training school for national workers in the Inca Union is located at Lima, Peru, and is directed

by C. D. Christensen. Until very recently this school has been under the auspices of the Peru Mission, but plans are now under way to place it under union direction and to make it, in name as well as in fact, the national training school for the Inca Union. This school has a strong corps of teachers who are building an educational program that trains the head, the heart, and the hand.

Another important training school on the west coast of South America is located near Chillan, Chile, with Director J. H. Meier in charge. This school was established in 1906 and has been doing a very successful work through the years in preparing national workers for Chile and other neighboring Spanish-speaking countries. The severe earthquake, which did such terrible damage in the city of Chillan and the surrounding country in January, 1939, touched this school, too, and considerable damage was done. Since then a representative new administration building has been built, and it was occupied during the last school year. The present boys' dormitory is really a wreck, and an entire new building is needed, plans for which are now being studied and formulated. The courageous spirit shown by teachers and students at this school, in the face of their problems and handicaps, is an inspiration and a challenge.

In conclusion, it may be said that South America is still the great continent of opportunity, educationally speaking. The finishing of the work of God in South America is dependent in no small measure upon the extent to which the native and national youth there receive a training that will thoroughly establish them in the message and prepare many of them for an active part in this great soul-saving endeavor.

LIKE SCHOOLS, LIKE CHURCH—*Editorial*

IT is a thrilling experience to walk along an assembly line and see an engine block, empty and unshapely, grow under the transforming touch of skillful hands into a beautiful, fast, and powerful machine. Fuel is supplied, a driver touches the ignition device, and fine transportation is at hand. Constant testing, checking, and proving of the machine have assured a final product representative of the plans and specifications of the designers, patternmakers, and engineers.

God has entrusted to the church the preparation of a membership. It must check with the specifications He has given. The pattern has been in the hands of the engineers for a long time. No more powerful agency could be devised to fashion the ideals and purposes of the youth and eventually of the leadership of the church than the Christian school. The quality of work done, the high tone of the spirit of service, the fine character of individuals composing the membership of the church, are all positively influenced by the school. In it the church is prepared through its ministry and membership for the completion of the gospel task.

Before the youth in the schools are placed clearly defined objectives, first among them being that of having a personal and particular share in the world program of the church. Daily they work to a plan which is only part of the larger pattern for all. A wholesome uniformity in essentials is maintained. At each stage of their development they, too, are checked and tested to see if they are growing according to specifications.

Long ago, under divine direction, the ministry developed in enduring form the general lines of the school pattern. By these the teachers are guided and the

students influenced as they enter church activities. The ideals and standards of the school appear in the lives and work of the students, and later in the church itself. The pattern of thought and activity in the school is woven into the character fabric of the church.

The church should make sure that the criteria for the schools are right, and that they are in harmony with its program. If the school becomes a wave of the spiritual or intellectual sea, tossed by every wind of varying doctrine, it cannot determine safely the way the church should go. It must, with all necessary allowance for new viewpoints and methods, retain certain permanencies, and defy the changes that would compromise its place of leadership and destroy the stability and continuity of its influence, program, and service.

The schools are what they are because a sacrificing church has believed in them, has felt their influence on the youth, and has given them loyal and substantial support. A world program has vitalized them with dynamic purpose. Moreover, devoted teachers have directed the students in thought and spirit, with the result that thousands of impressionable youth have been molded after the pattern.

To the church, having measured the schools part for part with the pattern, comes the assurance that here is an agency which can fashion the youth and determine to some extent the quality of its own membership. What a thrilling privilege, what a challenging responsibility, to have been a teacher or student in such a school, and to bring back into the church the sturdy faith, the self-sacrificing attitude, the fruitful activity, and the high standards of character so generally maintained in these centers.

RESPONSIBILITY OF THE SCHOOLS

"THE schools established among us are matters of grave responsibility; for important interests are involved. In a special manner our schools are a spectacle unto angels and to men."—*Fundamentals of Christian Education*, 186.

"The most important work of our educational institutions at this time is to set before the world an example that will honor God. Holy angels are to supervise the work through human agencies, and every department is to bear the mark of divine excellence."—*Counsels to Teachers*, 57.

"What is it that will make our schools a power? It is not the size of the buildings; it is not the number of advanced studies taught. It is the faithful work done by teachers and students, as they begin at the lower rounds of the ladder of progress, and climb diligently round by round."—*Counsels to Teachers*, 213.

"The best education that can be given to children and youth is that which bears the closest relation to the future, immortal life. . . . They are to be earnestly instructed in the truths of the Bible, that they may become pillars in the church, champions for truth, rooted and grounded in the faith."—*Fundamentals of Christian Education*, 231.

"The great object of education is to enable us to use the powers which God has given us in such a manner as will best represent the religion of the Bible and promote the glory of God. . . . Education will discipline the mind, develop its powers, and understandingly direct them, that we may be useful in advancing the glory of God."—*Testimonies*, III, 160.

"The third angel is represented as flying in the midst of the heavens, showing that the message is to go forth throughout the length and breadth of the earth. It is the most solemn message ever given to mortals, and all who connect with the work should first feel their need of an education, and a most thorough training process for the work, in reference to their future usefulness; and there should be plans made and efforts adopted for the improvement of that class who anticipate connecting with any branch of the work."—*Fundamentals of Christian Education*, 113.

"We see the need of encouraging higher ideas of education, and of employing more trained men in the ministry. Those who do not obtain the right kind of education before they enter upon God's work, are not competent to accept this holy trust, and to carry forward the work of reformation."—*Testimonies*, V, 584.

"It was as a means ordained of God to educate young men and women for the various departments of missionary labor that colleges were established among us. It is God's will that they send forth not merely a few, but many laborers."—*Testimonies*, V, 390.

"If conducted as God designs they should be, our schools in these closing days of the message will do a work similar to that done by the schools of the prophets."—*Fundamentals of Christian Education*, 512.

"All should feel that our schools are the Lord's instrumentalities, through which He would make Himself known to man."—*Testimonies*, VI, 206.

According to a Plan

Alfred W. Peterson

SECRETARY, MISSIONARY VOLUNTEER DEPARTMENT

THIS day we sailed westward, which was our course."

These were the words which Columbus day after day wrote in the journal which he kept upon that first memorable voyage westward. For months, yes, years, he had planned and prepared for this trip into the unknown west. He was not to be turned from his course by wind or current or the terrors and dismay which clutched at the hearts of his crew. He sailed westward, which was the course he had set for himself. Men like that arrive.

Contrast this man of well-fixed purpose with the hound who started out to trail a deer. A fox trail threw him off that scent. A rabbit started in front of him, and he forgot the fox. When the huntsman overtook him, he was barking into a shock of corn. He had treed a field mouse. There is the difference between a yelping hound and a Columbus.

Life is too short, and the possibility of failure too great, to risk the future to the exigencies of the present and to chance. We pass this way but once, and we ought to give careful thought to the kind of life we shall wish we had lived when we come to the close of life's journey. So much is involved—contentment, happiness, health, association, livelihood, eternal life. All of these may be ours through careful planning, but never through carelessness. Parents, as well as young people, need to take the long-range view of life and to plan carefully for the future.

It is said that when the Moffat Tunnel was being built, construction crews drilled from both ends and met deep under the mountain range at the appointed place. That meeting was no accident. They had worked according

to a plan. What survey maps are to the railroad builders, what blueprints are to the construction engineers of skyscrapers, a plan of life is to the thoughtful young man and young woman who hope to build a life which is useful, beautiful, and joyous.

Whose plan shall we follow? Said the prophet whose eyes looked into the future, "O Lord, I know that the way of man is not in himself: it is not in man that walketh to direct his steps." There is One who knows our abilities, who understands the rapidly changing world in which we live, and who takes into account the deep yearnings of our hearts. He knows the way that we should take in order that we may make the most of life. God has a plan and a place for each one.

How may we find God's plan and God's place for us? "He who will give himself fully to God, will be guided by the divine hand. He may be lowly and apparently ungifted; yet if with a loving, trusting heart he obeys every intimation of God's will, his powers will be purified, ennobled, energized, and his capabilities will be increased."¹ "So long as we surrender the will to God, and trust in His strength and wisdom, we shall be guided in safe paths, to fulfill our appointed part in His great plan."² He who fails to learn the plan and find the place which God has for him will surely miss the great future into which God alone can lead him.

The attitudes and habits which one learns in early life rule with despotic

¹ Ellen G. White, *Acts of the Apostles*, p. 283.

² Ellen G. White, *The Desire of Ages*, p. 209.

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What Is an Education?

Archa O. Dart

EDUCATIONAL SUPERINTENDENT,
POTOMAC CONFERENCE

TODAY the United States Government is taking young men out of school to give them a training. There is a definite task which this nation desires to see accomplished which requires this special education. Even degrees from the established universities of the land cannot be substituted for this necessary instruction.

Our great Commander is calling for His subjects to receive a special education for the definite task before them. The schools of the world are no better qualified to give this necessary preparation than they are to give the special training required for a soldier.

The question naturally arises, What is an education? what is it for? how is it obtained? Unless these questions can be satisfactorily answered in the quest for knowledge, the questioner may be like the little girl who was diligently searching for something in the room. When asked what it was that she was looking for, she replied that she did not know.

The very fact that in this favored country it is possible for every boy and girl to enroll in some school has led superficial thinkers to believe that to attend a school for a certain length of time is to receive an education. This needs only to be brought to one's attention for one to realize that it is not true. Men want to know what one can do when the school days are over. No patient asks to see his doctor's report card that he received while in medical college, but he does want to know what his physician can do for him now.

But what is education? Someone answers, "It is more than attending school; it is learning to read, learning to

write, learning to figure." Important as this may be, it is not the answer to the question. The mere fact that a man possesses certain tools is no proof that he is a carpenter. A child might use the hammer to pound the piano, or the saw to mar the dining-room table, but he is no carpenter. Before he can be classified as a carpenter he must be able to use these tools in building something worth while. Reading, writing, and figuring are tools that are used for the betterment of society. If a person cannot use these tools constructively, he is not educated.

What is education? The messenger of the Lord answers this question: "Education is . . . a preparation . . . for the best performance of all the duties of life."¹ What are the duties of life? "Let us hear the conclusion of the whole matter: Fear God, and keep His commandments: for this is the whole duty of man."

Therefore any system of education that neglects the teaching of the commandments of God is weak and inefficient. An education that not only neglects to prepare its students for the most important event of life, but seeks to divert the attention from eternal realities to transitory phantoms, is not only weak, but positively dangerous.

There are three subtle dangers against which the Christian student must especially guard. The first is that of accepting the evil with the good, the false with the true. It is this mixture of truth with error that confuses. Well would it be to remember that sin entered this world through the tree of knowledge—knowledge of good and evil. From that

¹ Ellen G. White, *Testimonies for the Church*, Vol. IV, p. 498.

day to this Satan has continued to use this tree, for where is the person who does not want to be thought wise? So successful has the enemy been in mixing error with truth that today with all our so-called learning, pagan philosophy, commonly called the doctrine of evolution, is accepted as science. Evolution is not taught in one isolated course, but permeates practically every subject taught.

The second danger is that of allowing minor subjects to outweigh major essentials. What should be the answer to a young man who would argue that inasmuch as he was planning to be a minister and would need to know how to pitch and care for tents, he ought to join a circus troupe for a season or two? The fact that he would receive a far better training in the care of tents in the circus than he would in the theological course in a college would not alter the answer in the least. No one should allow his pursuit of knowledge to interfere with his education.

The third danger lies in achieving immediate goals at the expense of the ultimate aims. The immediate goal for the beginner is that he shall learn to read. He is encouraged to read anything and everything. He reads about a man who was different from other men. He could touch a stone and it would turn to gold. He could touch a flower and it would turn to gold. Everything he touched would turn to gold. In Sabbath school he hears about another Man who was different from other men. He would touch a blind man, and he could see. He could touch a lame man, and he could walk; a dead man, and he would come to life again. Is there any danger that the child will become confused?

No wonder Jesus, in looking down

through the ages to the present time, asks, "When the Son of man cometh, shall He find faith on the earth?" There is a reason why the so-called educated people of the land are the foremost in disbelieving the Bible. Christian schools have been established to give the youth confidence in the Bible and faith in God.

The task of the church is to go into all the world and teach all nations. To carry out this great commission there must be trained men and women. Ministers, Bible workers, teachers, colporteurs, doctors, nurses, editors, authors, executives, businessmen, publishers, artists, musicians, stenographers, and others are needed. But these are by no means sufficient. The other members of the church ought to be educated men and women, educated homemakers, educated church workers. Education is the preparation for the best performance of all the duties of life.

The great Commander is calling His loyal subjects to engage in the special task now at hand. Whether they be generals or privates, they must be trained for the great work before them. All have a battle to fight. Victories are not won by slackers, or by untrained men. Someone will be trained for this work, someone will do this work, for the promise is given, "This gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come."

The only way men can do God's work is to use God's methods. His methods are not taught by the world. "All the youth should be permitted to have the blessings and privileges of an education at our schools, that they may be inspired to become laborers together with God."²

² Ellen G. White, *Testimonies for the Church*, Vol. VI, p. 197.

A Teacher Sees Cuba, Jamaica, Haiti

Vernon E. Berry

PRESIDENT, WEST CUBA CONFERENCE

TO the true teacher who is alert to new opportunities to vitalize his teaching, the West Indies offer a most interesting challenge. Even the work of the "take-over-to-page-thirty-seven" teacher gains new vitality from seeing the jagged ruins and shaded vaults of an old Spanish cathedral, or from following the fern-lined paths of a mountain coffee plantation. Rambles through the coconut groves of Jamaica, glimpses of teeming and steaming market places, the pungent aroma of mango blossoms, the roll of voodoo drums along the rugged Haitian hinterland, all proclaim that here lies the trail to fountains of pedagogic youth.

The trail begins as the giant Pan-American Clipper roars over the Florida Keys, high over the ruffled waters of the Gulf Stream, and into the harbor of Havana. Unlike the thousands who come only to "do" Havana, the teacher realizes the opportunity to know Cuba. Walking or riding about the capital, visiting the old fortresses, exploring Morro Castle, which has guarded the harbor for hundreds of years, or edging his way through the *mercado* (market), he has an insight into the life of this great metropolis, the home of 585,000 people.

Returning to Havana, the visitor may call at the Instituto Civico Militar, part of a vast system of well-equipped schools for children of enlisted men and of incapacitated workers. This addition to Cuba's educational program has been made possible by its energetic president, Colonel Fulgencio Batista, and represents an investment of many hundreds of thousands of dollars. Numbers of underprivileged children are thus given the best training.

The public schools of Cuba are largely under military influence. This is true of the rural schools throughout the republic. Then there are the agricultural boarding schools, the students of which complete their training in the large agricultural colleges or in the university. In the cities are to be found public elementary and high schools, with many private schools of all grades and types, which, together with all other centers of education, are under government supervision. The tragedy is that with all such provisions for their education, many boys and girls spend their days working, selling, begging, or "just growing up."

The Carretera Central, Cuba's one main highway, passes through most of the larger cities of the republic. Among these is Santa Clara, where today are rising the walls of the Colegio Adventista, dedicated to Cuba's greatest need, an education that trains heart and mind and hand. A journey of twelve hours more along the Carretera Central brings the visitor to Santiago de Cuba. Among the spots of historic interest which surround this quaint city is the San Juan Hill, where Roosevelt's Rough Riders fought side by side with Cuba's embattled "Miambis" in the defense of liberty and democracy.

As the plane skims along the harbor and takes off southward, the teacher sees below him the most Spanish of all Cuban cities, and the jagged coast that lines the Windward Passage. Before him lie the blue waters of the Caribbean, out of which will soon rise the green-clad hills of Jamaica. But he cannot forget that behind him lies the challenge of Cuba— island of opportunity.

In less than two hours the clipper has passed within sight of old Blue Mountain, skirted the eastern coast of Jamaica, swung around Port Royal light, and settled down on the quiet waters of Kingston Harbor. But this might well have been a journey across the world. Here we have a new language, new currency, new customs, new attitudes. Here we find stolid English conservatism mingling with the age-old superstitions of the African jungle. While becoming accustomed to the "thre'pence," "ha'penny," "shilling," and "pence" at the current rate of exchange, we must also learn the moral and social background of an interesting people.

From the days of slavery, religious instruction has been a salient feature of all education. Attendance at worship, the reading and memorizing of Scripture, and study of Bible standards of life and morals, are all required of students. Public and private instruction are well supervised, though the equipment in many schools is limited. As in the home country, this British colony boasts of many private secondary schools. In all these institutions, the English spiral system and characteristically stern discipline are predominant. Religious and moral instruction hold an especially prominent place, of course, in the schools established and maintained by religious organizations, including those of the Adventists, the Anglicans, the Catholics, and the Moravians. Our own West Indian Training College is recognized as a pioneer institution in vocational education.

From the standpoint of scenic beauty, Jamaica is truly a gem in the Caribbean. The capital city, with the towering cloud-capped mountains behind it, is worthy of a page in anyone's memory album. Then there are the winding roadways, Bamboo Lane, the white beaches of Westmoreland, Montego Bay, and the beauties of Ocho Rios, Fern Gulley, and Roaring River—all of which, once seen, never can be forgotten.

As the teacher prepares for his departure, it must be with a sense of joy in having known Jamaica, in having sensed the fundamental stolidity that seems to influence the whole life of the people. And so the plane turns northward again across the blue Caribbean, while the white surf of the curving coast line slips away into the distance. The teacher knows that there has been built into his life and into his teaching a "something" that is Jamaica.

The teacher looks down upon a vast island, famous as the kingdom of the "White King of Gonaye." To the right lies Haiti's southern peninsula, scene of the last desperate stand of early French colonials against the hordes of Negro slaves in revolt. Away to the left stretches the coast line of the gulf and the northern peninsula. Directly ahead, nestled at the foot of a blue mountain range, lies Port-au-Prince, capital of the republic of Haiti. After seeing the world-famous outdoor market, the presidential palace, the Roosevelt Drive, and other points of interest, the teacher quite naturally turns to questions of education. What and how do Haitian boys and girls learn?

We find the answer in scores of public and private schools. Hundreds of alert, bright-eyed children throng into the classrooms, speaking their customary language, French Creole, and trying to grasp the fundamentals of learning. Since Creole is not a written language, the problems of adequate primary education are numerous. But with sufficient patience and skill, the instructors manage to guide these students through the early courses and help them finally to finish the first grade. For Haitian children begin in the kindergarten, pass to the *quatorzième* (fourteenth grade), to the *treizième* (thirteenth grade), and sooner or later complete the average education by being graduated from the first grade!

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NEWS from the SCHOOLS

"THE MARCH OF C. M. E." is the title of a beautiful 192-page book illustrating the various phases of the medical work from an educational standpoint. Illustrated sections portray the beginnings of the work, the students' activities, and the work of the alumni. The book may be obtained from the College of Medical Evangelists, 312 North Boyle Avenue, Los Angeles, California. The price is \$3.

IN ONE CHURCH in South America, twenty years ago, there was a membership of more than sixty. A church school was started and a building erected. But difficulties arose, and the members decided it was too expensive to maintain a church school. It was closed. Today there are only three church members in that place.

FLOYD BRALLIAR, well-known naturalist in the denomination, will give a course in nature study at the Washington Missionary College summer session. He is regularly connected with Madison College in Tennessee.

GLADYS ROBINSON-STEARNS will be director of elementary teacher training at Union College during 1941-42. She has held the same position at Southwestern Junior College during the past year.

PACIFIC UNION COLLEGE enrollment for the school year 1940-41 was 644, for the academy 104, and for the previous summer session 205, making a grand total of 953 for the twelve-month period.

IVAMAE SMALL-HILTS, for several years instructor in speech at Union College, will join the faculty of the Theological Seminary as assistant professor of speech during the 1941 summer session.

A SIXTEEN-ROOM WING is being added to the girls' dormitory at Gem State Academy. The rooms will be large and well lighted with sunlight, and there will be a lavatory in each room.

CHARLES FLEMING, treasurer of Forest Lake Academy, has been called to connect with the business office of Southern Junior College as accountant.

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SOUTHERN JUNIOR COLLEGE is building an eighteen-room addition to the girls' dormitory. A separate Health Unit, to cost \$6,000, is also being planned.

SYLVIA SIMON has accepted the position of matron at Laurelwood Academy, Oregon. She has been matron at Campion Academy, Colorado, for several years.

THE GRADUATING CLASSES of Pacific Union College included 88 four-year graduates, 20 professional graduates, 33 prenursing graduates, and 23 preparatory-department graduates.

ADELPHIAN ACADEMY was in the limelight when the *Flint Journal* sent its cameraman to the institution. A full page of the newspaper was devoted to pictures of the buildings, industries, and activities of the school.

IRA J. WOODMAN, for the last six years medical-extension secretary for the College of Medical Evangelists, has been called to connect with the Pacific Press at Mountain View as vice-president and assistant general manager.

WILLIAM RUST, senior theological student and college baker at Washington Missionary College, will sail with his family to India, where he is to serve as Bible teacher at the Vincent Hill School. Mrs. Rust was formerly music instructor at Southwestern Junior College.

THE NEW LIBRARY at Walla Walla College will be a two-story building of reinforced concrete with a brick-veneer finish. The building will be 137 feet long and 56 feet wide, with a wing extending from the back to include a stack room 45 by 53 feet. Construction will begin soon.

THE INSTITUTO TEOLOGICO ADVENTISTA at Petropolis, Brazil, had an enrollment of approximately ninety during its first year, 1940. Only the girls' dormitory was finished at this time, and it was so crowded that each room had four or five students in it, and double-deck beds were used. During the summer the boys' dormitory was built, and some wondered whether there would be enough students to fill both dormitories. But when school began, the girls' dormitory was completely filled and the boys' dormitory was crowded to overflowing. There was a total enrollment of more than 125.

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B. G. Wilkinson, President

Takoma Park, Md.

A BRAND-NEW SCHOOL BUILDING is an event in any community. That is what the students and faculty of Pacific Union College Preparatory School are expectantly awaiting. Alex. R. Monteith, principal of the school, reports that next September, if all goes well, the building will be ready for use. Adequate in size and furnishings to permit future growth, this school will offer educational opportunities on the secondary level to students residing in Angwin, California, and in near-by communities.

The new structure provides an assembly hall with seating for 250 persons, a library, a combined science classroom and laboratory, three other large classrooms, a home-economics unit, and the administrative unit. Blending into the woods and slopes, the style of the building leans toward the old English rather than toward the modernistic city architecture so prevalent at the present time. It will contain about eleven thousand square feet of floor space, and it will cost about \$30,000.

The Preparatory School serves also as a training school for prospective secondary teachers. This phase of the work is considered of great importance. Schools are giving preference to teachers who have had actual classroom teaching experience under the guidance of a competent critic teacher. The faculty of the Preparatory School is being chosen with this part of the work in mind.

This year eight college students have participated in the practice-teaching program. With the improved facilities and the greater emphasis being placed on trained teachers, this number is expected to increase from year to year.

THE NEW COLOMBIA-VENEZUELA UNION TRAINING SCHOOL is under construction. A report has recently been received from Florence E. Foster, wife of the builder, from which some interesting excerpts are here given:

"The school farm consists of between forty and fifty acres, two thirds of which is good grazing land. It is about two miles from the union office and three miles from the city of Medellin, which, with its suburbs, has nearly 150,000 persons. The elevation

is nearly 5,000 feet, which gives it a very pleasant climate. The average temperature is about 70° F.

"The two dormitories are going up fast. They are built practically the same in size, approximately 44 feet by 132 feet. They are of brick and are two stories high. The girls' dormitory will house the dining room and kitchen; the boys' dormitory, the assembly room. Just back of the kitchen will be a bakery.

"Principal Woodland says that they will not campaign for new students until they have an administration building and classrooms. Last year the attendance was 83. These two dormitories will eventually accommodate two hundred students.

"The hill of the farm is almost a young mountain. On it are growing small trees. When it is planted with flowering and fruit trees, it will be a very pretty spot. The view is beautiful. About five hundred feet below, walled in by the mountains, lies the valley, and in the distance the city with its brown-tile roofs. The green valley floor is specked with white cattle. Years ago this hill was the burying ground of Indians, and there are many places where the graves have been opened in search of the trinkets and gold buried with the dead.

"But the school farm is the center of interest. Below is an acre and a half of yuca. In about two months it will be removed to make room for the corn and beans which are just pushing through the ground. There is a quarter acre of American sweet potatoes. Then there are some 30 young orange trees, 25 mangoes, a few tangerines, 25 pomorosas (rose apples), and 300 pineapple plants, with a plan to put five acres into pineapples. There is already a start of raspberries, and a large patch of blackberries will soon be set out. There are a number of papayas, which in another year will be bearing delicious fruit.

"On the hill is a new brick-and-cement tank into which the water is pumped by electricity from a sixty-foot well about 70 feet lower down.

"There are nearly enough funds to finish the dormitories, but there is need of other buildings, of 10 or 12 good cows, 200 hens, and modern equipment."



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According to a Plan

Continued from page 20

power in later years. Therefore, young people should follow a plan and get that training which will develop those attitudes and habits which will make it easy to find and follow God's plan of life for them. The schools of the world teach one the attitudes and habits and purposes of the world. The Christian school lays open before the student God's plan for him and teaches him those attitudes and habits which make it easy for him to follow God's plan of life.

No previous generation of youth has ever faced the difficulties and the perils or the opportunities which confront this generation of advent youth. They will lack the power to lay hold of these opportunities, and they will miss the future which God has planned for them if they fail to get their training in the schools which He has established for them.

"All may fill their appointed places in God's great plan,"³ provided they find and follow God's plan.

³Ellen G. White, *Counsels to Teachers*, p. 537.

Why Go to College?

Continued from page 9

meetings, mission-study bands, classroom instruction, and lectures, students catch a vision of the great need in foreign lands.

An old man was mixing mortar for the construction of a beautiful temple. His was a menial task. Morning by morning he came by the architect's office, looked at the picture of the building as in the imagination of the architect it would appear when completed, and day by day he resolved to do his part faithfully in order to bring the structure to perfection in accord with the plans. The vision of the ideal transformed mortar mixing into an art. Likewise as our young people day by day in college catch

a glimpse of the divine Architect's plan for their lives, and experience something of the joy and satisfaction that come from working together with Him, they, too, will become artists in spirit as they dedicate their lives to their Master in loving Christian service.

The Carpenter's Son

Continued from page 7

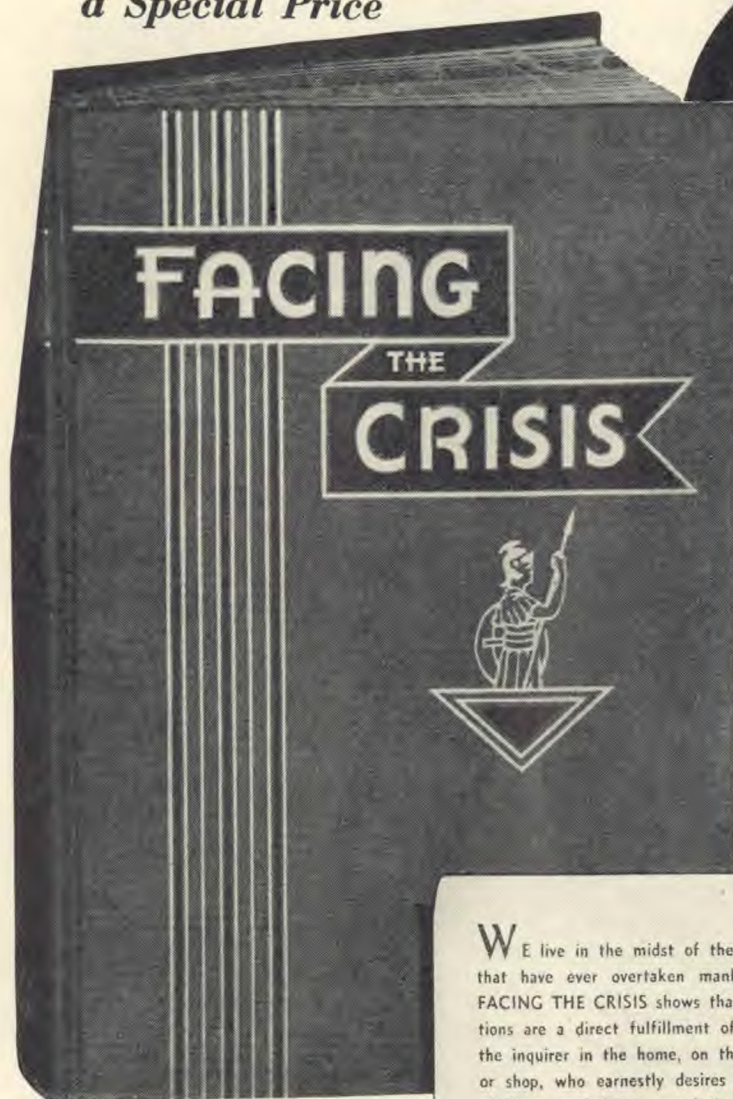
In a conference of about four thousand members, an estimate was made of the lay members who had attended one of our schools for a year or more. Among them were found the following strong church supporters, many being local church officers: Eight doctors, 35 nurses, 21 hospital workers, 7 office nurses, 50 other office workers, 17 governesses, 9 toolmakers, 50 mechanics, 6 technicians, 25 cabinetmakers, 13 mill workers, 11 accountants, 5 window dressers, 25 colporteurs, 20 dressmakers, 12 plumbers, 15 writers, 50 restaurant workers, 19 painters and decorators, 20 music teachers, 25 teachers, 25 recreation-resort workers.

While not absorbed in conference employment, this large number who have attended our schools for some time are loyal and true to the cause of Christ, and are the best leaders and workers in the local churches. They also contribute largely to the support of the conference by their tithes and their offerings. By their loyalty to the message and their strong leadership in the various churches, this group is an example and an inspiration to all the youth who attend our schools, demonstrating before them the benefits of such a training. They are also an encouragement to our older local church leaders to utilize the energy, experience, and training of the youth who return from our schools to their home churches.

With the increase in attendance in our schools, and the growing number of youth who return from a period of such

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training, may there soon be fulfilled the expectation behind the words of Mrs. E. G. White: "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 world! How soon might the end come,—the end of suffering and sorrow and sin."¹

¹ Mrs. E. G. White, *Counsels to Teachers*, p. 555.

A Teacher Sees Cuba

Continued from page 24

The spiral system is used, with emphasis on geography, mathematics, grammar, and the classics. Haitian girls have special courses of two or three years following their elementary training.

Under the able direction of the Ministry of Rural Education there has been developed a strong system of vocational training throughout the republic. Small

schools follow the plan of teaching young people to earn and learn. Selected students are sent to boarding schools for higher training, and a fine normal institute in Damien, near the capital, provides a full agricultural-normal course.

Many problems confront the educator in Haiti. No Creole textbooks or other reading materials are available, and few textbooks in French, the official language, are fitted to the needs of the people. Equipment in the schools is poor, and in the homes is desperately meager. Another great difficulty is the almost uncanny ability of the Haitian to memorize, and the lack of training in inductive thought.

But the teacher must see Haiti. The winding road leads out through San Marc and on to the northern city of Cap-Haitien. From there a short trip brings him to Milot, and the famous ruins of the palace of Sans Souci, built by the Negro emperor, Henri Christophe. As the teacher rides along the rugged trail to the Citadelle, built by this intrepid leader, he studies the tragedy of ambition, bloodshed, and futility, of which this tremendous—and useless—fortress has become a fitting symbol.

His journey brings him later to the Massacre River and the border of the Dominican Republic. Another day finds him on the dusty road to Monte Cristi, and Santiago de los Caballeros—a teacher daring to learn, that he may dare to teach.

The JOURNAL of TRUE

Education

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