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The JOURNAL of TRUE
Education

W. HOMER TEESDALE, EDITOR
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The Bells Are Calling

FRIENDLY forms seem to appear in the shadows of the late sunlit hours. Faintly their voices sound, but as real as ever. Old schoolmates bend low over tests, argue animatedly about some issue, are stirred by a familiar appeal, and then disappear into the deepening shades. Something tugs at the heart. Memories flood the thoughts. The bells of the old school are ringing again.

In their echo are cheery words and buoyant laughter, inspiring fellowship, and dreams of success with friends who face together the rosy dawn. Poetry may have changed to prose, and the beams of romantic castles become the framework of a cottage small, but as a source of vision, experience, and power the school is unexcelled.

The bells are calling back to new classes where maturer ideas will be weighed, viewpoints challenged, and facts established. The hour of worship will come with its morning song, a thought from the great Book as a rudder for the day, and then a prayer. Whatever the day may hold in store, these moments provide bracing and

underpinning. Eyes are lifted to life's big tasks, and thoughts and purposes are directed to larger realms of achievement.

The bells are calling to instruction, to comradeship, to devotion, to service, to everlasting happiness. They promise colorful events at social hours; kindly, excited chatter over test tubes; significant whispers with "her" or "him" in the library; merry laughter at one's own mumbling efforts in a new language; and corn roasts in the cool autumn evenings. They offer walks in the springtime with friends as hopeful as the flowering apple; guidance when ambitions are being formed; heart satisfaction and peace when accepting more fully God's way; and faithful friends who stand as lighthouses on storm-swept shores.

The bells are calling the children and youth to new conquests, to courage and strength, to lives of trust and contentment. They are calling the teachers back to thrilling, intriguing privileges. They are calling parents and the church to definite benefits as well as personal and material sacrifices. They are calling you. Don't you hear them?

The College and the Missions Task

John F. Wright

VICE-PRESIDENT, GENERAL CONFERENCE

FROM the launching of the world-wide missions program of the church in 1874 even until now, the graduates from the various training centers have ever contributed a wonderful part in the advance and conduct of missions in all parts of the great harvest field. From the portals of both senior and junior colleges, hundreds of stalwart youth have gone forth to bless the world, to render valiant service in the uplift of poor, suffering humanity in every clime. Some of these graduates have gone into dark and infested areas to blaze trails into new territories; others have built upon the foundation so carefully laid by those who pioneered the way. Whatever the task undertaken by these noble youth, their spirit, courage, and devotion have always been that of the Roman soldier of old who, after the perils and dangers of the way had been pointed out, replied, "It is necessary for me to go; it is not necessary for me to live." Such a spirit has ever been the spirit of the true missionary; thus it will continue to be even until the task is done.

During the last eighteen years it has been the pleasure and the privilege of the writer to contact, from time to time, the graduates of the colleges in many lands. As parts of the Far East, China, Europe, and South America have been visited, it has been inspiring to find the youth in each of these fields bearing nobly their share of the burdens. Then, too, sixteen years of this time which have been spent by the writer in Southern and Central Africa have been the brightest and happiest of all. Indeed, it has been a joy to observe the worth of scores of youth in their service for the Master.

The name of W. H. Anderson is a familiar one in almost every household in the church. He was a graduate of Battle Creek College.



Seated as a student one morning in the chapel service listening to a missionary speak who had given thirty-six years to foreign service, youthful Anderson, with bowed head, made a solemn pledge. It was this: "Lord, if you will call me to a foreign field, I, too, will give thirty-six years of service." He, today, has forty-seven years to his record in South and Central Africa. Now at the ripe age of seventy-two, he has but two years more to complete a half century in foreign service before he lays down the task. What a marvelous achievement! Old Battle Creek College might well be proud of such a son.

It is interesting to behold what the colleges have meant, since those early days, especially to Africa. At present in this great division with just over 62,000 Sabbathkeepers, there are laborers from every junior and senior college in the United States and Canada. Also there are those who have received their training either at the Australasian Union College or at Newbold College in England. Then, too, from the junior college in South Africa, first known as Union College, later as Spion Kop College, and now as Helderberg College, several hundred young men and women have entered the Master's service.

Today there are division, union, and local conference presidents rendering ex-

cellent administrative leadership in the overseas divisions, whose training was received in one of the junior or senior colleges. There are evangelists, pastors, teachers, departmental secretaries, doctors, and nurses, a great host in number, all the fruitage of these Heaven-born institutions. Of these workers the denomination may well be proud. Thank God for the sacrifices, the care, the painstaking efforts on the part of Christian parents and loyal, untiring, faithful instructors who have made possible such an army of leaders since 1874.

Many of these youth have especially thrilled their associates by their undertakings. Under test and trial, under hardship and privation, they have remained loyally at their posts of duty. One doctor upon arriving in Africa in 1929 requested the division committee to send him to labor in the darkest, most difficult section of the division. His request was granted. For six months, separated from his bride, alone in a mud hut, he lived and practiced, while other buildings were going up. He was confronted with unusual tests. At times his courage almost failed; yet he won. Thus was his desire granted him. Today his name is known and his service revered in many parts of Africa where his medical and evangelical ministry has wrought wonders for God and suffering humanity.

Another young couple, colonials of South Africa, graduates of Helderberg College, said, "Anywhere, yes, just anywhere, so it is hard and will test us out." They were tested. So could reference be made to many other noble examples. These suffice to testify to the fact that through the years the product of the colleges has been after the order set forth by the sweet singer of Israel, when he penned, "That our sons may be as plants grown up in their youth; that our daughters may be as cornerstones, polished after the similitude of a palace."

The sunset hour of human events is here. The present is the most tragic period known to the world. Yet it is the most glorious, and it is to be the most victorious hour known to the Christian dispensation. It is an hour in which heavier responsibilities than heretofore borne must rest upon the shoulders of the youth. The task is yet unfinished. The burden to be carried in this mighty hour will outweigh those borne by any previous generation. Thus the church must still look to its colleges for a fruitage, a product, which will measure up to and be able to bear up under the stress and strain without wavering, without faltering, without looking back. They must be youth with well-trained intellect, a clear vision, a keen foresight, and a consecrated energy that will admit no defeat in these tremendous times.

To produce such a fruitage is indeed ever a major undertaking. It confers upon the instructors of every college, a solemn charge. To the teachers comprising each faculty there is committed the unique and sacred office of training a safe, well-balanced, adequately informed army of youth to become the leaders and the burden bearers of this cause. Teachers, therefore, should ever remember that those who sit at their feet to learn the arts and the ways of life will reflect the things thus imparted, in the days to come. And especially is this true of those who go forth to labor in the fields beyond. With what care teachers should build in the development of the characters of those to whom the church must continue to entrust leadership and responsibility. Thank God for the task achieved in producing thus far the sinews of war for the battle.

Thus the church will continue to look to these divinely appointed institutions for a like army of youth who will yet go into the furrow of the world's need, who will live lives and render service approved and accepted in the court above.

By Their Fruits

Clifford A. Russell

EDUCATIONAL SECRETARY,
SOUTHERN UNION

WHAT is put into the first of life is a part of all of life that follows. Look well to the foundation. "Feed My lambs," said Jesus. He continued by saying, "Feed My sheep." There would be no sheep to be fed, no flock, if the lambs were lost.

"If the lambs are lost,
What terrible cost
Some sheep may have to pay."

Education begins with life. Someone has said, "The education of a child should begin with his grandfather." A bit difficult to carry out; yet the law of heredity holds full sway.

The home is the child's first school. His parents are the teachers. The pattern of his future life is laid out before he enters a day of formal schooling. That life will bear the fruitage, largely, of the type of seed sown in early childhood. All will remember the saying of the wise man, "Train up a child in the way he should go: and when he is old, he will not depart from it."

The sacredness of the trust imposed upon parents, and likewise upon teachers who are to carry on this delicate task, is well stated in these words: "Every child borne into the home is a sacred trust. God says to the parents, 'Take this child, and bring it up for Me, that it may be an honor to My name, and a channel through which My blessings shall flow to the world.'"¹

Where the children will spend eternity depends largely upon the type of education they receive in the home and in the school. If they receive a worldly

education in worldly schools which use worldly textbooks, and are instructed by worldly teachers, what can be expected but that their ideals and ambitions will be worldly? If, on the other hand, faith in



God and in His word takes the place of doubt, and Christian ideals and standards are interwoven into the warp and woof of their character building, the church may hope for the fruitage of consecrated lives of Christian service. "By their fruits ye shall know them."

Some years ago a survey was made of the graduates of one Seventh-day Adventist school. There were 417 who had completed the course of training. Of this number, 359 were definitely engaged in the work. One hundred twenty-two of these were in foreign mission service. Forty-five were engaged in other occupations, but were faithful to the message. Four were deceased, and only nine had apostatized.

A normal graduate at the close of her first year of teaching was asked how she enjoyed her work. "Oh, I love it! And I love my children. The last day of school was the happiest day of all," she replied.

"If you loved the work so well, why do you say that?"

"Well, you see, there was a funeral. Eleven of my boys and girls were buried in one grave—a watery grave in the beautiful river which flowed by our school."

Again, "By their fruits ye shall know them."

¹ Ellen G. White, *Counsels to Teachers, Parents, and Students*, p. 145.

Health Education in Elementary Schools

Axel C. Nelson

EDUCATIONAL SECRETARY,
PACIFIC UNION

HEALTH has come at last to be recognized as one of the major objectives of education. Fundamental essentials of good health long overlooked or unrecognized have been brought to the fore by recent nutritional research and emphasized by the present international struggle. Today educators and national leaders realize that "to live most and serve best" one must have health. Especially are they addressing their attention and interest to the children and youth—the citizens of tomorrow.

This is true also in the schools of the church, for Christian education is interested in the whole child—his health, his heart, his head, and his hands. The elementary schools unite with the homes in laying the cornerstone of a healthy and happy life. A well-planned, child-adapted health program is now being developed in the elementary school curriculum, built around such excellent child-centered elementary health books as are found in *The American Health Series*, by the Bobbs-Merrill Company, and the *New Health and Growth Series*, by Macmillan.

Physical health habits and standards of physical fitness are constantly kept before the children in an everyday life-related presentation. Health and safety problems are discussed. Library reading of carefully selected books is required in all grades. Health posters are made by the pupils. Many schools offer suitable honor awards for the child's effort and co-operation, in an endeavor to

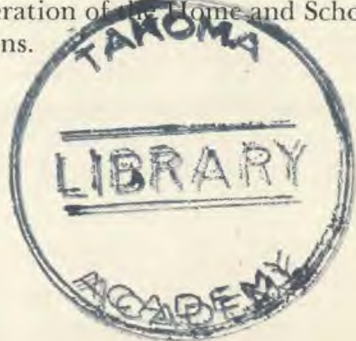
bridge the gap between health knowledge and its application.

Health education can become effective only through life experiences of the child in the school, the home, and the community.

It can become functional in the life of the child only when all of these agencies unite to inspire him to accept its aims and objectives. But too often the efforts of the schools are unwittingly neutralized by the homes or communities.

The leadership of teachers, doctors, and school nurses in emphasizing child health is yielding results. Much of the time of the nurses employed by many conferences as medical secretaries, is devoted to the supervision and directing of physical fitness of the children.

Some vital problems confront the teachers and health supervisors. Among these are school lunches, the universal problem of sending children to school too early, failure to have physical or emotional defects and weaknesses corrected, ignorance of and indifference to fundamental health principles. These and other health problems can be solved and are being solved as the health-education program, indicated in the General Conference core curriculum, becomes fully effective in the schools, with the co-operation of the Home and School Associations.



As the Twig Is Bent

John P. Neff

EDUCATIONAL SECRETARY,
COLUMBIA UNION

THE direct effect of the elementary school is upon the child. His rapidly unfolding life is very pliable, and he readily forms habits and attitudes. The little mind is open and interested in everything. The children need God in their lives; they need to know Him and His word while they are acquiring knowledge. Heaven should be brought very near to them during this period of life. God should be in all their thoughts as life unfolds. Paul appreciated the early godly training that Timothy had received, and expressed his appreciation as follows: "Continue thou in the things which thou hast learned and hast been assured of, knowing of whom thou hast learned them; and that from a child thou hast known the Holy Scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus." 2 Tim. 3:14, 15.

Here is wisdom that makes the child wise unto salvation. The right kind of training in childhood years is most important. The child's education should not be divorced from the most important and valuable textbook of all time nor from those hallowed influences of sacred song, prayer, praise, and the induction of the principles and standards of religion. Childhood is sweet; and when faith and trust and love for God abound as they are instilled by the school, it is beautiful. Accordingly, children in the church school contribute a spirit and flavor and confidence that lend inspiration to the work.

They carry a good influence to the home—to father, to mother, to brothers and sisters. A little girl in the sixth grade carried the spirit of the church

school—hymns, prayer, and the Bible—into her home. Her mother and sister joined her in baptism. Later her father and her older brother joined the church. This school became the nucleus



from which a church was later organized. A child may lead an unbelieving father or mother or brother or sister into the fold. Many divided homes are thus united by children, who attend church school. The children participate in the church program, in the Sabbath school, in the church services, in campaigns for distributing literature, raising funds, and in other activities. About 90 per cent of them become church members. This young, vigorous, dauntless, confident group of children who have no fear, doubt, or grudges, but have all faith in the coming years, bring to the church a new spirit. As the years come and go, these children fill in the gaps and, before one realizes it, they are bearing heavy responsibilities. Only 10 per cent of the children from Adventist homes who attend secular schools join the ranks of Seventh-day Adventists.

A far larger percentage of the children from the elementary schools of the church attend its higher institutions than of those who have been in the secular elementary schools. Their interests while in the church school are tied to the work of the denomination, whereas there is nothing in the secular schools to interest them in the great work. In academy or college these chil-

dren from the church schools are the most reliable and dependable students. They have been taught the word of God as the foundation of their education. They have learned Seventh-day Adventist ideals and standards of Christian conduct. They are grounded in the faith and doctrines of the church. They have escaped many of the lusts of the flesh. Bad habits are too often acquired by the children who attend secular elementary schools in which the Bible is not definitely studied—schools without any religious connections of any kind and even without a recognition of God.

The associations in the church schools have been with children who are from Christian homes, not with children who disregard the commandments of God and practice evil. Thus the salutary effect of Christian association and training in the elementary school carries over into the lives of the children, into their homes, into the church, into the academy and the college, and even into their matured lives as they work for God either publicly or privately.

In looking for workers for the cause, leaders inquire very carefully into their scholastic training. They go to the schools of the church rather than to the secular schools to find workers, because they know that these schools prepare the student for the work of God; whereas the secular schools do not prepare for the work of God in general, much less for the work of the third angel's message in particular. Secular training leads the student farther away from the qualifications that are absolutely necessary, than he would be without the training. In looking for teachers, for instance, inquiry is made regarding how many years were spent in the church school, how many in the academy, what work was pursued in college. This information is basal in judging the fitness of the individual for the work.

Of course these are by no means the only qualifications. The person must be converted, he must have a love for God and His work in the world, and there are other personal qualifications; but the training and experience in the church schools form a special basis of preparation for work in the cause of God.

If the individual missed the elementary church school, there is the index into a loss sustained, a gap in the developing mind and heart that cannot be redeemed, an experience that is wanting, a lack of knowledge; much more, a loss of spiritual and emotional values that are developed only in the elementary church school, and during that particular period of life. There is a direction given to the growing mind and heart in those years that in spite of prayers and tears cannot be wholly changed. Nevertheless, something—a little—that was lacking, missed, or lost by a child's not being in the church school may be redeemed in the academy. So, in judging the qualifications of the prospective worker, the elementary school training, which greatly affects the academy and college work as well as the later life of the student, is taken into account.

Whatever may be the place of the leader in the Lord's work, the advantage and benefit of the elementary school training will be felt. This must be emphasized. It is far more important than many suppose. The time was when education in the church schools was not so important and necessary as it is today. But the schools have changed; the times have changed. Now, in the whole educational and social situation, it is all-important that the children be trained in Seventh-day Adventist schools, from the elementary school to the college, that they may be prepared to become efficient workers in the cause of God.

What the Schools Mean to Canada

Daniel N. Reiner

EDUCATIONAL SECRETARY,
CANADIAN UNION

THE schools of the church play a most prominent part in the development of the mission program. Just as soon as a new field of labor is entered and a church is organized, the leaders begin to lay plans for a school, where boys and girls may be helped, trained, and saved.

Canada is no exception to this rule. From the very beginning of the work in this large field, church schools contributed their share toward the building and stabilizing of the believers. Just as soon as conferences were organized, provision was made for those who desired to continue their education. As a result there are two junior colleges; namely, Oshawa Missionary College for the East, and Canadian Junior College for the West. Many hundreds have received their entire education in the schools of the church, while thousands have had the privilege of a partial Christian education.

Many church elders and other church officers are graduates of the junior colleges. They are carrying on a strong church program. This they could not do were it not for the fact that they attended Christian schools and received a well-balanced education which enables them to help others to understand the true purpose of the church.

A brief glance at some figures will convince even the most pessimistic that Christian education has made and is making valuable contributions toward the success of denominational endeavor. The last general survey revealed the following: Out of 332 who had a Christian education, 264 were baptized. On the other hand, out of 1,781 who took their

training in secular schools, only 939 were baptized, leaving 842 who never joined the church.

It must be borne in mind that the above figures deal with a limited number at a given date. However, it does give a fair cross-section survey. Anyone who gives careful study to these figures must be convinced that Christian education pays.

The church could not think of carrying on its work for any length of time without the aid of the colleges. It may be of interest to know that out of a staff of approximately seventy-five workers, thirty-five are graduates of one of these junior colleges.

The work in Newfoundland is largely built up through the schools. This little dominion has no public-school system, and as a result the church has a large enrollment in its schools. When one thinks of this mission field with but 350 members, and compares this with the present enrollment of 165 in the schools there, he will at once be convinced that the children are receiving a Christian education.

The fact that the church is organizing new church schools year by year, and with that the fact that more students are finding their way into the colleges, proves that the believers in Canada are heart and soul in favor of Christian education. May God bless the schools, greatly reward the fathers and mothers for the many sacrifices they have made, and save the children.



All Out for Christian Education

Harold C. Klement

EDUCATIONAL SECRETARY,
NORTH PACIFIC UNION

IT has been said that America's future lies in its youth. Could it not be said that to a large extent the future of the cause of God lies in its youth? A stupendous task confronts them. The best preparation must be given to those who are engaged in this work.

The purpose of Christian education is to give motivation and power to the final message which is to be given to this world. God always had a plan and a definite system of education for His people. The plan has given fruitage and right results when followed. Has the Lord ever stated that there would be times when the church would not need to carry out His instruction? There is no such statement. Some may be led to lessen their interest in Christian education at such an hour as this in the history of the world. The uncertainty of the times and the confusion which exists in the world may have a tendency to confuse the thinking of the people who are a people of prophecy. The church must watch carefully, that this shall not happen.

It is noted that the public is becoming convinced that a religious background is needed for the children's education. An editorial in the *Parents' Magazine* stated in part, "Recent investigations into the nature and needs of children have revealed the significance of seemingly trivial experiences in shaping the destiny of a life. The public concern with respect to crime, insanity, and other breakdowns, has led to fresh studies of these social disasters, and to the conclusion that a proper nurture of childhood is essential as a preventative. Our youth need God as no generation

ever needed Him before."

For the plan of promotion of Christian education to be effective, it must reach into the home. Plans must be laid so that every child of the church who should be in the school will be there. Naturally the first responsibility rests upon the parents, but encouragement from others is very much in order. The names of those who should be in the academy and the college should reach the representatives of these institutions so that definite contact will be made with all prospective students. Deep conviction in this important work, linked with sacrifice and consecration, will bring lasting results in the lives of the youth.

In a day when many may be tempted to see things in the light of today only, Seventh-day Adventists need to look far ahead and realize that the decisions made now, the course pursued now, will decide future happiness. In the schools there should be invested the children, the means, the sympathy, the prayers, and the help of the whole church.

Rather than reduced, the influence of Christian education must be extended. No obstacle must block the way. The situation in the world must not shift the emphasis now placed upon training the youth in a Christian school so that they may be prepared for the joy of service in this world, and for the higher joy of wider service in the world to come.



Education for Life

Kenneth L. Gant

EDUCATIONAL SECRETARY,
NORTHERN UNION

ONE of the outstanding and significant facts of sacred history is that the great men of the Bible came from great children of the Bible, and these children were the result of a training in the things of God in the home and in the schools of the prophets. Like Timothy of Paul's time, from childhood they had known the Holy Scriptures.

God's plan for the children and youth of His people does not allow for a time of sowing of wild oats or a period of training in the things of the world before the work of the church begins. It must be said of each child, as it was said of Christ, that he "grew, and waxed strong in spirit, filled with wisdom," and that he "increased in wisdom and stature, and in favor with God and man."

The spiritual life must grow with the physical. Faith, as one of the spiritual gifts of God, must be developed with knowledge and wisdom. (1 Cor. 12:7-10.) The messenger of the Lord counseled the church to teach children faith and prayer. It was faith and communion with God that Samuel, the great prophet of Israel, was taught as a child in the temple. It was fasting and prayer and faith that saved Israel, through Esther. It was that element of education that made Elijah stand out as the great example of faith and made him the type of God's remnant church. These matters must be taught in the impressionable years as a very fundamental part of learning, and not as some emotional side line or extracurricular part of the child's training.

Education is to open the child's life to all its possibilities as the sun opens the flower to all its beauty and fragrance, to

be followed by the fruit. Perfume and sweetness do not come after the flower and the fruit are developed, but they must be in the very fiber and vital flow of life. So with the child.

Character, faith, love, and salvation must be interwoven in the mind and the soul of the developing life. Education must be the development of the whole man—all the good that is in him, physical, mental, and spiritual. Especially does the teacher need to give attention to the spiritual—the gifts of the Spirit and the works of faith—for fallen man lacks these. Such education must come from the divine Creator who can recreate, and only a "teacher come from God" can convey such a soul-saving education.

Worldly education knows but one world, and that is the present one. It provides for no future. It takes no account of the gifts of faith given by God which assure man salvation and immortality. It develops for a life of "threescore years and ten," and not for a life made new and eternal. It fits for houses of earth, and not for an eternal home. Its citizenship is of earth; therefore its training is narrow and incomplete and earthly. The code of ethics for a fleeting earthly life without faith and hope cannot be adequate for a soul having eternal destinies. Its vision is different and low; therefore its standards are those of the material. Duty becomes only expediency; sin means inutility, and virtue, propriety.



The Christian has here no abiding city, but seeks one to come. This earth, with all its trouble, war, and sin, is not his home. It is but the country of his pilgrimage. Training merely for temporal things cannot bring out all that is in man, much less apply what is not in him. Education without God may be worse than no education at all.

A training which builds a child mentally and physically into a man with a robust body and a keen intellect, with an inexorable will and an insatiable ambition, but void of a conscience answerable to God, has nothing to curb the cravings of the fallen nature and the clamorings of the flesh against which all must strive if they are to win the race for eternal life. Turn such a man loose in the community with all his indomitable resources and unflagging powers, with no law and no voice higher than his own to check the ambitions of an unregenerate nature, and he becomes one to be dreaded as a most bitter foe. Such minds as this have set the present world on fire.

The present conflict is but the product of education without God, education away from the Bible and faith. Educated men, but with the edicts of their own issuing, are dreaded men turned loose. Send famine and pestilence, but keep them away! Loose the storms upon the earth and let the lashing sea beat upon your homes, welcome the cyclone into your streets, but shut the gates against them. Let the swollen streams overflow your farms and gardens, and the fires consume the woods and pastures, but let not such unconquerable and deadly fire as they create sweep over your homes. They are as monsters striding about in the sheep's clothing of education. Their education is not complete; they are dangerous men.

A so-called cultured or educated man without the restraining power of God is but a locomotive without an engineer or

a track. He is as a ship plunging and tossing upon the sea without ballast, compass, pilot, or captain. In such education there is no life, no salvation, no true joy or happiness. As the tragedies of earth result from the abandonment of God in education, the church may well cry out with Paul, "Who shall deliver me from the body of this death?" The answer is, "Jesus Christ our Lord"—by way of the Christian school. Christian education has a saving influence in the homeland or abroad, on black or white, on lowly or great.

God's way of education provides for the child's intellect; it admonishes to "gird up the loins of your mind." It also gives comfort, joy, and hope. "Let not your heart be troubled." It gives power of choice and the proper function of man's will. "Be ye stedfast, unmovable." And this will is coupled with the Source of all power, for "if we ask anything according to His will, He heareth us."

Everything in the true Christian school is upward. It pulls down nothing but the carnal nature and sin. It looses men and sets them free in God. It reaches outward and upward beyond the world and its knowledge. It presents the highest psychology and goes hand in hand with philosophy up the heights of the world's knowledge; but philosophy, out of breath, drops by the wayside, while faith goes on. Faith and science travel for a time side by side. Science flags, but prayer in the hand of faith goes on to unlock heaven's storehouse. Christian education goes arm in arm with culture to the dizzy heights of worldly success, but the transformed child of God pushes on without weariness or halting to the very kingdom of God. Christian education has stimulated philosophy, quickened science, put life and interest into culture and used it as a mighty arm for salvation, and laid fast hold on the power of God unto salvation.

A Four-Sided Education

Romeo L. Hubbs

EDUCATIONAL SECRETARY,
ATLANTIC UNION

EVERY young person ought to be four-sided and right-angled. Thus to be on the square, the young need quadruple development—good physical body; keen, active mind; astute sense of moral values; and deep spirituality.

First in the fourfold arrangement, as a basis for a successful life, are health and physical vitality. When life is put in the crucible of war, physical deficiencies are first to appear. Recent wholesale Army rejections because of physical deficiencies have again emphasized the necessity of having a healthy body as a basis for a good life. Seemingly, Seventh-day Adventist young men are healthier than those of the world, since very few have been rejected because of physical disability.

Second, at the high-school age many young people become voracious readers and quite naturally feed their minds on fiction and the writings of infidel authors unless they are guided carefully by Christian teachers. Thus the English teacher in the academy counsels carefully and prayerfully concerning the multiplicity of books that stream from the presses. The mind probably cannot forget or unlearn that which it has read with relish. Non-Christian schools try to develop the faculties of the mind by broad reading in a wide variety of good and bad authors and interests. In Seventh-day Adventist schools the Bible is looked upon as the greatest and most important of all texts in the matter of developing the intellect. It is felt that the mind that has been fed on the sinewy sentences of God's word will have a strength unknown to those who read widely of fiction and atheistic writings.

Thus it was that when Daniel and his companions were measured against the young men that day they stood well above their worldly associates who had not studied the word of God nor regarded their diet carefully. The young men trained in the ideals of the church were little known at that time; yet they were more than honored, as were their parents and the church, for following God's instructions. Their circumspectness in diet, and their sincerity in the study of the Scriptures, did something for them. So they will do for the young of this age.

Third, perhaps no one has so succinctly stated the underlying causation of the modern moral multiplicities as the columnist Dorothy Thompson, who recently wrote:

"Our universities have been given over for years now to the philosophy of historic relativism under which there are no absolute standards for anything. Our youth have been systematically trained in a universal criticism of everything. There is no universally accepted standard of ethics, for instance. It takes a very strong human being to live in a world where there is no right or wrong, good or bad, no God in the sky, no rules that everybody must obey, but where everything is relative. Most people completely lose their bearings in such a world."

What an opportunity for young men and women in this ugly age to demon-

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The Biggest Factor in Success

Rufus J. Roy

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SOUTHWESTERN UNION

WHAT is it that makes one person succeed, and another just drift along, making no progress? Why should some apparently mediocre young person get along and make more of himself than some more brilliant person?

Two Adventist boys from good Adventist homes started in a denominational college at the same time. One of them was brilliant, made good grades, and had time for many extracurricular activities. The other also got fair grades, but not so good as the first, and was never considered outstandingly intelligent.

While in school, they both found their life partners, and both started life with good prospects as workers in this cause. It was not many years till the more brilliant one got offers to take up salesmanship, and gave up his place in the work. He did fairly well as a salesman and has continued at it ever since. However, he made too many social contacts, and in the process lost his wife and his little girl. His home life has been very unsettled and unhappy. His first wife found it impossible to continue living with him, and he chose a second wife who cared nothing for home life.

The second young man, with fewer mental advantages, after being in the work in this country for a while, went to the mission field and grew steadily in ability and usefulness in this cause. He has the full respect of all his associates, and has a very happy home. He is considered a definite success, while the more favored friend has been almost entirely a failure. What made the difference? What did one have that the other did

not have? What was the secret of the success of one and the failure of the other?

Two girls grow up in the same church, with more or less equal home advantages, and apparently are the same as far as intelli-



gence and health are concerned. They get through the grades and go off to the academy, but one drops out after a few months, while the other goes on and finally finishes college. Long before the one finishes college after years of hard struggle, the other has married and set up her own home. Children come; the young couple maintain their faith, doing what they can in their local church, but find that their life is more or less fixed as far as being able to do much in God's cause is concerned. The burdens of their home take practically all their time, and so they live on, year after year, much in the same old grind.

The one who finishes college, after fitting herself for a place of greater usefulness in the great harvest field, works a year as a teacher, then marries an earnest young man with the same vision of usefulness as she has; and so the years go by for them as workers. After twenty years these girls meet again; one is doing her part faithfully in her home and church, and the other is filling her place in a much larger way for the Master. They started equal. What made the difference in their lives and their usefulness, for the cause of God?

One had a vision of what she wanted

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The Academies as Cities of Refuge

Vernon P. Lovell

EDUCATIONAL SECRETARY,
LAKE UNION

CITIES of refuge" truly describes the academies which have been provided for these most hazardous days of the world's history, whose divine mission is to gather the youth from the world and build up about them such bulwarks of safety and protection as will keep them identified with the remnant church. Some workers have enjoyed the blessed privilege of going into hundreds of homes scattered over several different conferences, and sitting down with the parents and their children, endeavoring with the help and blessing of the Lord to sell them Christian education. Hundreds of these parents and youth have responded. Other hundreds did not respond. As the workers repeatedly go back to these homes from year to year and observe the results, they become convinced of God's great wisdom and foresight in directing this people into the great plan of Christian education. The parents who made sure that their children got into Christian schools were the parents whose children remained loyal to the message. On the other hand, those who disregarded the warning and instruction of the Lord just as surely lost their children to the truth. Christian education pays, even at the greatest sacrifice. It is God's only plan to secure the youth to this movement.

A little mother told the story of how her two older children, a son and a daughter, after finishing high school went to a college not far away. But they were not there long until they became dissatisfied with everything about the college and soon dropped out entirely—all because a wrong foundation had been laid in their early training. At the time

of a visit with this mother, she had two younger children still in the grades at the city school. Her husband, who had opposed sending the older ones to the academy, had died, and now she had the whole burden of the two younger children. This little mother surely had a struggle, but she stepped out by faith and sent these two younger children to the academy and on to college. Today these two children are working in a sanitarium. They would have gone the same road as the two older children had she not found a place of refuge for them.

Another faithful mother, who had the same vision as did the mother of Moses, decided that in spite of her husband's bitter opposition she would save her children by keeping them in our own schools. This required of her a supreme sacrifice and effort. She took in washings and kept the two older girls in the church school and in the intermediate school until they had finished the tenth grade. Then the time came to send them to the academy. Somehow she had faith to believe that the Lord would bless her the rest of the way in making up what the girls were not able to earn during the school year and the summer. They finished the academy and later completed their college work and became teachers. At the last General Conference it was a great pleasure to meet these two fine young women and their husbands, both of whom are evangelists. What joy and satisfaction must come to



that mother's heart as a result of her determined effort to seek a place of refuge for her children.

In that same academy were youth from a family of twelve children. This was indeed a poor family, but rich in faith and love for the eternal salvation of their children. It seemed that the whole family were fully decided on a Christian education for all the children. They were a fine family, and it was impressive to see how they all worked together toward the one great aim of obtaining a Christian education. The father and mother did all they could to help the children, but they were not left alone to carry the burden. The older ones would drop out occasionally and help the younger ones until practically all of these twelve children had finished the academy. Many of them went through the college or finished the nurses' course and other types of training, and today most of these children are in some line of the Lord's work. Surely if a family of that size with very little means can all get a Christian education, it does seem that almost any family could

find it possible to carry out God's plan for the education of their children.

In another academy was a mother who accepted the truth after all but her youngest son had grown up and left home. After hearing a sermon on Christian education and being visited in her home, she was convinced that her last child would join the others in the world if she did not follow God's plan for his training. So in harmony with her decision she sent him to the academy for his last two years of work. Although the lad had many trying experiences, he eventually received a great blessing from his school, and was baptized. During this time he got a vision of the high calling of the gospel ministry, and today he is in college taking the theological course, and gives every promise of becoming a very successful evangelist in the near future. Surely the academy was a city of refuge for this boy.

When parents co-operate with these divinely appointed institutions of training, more children will be saved to this message and become workers in the finishing of God's great work in the earth.

EVERY TEACHER MUST FIGHT

NO teacher's opportunity is confined to the particular spot in which he works, any more than the present international conflict is limited to a single group of islands. Neither can the teacher withdraw his school from the forces that play around or upon it. At best this is not a time for neutrality or for hermits. On the contrary, the teacher may actively support truth, help to establish faith and righteousness, and do much to fit the youth in his care to fight the good fight of faith. This is the exceptional privilege of the Christian teacher.

There are fronts that teachers occupy. The enemy may strike with devastating fury, but sometimes with insidious, disarming whispers meant to lull into unsuspecting sleep. The teachers themselves and those whom they teach must learn to stand alone if necessary. Every soldier may need to make decisions that concern his own safety and that may determine the course of battle for his fellows and his country. There will be moments when no instructor or veteran of previous battle stands at his elbow to direct or counsel him in a crisis. Action then must come of habit, spontaneously and subconsciously. Heart and hand accustomed to instantaneous responses must then act without deliberation; else all will be lost. The Christian youth, properly trained, will be ready.

In actual warfare the advantage is with the army that can take the offensive. Uncertainty, suspense, unpreparedness, and surprise all aid the attacker. The attitude of complacency and false security is almost certain to bring disaster. "Too little and too late" is a tragic phrase that in a few words tells volumes

about shameful retreat and exasperating losses. Christian students have measured the consequences, and face them with courage.

In order to wage victorious battle, the teacher must have equipment. The more inadequate it is, the less likely will he be to win and hold the youth who know from contact the attraction of the physical resources of other schools. Classrooms, laboratories, shops, libraries, and dormitories may lack some ornate furnishing and complex machines, but they should have the essentials for effectual teaching and for joyous, hopeful, and cultured living. The schools are better equipped than ever before, and are continually being improved.

But neither equipment nor training alone can decide the battle. The spirit with which men fight, their ability to take punishment, their capacity for the unusual and the unexpected, their toughness of moral and physical fiber, their awareness of the issues and dangers, their seasoned thought, their experience in the essentials of the Christian life, and their faith in a great cause, will determine where victory will finally rest. In the Christian school students master the essentials of victory.

To send children and youth out to positions dangerous to their character and faith, unprepared to meet a treacherous, wily foe, and unable to find their way to positions of safety or victory, would mean that someone had been recreant to duty and oblivious of, if not disloyal to, a sacred trust. Here neutrality or passive resistance may be little less than treason. The appeal is for aggressive, heroic, devoted leadership. This the Christian school is prepared to give.

OTHER VIEWPOINTS

"Pour out light and truth, as God pours sunshine and rain. No longer seek knowledge as the luxury of a few, but dispense it amongst all as the bread of life."—*Horace Mann*.

"What higher conception of virtue can we have than that at every point of a man's life his conscience should demand and he should render that love which is the fulfilling of the law?"—*Mark Hopkins*.

"To discover the truly central problem in a welter of unimportance is often the most difficult step in the whole process. The ability to make the discovery easily is a mark of genius."—*Harold Benjamin*.

"The cultivated man is one of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting."—*Charles W. Eliot*.

"Developing understanding is essentially an educational job. Education at this time is a life-and-death matter. We'll go down unless we have it—and have it streamlined, using every device we know to clarify problems. We can cut down on many things, but we cannot cut down on education."—*J. W. Studebaker*.

"In what does ultimate strength lie? As plain as the North Star, it lies in great ideals. Noble ideals are the source of power to the individual and to the nation. They are the real and abiding things. . . . Let us build the ideals and standards and graces of life deep into the feelings and habits of the people. That is the essence of great teaching."—*Joy Elmer Morgan*.

"Think not lightly of laughter. It is an essence which, rightly used, may save the sanity of the world. It is a shining sun that brings health and purity; a flame that purges the heart; a beautiful reminder that man's estate is higher than that of the brutes of the field. For the latter cannot laugh. . . . Only the wise can laugh at themselves—a true test of a sense of humor."—*Charles Hanson Towne*.

"The first priority for educators is character. There is no equivalent for it. . . . Higher education has no social value whatever unless character goes with it. . . . The jewels of the nation and of the world are those individuals who have attained a character both predictable and dependable. This must be the chief product of our schools."—*Bruce Baxter*.

"A great civilization must have its roots in the soil of the past and its branches reaching to the stars of the future. Otherwise it lacks the experience and motive necessary for noble achievement in the present."—*Jean M. Byers*.

"We must do a vastly better selecting job, or vocational guidance job, to see that each youth gets into the place in our American life in which he is best qualified to live happily and successfully."—*Robert A. Millikan*.

"We shall prosper in proportion as we learn to dignify and glorify labor and put brains and skill into the common occupations of life."—*Booker T. Washington*.

"He that has these two [education and health] has little more to wish for; and he that wants either of them will be little the better for anything else."—*John Locke*.

Where Life's Pattern Is Formed

Florence K. Rebok

OFFICE SECRETARY FOR PARENT EDUCATION,
DEPARTMENT OF EDUCATION

EDUCATION does not wait to begin the day the child enters the schoolroom. It began the moment he entered this world. Going to school merely introduces him to certain fields of specialized training known as the arts and sciences. The foundation principles of his education were laid long before that, and the parents have had a great deal to do with the course on which the child started.

The educational system of the church today has set up certain institutions of learning known as the elementary school, the academy, and the college; but the most important institution of all has often been overlooked. It is in the home that life begins, and what is education but a preparation for life? Yes, even more, education *is* life and living.

Few parents there are who realize this, and fewer still are doing very much about it. Nevertheless, the home is a school of such tremendous importance that its influence sets the standards for society and the pattern of life for the whole nation.

What the parents are in that home school, largely determines what the children will be. For day in and day out, those parents are setting the pattern of the child's life—shaping his physical, moral, and spiritual habits. They become the models of speech and action, of words and deeds, of the young lives entrusted to them. The nature of the parents and the nurture of the home combine to form the oncoming generation and keep it true to type. Since "a nation can rise no higher than its mothers," the chief concern should be for the parents. The children will respond quickly to the situation, and progress or retrogress ac-

cordingly. Society is composed of such home schools—good, bad, and indifferent—and is what the heads of those family schools make it. "Out of the heart are the issues of life, and the heart of the community, of the church, and of the nation, is the household."

Much time and thought have been given to the training the child is to receive in the schoolroom, where he will spend a large part of his waking hours for twelve to sixteen years. But when it is realized that the most lasting impressions and the most rapid development are made during the first six or seven years of life, how evident becomes the importance of placing emphasis upon that early part of the training program.

This early training is largely in the hands of the mother. She may not be fully qualified as a teacher, but if she realizes her responsibility and her opportunities, her efforts will be rewarded. The influence of the mother is difficult to define, for it is an intangible something which is none the less very real. That influence continues throughout the child's life, to tell for good or evil, as the case may be. The mother does her most effective teaching by example. Her personal appearance, poise, confidence, faith, and love are reflected in the members of her family.

The curriculums in the schools have well defined each year's work, and many books have been written to aid the teachers; but there is a vagueness about just what should be accomplished for the



child in his early years. The mother's task is not that of teaching from books, for what one reads is soon forgotten. She instills principles of right and constantly holds up ideals to be reached. Perhaps the first and most important lesson to be taught is that of obedience, for this affects the individual, the home, and the nation. Most of the discipline problems result from the fact that this particular lesson was not taught early enough. It should be begun when the child is still a babe in arms.

The normal development of the child is threefold, and true education includes the religious, moral, and social influences as they are first brought to bear in the life of the child. Simple Bible stories coupled with the study of nature unfold the love of God in a marvelous way, and place faith in the child's heart to guide him in the days to come. The expression of this love and faith is seen in the songs which the child learns to sing, and in the music to which he listens.

Here in the home also are laid the principles and habits of health. When one realizes that the larger share of the disease, misery, and crime which exist in the world today can be traced to the lack of right home training, he begins to see the importance of these early years of training. It is the mother's privilege to teach lessons of regularity, neatness, and self-control. It should be remembered that "recklessness in regard to bodily health tends to recklessness in morals."

Habits are formed in the home, and habits may be good or bad. A habit is the result of the repetition of a certain act. These habits have to do with eating, sleeping, and general conduct. The early neglect of the formation of good habits along these lines may bring much suffering in later life.

When the child learns to take his place as a member of a co-operating group, he

will find less difficulty in adjusting himself to the larger group outside his home. Furthermore, it is not long until he is introduced to his place in the social system, for "no man liveth unto himself." The home is the place for the child to learn how to adjust himself to life, and how his actions affect others. When he realizes that he is counted a member of the family group, with definite tasks to perform and responsibilities to bear, he is prepared to find his place in the larger group outside the home.

Thus in an important sense the Christian home becomes a school. While the training in the home is of a very practical nature, it is none the less important, for it deals with principles. Character is being formed in these young lives, and much prayerful thought is needed to lay the right foundation.

As with all teaching, results are slow in making their appearance, but the effort should be none the less faithful. A warm feeling of satisfaction always comes to the mother-teacher when the child reacts favorably under certain situations, for then she may know her effort has not been in vain.

How often people have stood watching a new building go up. Was the roof put on first? Ah, no, a large hole was dug in the ground, the foundations were carefully laid, and then they were practically covered up as the building work proceeded. Upon completion of the work, admiring friends and neighbors pause to comment, but it is about the building that they speak. The foundation has long since been forgotten, but nevertheless it is an essential part of the structure. Were it lacking or defective, the beautiful building would not appear.

Fathers and mothers are laying the foundation in their child's character house, and what they build there determines the completed structure.

By-Products of Christian Education

Kenneth A. Wright

PRINCIPAL,
FOREST LAKE ACADEMY

THE first law of nature is said to be the preservation of life. The thing most precious in God's sight is the human soul. The aims of Christian education cover both—the student's spiritual interest and the preservation of his physical well-being—with the added object of inspiring him to help others to have like interests. The annual baptism at the academy is of far greater consequence than graduation. The Christian school that does not or cannot inspire the larger part of its students to become Christians is misnamed. The needs of the soul must come first, but the needs of the mind and the body should not be overlooked. There are certain practical values associated with Christian education. They are to a certain degree by-products.

During the last five years at a representative academy, 81 young people have been baptized. During the same period 148 were graduated. In giving \$125,000 worth of practical work to students, the school has provided vocational and instructional opportunities that are of inestimable value to the young people, both while in school and after leaving school. Even though a student may plan for a professional career, his training should include a vocation that will enable him to earn an honest, respectable living with his hands.

Some of the opportunities offered at this representative school are as follows:

Printing. A two-year course is offered which gives the students training in composition, job press and high speed press work, advertising, art, bindery work, and all the necessary phases of the printing

trade. A student who graduates after working from two to four years in the press takes far more than a diploma with him when he leaves the school.

Shorthand and typewriting. Two-year courses are offered in both shorthand and typewriting, and they give the student a valuable vocation which will enable him to earn his way through college.

Bookkeeping and office work. The students who work in the offices take a course in bookkeeping and typewriting and learn the complete job of keeping books for a concern which does more than \$100,000 worth of business each year.

Dairy. With 392 acres of land and a dairy herd of approximately eighty head of stock, the laboratory is large enough to give the boys an unusual training. In a new dairy unit, said by the State inspector to be the best in the State, the boys are taught how to milk; care for and feed the calves and other stock; operate a boiler, bottle washer, churn, and milk bottler; make ice cream, and pasteurize milk.

Bakery and kitchen. Their work in selecting, preparing, and serving food for more than 125 people three times each day during the school year teaches the girls the practical arts of cooking, food preparation, and homemaking.

Other schools offer special opportunities for self-help. In one month a furniture-making shop attached to an

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The Gifts of the College to the Church

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IN American education the college is a product of the Reformation. Before the Reformation education was not within the reach of the ordinary family. In fact, there was no demand for higher education. The duties of girls and women were purely domestic, and only the aristocracy were thought to need schooling for their sons. The first educational institutions in New England were schools of law and theology. Even as late as Revolutionary times, no real system of education had been worked out for the common people. After the framing of the Constitution and the beginning of popular government, and while there still lingered the traditions of aristocratic exclusiveness, there developed a system of education available to all children.

But for some time education was in the hands of the churches, and the colleges were church-related institutions. As the endowments for these schools became inadequate, the state began to lend its financial support to their upkeep. It was not long until education had been taken over by the state and for the most part was not controlled by the church. Naturally, with this change of leadership and management, control and direction, religion began to lose its place in the American college, and schools that had been founded as theological institutions lost their objectives and turned away from them to popular education. Some of the oldest universities and colleges were established by churches, but today one would scarcely recognize the influence of religion in those institutions.

The advent believers early decided to establish a system of education resting

upon the Bible as its foundation. Thus Christian education became a doctrine of the church. Guided by divine inspiration and leadership, they established a school for the training of their future workers. And from

that humble beginning has developed a system of colleges, academies, and intermediate and elementary schools that belts the globe. Last year there were 251 schools doing work on the secondary level or above. These 251 institutions employed 2,782 teachers, and reported an enrollment of 19,185 students. It would be difficult to estimate the impact of this large number of students upon the denomination when once they go into active church work. Likewise, it would be impossible to estimate the influence of these nearly three thousand teachers who gave all their time and dedicated their entire professional efforts to the promulgation of Christian education.

Since the establishment of the Seventh-day Adventist college in Battle Creek, Michigan, many other schools have been opened by the church. Thousands of young people have come out of these schools and have answered calls to responsible positions in churches, in communities, in institutions, and in conferences. The colleges have set the standards for the Missionary Volunteer Department, for the Sabbath School Department, and for the ministry. They have given to the church thousands of men and women trained in the science



and art of teaching, who have gone out into other schools to defend and teach the doctrines of the church. They have led the way through hundreds of activities of the church. Because their teachers have been selected with a view to their Fundamentalism and because Modernistic tendencies have been ruled out of these institutions, and, further, because they have stood staunchly for Seventh-day Adventism, in its purity, they have influenced the thinking of the entire denomination.

The colleges have trained and supplied the academy principals, who in their turn, have guided and molded the youth in the years when the young people were developing characters. The colleges have supplied the Missionary Volunteer leadership of this denomination, which has molded and guided the youth and set the standards of conduct for them, both in and out of school. From these colleges have come the educational superintendents who, in their conferences, have kept alive the spirit of Christian education and carried on a work that should lie nearest to the hearts of our people; namely, the education of their children and youth. From these colleges have come the editors of the church papers, with their philosophy of religion, their social outlook, their understanding of the principles of Christianity. Through the magazines which they have edited has gone out an influence, not only molding the membership and work of the church, but reaching far out into the world.

The ministry has been recruited from the graduates of these schools. From

the ranks of these graduates come interns who become the future ministers of the denomination. These colleges have given to this denomination an educated and inspiring ministry, a ministry that is able to meet men of influence, to present to their audiences a balanced, logical, and coherent message. The influence of these men is felt around the world. From the pulpit, over the radio, and in the press, they are preaching the message of the great advent movement, the second coming of Christ and other doctrines of the church.

It would seem to be generally accepted that no church can rise higher than its educational system. It will reach a level and standard of thinking and conduct no higher than that of its educational institutions. Therefore, how exceedingly important it is that these colleges, these church-related institutions, stand for the highest in standards of conduct and deportment; that they sponsor only the most fundamental of Fundamentalism; that they be freed entirely from Modernistic tendencies, be separate from the world, not tied by so much as a single thread; that they be manned and conducted by men and women of God; so that when the product of these schools comes back to the churches, they will bring with them high standards, fundamental principles of life and conduct and religion. It is most essential that they be Fundamentalists in religion. So long as time shall last there will be such schools. Without question, upon them and upon the product which they return to the field depends the future of the great advent movement.

Student Editorials

Week of Prayer Callouses

THERE is a grave possibility—more seriously so with those who have attended our denominational schools a large share of their school life—that students may become week-of-prayer calloused.

That discriminatory freshness and clarity of earlier responses to appeals to rededicate the life and will to God may, through repetition and popularizing, become beclouded, resulting in a loss of awareness to the significance of such responses.

It becomes easier than before to arise to one's feet in response to a call from the pulpit, not because the issues are clearer, but because, through repetition, a response becomes the more fashionable thing.

Of course we're sincere. We wouldn't be hypocrites, but we've thought these things through so many times before that there is no longer need of careful evaluation of all that is involved in taking the step—a sort of quietism that rests on previous conquests and trusts in a passive absorption for the needs of the present.

The need of a redirection of thinking is indeed ripe, and that redirection of thought will be efficacious only as it is bolstered by a vitality springing from an uncompromising examination of our ways and thinking.—A. K., *The Collegian*, April 16, 1942.

Are You Patriotic?

Patriotism means more than saying three cheers for America. It means more than just wishing the boys good luck as they are called into the services, or merely a big display as the band parades by playing "The Star-Spangled Banner." But, to be truly patriotic, we must be loyal to our duty all the time. Patriotism does not come just on the spur of the moment. No matter what we as citizens of the United States are doing, it is our patriotic duty to do it well. If you are in school, you can help America by preparing for the future

in an honest endeavor. Students, Union is just as patriotic as you make it. Instead of spending your money for something you could get along without, sacrifice some of these things and buy defense stamps which are on sale in the halls. A little sacrifice never hurt anyone. In fact, as the expression goes, sacrificing may "make a man out of you!" So while you are helping build America, you are also building yourself. Building yourself means that you are building your character, and the character you build will determine your future success or failure. Since you are interested in yourself and your country, just do your honest part—and you know what part that is.—*The Clock Tower*, May 6, 1942.

Springtime, Maytime, Graduation

All over! But it can't be. It has gone so fast!

Do you remember Friday noons—that merry feeling to know that classes were all over and there was a whole week end of rest? Do you remember getting ready for Sabbath—hustling, ironing, cleaning until everything shone? Then sundown came, and we went to worship to sing the favorite hymns we love most. Do you remember Sabbath afternoons—the long walks, the peace, the quietude? And Monday mornings—almost eagerly going back to classes and renewing that rare sense of achievement attained when something new is actually learned and stored away for future reference.

But there are so many memories! The Saturday nights—trooping over to Columbia Hall to sit in the balcony surrounded by the other "kids," everyone laughing and gay, knowing everybody else and all of us keenly aware that the very atmosphere breathed kinship.

And the Sligo! We had heard about the Sligo even before we came here to school. We laughed about it then, but we have

come to love it now. Remember kicking the leaves down a bright moonlight road, a huge bonfire framed by hundreds of care-free, youthful faces, and then all the voices singing to a clear, starry sky?

No, we can't ever forget those things, for that is the heart of college. It is the companionship of others, all equally young, buoyant, ambitious, and determined to make life a success. It is that steady day-by-day development of character—social, mental, and spiritual.

And now it's May again, and this college year is all over. Finished. Gone? No, not gone. Let us say recorded—stenciled in our memories as a colorful panorama of faces and people, impressions and personalities, undiminished, undying, the very essences of life itself.

Gone? No, never gone.

Remember—just recorded.—*Barbara Butler, The Sligonian, May 18, 1942.*

Spring Fever

You've felt on top of the world all school year—except for a slight case of mumps or measles—but now all of a sudden you've lost all of the ambition you ever had. You haven't a cold, or any contagious disease. Temperature, normal. Pulse beat, maybe a trifle high but nothing to worry about.

You can't concentrate on your lessons, because every time you settle down for any length of time you find yourself gazing out of the window at nothing in particular.

You wander through the woods gathering huge bouquets of wild flowers, follow the distant call of a meadow lark in search of her nest, or just sit beside a little stream and stare into its crystal clear depth, with nothing particular on your mind.

But you become alarmed; this has been going on for a week now, and one look at the grade you got in your last English exam jolts you to reality. You've got to do something, but what? You feel perfectly sane, and you haven't a fever or a cold, nothing you can put your finger on. You're ill and you're well; you're sleepy and yet you're awake; a vicious circle.

You don't know what to think. You don't know what's wrong.

My friend, you have the malady of youth—Spring Fever.—*The Gateway (Lodi Academy), April 29, 1942.*

On Gripping

Do what you may, you can never please a certain group of students. They are a growling, grumbling group by profession and inclination. They are seldom delighted in anything because they are always on their high horse—their inimical, sour, sepulchral singsong of dissatisfaction and complaint.

If the roast is rare, they rave, "Would that it were well done." If it is well done, they rage, "Would that it were rare." The food is never to their tasting nor the weather to their liking. They have their pet passions, and they feed them regularly. The amount charged for their meal is a stumbling block, which makes them snap and snarl in a storm of objection. They add up their dishes starting from left to right. Then from right to left, and while their own computations are not the same, still they will in peppery opposition resentfully assert that they have been "gypped."

They seldom do anything about it—a saving feature.

Poor folks. They never get what is coming to them. Their grades are not fair. And how they snuffle, stutter, and stammer when test papers are returned. You've guessed it—they have been graded wrong. They start agitation and commotion. They gnash, gripe, grumble, and growl in discordance, but to no avail.

Now, we believe that it is all right to be critical if you can do it discriminatingly. Everyone has a right to his own opinion, but, dear cousins, it's not too smart to turn your nose up at everything. There are still roses to be enjoyed and thorns to be ignored. And most of us somehow are more fascinated by the frisky, frolicsome, happy-go-lucky comrade than by the fretful fellow who flushes and flutters and is frustrated at every passing lark.—*The Campus Chronicle, April 30, 1942.*

Four-Sided Education

Continued from page 14

strate to the world that life can be beautiful, and yet grounded in the absolutes of divine truth! In a Christian school associations are allowed to develop so that lifelong friendships are formed, and social attachments are made which make up the warp and woof of life.

And, lastly, to the spiritual side—the grandest of all realms. Here the Christian school stands alone. The academy attaches the young people to the greatest work in the world. Thus many of them are willing to devote themselves for life to the task of taking the gospel to the world. Too many people have the notion that only when men are evil are they powerful and dynamic. Youth, rightly trained, may set in motion forces that change the world quite as much as did Napoleon or as have his modern counterparts.

By-Products

Continued from page 22

academy delivered nearly \$100,000 worth of finished product. Much of this money came back to the school in cash for student labor. In another school hundreds of dozens of brooms made by the skillful hands of students are turned into cash to pay learning costs. Many other remunerative tasks about these schools not only bring satisfying returns in credit, but have a fine educative value.

Most gratifying and certainly most permanent in value for the student and the church are the intangibles of school life. To catch the tone of the gospel, to get the stride of the army of advent believers in all the world, to feel the glow of warm hearts yearning for the salvation of the lost, to hear the call to dedicate life with all its promise to the Saviour, to accept as one's own the fine social ideals of the church, and to

go out from the doors of the school wiser, nobler, more purposeful, more thoroughly dedicated to the great gospel task—these all may appear to be mere incidentals of education, but in actuality they are its very substance. For such objectives the Christian schools were established and will continue to serve.

Biggest Factor in Success

Continued from page 15

to do and how to get it done, and nothing could discourage her in reaching that goal. Everything, without exception, was made subordinate to her purpose.

Others did not have that vision, that understanding of what should be done, and of the great need, and rather than make the sacrifices necessary to keep on, they chose the easy way. Their vision of why they were in school was too dim, and they just dropped out for an easier time. They may have remained faithful as far as their relation to the truth is concerned. But the difference in their future lives came through their different vision, the difference in what they saw in life, and what they wanted to get out of life.

Vision is the great need. Youth need to open their eyes, that they may see what is about them. They should look ahead, away ahead, through the years. That is what will guide them in what they do, and will make up for lack of brilliancy and even temporal advantages.

Youth should prepare, as never before, to work for God. They ought not to turn aside for something else. They should go to school, a Christian school, just as long as they can, and then go out for God. He will make their lives full and happy, and they will find every year happier than the one before. Get a vision in our schools, and make that vision real.

Mail Builds Morale



News from home and from his church makes red-letter days in a soldier's life. The rigors of camp life sharpen his appetite for homey bits of news about the family doings, and constant association with those who are indifferent to spiritual things leaves him hungering and thirsting for the heart-warming influences of Sabbath school, church, and the Missionary Volunteer Society. So write letters frequently, and send the REVIEW AND HERALD and YOUTH'S INSTRUCTOR weekly.

Once the name of a soldier son, brother, or husband is entered in the list, you can rest assured that every week for the coming year he will enjoy the blessings of fellowship with those of like faith—communion that may prove to be the steadying influence that will bring him back to his home, church, and community with ennobled character and spiritual experience strengthened for greater responsibilities that lie ahead. Enter his name now for one or both of these excellent papers:

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News From the Schools

E. E. COSENTINE, president of La Sierra College 1930-1942, has accepted the presidency of Union College.

J. I. BEARDSLEY, Bible teacher at Adelphian Academy, was killed early in April when a train hit the automobile in which he was riding.

L. R. RASMUSSEN, for several years principal of Lodi Academy, and for the past year educational superintendent of the Southeastern California Conference, has been elected president of La Sierra College.

"MASTER OF ARTS IN RELIGION" is the title of the degree to be given by the Theological Seminary. The District of Columbia Board of Education issued the license under date of April 15, 1942. Hearty congratulations!

D. LOIS BURNETT, associate secretary for the nurses' division of the Medical Department, has spent the months of April and May visiting the schools of nursing in the sanitariums and the pre-nursing departments in the colleges.

C. A. RUSSELL, educational and Missionary Volunteer secretary of the Southern Union, 1936-1942, and for many years a most esteemed and inspirational counselor in union and General Conference circles, has laid aside heavy field work for closer contacts with the schools in the South.

THE COMMENCEMENT SERMON at the college of Medical Evangelists was given by J. L. McElhany, president of the General Conference, in the Pasadena Civic Auditorium. Daniel D. Comstock, clinical professor of medicine in the College of Medical Evangelists, delivered the commencement address in Loma Linda Bowl.

THE \$150,000 ADMINISTRATION BUILDING PROJECT of Emmanuel Missionary College, a stable, attractive structure in brick and white stone, and following the Georgian style of the library, applied-arts building, and engineering building erected since 1939, is nearing completion of its outside walls. It will provide 50 per cent more space than the old college building erected in 1902.

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H. L. TURNER and Earl E. Mosier, directors of the Michigan State Co-operative Study of Teacher Education, recently spent a day with the department heads and college administrators of Emmanuel Missionary College to study ways and means in the improvement of teacher-training methods. They commended the work of the college in its teacher-training program.

A. H. RULKOETTER, president of Union College for four years, has accepted the position of Professor of Bible at Washington Missionary College.

H. A. MILLER of Southern Junior College has been invited to connect with Washington Missionary College as head of the music department.

F. A. STAHL, pioneer missionary in the Lake Titicaca and Amazon regions, visited Lodi Academy during the week of March 21-28.

JESSE GIBSON, mill manager at Washington Missionary College, has gone to Atlantic Union College as business manager.

J. WESLEY RHODES, principal of the Modesto Union Academy, 1939-1942, has accepted the leadership of Fresno Union Academy.

CLEO B. SMITH, at the present time at the West Indian Training School in Jamaica, will join the faculty of Washington Missionary College this fall as assistant in the physics department.

THE SENIOR NURSES' CLASS from Boulder Sanitarium gave a program promoting the nursing profession during the chapel hour at Champion Academy recently. Miss Genevieve Hansen, superintendent of nurses, assisted in the program.

A SPECIAL COMMITTEE for the preparation of a teaching outline for denominational history has been appointed, and expects to work in Washington, D. C., this summer. The members are A. E. Axelson of Oak Park Academy, Robert Kitto of Lynwood Academy, N. F. Pease of Auburn Academy, D. E. Robinson of the Ellen G. White Publications office, and W. H. Teesdale of the Department of Education.

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JOSEPH PHILLIPS, for three years the leader of Arizona Academy, has been elected Bible teacher of Redwood Empire Academy.

CALVIN GORDON, Bible teacher at Enterprise Academy, has been elected to the principalship of the Costa Rica academy, Central America.

CECIL I. CHRISMAN, for several years principal of the Fresno Union Academy, will serve as the new leader of Mountain View Union Academy.

MAY STANLEY, head of the home economics department at Union College, was recently appointed a member of the Advisory Council of the Nebraska Nutrition Conference.

THE YEAR 1942 promises to be one of the best that the Australasian Missionary College has had in its long service to the cause. The majority of the 285 young men and young women who have come from all over the Commonwealth, New Zealand, the South Seas, Hong Kong, and Malaya, are bent on making every use of their privileges.

MUSIC FESTIVALS attended by the principal, music director, and a representative group of music students in each academy of the Lake and Northern Union Conferences, were held the same week end of April 24 to 26 at Broadview and Sheyenne River Academies. The pioneering group is that of the Northern Union under the leadership of A. R. M. Lauritzen of Maplewood Academy and K. L. Gant, educational secretary of the union.



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J. ERWIN HENNING, who completes this summer his work at the University of California for the doctorate in education, will serve next year as principal of the Redwood Empire Academy.

THE NEBRASKA HOME ECONOMICS ASSOCIATION recently elected Ann Devnich Dunn, instructor in home economics at Union College, a counselor representing the department of colleges and universities.

SIXTY-FIVE COLPORTEURS were signed up for summer work at the April institute held at Emmanuel Missionary College. It was attended by E. E. Franklin of the General Conference Publishing Department and J. D. Snider of the Review and Herald.

LODI ACADEMY held its annual Rally Day on April 29. An attendance of more than 500 visitors was expected. Among the visitors scheduled were the presidents of the Northern and Central California Conferences, A. C. Nelson, of the Pacific Union Conference education department, and the educational superintendents of the two conferences.

TWO NEW SCHOOLS have been organized in Montana, to open at the beginning of the next school year. They are located at Anaconda and Bozeman. At both of these places the brethren have felt a real need for educating their children in Christian schools and are making sacrifices in harmony with their belief.

THE ENTERPRISE ACADEMY BOARD has authorized the construction of a recreation hall for the academy. This will not only furnish needed recreation room for the students during the school year, but will be used for young people's meetings during the annual camp meeting.

W. P. BRADLEY, educational secretary in the Far Eastern Division for several years and serving recently as the acting president of that field, has accepted work with the radio commission in Southern California.

RUBY E. LEA, registrar of Union College, attended a national convention of collegiate registrars held in Chicago. She was accompanied by Miss Theodora Wirak, registrar of Southern Junior College.

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FOUR METHODS OF IMPROVING GRADES were presented to the student body of Pacific Union College by D. A. Courville. They are as follows: (1) Discover on what the teacher bases his grades. For example, if he emphasizes notebook work, keep a good notebook; if a daily quiz, prepare for it. (2) Check your foundation work. If the foundation work is separated from the present work, spend a week or two in mastering the first section of the course before school opens. (3) Do not worry. Keep home problems and sentimentalism out of your mind. (4) Test your knowledge before the instructor does.

SIX ACADEMIC DIVISIONS, covering all the scholastic phases of the college, have been created at Washington Missionary College. The first division will be that of Religion, Education, and Philosophy. Lindsay A. Semmens will be the chairman. The division of the Social Sciences will be headed by J. W. McComb. Robert Lay will be chairman of the division of Natural Science and Mathematics. The division of Humanities will be headed by Paul T. Gibbs, Applied Arts by S. W. Tymeson, and Fine Arts by H. A. Miller.

THE OLD PRESS BUILDING, so long a reminder of pioneer days on the Emmanuel Missionary College campus, was recently torn down, its machinery having been moved into the new applied-arts building. The structure was one of the oldest on the college grounds and once served also as a dormitory for men.

H. E. WESTERMEYER, one of the veterans in school leadership, and principal of Mountain View Union Academy, 1937-1942, will receive this summer from Stanford University the degree of doctor of philosophy in history.

JOHN C. THOMPSON, president of Southern Junior College, 1937-1942, assumes his duties this summer as Religious Liberty secretary and one of the camp pastors of the Southern Union.

PORTLAND UNION ACADEMY visited Laurelwood Academy on the evening of March 26 and presented a program of music and readings.

THE DRIVE FOR \$15,000 in the city of Lincoln for the new recreation hall at Union College has been nicely started, and a number of large gifts have been received. Construction on the gymnasium is progressing.

A YOUTH'S CONGRESS at Pacific Union College, April 3 and 4, featured a panel discussion on the question "What attitudes and habits should characterize young men and young women who expect to live to see the second coming of Christ?" Six young men and young women formed the panel.

THE CHEMISTRY DEPARTMENT of Emmanuel Missionary College is beginning a useful motion-picture library. H. F. Halenz, head of the department, has found visual apparatus of this type highly successful in instruction. Permanent films with sound have been purchased to begin this important laboratory adjunct.

A MONTH AFTER SCHOOLS OPENED in 1941, nearly 1,000 unfilled positions were reported by about half of the city and county superintendents of the nation. Of this number, 202 appeared in the primary grades, 93 in the intermediate, and 168 in unspecified elementary subjects. Nearly one half of the total, or 455 vacancies, appeared in the high schools. The needs were for 139 teachers of industrial arts, 49 physical education, 39 home economics, 23 chemistry and science, 69 vocational education, and 136 for all other high school subjects. Prospective teachers may well consider the places of need before selecting their majors and minors in college.

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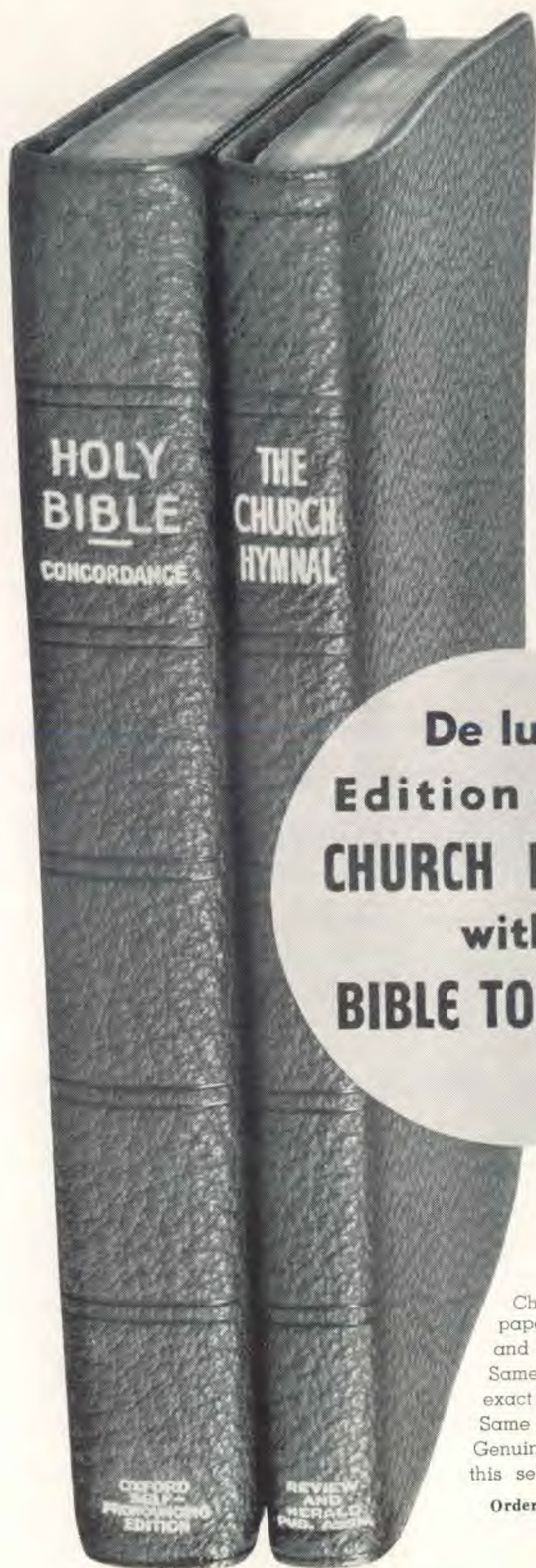
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