

The JOURNAL of TRUE
Education

VOLUME 10

JUNE, 1948

NUMBER 5



The JOURNAL of TRUE Education

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ISSUED BI-MONTHLY, OCTOBER THROUGH JUNE, BY THE DEPARTMENT OF EDUCATION, GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS, TAKOMA PARK, WASHINGTON 12, D.C. SUBSCRIPTION PRICE, \$1.25 A YEAR. ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE AT WASHINGTON, D.C., UNDER THE ACT OF CONGRESS OF MARCH 3, 1879.

A Message From the President of the General Conference

EVERY passing day re-emphasizes the importance of all the endeavors that Seventh-day Adventists carry on in connection with the proclamation of the Advent message. This is especially true in the field of education. Our founding fathers built better than they knew when, moved by faith, they followed the counsel of the Lord in the establishment of our educational system. Without our schools to train our children and youth according to divine standards, this movement would be helpless and impotent.

We today must continue to build upon the foundations that were laid for this work in the beginning. Serious and thoughtful men are more and more convinced that the usefulness and strength of our educational work as an integral part of the movement depends upon maintaining our educational system entirely upon that foundation.

To accomplish this purpose, we must constantly maintain an attitude of reformation, lest we be tied to worldly methods by so much as a thread. It is most heartening indeed to recount the evidences of the Lord's blessing upon this work. In all parts of the world field men and women are laboring as missionaries to win souls from error, superstition, and heathenism. In the home bases of the message our ministers and workers are carrying the burden of soul-winning ministry, of church, conference, and institutional leadership. These workers are the product of our own schools. Their efficiency or success has not come from partaking of or following the principles of worldly education. As this work grows and expands and moves out into all the world with ever-increasing power, the need for well-trained workers increases.

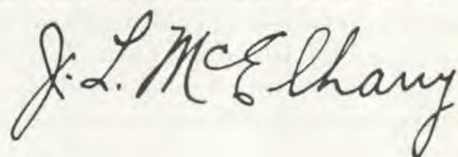
It cannot be too strongly emphasized that the strength and development of this movement rests today upon our young

people. Their vigor, resourcefulness, and consecration are the elements needed in these crisis hours of the world's history. The most valuable assets of this Advent Movement are these young people. Through the years we have built up institutions and material properties that occupy a very important place in the work, but all these are not to be compared to the worth of our young people.

Parents have a very important part in all these matters. Providing a Christian education for their sons and daughters is a responsibility of first importance in all their planning. School boards and faculties must do their part, but their best endeavors cannot be substituted for the important part parents must take in carrying forward our schoolwork.

The increasing number of young people eager to enter our schools, and the consequent requirements for additional space and facilities, call for careful study and planning, in order to provide the necessary things and at the same time to avoid indebtedness. Simplicity in planning courses of study should be observed. Guidance of students in the choice of essential courses and the avoidance of unnecessary courses will help to ease many financial burdens and thus keep down the costs of Christian education.

For the success and spiritual prosperity of all our schools everyone should work and earnestly pray. With emphasis upon character building and training for service, our schools will move forward in the accomplishment of their divine purpose. May the richest blessings of God rest upon the men and women who devote their lives to this branch of our work.



Report to the Stockholders

THE subject of education is of interest and concern to every Seventh-day Adventist. This issue of THE JOURNAL OF TRUE EDUCATION is therefore dedicated to you, the members of the church, to you who are parents with special responsibilities for bringing up your children in the nurture and admonition of the Lord, to you who are young and facing the great adventure of life, the service of God. Every type of periodical is directed at a predetermined public-reader type. Ordinarily, in its four regular issues, the JOURNAL is the professional periodical for the administrators and teachers in Adventist schools. But the June issue is different. It is a report to you, the Adventist denomination.

We hope you will get some of the thrill we experienced in the office when we opened the mail from the far corners of the earth, read the thin onionskin letter in which some teacher or pupil, perhaps in a far-off palm-thatched church school, tried to set down in cold words the story of struggle, hardship, faith, love, and achievement, which lies behind the pictures they enclosed—sometimes a greater story than has the proudest college,

though all represent great love and sacrifice, and all are monuments to God's providence.

We believe that this issue, even more than last year's report by word and picture of our schoolwork in North America, should bring home to every church

member the importance and the value of Christian education. Adventist education is the same the world over in its objectives and basic philosophy. It is adaptable to every race, people, and tongue. The results are the same the world over in the salvation of souls, the training of workers, and a more effective presentation of the gospel. An institution as essential to the development, vitality, and spread of the church as is the church school needs no other argument in its favor.

If you are not informed about our educational institutions in your locality, read the adver-

tising pages of this issue of the JOURNAL, or ask your pastor to show you the "Educational Institutions" section of the *Yearbook*. Visit your church school and in every way possible inform yourself about the great enterprise of Christian education in which you are a stockholder.

"As in their [Israel's] day, so now the Lord would have the children gathered out from those schools where worldly influences prevail, and placed in our own schools, where the word of God is made the foundation of education."

—*Counsels to Teachers*, p. 166.

"Who can determine which one of a family will prove to be efficient in the work of God? There should be general education of all its members, and all our 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."—*Ibid.*, p. 44.

"The churches in different localities should feel that a solemn responsibility rests upon them to train youth and educate talent to engage in missionary work. When they see those in the church who give promise of making useful workers, but who are not able to support themselves in the school, they should assume the responsibility of sending them to one of our training-schools. . . . The churches should feel it a privilege to take a part in defraying the expenses of such."—*Ibid.*, p. 69.

Concerning *Blueprint Reading*—An Editorial

ADVENTISTS are rightly concerned about following the blueprint of Christian education. We believe we have been singularly blessed as a denomination in that the prophetic gift has been generously employed in the development of the philosophy and plan of our education. This instruction from the messenger of the Lord is the most precious heritage of our schools, setting forth a philosophy of education peculiarly suited to the service of the church and the needs of young people. It is so sound, so practical and comprehensive, that many educators not of our denomination are inspired by it. No Adventist minister, teacher, or layman, can afford to be unacquainted with it.

What do we mean by Christian education? We mean a distinctive philosophy giving form and direction to the entire learning situation.

The plan includes both a method and an objective. The end we seek is threefold. First, Adventist young people must be helped to find Jesus Christ as a personal Saviour. Then they must know and personally accept the tenets of the Christian faith and be fully grounded in the truth. Finally, our young people must be educated and trained for Christian service, with first consideration given to the organized church as the channel.

Since Christian education as we interpret it is closely related to redemption, having as its first objective to restore in man the image of his Maker, to assist young people to reach the full stature of spiritual maturity, it follows that the method of education will be personal as to teacher-student relationships, and consistently Christian as to the entire learning environment. By this we mean that the school program, curricular and extra-curricular, intramural and off-campus, will be consistent with the beliefs and

accepted practices of Seventh-day Adventists. We mean that the instructors, administrators, and other staff members of the schools will by teaching and example demonstrate the same consistency. And we mean that the teachers will cultivate close personal relations with their students, bringing to bear with full force the charm and drawing power of Christian character, to attract young people to the Master Teacher.

When we follow the blueprint, the student is encouraged to climb to the topmost intellectual height of which he is capable, then to use his talents in the service of God. His body as God's temple comes in for attention and care, not primarily for sport or pleasure, though they have their place, but primarily for work which is socially significant. The product of these factors is disciplined personality, men and women whose talents are harnessed to the world's need, whose behavior is determined by principle, and whose thinking is shaped by their faith.

The principles of Christian education are universally applicable. Although Adventist schools sprang up beside the American public school, that did not commit them irrevocably to any pattern of organization. Australian schools developed under the direction of Ellen G. White, with organizations similar to those of the commonwealth in which they are located, and quite unlike the American. The same can be said of Adventist schools in other lands. Yet they embody the principles of Christian education and through the years they have sent out stalwart men and women of God. Almost any national system of education which leaves the conscience free, permits the employment of consecrated Adventist teachers and the inclusion of Bible in, or in addition to, the curriculum, can be made to fit the blueprint of Christian education.

Challenging Problems

A GENEROUS share of the administrative and teaching problems which arise in any college may be attributed to a diversity in the backgrounds of the various students and members of the faculty. It is in dealing with such problems that proponents of a world-encircling school system may put their educational philosophy to a practical test. The constituent territory of Middle East College lies on three continents, and its faculty is drawn principally from a fourth. In such a school background differences are not only numerous but also great.

There is no language that is common to the people of the Middle East. Students come from homes whose mother tongue is some dialect of Arabic, Armenian, Persian, Turkish, Greek, French, Russian, or Assyrian. The official language of the countries from which most of the students come is Arabic. However, the textbooks available in this language are entirely unsuited to the purposes of Christian higher education.

The language of the college is English. This means that all students are studying in a foreign language. It also requires that the elementary and secondary schools of the union make foreign-language study a fundamental feature of the curriculum. English is taught every year beginning with the third or four grade. Seven grades of English are taught at the college, beginning with those who know none whatever and finishing with the completion of the composition and rhetoric course usually taught in the college freshman year in American colleges.

The present enrollment includes students from Lebanon, Syria, Palestine, Transjordan, Egypt, Iraq, Iran, Turkey, Cyprus, and Switzerland. Each country has its nationalistic prejudices, social cus-

oms, dietary habits, currencies, and personality characteristics. To blend these into one school family is no simple matter.

All activities are planned to cut across national lines. Nominating committees for extracurricular activities are careful to select officer groups which are representative of all the nationalities. No organizations or activities are permitted which in any way emphasize or advertise nationality. As far as possible, nationality is ignored, and the "one world" concept is encouraged.

Some of the non-Adventist religions and denominations represented in the college are the Greek Orthodox, Roman Catholic, Maronite, Gregorian, Christian, Old Assyrian, Presbyterian, Church of God, Coptic, Congregationalist, and Moslem. This presents a real evangelistic challenge as well as a problem in social integration.

The economic and social structure of the Middle East is still feudal in nature. Common labor is despised by all who can afford to despise it, and by most of those who cannot. In such a society the economic status of a family is of great significance. Social and economic prestige entitles one to many privileges, and the lack of it subjects one to many indignities.

Students come to the college from all classes. Some come from the homes of merchants and landowners, where every convenience is known and where culture and refinement are prized. Others come from the homes of day laborers, where the principal problem is the supplying of daily bread. Still others come from villages where the use of silverware at the table (if the practice has been heard of) is scorned as a corruption of modern society.

Administering a student-labor program under such conditions raises some rather novel problems. However, it is through the industrial program, by which the dignity of labor is taught, that the college may make its greatest social contribution. Such favorable recognition as the school has received has come largely because of the stress laid upon this factor in our threefold educational program. The shop is equipped with some very fine machinery. Besides furniture, ornamental articles of the very scarce Cedar of Lebanon are made by students. The college has its own power plant, and recently a peanut butter industry has been started. The farm is being developed. Other industries are planned and will be put into operation as soon as finances are available.

Each country of the Middle East has its own Ministry of Education, which works entirely independently of all the others. There is no accrediting association. The several government school systems have been influenced in varying degrees by different western systems. There is not the slightest semblance of uniformity among elementary and secondary schools in requirements for admission, promotion, or graduation. Furthermore, within each country there are mission schools patterned after American, British, and French systems, besides Moslem and Christian private schools which defy classification.

It is utterly impossible to evaluate credits and certificates from these diverse systems on any basis which can be defended as fair and equitable in all cases. There is no agreement among the colleges and universities in this matter, and their policies vary greatly even regarding generally recognized certificates. For example: the holder of a twelfth-year secondary certificate from the Turkish Government school system is given freshman standing in the national university, sophomore standing in the American University of Beirut, and junior standing in the

Robert College (Istanbul). Among these systems there is wide divergence in practice in the recitation hours per day, school days per week, and weeks per scholastic year. The offerings of their curricula are equally different.

The most effective instrument for achieving a oneness of purpose in such a heterogeneous group is an active Christianity fostered by and demonstrated in the lives of the faculty and a major portion of the student body. The doctrines of the fatherhood of God and the brotherhood of man have a very real and practical significance in such an institution. It would be presumption to say that religious exercises and activities are more spectacular and more readily apparent among people whose backgrounds, opportunities, and cultures differ.

Although Middle East College is as yet a young institution, it has given evidence of the evangelical nature of the educational principles held by this denomination. Its graduates have already justified the trust that through them the gospel of Jesus Christ may again be brought to these countries that killed the prophets, crucified our Lord, and brought martyrdom to the apostles. After serving in such an institution one's mental picture of John's description—"a vast host appeared, which it was impossible for any one to count, gathered out of every nation and from all tribes and peoples and languages, standing before the throne and before the Lamb" *—becomes less impersonal. F. E. J. HARDER, *Principal*
Middle East College

* Revelation 7:9, Weymouth.

To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized,—this was to be the work of redemption. This is the object of education, the great object of life.—*Education*, pp. 15, 16.

We Are Building Again

IN THE northern zone of Korea, above the 38th parallel, in the country village of Soonan is located our Adventist training school. Established in 1907 by W. R. Smith, and further developed by Howard M. Lee from 1910 to 1936, the institution continued as a training school for workers until the beginning of the recent war. During its Golden Age, about 1920 to 1938, the school provided a well-rounded vocational training through its carpenter and blacksmith shop, dairy, poultry industry, farm, orchard, and health-food factory.

But with the insistence upon emperor worship as fostered by the military clique of Japan, our educational work entered gloomy days. Rather than submit to government demands to foster emperor worship in the institution, it was found necessary just before the outbreak of the recent war to withdraw our denominational support and cease operating the school as a mission institution. Very shortly the war came, and later the occupational division of the country. This training school, which in the past was the hub of our mission work as it trained workers for all branches, is no longer under our control. Our believers are not able to use it.

Such was the picture of the educational work in Korea at the end of the war. Among the first things which we missionaries endeavored to do upon our return to the field was to re-establish our schools. The headquarters church school in Seoul was rehabilitated and reopened last September, with an enrollment of more than one hundred boys and girls, the majority of whom come from Adventist homes. The school carries six grades. Three male teachers are manning it at present. Another elementary school is also being conducted by one of our active churches on the east coast. It has two teachers and over forty students.

Secondary school work was started in two renovated dormitories located three miles from the mission compound. These dormitories, which were under construction in 1940, are now serving as temporary quarters until we can move to a more suitable location. Six teachers are busy there, caring for more than one hundred students in the junior years of academy work. The three senior years of the academy we are not yet able to offer because of lack of space and teachers.

Forty-seven young men and women are taking the first year of the ministerial training course, which is being conducted in the wing of our headquarters church. Our hope for new workers lies in these youth who have faithfully endured the trials and persecutions of war.

However, the brightest spot in our educational future centers in the one hundred and seventy-five acres of valley, hill, and mountain land which we are purchasing from the former royal family of Korea. This is uncultivated land, a portion of a large estate set apart for the protection of two large royal tombs. It is only through the favorable name of our work here in Korea that we have been able to procure such a rare tract of land. Not only is it difficult to find such a large area of uncultivated land in this densely populated country, with its thirty million inhabitants, but it is next to impossible to get it within reasonable distance of railroads, electricity, medical care, and the other centers of our work. This site, however, is also situated in such a way that the school will be well protected on all sides from any encroachment of populace. It would seem that through hundreds of years the Lord has been saving this tract of land for us, for it fits every specification of the Spirit of prophecy for locating our schools.

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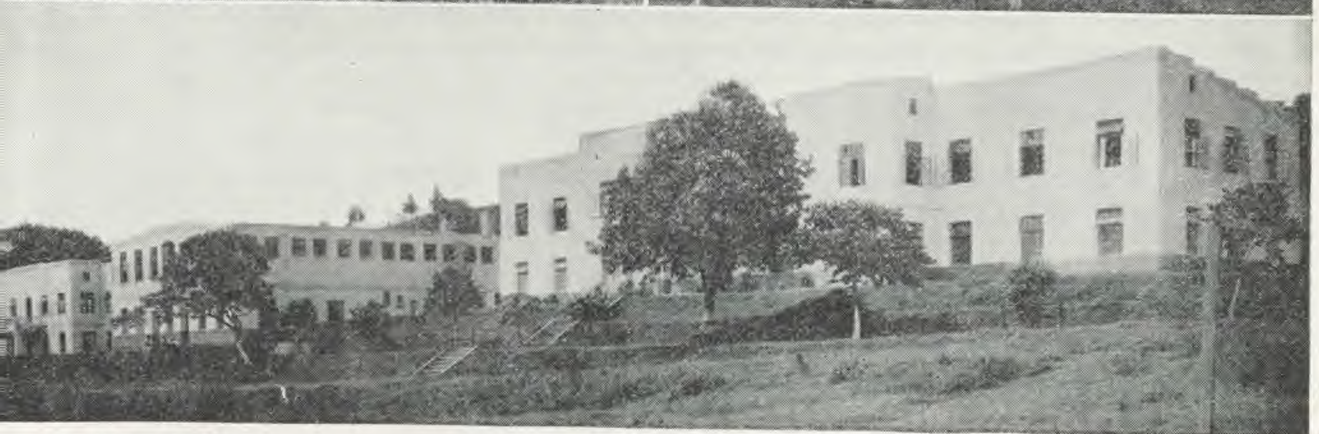
A PRACTICAL APPROACH TO EDUCATION

1. Port-of-Spain, Trinidad. 2. Honduras. 3. Santa Clara, Cuba. 4. Port-of-Spain, Trinidad. 5. Bolivia. 6. Port-au-Prince, Haiti. 7. Petropolis, Brazil. 8. Caparao, Brazil. 9. San Jose, Costa Rica. 10. Roorkee, India. 11. Sao Paulo, Brazil. 12. Solusi, South Africa. 13. Lima, Peru. 14. Mandeville, Jamaica. 15. Helderberg College, South Africa. 16. Lima, Peru. 17. Malamulo, South Africa. 18. Italy.



ADVENTIST SCHOOLS

1. Antillian Junior College, Santa Clara, Cuba. 2. Escuela Agricola Industrial Mexicana, Montemorelos, Mexico. 3. Elementary School, Barranquilla, Columbia. 4. Caribbean Training School, Trinidad. 5. Making Building Blocks, Montemorelos, Mexico. 6. West Indian Training College, Mandeville, Jamaica.



OF THE AMERICAS

1. Colegio Vocacional de America Central, Costa Rica. 2. Haitian Seminary, Port-au-Prince. 3. Antillian Junior College, Santa Clara, Cuba. 4. Colegio Industrial Hondureno, Honduras. 5. Caribbean Training College, Trinidad. 6. New Normal School, Mandeville, Jamaica. 7. Instituto Colombo-Venezolano, Medellin, Colombia.

Building Christians in the Americas

THE territory of the Inter-American Division stretches over the long chain of thickly populated, fruit-growing islands of the West Indies, through the banana republics washed by the Caribbean, to ancient Mexico, land of Indian villages and modern cities. Within this widespread territory are twenty thousand Seventh-day Adventist youth, and it is an achievement for Christian education that eight thousand of them have been accommodated in Seventh-day Adventist schools. The picture section will show some of the excellent school plants which are staffed by earnest Adventist teachers well trained for their work in all the educational levels, from elementary to college. In those schools which are designated as training schools, professional preparation is given for the ministry and Bible work, for teaching, and for commercial subjects, which are the instruction areas of most direct benefit to denominational work in the division.

At Montemorelos, Mexico, is the Adventist Industrial School, whose curriculum is determined by the state of Nuevo Leon in which it is located. There a full program of Bible instruction must be carried in addition to the regular curriculum. A large portion of the two hundred and thirty acres of the school farm have been set to orange and grapefruit groves. Poultry-raising, dairying, gardening, and carpentry are also engaged in by the one hundred and twenty-six students in attendance this year.

Although the Honduras Industrial Academy, at San Francisco, is only two years old, it has already launched into bee culture, weaving, and broommaking—all profitable industries—in addition to its training courses.

In the second smallest republic of Central America, named "Rich Coast" (Costa Rica) by the Spanish adventurers

who came there to look for gold, is the Central American Vocational College, from which one hundred and eighteen were graduated this year. Some of these graduates who were Teachers of Tomorrow have become teachers of today in the elementary church schools of the Inter-American Division.

Training center for the Colombia-Venezuela Union is the Academia Colombo-Venezolana, located on the west side of beautiful Medellín Valley, at an elevation of approximately 4,500 feet. Thirty-two of the seventy-three graduates of this school are in the organized work of the union conference.

The college press is one of the most important industries at Caribbean Training College, near Port-of-Spain, Trinidad. Throughout the years it has earned a reputation for excellent work, and consequently has a large business with the commercial firms of Trinidad. And in all probability the Port-of-Spain housewife sweeping her veranda is using a broom made in the college broom shop.

In the tropical paradise of high mountains, soft breezes, and colorful flowers which is Jamaica, seventy-six girls and seventy-five boys are filling the dormitories of the West Indian Training College, at Mandeville. They are enthusiastic over the piano fund for Cedar Hall and the securing of a sewing machine for Jamaica Hall. They are also keenly interested in their school paper, *The College Echo*, which has a subscription list of one thousand. Both the training school and the Kingsway High School, at Kingston, prepare their students to take the senior Cambridge external examinations.

The Haitian Seminary, near Port-au-Prince, is operated for the benefit of French-speaking youth in Inter-America. Construction work is still in progress on this school, which, in its first year, has

thirty-two young men and women in attendance. So far, in addition to the estate house that was on the property when it was purchased, an industrial unit, a girls' dormitory, and a cottage for the principal have been erected.

Students at the Antillian Junior College, in Santa Clara, Cuba, have an unusual privilege, the use of the school's eight-inch reflecting telescope, optical parts of which were donated by the pastor and members of the church at Napa, California. The mounting and fifteen-foot revolving dome were constructed in 1947 by the astronomy teacher and members of his class. A bubble sextant secured from the United States Army Air Force, and a good celestial globe add practical atmosphere to this outpost for nature lovers.

Leaving the Caribbean area for the lands of the South American Division, we find a well-developed educational work, with a total of four hundred and twenty-eight schools in which twenty thousand children and young people are enrolled. There are more than seven hundred teachers. The Indian schools of the Inca Union have been greatly publicized, and justly so. There are two hundred and twenty of these schools, with a total enrollment of more than ten thousand pupils. Their influence has been incalculable in bringing the gospel to the Indians, along with more civilized patterns of living. Less well known, but the very backbone of our work in South America, are the sixteen secondary and advanced schools, with twelve hundred and ninety-four secondary students enrolled, and one hundred and eighty-seven college students. These are the training schools from which come the leaders to man the organized work of the denomination in Hispanic America. As high as eighty per cent of the young people attending these schools earn their expenses by selling our gospel literature.

Five of these schools are found in Brazil. There are four academies giving

a part or all of a secondary curriculum: the East Brazil Academy at Petropolis, the Northeast Brazil Rural Institute at Belém-Maria, Taquara Academy in the state of Rio Grande, and Paraná-Santa Catarina Academy at Curitiba. At the top of the pyramid is the Adventist College of Brazil, at São Paulo. Loyal support by the constituency this school is so crowded, with its five hundred young people, that on the Sabbath they fill the chapel to the exclusion of the townspeople, who are meeting in the recreation hall. In South Brazil the brethren are undertaking to build two new boarding academies to take care of the ever-growing interest in Christian education.

Argentina has two academies, the Buenos Aires Academy in the capital city, and the Instituto Adventista Juan Bautista Alberdi in north Argentina. The River Plate College, at Puíggari, far up the Paraná from Buenos Aires, in the state of Entre Ríos, the Mesopotamia of South America, is not only the training college for the Argentine but the Alma Mater of a great many of the workers in all parts of Hispanic America. There are few schools in the denomination with a record for training leaders which equals that of the River Plate College, this year celebrating its fiftieth anniversary.

Besides the Indian schools already referred to, Peru has a secondary school in the Lake region, the Lake Titicaca Training School at Juliaca, and Inca Union College a few miles out from the capital city of Lima. The college was recently moved from the encroaching city into a rural district at Naña, where there is room for the buildings needed by an expanded school organization, which is now coeducational, and for the industries which are an integral part of the pattern of practical Christian education.

Other examples of the excellent Adventist school system in South America are the modern school plant of the Uruguay Academy, at Progreso, and the Chile

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1. Bolivia Training School, Cochabamba. 2. Church School, Brazil. 3. Colegio Union, Lima, Peru. 4. Indian Church School, Bolivia. 5. Chile College, Chillan. 6. Taquara Academy, Brazil.



1. Brazil College, Sao P. ulo. 2. Uruguay Academy, Progreso. 3. Church School, Santos, Brazil. 4. Faculty, Petropolis, Brazil. 5. Brazil College, Sao Paulo.

The Strong Schools of Europe

EUROPE nurtured our Western civilization and gave us most of our basic concepts of educational method and organization. Upon this culture base was reared, through the years, an impressive organization and structure of Christian education. Then came war, with its train of destruction, disorganization, and loss of morale. Never was education needed more. Never was constructive vigor and moral integrity needed more. Never was Christian education needed half so much.

The Adventist teachers were ready with some of the finest schools to be found in the denomination. Though their facilities are taxed to the limit, and in many schools they have a waiting list of those who wish to study to prepare themselves for the work of the Lord, they are doing a noble work. There is much to discourage their efforts. Privation, the nerve strain of war, and lack of proper food have taken their toll of health. Libraries and school supplies have gone up in smoke. Desks and furniture have been taken for other purposes. Our schools in Central Europe have in some instances housed refugees or displaced persons, or have been used for hospitals. Such was the case with Neandertal, Friedensau, Darmstadt.

From Neandertal comes this heartening word: "For many months we have been struggling to prepare our school-rooms. Thank God, we are nearing our goal. Through circular letters we have appealed to our people to help us with books for our library. These are difficult times of meager means, but we are being directed toward open doors on all sides where we may secure the most necessary furnishings. The doors of our school are to be open to lay members as well as those who are preparing for the ministry, so that the church may be strong and we may do a great work for young people.

This is a heavy responsibility and a solemn task. May God grant that we meet its obligations!"

Onsrud Mission School, in Norway, has for twenty-five years been a great blessing to our work in the Northland. The enrollment is about double the normal capacity, and still many young people are unable to get the Christian education they desire. The students are mission-minded. Some are conducting evangelistic services in near-by communities. Twenty-five sold books last summer, twenty-one of them earning scholarships. There is an active Missionary Volunteer Society with many students working for grades and honors, and with active correspondence, sunshine, and prayer bands. Eleven students were baptized last year. "The gentle spirit of a Christian home prevails at Onsrud," writes the principal.

In a beautiful setting of mountains and lakes is located our Finnish school, Toivonlinna—"Castle of Hope" when translated to English. It is our only school in a land of four million people, of which number thirty-eight hundred are Adventists. The entire membership has rallied to the effort to build up the school to a capacity of about two hundred students, and to that end a good administration building is now under construction.

Near Zeist on the road to Amersfoort, in Holland, lies the countryseat of Zandbergen, a country mansion recently acquired by our people to start schoolwork in that land. On January 28, 1948, the lord-mayor and aldermen of Zeist attended the official opening of this school.

Vejlefjord High School, in Denmark, is an institution of substantial brick buildings beautifully situated in a rural setting, overlooking the fjord from which it gets its name. For eighteen years it has been pouring workers into the denomination in all parts of the world, with

Africa receiving the largest share. There is a strong vocational program to balance the spiritual and intellectual. The farm and orchards are considered the best in that part of Denmark. There are also other industries, such as the newly established cement brick plant and the brush and broom works.

For fifty years Sweden has had an Adventist school. In its present location, about forty miles north of Stockholm, the Ekebyholm school serves a constituency of more than three thousand members. Besides the principal and the matron there are seven teachers, four of whom hold degrees from Nordic universities. The three hundred and fifty-acre farm supplies grain and dairy products for the school during the regular academic year and during the off season for the sanitarium which Ekebyholm, like other Nordic schools, conducts in its buildings during the summer.

The training college for the Southern European Division is the well-known *Seminaire Adventiste du Saleve* in eastern France. Since its opening in 1921 under the direction of L. L. Caviness, this school has been a means in the hands of the Lord of training many workers. One third of those who have gone from its halls have found employment in the denomination. At present the enrollment is about one hundred and fifty, drawn from many countries and spread through the upper primary, intermediate, and advanced grades. To meet expanding needs, the school plans to build and to extend its classwork upward.

Outstanding despite its small size is the Portuguese seminary at Portalegre, operated in a rented monastery and staffed with seven teachers, some of whom were once priests of the robe. The management is efficient, and the scholastic standards are unusually high, facts of which the government is well aware. Located in the midst of olive groves, a school industry is the preparation of *ceiras* used in the production of olive oil. But, ac-

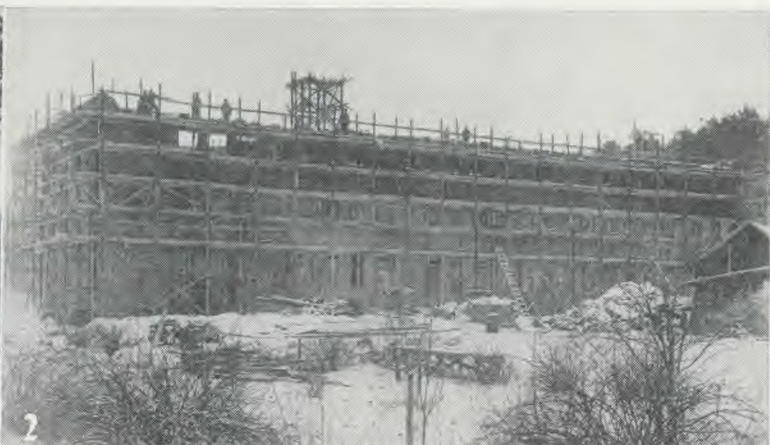
ording to word from the director, evangelism is the principal "extracurricular" activity, as the result of which there are every year numerous baptisms from the surrounding towns.

Our Italian school near Florence, the Adventist Institute of Bible Culture, was founded in 1940 as the war clouds were gathering over Europe. In 1944, with a student body reduced to twenty, the Florence school found itself between the battle lines. For a month, most of the time was spent in bomb shelters. But they carried on, in spite of the fact that for seven months they were without electricity or gas, and much of the time without water. Of that period the principal writes, "But God gave us in those days so many tokens of His love and care that we shall ever consider those hard times as the most precious for establishing our confidence in God."

Europe has other schools. In Madrid, Spain, is a training school for workers. In Algiers there is an intermediate school. In the Madeiras, the Cape Verde Islands, and St. Thomas there are elementary schools and junior academies. On Madagascar are located the Indian Ocean Union Training School with an enrollment of one hundred and fifty, and the Tananarive elementary and secondary schools, which, with smaller school units, have a combined enrollment of seven hundred and fifty pupils. These are rated by the government as the best private schools on the island. The director writes that two thousand pupils would come if they had the buildings and facilities required for government permission.

Behind the curtain are other schools that are in God's hands, the unofficial reports from which are encouraging.

Upon Christian youth depend in a great measure the preservation and perpetuity of the institutions which God has devised as a means by which to advance His work. Never was there a period when results so important depended upon a generation of men.—*Counsels to Teachers*, p. 99.



HERE WE TRAIN THE

1. Toivonlinna Mission School, Finland. 2. Main Building Under Construction, Toivonlinna, Finland. 3. Vejleford, Denmark. 4. "Zandbergen," Netherlands. 5. Ekebyholm, Sweden. 6. Onsrud, Norway.



YOUNG PEOPLE OF EUROPE.

1. Tananarive, Madagascar. 2. Florence, Italy. 3. Normal School, Madagascar. 4. Gland, Switzerland. 5. Girls' Home, Colonges, France. 6. Lausanne Church School, France. 7. Portalegre, Portugal.

Our Schools in Britain

CHRISTIAN education in Great Britain is well represented by Newbold Missionary College and the Stanborough Secondary and Church School, institutions which are the result of progressive development since the Adventist Training School opened in London in 1901.

When war clouds gathered over Britain, our college was located at Newbold Revel, a few miles out of Coventry. The Royal Air Force took over the property, and temporary quarters were secured for the college. When it was found impossible to return to Newbold, the college moved south to occupy a beautiful countryseat at Bracknell, Berkshire, a few miles from Windsor, the country home of the king. Here is carried on a strong program of training for ministers, teachers, and Bible instructors. Industries include the farm, four thousand fruit trees, and

the manufacture of leather goods, with a printing establishment in prospect.

In 1940 that the present secondary program was begun at Stanborough Park, Watford, to prepare boys and girls for the external examinations for the Senior Oxford School Certificate. This was a venture of faith, for in those days German bombs were falling on London, only fourteen miles away. But the Lord blessed the enterprise. The support of our people was spontaneous, and from a small beginning the enrollment has risen to more than three hundred pupils, their training directed by eleven teachers. The students are predominantly Adventists, though many young people come from Jewish, Roman Catholic, Anglo-Catholic, and Protestant homes. This provides a priceless opportunity for evangelism by Adventist teachers and students.

Australasian Schools

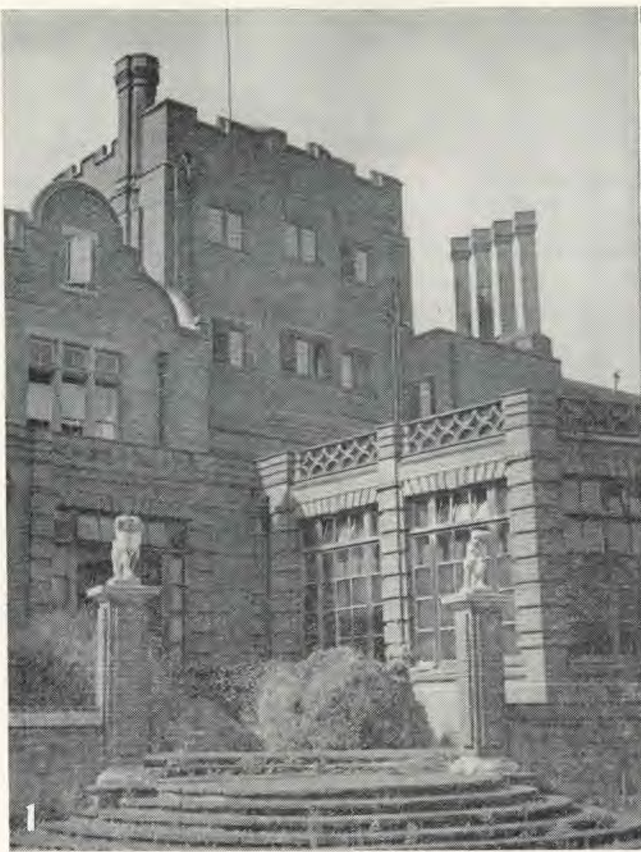
IN THE vast island and continental field of Australasia education is a most important branch of the organized work of Seventh-day Adventists. There are approximately fifty organized schools, most of them elementary and intermediate in grade, but including also a number of strong secondary schools and one training college doing work above the twelfth grade, by the American system.

Outstanding in point of size, organization, and services to the denomination in the training of workers are the Australasian Missionary College, familiarly called Avondale, in New South Wales; the West Australian Missionary College, located in the beautiful wooded valley of Carmel, near Perth; and the New Zealand Missionary College, at Longburn.

Best known to the American reader and the oldest, dating back to 1894, is the

Australasian Missionary College. Here the messenger of the Lord lived and labored for nine years. Here by voice and pen were enunciated the great fundamental principles upon which our educational work has been built. Here were trained outstanding workers for the world field. In no other college are the students so mission-minded. Fiji, Solomons, New Guinea, Papua, Tonga, Samoa, and Pitcairn are household words on the campus.

For the first time in ten years the Australasian Union held an educational convention in January of this year. The one hundred and fifty teachers in attendance were inspired by the instruction of their leaders and by the presence and counsel of J. L. McElhany, president of the General Conference, and E. D. Dick, General Conference secretary.



1. Newbold College, Bracknell, Berks. 2. Stanborough Secondary and Preparatory School, Watford, Herts. 3. Newbold.



1. Carmel, West Australia. 2. Longburn, New Zealand. 3. Avondale Primary School, N.S.W. 4. Avondale Central School. 5. Avondale Chapel. 6. Rarotonga, Cook Islands. 7. Australasian Missionary College, Cooranbong, N.S.W.

Education in the Not-So-Dark Continent

IN THE same period when prairie schooners were forging westward across the American plains, ox-wagon pioneers were pushing deep into the heart of South Africa, land of gold, diamonds, springboks, birds and flowers of bright tropical colors, and hordes of warlike black peoples. This Great Trek marked the beginning of the opening of interior South Africa for white civilization, and from these early English and Dutch pioneer families have come devout Seventh-day Adventists who have been influential in building the strong network of mission stations, hospitals, and schools which are in operation there today. The success of their work is accentuated by the fact that in this southern third of the world's second largest continent are approximately one third of the world's Seventh-day Adventist students.

The training school for Europeans in South Africa is Helderberg College, located on a pine-covered slope of Helderberg Mountain, three miles out of Somerset West and thirty miles from Cape Town—a Cape school that is different, according to the South African *Mentor*, for there the aristocrats are in overalls, and the most popular students are those who work for their tuition. Also in Cape Province is the Good Hope Training School, which prepares workers for the Colored and Indian peoples in South Africa. Bethel Training College, at Butterworth, Transkei, is the Bantu training school for native Africans.

These three centers provide many of the teachers for the more than eleven hundred schools conducted by Seventh-day Adventists in the Southern African Division, one of the oldest and best known of which is Solusi Mission Training School at Bulawayo in Southern Rhodesia. Supervised by J. R. Siebenlist, and serving the Zambesi Union Mission

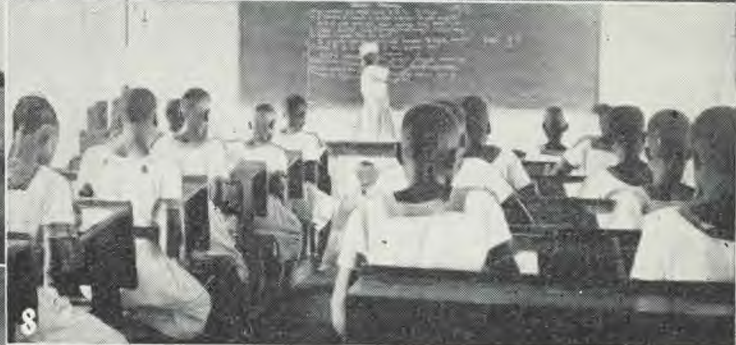
field, this school opened the 1947-1948 term with five hundred and thirty-five students—the largest enrollment it has ever had—in spite of severe drought. The Lord was merciful during this trying period, and the year closed with a high passing percentage, a high baptismal record, and an added two grades, or standards, which put the school in the junior high school status. It is planned that next year the ministerial class at Solusi will spend about six months studying Bible fundamentals and evangelism, and will then conduct two eight-week campaigns.

The Malamulo Mission School, of which A. H. Brandt is principal, now offers elementary education to the equivalent of the sixth grade; domestic training for girls; a vernacular course for students who have completed the fourth standard, graduates from which are qualified for supervision of substandard village schools; an English teacher's course, which is a two-year normal curriculum following completion of the sixth standard; and an evangelistic teacher's course. The Malamulo Mission Hospital offers a course for hospital assistants and a course in midwifery.

For the Kamagambo Training School, in South Kavirondo, 1947 was a year of planning and waiting for the new school block, a central dining room and kitchen for the boys, which should be completed in 1948. February 25, His Excellency the governor of Kenya, Sir Philip Mitchel, and the district commissioner of South Kavirondo, visited this school, the only Adventist teacher-training center in Kenya, and commented on the excellent work being done for the twenty-eight teachers-in-training and the three hundred elementary students.

The advanced school for the Tanganyika field is Ikizu Training School, the

Please turn to page 50



OUR SCHOOLS IN AFRICA

1. Ikizu, Tanganyika. 2. Bethel Training College, Butterworth, Cape. 3. Good Hope Training School, Athlone, Cape. 4. Visit of the Governor, Kamagambo Training School, Kenya. 5. Mission School, Congo. 6. Bongo Training School, Angola, Portuguese West. 7. Helderberg College, Cape. 8. Kamagambo Girls' School, Kenya. 9. Bethel Girls' Home, Butterworth.



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TRAINING CENTERS OF SOUTHERN ASIA

1. Hapur, India. 2. Nugegoda, Ceylon. 3. Vincent Hill, Mussoorie, India. 4. Chuharkana, Mandi, Punjab, India. 5. Kot-tawa, Ceylon. 6. English Elementary School, Poona, India. 7. Roorkee, India.

The Light of Asia

IMAGINE, if you will, the problem of bringing education to the great subcontinent of India, with its 388,000,000 people, its caste barriers, its low health standards, and above all, the prevailing blindness of illiteracy where ninety-seven of every hundred women cannot read or write. Adventist leaders and laymen in India must live and struggle with this problem; so must the teachers in our schools, and that courageous band of teachers-in-training at Spicer Missionary College, who, in their effort to bring encouragement to church school teachers throughout the country, publish monthly *The Normal Voice*, official organ of the Aleph Gimel Ain Chapter of the Teachers of Tomorrow.

Vincent Hill College, near Delhi, also sponsors a teacher-training program. Walter C. Mackett is the new principal, and Miss Emma Lehmann, formerly dean of women at Oshawa Missionary College, in Canada, has joined the Vincent Hill staff as preceptress. The college bakery reopened March 1 under a new manager, George Poole. A new science hall is under construction, which will also provide commercial classrooms.

Also in the United Provinces we have the Mission High School at Roorkee and the Elementary Boarding School at Hapur. The high school, teaching standards seven to ten and some training classes, is the training center for the Northwest India Union Mission. In the elementary schools at Hapur and at Chuharkana, Pakistan, students in standards one to six learn carpentry, peanut butter making, lacemaking, knitting, sewing, gardening, and farming. Crops grown on these farms include wheat, cotton, vegetables, mangoes, papayas, and oranges.

In Salisbury Park, Poona, the English Elementary School with its ninety pupils has been leading Southern Asia in high

scores on English examinations. This school sponsors the Missionary Volunteer Progressive Classwork, and it is hoped that soon an investiture service may be held there. A few of the older students participated in the annual Ingathering campaign and helped to exceed the goal by a considerable amount.

Separated from the mainland by the Indian Ocean is the beautiful palm-shaded island of Ceylon, with its picturesque rickshas and two-wheeled bullock carts. Chief products of Ceylon are rubber, tea, and rice, and the native people live principally on curry and rice, bran, or lentils. There are two Adventist secondary schools on Ceylon, under the supervision of E. A. Crane, until recently educational secretary of the Canadian Union Conference. These schools are at Nugegoda, a suburb of Colombo, and at Kottawa. The following letter written by two sisters, students at Kottawa, illustrates the evangelistic spirit of these two schools:

"We came to this school for the sole purpose of learning English. Here we were taught to read the Bible and learn the truth from God's Word. Our principal and teachers taught us about the Bible. We loved to listen to the Bible stories told us by the matron. As other Adventist children knelt to pray, we too knelt to pray. The mighty God answered our prayers. So we felt we wanted to become Christians too. We joined the baptismal class and learned the reasons why we should become Adventists. In our morning and evening prayers we asked God to help us to become Adventists. We then approached our brother, who is our guardian, to allow us to become Adventists. We have no parents. We felt sure that he would not even listen to us. But his reply was, 'If you will be good girls you can become Adventists.'"



★

CHRISTIAN EDUCATION IN

1. South China, Hong Kong. 2. Wartime College, Szechwan. 3. Northwest China, Sian, Shensi. 4. North China, Peiping. 5. China Training Institute, 1947-48, Chiaotoutseng.

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NON-CHRISTIAN STRONGHOLDS

1. Philippine Union College, Manila. 2. Korean Union Training School, Seoul. 3. North Borneo. 4. West Visaya, Iloilo. 5. Mindanao. 6. Church School, La Castellana, Occidental Negros. 7. Northern Luzon. 8. Japan Training School. 9. East Visaya, Cebu.



Now board a ship in Ceylon, and in a few days you may find yourself at Saigon, chief port of French Indo-China. Here may be seen handsome public buildings and sidewalk cafes patronized by Annamese people wearing the latest Paris fashions. Here, too, is the training school of Seventh-day Adventists, conducting a six-month course in evangelism for about twenty students who will present Christ to Indo-China's thirty million people.

Perhaps you would like to fly from Saigon to Hong Kong, to visit the South China Training Institute, on a beautiful site in Kowloon. During the recent war this school was occupied first by the Japanese and then by the British, but the latter returned it to us in May, 1947; and now, after complete rehabilitation, the school is in operation again. Fortunately, despite great interference by the Japanese, the North China Training Institute was able to give unbroken service throughout the war years.

During this distressing period the China Training Institute was removed to the far west, where it was operated under the capable leadership of Dr. James Wang. Now it has been returned to its original site at Chiaotoutseng, and this year is being conducted in a silk filature plant while the necessary buildings are being constructed. The China Division Department of Education purposes to conduct its training college, its eighteen mission academies, and its more than one hundred church schools in harmony with the divine plan of threefold training.

A short sail from Hong Kong across the South China Sea will take you to North Borneo, whose wealth lies mainly in agricultural and jungle products. On this island Seventh-day Adventists have three elementary church schools, one of which is the Sabah Training School at Tamparuli. Here, in the Malay language, students are taught the Bible and are inspired to work for souls.

Imagine, if you can, a land area approximating the State of Arizona broken

up into more than seven thousand verdant islands scattered over a half million square miles of ocean. This is the Philippines, territory of the Philippine Union Mission, whose chief school is the Philippine Union College of which Andrew N. Nelson is president. This school offers work on the elementary, academy, and college levels, and has an enrollment of more than seven hundred. English is the language of instruction, and Spanish, French, and Tagalog are also taught, along with religion, history, science, commerce, home economics, education, and nursing education. A strong medical cadet program is now under way for both men and women. Graduates from this college will help to staff the one hundred and twenty-nine church schools and five academies on the Islands. Many of the church schools are on the large islands. This year the West Visayan Mission, with headquarters at Iloilo City, conducted nineteen elementary schools having a total enrollment of more than seven hundred pupils, more than two thirds of whom are Seventh-day Adventists.

Many of these church schools were closed or destroyed during the war, and the problems of reopening and rehabilitating them have been tremendous. However, more schools could have been opened this year if there had been enough qualified teachers to conduct them. The five academies, which will graduate more than one hundred young people this year, are fully recognized by the government and are considered the best in their respective localities. Northern Luzon Academy, at Sison, Pangasinan, was a war casualty, but now its students are back in their dormitories, the science laboratory is completely equipped, the administration building has been reconstructed, and the library contains more books than it had before the war broke out. God be praised for the speedy rehabilitation work that has been done in the Philippines.

Please turn to page 40

SCHOOL NEWS

FIVE CHOIRS OF WASHINGTON MISSIONARY COLLEGE gave a program of gospel songs in the Sligo church on Sabbath afternoon, April 3. These were the college A Cappella Choir, Vox Celeste (girls), and Theodosians (men), the Takoma Academy choir, and the Sligo Elementary School choir. Brief historical sketches of the songs were given.

LEWIS N. HOLM, now principal of Broadview Academy (Illinois), is the president-elect of Atlantic Union College. He succeeds G. Eric Jones, who has accepted the position of educational secretary of the Canadian Union Conference.

HAROLD F. LEASE, who has served as dean of men at Southern Missionary College for the past six years, has been granted a year's leave of absence for further graduate work.

PLATTE VALLEY ACADEMY (Nebraska) has recently added a new 50-gallon pasteurizer to its dairy equipment.

The word of God is the most perfect educational book in our world.—*Fundamentals of Christian Education*, p. 394.

EMMANUEL MISSIONARY COLLEGE dedicated the chapel periods of March 8, 10, and 12 to a renewal of faith in the Spirit of prophecy as witnessed in the life and works of Ellen G. White.

FORTY STUDENTS representing thirty-one countries outside of the United States attending Union College this year, presented a unique "March of Nations" pageant on Saturday night, March 13.

TWENTY-SEVEN CARLOADS of students and teachers from La Sierra College were given a royal reception at Pacific Union College the week end of March 11 to 13. At this time the first intercollegiate meeting gave study to the relationship of student organizations, the school, and the faculty; the school paper, the school, and the faculty; and other vital questions of school life.



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—courses leading to

Bachelor of Science in Business Administration, Elementary Education, Home Economics, Industrial Arts, Religious Education, Secondary Education, Secretarial Science.

—nondegree curriculums in

Elementary Education, Pre dental, Predietitian, Premedical, Prenursing, and Secretarial Science.

"If you would make the road to success a little shorter,
go to school a little longer."—*Cameron*

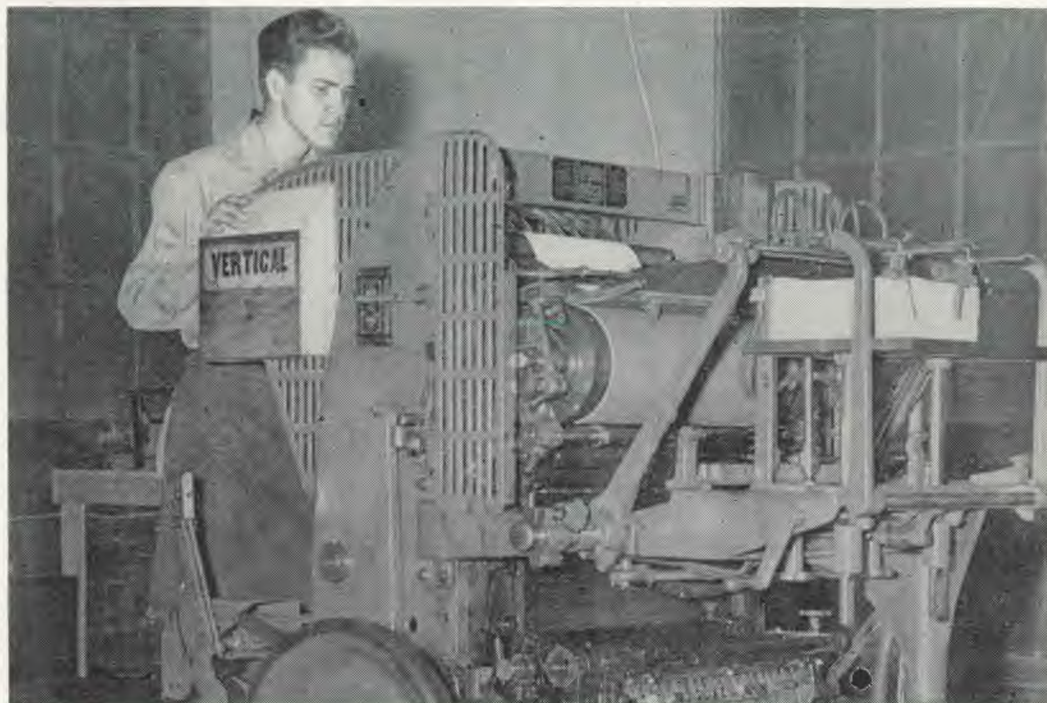
For further information write to Secretary of Admissions, Collegedale, Tennessee

SOUTHERN MISSIONARY COLLEGE

Summer Session opens June 15

Fall Term opens September 15

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TO WORK TO ATTAIN THAT DESIRE?



If this is your determination

THE INDUSTRIES OF SOUTHERN MISSIONARY COLLEGE HAVE A PLACE FOR YOU in the — Printing Department — Wood Products Section — Broom Shop — Garage — Laundry — Dairy — Farm

Come NOW! Each student working 600 hours during the summer recess in a college industry will receive a bonus of \$100 toward his school expenses in addition to regular summer earnings. Plan to start work June 1. For further details on the work program write to George Gott, assistant business manager.

"Daily, systematic labor should constitute a part of the education of the youth, even at this late period. Much can now be gained by connecting labor with schools. In following this plan, the students will realize elasticity of spirit and vigor of thought, and will be able to accomplish more mental labor in a given time than they could by study alone."—*Fundamentals of Christian Education*, p. 44.

SOUTHERN MISSIONARY COLLEGE

Summer Session opens June 15

Fall Term opens September 15

A BACHELOR OF SCIENCE IN MUSIC EDUCATION degree will be granted upon completion of a new course recently voted by the academic standards committee of Union College. A total of 126 hours will be required for this degree, planned to meet the standards set down by the National Association of Schools of Music.

BRONZE TEACHERS OF TOMORROW PINS were awarded to thirty members of the Henry T. Johnson Chapter, of Union Springs Academy (New York), at a banquet on February 29. Those present gave over fifty dollars to apply on the new girls' dormitory.

WEST INDIAN TRAINING COLLEGE (Mandeville, Jamaica) is sending its preceptor and Bible teacher, W. H. Waller, for a term of study at the Seventh-day Adventist Theological Seminary, at Washington, D.C.

FLOYD O. RITTENHOUSE, present academic dean of Washington Missionary College, has accepted a call to Southern Missionary College to serve in the same capacity and also as chairman of the Social Science Division.

W. A. HOLGATE is the new headmaster of Kingsway High School, at Kingston, Jamaica.

THE NEW AUDITORIUM AT OAK PARK ACADEMY (Iowa) has recently been finished and formally opened with appropriate ceremonies.

UNION SPRINGS ACADEMY (New York) is grateful for the recent gifts of a potato peeler and a vegetable slicer, both of which lighten the work of the kitchen vegetable crew.

EVERETT WATROUS, present dean of men at Auburn Academy (Washington) is joining the Southern Missionary College faculty as dean of men and instructor in history. Mrs. Watrous will head the English department of Collegedale Academy.

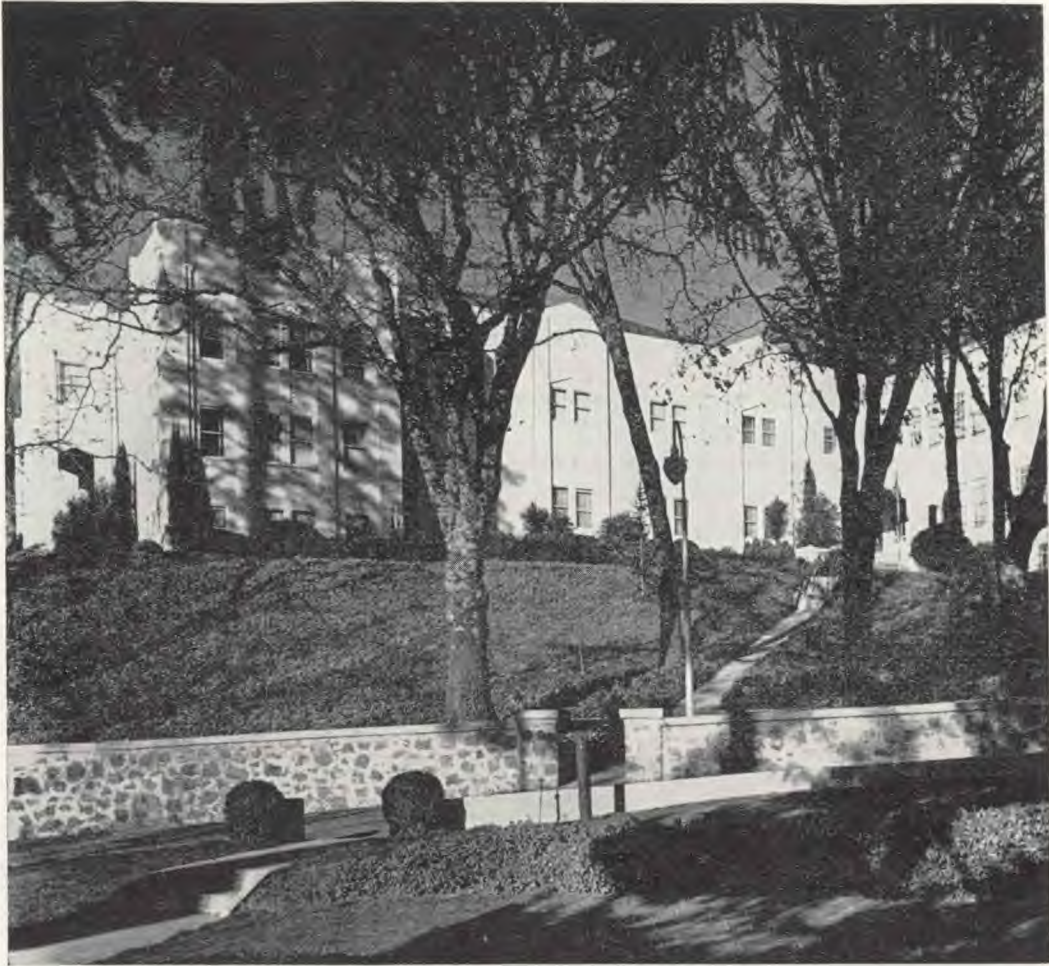
God requires the training of the mental faculties. He designs that His servants shall possess more intelligence and clearer discernment than the worldling, and He is displeased with those who are too careless or too indolent to become efficient, well-informed workers.—*Christ's Object Lessons*, p. 333.

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Write to Registrar

Walla Walla College

College Place, Washington



WASHINGTON MISSIONARY COLLEGE store, as one of the industries employing students, plays an important part in the educational system, and gives a threefold service—to the public, to students, and to the college. A new Frigid Mist vegetable unit has been installed which keeps the wide variety of vegetables always cool and fresh. The annual gross sales average \$150,000.

A TEACHERS' institute was held at Spicer Missionary College the last week in March, under the leadership of the Southern Asia Division educational secretary and of John E. Weaver, of the General Conference Department of Education.

WALLA WALLA COLLEGE CHURCH has been organized as a congregation separate from the College Place Church, with V. E. Hendershot, dean of the School of Theology, as pastor of the new church.

"THE DIXIE FRONTIER," third volume of social history by Everett N. Dick, research professor of history at Union College, was recently released by the Alfred N. Knopf Company of New York.

THE NEW NORMAL SCHOOL BUILDING at West Indian Training College, Mandeville, Jamaica, is being joyfully occupied by Miss Dell Brodie and her pupils.

THE PUBLIC SPEAKING CLASS of Little Creek School (Tennessee) presented the studies at the regular church service on two Sabbaths in March.

Be ambitious, for the Master's glory, to cultivate every grace of character.—*Messengers to Young People*, p. 100.

PLAINVIEW ACADEMY

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Doing a Big Work*



For information write

F. P. GILBERT, Principal

Redfield - - - - - South Dakota

NEW HEAD OF THE ART DEPARTMENT at Pacific Union College is Mrs. Willa Thompson, replacing Kenneth Manning.

BAPTISM OF THIRTY-THREE at Australasian Missionary College on November 22 was a high light of the closing weeks of the 1947 school year.

COMPETENT TYPIST AWARDS were recently given to students of Sunnydale Academy (Missouri)—three 30-word and five 40-word certificates, and three 50-word pins.

OZARK ACADEMY

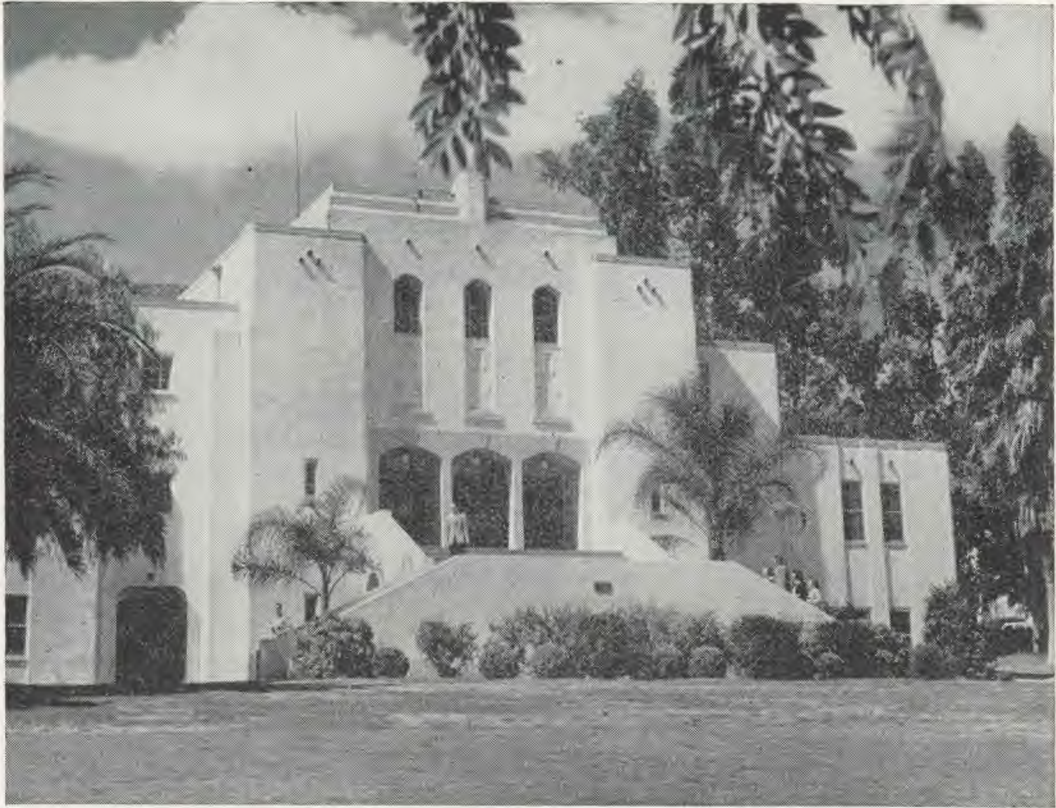
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*For Information and Bulletin
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(Fifteen Months)

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NEW CLASSES BEGIN EACH
FEBRUARY and SEPTEMBER

Approved for Veterans

Write for bulletin

UNION COLLEGE FACULTY MEMBERS have selected fourteen students to be listed in the 1947-48 publication of *Who's Who Among Students in American Universities and Colleges*.

KENNETH C. KNIGHT, chief accountant of Madison College, was recently awarded the Certified Public Accountant's certificate under the Tennessee State Board of Accountancy.

THEOLOGY STUDENTS OF WALLA WALLA COLLEGE conducted eminently successful evangelistic efforts in near-by towns during the spring months. From one effort eight were baptized, and many more are expected to take that step.

JACK WILLIAMS, PRESIDENT of Washington Missionary College's 1948 graduating class, has accepted a call to teach commercial subjects at Spicer College, near Poona, India. He and Mrs. Williams expect to sail in August. Anna Kwapinski, a 1948 major in elementary education, is also a mission appointee and will be leaving for Africa shortly after graduation.

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High Standards

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Modern Equipment
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Vocational Training

1948-49 Term Opens Sept. 7

Write to the Principal
For Bulletin of Information

Light of Asia

Continued from page 28

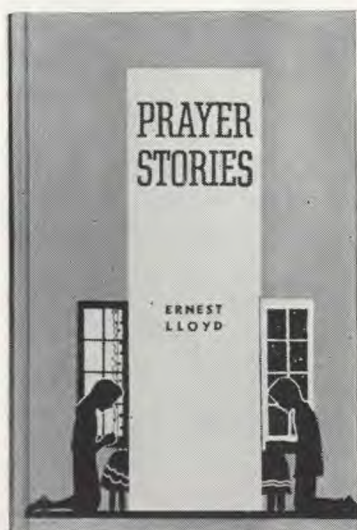
Now take a plane in Manila and fly to Tokyo for a visit to Japan Junior College, at Nihon San-Iku Gakuin. This school is just in process of restoration, but the little band of teachers and students are courageous, hopeful, and industrious. Then you will want to see Korea and the Korean Union Seminary, which also offers junior college courses and trains workers in the shadow of "the curtain."

Far from Korea, and at the opposite end of Asia, is the Middle East College, at Beirut, Lebanon, on the crossroads of three continents. Read the interesting report of its president on pages 6 and 7 of this JOURNAL.

A NEW COMMERCIAL LAUNDRY AND DRY CLEANING PLANT has been opened at Southern Missionary College. A daily trip is made to Chattanooga, picking up and delivering laundry for several hotels in the city, also the Parkview Hospital.

Effectual

teaching aids!



PRAYER STORIES

BY ERNEST LLOYD

Here is a new compilation of stories on this intriguing subject, by the editor of *Our Little Friend*. With faith and devotion the child approaches God, and his simple believing prayer is rewarded. This is a character-building volume teaching children important lessons of faith and dependence on God. As a Christian teacher, you will find *Prayer Stories* an invaluable aid.

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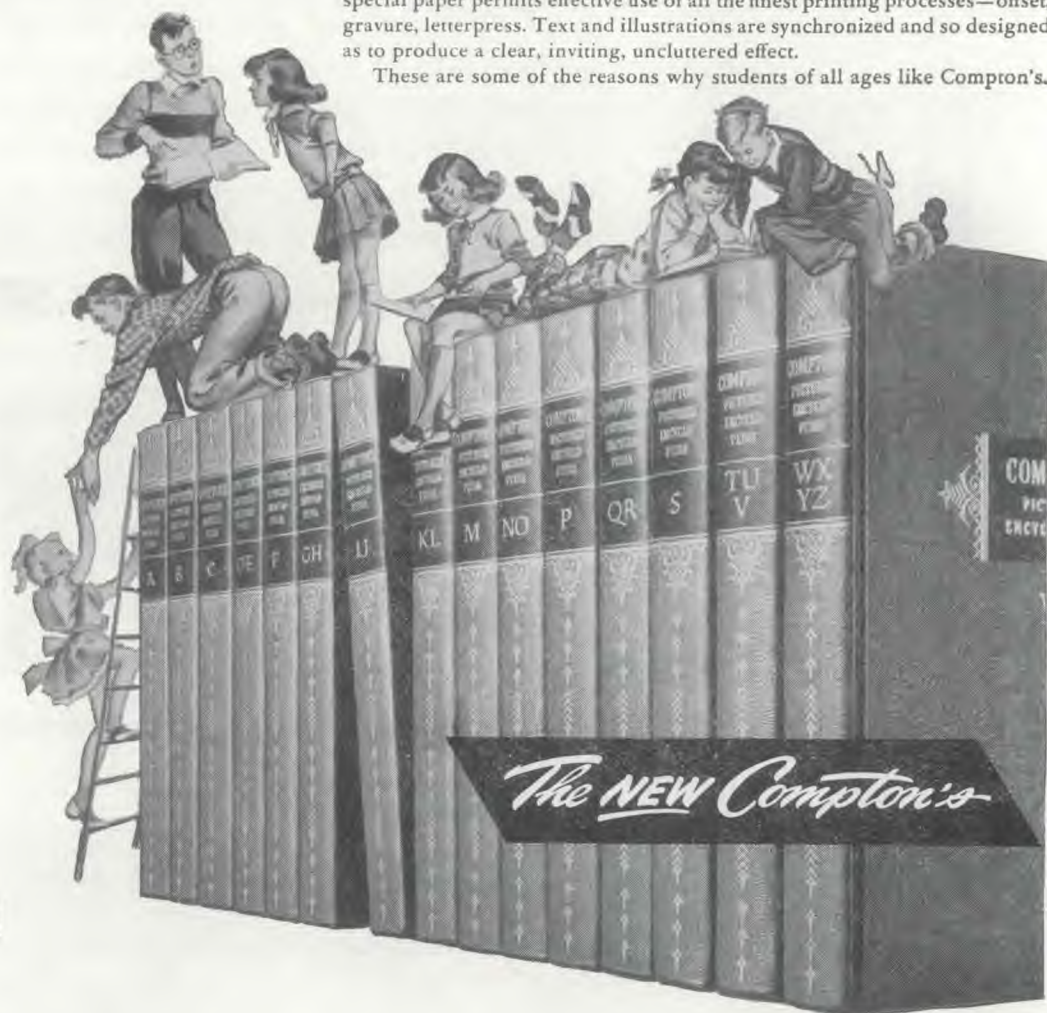
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TWO FACULTY HOMES have been constructed at Pacific Union College this year—designed by the architectural drawing class, built by the carpentry class, and wired by the class in electricity.

SOUTHWESTERN JUNIOR COLLEGE students and faculty enjoyed the visit of a large delegation of students and teachers from Union College, the last week end of February.

SUNNYDALE ACADEMY (Missouri) has a new maintenance man in the person of Charles Garner, formerly of Madison College.

Knowledge and science must be vitalized by the Spirit of God in order to serve the noblest purposes.—*Christian Education*, p. 32.

WALLA WALLA COLLEGE has reorganized and enriched its Elementary Teacher-Training course to allow certification of teachers after two years of college training.

SOMETHING NEW HAS BEEN ADDED TO Union College. A campus telephone exchange has been installed which connects practically all buildings, offices, and departments from either on- or off-campus phones.

Control

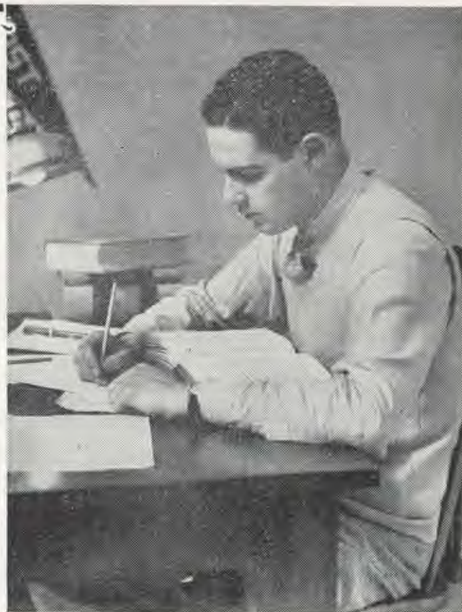
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Continued from page 13

College, at Chillán. Although two devastating earthquakes have razed the buildings at Chillán, in each instance Chile College has, like the phoenix, risen from its own ruins as our good people have rebuilt this monument to their confidence in Christian education.

Worthy of special mention, and listed for Missions Extension aid for 1948, is the Bolivia Training School, at Cochabamba. A government dam recently constructed in the near-by river is gradually inundating the school lands. The buildings are constructed of the usual material of the country, sun-dried bricks or adobe. Dormitories have already melted away, and the next high water is expected to reach the administration building. Land has been purchased on high ground out of reach of the rising waters, but there remains the task of rebuilding—a heavy drain on the resources of that field.

Neither floods, earthquakes, nor the opposition of the dominant church can stop the progress and development of Adventist education in the Americas to the south. Large enrollments continue to tax to the limit the capacity of these schools, which are havens of refuge for young people who without them would in many instances be unable to get any education at all, if they would avoid influences destructive of their faith. Because the teachers are faithfully following the blueprint of Christian education, the graduating classes from these schools continue to provide workers and leaders for all branches of the organized work.

THE BUSINESS MANAGER'S REPORT shows that Madison College and Sanitarium Corporation is now in the millionaire class. The earned income to all departments in 1947 was in excess of \$1,150,000.

The best ministerial talent should be employed to lead and direct in the teaching of the Bible in our schools.—*Counsels to Teachers*, p. 431.



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THE RADIO PRODUCTION CLASS of Walla Walla College has been presenting a musical variety program over radio station KUJ every Wednesday evening since April 7.

The first great lesson in all education is to know and understand the will of God.—*Fundamentals of Christian Education*, p. 414.

A WEEKLY SPEAKERS' FORUM has been organized at Union College, for the purpose of developing the talent of public speaking, especially in nonministerial students.

WASHINGTON MISSIONARY COLLEGE religion students conducted six very successful evangelistic efforts in surrounding communities during the school year just closed. Many Bible-study groups were formed for further study in preparation for baptism.

INGRID JOHNSON, instructor in physical education and assistant dean of women at Emmanuel Missionary College, is joining the Southern Missionary College staff as dean of women and instructor in physical education.

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A. J. OLSON, PRINCIPAL **AUBURN, WASHINGTON**

We Are Building Again

Continued from page 8

Construction will soon be under way on two dormitories, an administration building, and several homes for teachers. Students and teachers are uniting their efforts to "arise and build," as did Elisha and the sons of the prophets. Our secondary and college work will thus be united to provide the well-rounded Christian education which our Korean church so greatly needs.

JAMES M. LEE, *Principal*
Korean Union Training School

PACIFIC UNION COLLEGE A CAPPELLA CHOIR this year made its twenty-first annual tour of California, giving eighteen concerts in as many cities, and three broadcasts, including the Voice of Prophecy program on Sunday, April 4, broadcast coast to coast.

SUNNYDALE ACADEMY (Missouri) organized a vigorous, active club of fifty-four Teachers of Tomorrow, on February 24.



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Education in the Not-So-Dark Continent

Continued from page 22

primary function of which is to train young men to be teacher-evangelists and young women to be good wives. The boarding enrollment in 1947 was one hundred and forty students, and the village school enrollment for standards one to four was approximately one hundred and twenty-five.

The training school at Bongo, Angola, cares for substandards A, B, and C, and standards one to six, the last two years being devoted to teacher-training. Its total enrollment at the close of 1947 was four hundred. A. J. S. Casaca is the new principal of this school.

The Luz ("light") Mission School, on the site of Livingstone's camp in the eastern part of Angola, had a total enrollment of ninety-two in 1947, and its twenty-three outschools give assurance of a steady supply of new students. Victorina Chaves is the teacher at Luz, assisted by three African graduates from Bongo.

He who co-operates with the divine purpose in imparting to the youth a knowledge of God, and moulding the character into harmony with His, does a high and noble work. As he awakens a desire to reach God's ideal, he presents an education that is as high as heaven and as broad as the universe; an education that can not be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above.—*Education*, p. 19.

The JOURNAL of TRUE Education

Printed by
Review and Herald Publishing Association
Takoma Park, Washington 12, D.C.

Keld J. Reynolds, *Editor*

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Lowell R. Rasmussen Arabella J. Moore

THE JOURNAL OF TRUE EDUCATION is published bi-monthly, October through June, by the Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington 12, D.C. The subscription price is \$1.25 a year. Correspondence concerning subscriptions and advertising should be sent to the Review and Herald Publishing Association. Address all editorial communications to the Editor.

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